



**Department of
Education**

Dennis M. Walcott, Chancellor



2013-2014

**SCHOOL COMPREHENSIVE EDUCATIONAL PLAN
(SCEP)**

School Name: PROGRESS HIGH SCHOOL

DBN (i.e. 01M001): 14K474

Principal: WILLIAM C. JUSINO

Principal Email: WCJUSINO@SCHOOLS.NYC.GOV

Superintendent: AIMEE HOROWITZ

Network Leader: ROBERTO HERNANDEZ

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 (AIS), and the Parent Involvement Policy (PIP). 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.
5. Names of SLT members must be added to this form for posting. The signed original documents must be maintained on file at the school.

Name	Position and Constituent Group Represented	Signature
William C. Jusino	*Principal or Designee	
Kevin Wilkinson	*UFT Chapter Leader or Designee	
Bianca Quinones Ramirez	*PA/PTA President or Designated Co-President	
Jeannette Smith	DC 37 Representative, if applicable	
Nicole Baez, Joshua Deas	Student Representative (<i>optional for elementary and middle schools; a minimum of two members required for high schools</i>)	
	CBO Representative, if applicable	
Pamela Hicks	Member/ Parent	
Dolores Laguerre	Member/ Parent	
Jose Cruz	Member/ Parent	
Christina Rivera	Member/ Parent	
Lissandra Morales	Member/ COSA	
Diana Rendon	Member/ Teacher	
	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 which must be maintained on file at the school with the original SLT signature page.

School Comprehensive Education Plan (SCEP) Requirements

Which Schools Need to Complete the SCEP?

Consistent with the USDOE approved ESEA Flexibility Waiver, Priority Schools and Focus Schools are required to develop a School Comprehensive Education Plan (SCEP). Schools should identify and submit annual goals and action plans in consultation with their School Leadership Team (SLT).

Priority and Focus schools implementing a whole school reform model in 2013-14 are required to:

- Include an analysis of the achievement of the goals contained in the 2012-13 school year SCEP.
- Include the strategies and activities that are aligned to the six tenets, from the list of allowable expenditures and activities approved by NYSED.
- Include the strategies and activities that will satisfy the Priority and Focus school allocation and parent engagement set-aside requirements.
- Explicitly delineate the school's plan for annually increasing student performance through comprehensive instructional programs and services as well as the plan for enhancement of teacher and leader effectiveness. The strategies and activities should include a focus on the accountability subgroup(s) and measures for which the school has been identified.
- Address how the school will use its full range of resources (which may include but is not limited to Title I, Title II, and/or Title III, 1003(a) and/or 1003(g) School Improvement, Race to the Top, School Innovation or local funds) to support improvement efforts for the identified sub-group(s) on the identified accountability measures.
- Develop the SCEP in consultation with parents, school staff, the School Leadership Team (SLT), and others in accordance with the requirements of Chancellor's Regulations A-655 to provide a meaningful opportunity for stakeholders to participate in the development of the plan and comment on the SCEP before it is approved.
- 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. Refer to FY 14 SAM # 86 [HERE](#).
- Align the identified goals to the strategies and activities in your Parent Involvement Policy (PIP). The PIP template is provided on pages 14 and 15. Your school is encouraged to use the template as it is provided, or align it in accordance with your school's goals, or replace it entirely with a Parent Involvement Policy created by your school that meets federal requirements. You may use or amend relevant sections of your PIP so they directly align to the parent involvement activities that support each goal and action plan. All schools should cite strategies to increase parent involvement that align to the goal when applicable. Title I schools should reference these strategies and activities in the school's Title I Parent Involvement Policy (PIP).

Guidance for Developing Completing the Annual Goals and Action Plan Section

For SY 2013-14 the SCEP must be based on the findings and recommendations contained in the most recent Integrated Intervention Team (IIT) Review, NYCDOE Quality Review, or NYCDOE Alternative Quality Review (Alt QR).

- 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 Statements 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, derived from the recommendation from your most recent intervention. Cite the page number from your most recent intervention. Copy and paste the recommendation into your action plan. If your school has **not** received an intervention during the 12-13 school year, you should demonstrate the use of both quantitative and/or qualitative data when providing the rationale for each goal. You should cite data from the other

sources such as the Progress Report, School Survey, etc.

- Select the HEDI rating for the associated Statement of Practice (SOP) that was earned by the school during its most recent intervention. Schools that did not receive an Integrated Intervention Team (ITT) visit in 2012-13 should use the rating from their most recent intervention using the QR/Alt QR cross walk provided [HERE](#).
- Indicate the SOP being addressed by marking the box to the left of the SOP description. Select the specific SOP(s) that correspond to the intervention recommendation and the school's priorities.
- Enumerate the strategies and activities that will be implemented to achieve each goal.
- Identify all fund sources that will be used for the completion of each activity.
- List the projected timeline for completion of each activity, including the start and end date of each activity.
- Ensure the matching fund source and P&F program dropdown menu in Galaxy align to the SOPs selected in the SCEP.
- Describe the programmatic details (e.g. number of sessions, number of hours, number of teachers, etc.) and resources that will be used for each instructional strategy and activity described for each goal. Do not include the cost for each line-item-expenditure for the strategies and activities listed within the action plans.

School Receiving Title I Funds

School Wide Program (SWP) and Targeted Assistance (TA) Schools receiving Title I funds are required to complete the Title I Information Page (TIP) located on page 13 of the SCEP.

SCEP Checklist

All Schools

	Indicate that a section has been completed by marking an "X" in the box to the left of each section
	School Leadership Team Signature Page
	The SCEP Overview
	Action Plans 1 – 5: Each of the five Action Plans must contain the following elements-
	1. A major recommendation with HEDI rating
	2. Statement Of Practice (SOP) selected aligned to the goal
	3. A goal aligned to the major recommendation
	4. Instructional Strategies section, A-E for each strategy or activity that supports the goal
	5. Budget & Resource Alignment section (indicating all funding sources)
	Academic Intervention Services (AIS)
	Title I Information Page (TIP) (Only for Priority or Focus schools receiving Title I funding)
	Parent Involvement Policy (PIP)

School Information Sheet for 14K474

School Configuration (2013-14)					
Grade Configuration	09,10,11,12	Total Enrollment	1083	SIG Recipient	N/A
Types and Number of English Language Learner Classes (2013-14)					
# Transitional Bilingual	16	# Dual Language	N/A	# Self-Contained English as a Second Language	N/A
Types and Number of Special Education Classes (2013-14)					
# Special Classes	22	# SETSS	6	# Integrated Collaborative Teaching	50
Types and Number of Special Classes (2013-14)					
# Visual Arts	15	# Music	33	# Drama	N/A
# Foreign Language	30	# Dance	1	# CTE	N/A
School Composition (2012-13)					
% Title I Population	77.7%	% Attendance Rate			81.3%
% Free Lunch	84.9%	% Reduced Lunch			3.5%
% Limited English Proficient	17.1%	% Students with Disabilities			14.8%
Racial/Ethnic Origin (2012-13)					
% American Indian or Alaska Native	0.1%	% Black or African American			31.8%
% Hispanic or Latino	66.3%	% Asian or Native Hawaiian/Pacific Islander			1.0%
% White	0.9%	% Multi-Racial			N/A
Personnel (2012-13)					
Years Principal Assigned to School	15.34	# of Assistant Principals			5
# of Deans	N/A	# of Counselors/Social Workers			4
% of Teachers with No Valid Teaching Certificate	N/A	% Teaching Out of Certification			N/A
% Teaching with Fewer Than 3 Years of Experience	20.6%	Average Teacher Absences			5.8
Student Performance for Elementary and Middle Schools (2012-13)					
ELA Performance at levels 3 & 4	N/A	Mathematics Performance at levels 3 & 4			N/A
Science Performance at levels 3 & 4 (4th Grade)	N/A	Science Performance at levels 3 & 4 (8th Grade)			N/A
Student Performance for High Schools (2011-12)					
ELA Performance at levels 3 & 4	64.8%	Mathematics Performance at levels 3 & 4			56.7%
Credit Accumulation High Schools Only (2012-13)					
% of 1st year students who earned 10+ credits	N/A	% of 2nd year students who earned 10+ credits			N/A
% of 3rd year students who earned 10+ credits	N/A	4 Year Graduation Rate			59.3%
6 Year Graduation Rate	75.1%				
Overall NYSED Accountability Status (2012-13)					
Reward		Recognition			
In Good Standing		Local Assistance Plan			
Focus District	X	Focus School Identified by a Focus District			X
Priority School					

Accountability Status – Elementary and Middle Schools

Met Adequate Yearly Progress (AYP) in ELA (2011-12)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	N/A			
Met Adequate Yearly Progress (AYP) in Mathematics (2011-12)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	N/A			
Met Adequate Yearly Progress (AYP) in Science (2011-12)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	N/A			

Accountability Status – High Schools

Met Adequate Yearly Progress (AYP) in ELA (2011-12)				
American Indian or Alaska Native	N/A	Black or African American		Yes
Hispanic or Latino	Yes	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	Yes			
Met Adequate Yearly Progress (AYP) in Mathematics (2011-12)				
American Indian or Alaska Native	N/A	Black or African American		Yes
Hispanic or Latino	Yes	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	Yes			
Met Adequate Yearly Progress (AYP) in Graduation Rate (2011-12)				
American Indian or Alaska Native	N/A	Black or African American		Yes
Hispanic or Latino	Yes	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	Yes			

SCEP Overview

The SCEP Overview is designed to assist you to reflect and improve the development of the SCEP for the 13-14 school year. The SCEP is developed with the School Leadership Team (SLT) in accordance with Chancellor's Regulations A-655. The SCEP will be posted on the school's webpage to be made widely available to the public and the school community at large.

The SCEP Overview will serve as the at-a-glance summary for NYSED as to how the school will use various funding sources to improve student achievement based on the needs assessment established by the school's most recent intervention.

Reflecting upon the 2012-13 SCEP

Answer the following questions regarding the 12-13 SCEP							
Describe the strengths of your school's 12-13 SCEP.							
Provided a guide for increasing data analysis and curriculum development. It set activities dictating how this was to be accomplished; differentiated instruction, small grouping, AIS and looked at data from assessments.							
Student Environment improved. Section 4.4 outlined support for students in their academic and social growth and promotes positive school climate and culture; establishes and implements integrated safety, discipline and intervention policies and procedures, promotes respect for diversity and takes a proactive role in nurturing students' pro-social behavior by providing students with meaningful opportunities for social emotional learning.							
Describe the areas for improvement in your school's 12-13 SCEP.							
Goals need to be communicated to all stakeholders. The teachers knew that PHS was striving for improved scores and improved attendance, however, parents and students were not fully aware of specific goals.							
Describe the barriers and challenges encountered while developing and implementing your school's 12-13 SCEP.							
Teachers worked on achieving the goals; Attendance, Common Core knowledge and attended Professional Development to learn CC and assessment requirements. Barriers were teachers not attending trainings on Common Core, department meetings or using data to drive their instruction.							
We accomplished portions of set goals. This year we are expanding the 2012-2013 goals and using Common Core 100% of the time with fidelity.							
Describe the degree to which your school's 12-13 SCEP was successfully implemented.							
We were pleased that our CEP goals were completely realized.							
Were all the goals within your school's 12-13 SCEP accomplished?				X	Yes	<input type="checkbox"/>	No
If all the goals were not accomplished, provide an explanation.							
N/A							
Did the identified activities receive the funding necessary to achieve the corresponding goals?				X	Yes	<input type="checkbox"/>	No

Developing the 2013-14 SCEP

Answer the following questions regarding the 13-14 SCEP				
Describe the anticipated barriers and challenges in developing and implementing your school's 13-14 SCEP.				
We have established timelines for each tool we will use this year to be developed by- communication plan, Guidance Document (google Docs), Professional Development Planning and grade meetings for students/parents. Barriers could be that teachers may not utilize the tools provided to assist them with the plan and implementation of Common Core.				
List the 13-14 student academic achievement targets for the identified sub-groups.				
We set a goal for addressing the specific needs of our subgroups, i.e. English Language Learners, Special Education and lowest one-third performers. Administrators, coaches and Teacher Leaders will assist in preparing students for the regents exam. This will support PHS's goal of improved graduation rate. We will utilize small group instruction based on data and provide differentiated instruction to these targeted subgroups.				
Describe how the school leader(s) will communicate with school staff and the community.				
PHS will hold town meetings, faculty meetings, newsletter, including the goals on all communications, web site and goals will be reviewed constantly to see what progress is being made.				
Describe your theory of action at the core of your school's SCEP.				
Our school's theory of action is based on the concept that if we have professional learning groups where teachers can engage with one another in reviewing curriculum, creating common assessments and analyzing student work across disciplines THEN student learning will improve. • IF we implement a social/behavioral support program school-wide and provide professional support for teachers , THEN less classroom time will be lost and student achievement will increase • IF we emphasize teacher evaluation through thoughtful, thorough, timely feedback utilizing the Danielson rubric, THEN student learning will improve.				

Describe the strategy for executing your theory of action in your school's SCEP.

Our Theory of Action builds on our beliefs about how children learn, the conditions that best promote learning, and the policies, management systems, and culture that best promote the commitment and high performance of adults. A number of concrete steps have been implemented to support our theory of action:

- Our schools schedule has been modified to allow for a weekly, three and one-half hour PD training block.
- Teachers will meet weekly and will be divided into teams for the purpose of co-planning and constructing periodic assessments.
- Results will be analyzed and disaggregated by subgroups, whole groups and grade levels.
- Skedula/Jupiter Grades – an on-line uniform grading system – will be utilized to post and disseminate all student outcomes. This tool will serve as a vehicle to increase communication between students, parents and other educators.
- A weekly PD newsletter will serve as a primary communication tool in support of our evaluation efforts.

List the key elements and other unique characteristics of your school's SCEP.

One of the highlighted goals is to increase the PHS diploma percentage based on what we see. This will reinforce the mission of the entire school. Another highlight is implementing common Core with 100% fidelity- this will provide teachers with rigorous lessons, planning should include differentiated instruction to provide remediation and acceleration. Professional Development will provide opportunities to improve teacher instruction. Strategies and best practices through the coaches and planning should increase student achievement and therefore, improve the student's chance of graduation and improving their ability to be college and career ready.

Provide evidence of your school's capacity to effectively oversee and manage the improvement plan.

We are distinguished by stable leadership 7-8 year average tenure; effective teacher leadership/coaching and a receptive faculty. Additionally, we will help create an environment that supports school efforts to improve. The elements of a supportive environment outlined below give structure to our schools' transformation effort. With support, we can help make the difference between student success and failure by:

- Helping build leadership, trust, ownership, and a shared vision of change among school staff;
- Effectively mobilizing resources to support school change;
- Using data to drive reform in assessing school performance, selecting improvement strategies that meet our school's particular needs, setting high goals, creating strategic plans for improvement, and measuring progress so that the process of change becomes a cycle of continuous improvement;
- Promoting parental involvement and community support by developing partnerships to bolster reform efforts; and
- Stimulating innovation and change by creating incentives for teachers and students.

Goal and Action Plan #1 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 in the space below from your latest intervention (DTSDE Review, QR, or Alt DQR) which will form the basis of your needs assessment. Include the review type, year, page number, and HEDI rating (“H” = Highly effective, “E” = Effective, “D” = Developing, “I” = Ineffective, “NA” = Not Applicable).

Focus teachers on a set of key school-wide standards so that data analysis leads to shared, targeted strategies around improving student learning. (2009-10), School Quality Review page 5). Align resources, including teacher time and class size, to more effectively support school-wide goals and accelerate student learning (School Quality Review page 5).

Review Type: QR	Year: 2009	Page Number: 5	HEDI Rating: E
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Tenet 2: School Leadership Practices and Decisions

Indicate using an “X” the Standard(s) 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	2.3 Systems and structures for school development
X	2.4 School leader’s use of resources	2.5 Use of data and teacher mid-management effectiveness

Annual Goal #1

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

By June, 2014, increase by 50% the numbers of students that effectively utilize close reading learning strategies. This will be measured by the use of a Critical Reading rubric and using an assessment to measure students’ ability to answer critical reading questions. By year 2, all students will be well-versed in this reading strategy.

Instructional Strategies/Activities

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve this goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. Include the corresponding SOP(s) for each strategy/activity enumerated in part A. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.

1. Strategies/activities that encompass the needs of identified subgroups

The school instructional focus is to provide explicit instruction in close reading and constant exposure to a wide variety of text to determine what the text says explicitly and to make logical inferences from the text; cite specific textual evidence when writing and speaking to support conclusions drawn from the text. Strategies to be employed include:

1. The English department faculty has administered a baseline exam teachers will perform inquiry to identify students’ needs and readiness on specific standards and specific skills within the Common Core Learning Standards will be targeted during the inquiry process.
2. Continuation of instructional strategies that have contributed to overall improved student achievement, including the implantation of a 3.5 hour block for all students to take part in intervention and enrichment courses on Friday afternoons.
3. The Friday modified schedule will address student weaknesses in English through project-based learning and SAT sophistication courses. The 9th grade students will be using the Organized for Life curriculum which provides opportunities for writing based on connections between text and real life. The Senior Seminar course will allow students to refine critical reading and writing skills that will be necessary for success in college and future careers.
4. Teachers will meet during the 3 hour block on Fridays to identify best practices for targeted subgroups which will include English language learners, males and students with disabilities.
5. Throughout common planning, department meetings and curriculum revisions teachers will implement identified strategies to meet the needs of specific groups of students including English language learners and students with disabilities.

6. Castle Learning will be offered to targeted students as part of a continued effort to support the ESL curriculum and Instructional Focus.
7. Teachers and educational paras will reinforce the instructional focus of close reading and literacy across all disciplines. The goal is to have students become competent with strategy use, become aware of how and when to use the strategies they learned, and finally become able to use strategies on their own.

Teachers will provide direct, explicit strategy instruction daily, which consists of:

- identifying text for instruction, which include both information and literary texts;
- giving explanation, modeling, scaffolding, and helping students practice to become independent in the use of the strategy;
- assuring students record outcomes of strategy use in their personal portfolios/work folders, (e) have students collaborate within teams and the whole class for outcomes of strategy use and comprehension activities.

2. Key personnel and other resources used to implement each strategy/activity

The principal, AP Supervisors and Instructional coaches will collaborate with teachers to co-construct and articulate a shared vision around citywide instructional expectations and Danielson framework. Danielson Framework, Domains and competencies will be articulated during department, faculty, common planning periods, in observations and informal feedback, and in the new instructional professional development newsletter, *PROGRESS REPORT* (first issue October 2013). Lead Instructional Teachers will support CCLS, Teacher Effectiveness (Charlotte Danielson) and pedagogies that support special populations in a once a week after-school one-hour session.

3. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity

To track and monitor progress, PHS has developed a feedback loop consisting of a range of evidence:

- We have defined a student outcome goal of increasing the number of students that effectively utilize close reading learning strategies by 500 students in the 2013-14 school year.
- We have several leading indicators. (One related to CCSS implementation, for example, is the retention rate of teachers with fewer than five years of service in grades 9-12).
- We have created a project with milestones and deliverables for each of the projects, with an explicit estimate of the contribution that successful completion of each project will make toward the student outcome goal.
- Our schools CCRPP committee has developed benchmark implementation goals to guide their work. Monthly debriefing sessions have been scheduled.

4. Timeline for implementation and completion including start and end dates

The co-construction of a shared instructional vision commenced in September 2013 with a meeting with Administrators and Instructional Leads and will continue with teachers during the January, 2013 PD day and will take place with all teachers during a facilitated Professional Friday sessions throughout the year. The vision will be continually articulated in the *PROGRESS REPORT*.

- Short cycles and formal observations commenced in late December 2012 and will continue through June.
- Collaborative group work will take place during the weekly Common Planning Professional Period which commenced in early October, 2011.

- Support for special populations will take place in the after-school sessions from the first week of October and February.
- Instructional Leads sessions will take place in after-school sessions from March or April.

5. Describe programmatic details and resources that will be used to support each instructional strategy/activity

Activity Codes **GNMHR** (Instructional Practices and Strategies (PF COMMON CORE) **Tenet 2** and **GNMHS and GNMHO** (Use of data, instructional practices and student learning – **Tenet 2; School Leaders Use of Resources**) from Priority Funds (SWP) will pay for PD Training that will focus teachers on a set of key school-wide standards so that best practices leads to shared, targeted strategies around improving student learning.

Budget and Resource Alignment

Indicate using an “X” the fund source(s) that your school is using to support the instructional goal.

X	PF Set Aside	X	Tax Levy	X	Title IA		Title IIA		Title III		Grants
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List any additional fund sources your school is using to support the instructional goal below.

Indicate using an “X” the P&F activity categories from the P&F program dropdown in Galaxy used to support the activities listed in part A.

X	PF AIS		PF CTE		PF College & Career Readiness		PF Common Core
X	PF ELT		PF Inquiry Teams		PF NYS Standards and Assessments		PF Parent Engagement
	PF Positive Behavioral Management Programs				PF RTI	X	PF Supporting Great Teachers & Leaders

Goal and Action Plan #2 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 in the space below from your latest intervention (DTSDE Review, QR, or Alt DQR) which will form the basis of your needs assessment. Include the review type, year, page number, and HEDI rating (“H” = Highly effective, “E” = Effective, “D” = Developing, “I” = Ineffective, “NA” = Not Applicable).

We have analyzed the recommendations from the New York City 2012-13 Citywide Instructional Expectations and the 2009-10, School Quality Review page 9 – specifically “School leaders will ensure that **-Students experience Common Core-aligned instruction across subjects.**” Teachers will engage in job-embedded professional learning as they explore ways to implement pedagogical practice. This will form the basis of our work.

Review Type:	QR	Year:	2009	Page Number:	9	HEDI Rating:	E
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Tenet 3: Curriculum Development and Support

Indicate using an “X” the Standard(s) 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 Enact curriculum	X	3.3 Units and lesson plans
	3.4 Teacher collaboration	X	3.5 Use of data and action planning

Annual Goal #2

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

By June 2014, 100% of all classes in English, social studies, mathematics, and science will design a minimum of two units of study with a minimum of three tasks per unit that are aligned with the Common Core Standards and administered to the students in each of these subject areas. English will be completely aligned to the Common Core.

Instructional Strategies/Activities

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve this goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. Include the corresponding SOP(s) for each strategy/activity enumerated in part A. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.

A. Strategies/activities that encompass the needs of identified subgroups

Teachers will begin to count on deep conceptual understanding of core content and build on it. Each standard will not be a new topic but rather an extension of previous

learning.

Principals and teachers will carefully connect the learning within and across grades so that students can build new understanding onto foundations built in previous years. Teachers will begin to count on deep conceptual understanding of core content and build on it. Each standard will not be a new event, but an extension of previous learning.

All classes will design a minimum of 2 Common Core aligned units. English will be completely aligned to Common Core standards. Each unit will include 2 formative and 1 summative assessments.

None-core class teachers will have specialized professional development on strategies to help them implement Common Core standards in their classrooms.

Administrators will ensure student work folders along with work posted in classrooms and hallways reflect mastery of CCLS and contain task, rubric and feedback aligned to the standards.

Administrators and teachers will conduct walk-throughs to identify areas of strengths and weaknesses as it relates to CCLS paying particular attention to instructional shifts set forth by the 2013-2014 Citywide Instructional Expectations.

PHS will conduct weekly, targeted, professional development to ensure that the teachers are working toward aligning the aligned Common Core Standards Curricular units to produce tasks that are aligned with the Standards. In particular, we will provide additional ELA and Graduation (metrics) attention to our ELL and special education populations.

The Danielson's Enhancing Professional Practice for A Framework for Teaching has been purchased and has been distributed to all teachers. This handbook will serve as a guide to support the successful implementation of the Common Core Standards.

B. Key personnel and other resources used to implement each strategy/activity

6. Participating personnel will include administrators, teacher leaders, teachers and support personnel (programmer, coaches and staff developers).

C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity

To track and monitor progress, PHS has developed an evaluation feedback loop consisting of a range of evidence:

Administrators will observe and visit classes regularly (biweekly) noting that teachers are utilizing the Common Core Standards into their unit and lesson plans. Administrators will visit classes to conduct observations using low inference note taking to ensure there is effective Common Core alignment in lesson plans, unit goals and pacing guides.

D. Timeline for implementation and completion including start and end dates

1. Common Planning Professional Period commenced in early October, 2012. The timeline for implementation of on-going PD will continue through June. Collaborative group work will take place weekly. Instructional Leads sessions will take place after-school and Saturdays from March through June 2013

E. Describe programmatic details and resources that will be used to support each instructional strategy/activity

Activity Codes **GNMHP and GNMHQ** (Units and lesson plans PF SUPPORTING GREAT TEACHERS & LEADERS Tenet 3) from Priority funds SWP will pay for PD Training that will focus teachers on the Danielson's Enhancing Professional Practice for A Framework for Teaching.

Budget and Resource Alignment

Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.											
X	PF Set Aside		Tax Levy		Title IA		Title IIA		Title III		Grants
List any additional fund sources your school is using to support the instructional goal below.											
Indicate using an "X" the P&F activity categories from the P&F program dropdown in Galaxy used to support the activities listed in part A.											
	PF AIS		PF CTE		PF College & Career Readiness	X	PF Common Core				
X	PF ELT		PF Inquiry Teams		PF NYS Standards and Assessments		PF Parent Engagement				
	PF Positive Behavioral Management Programs				PF RTI	X	PF Supporting Great Teachers & Leaders				

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 in the space below from your latest intervention (DTSDE Review, QR, or Alt DQR) which will form the basis of your needs assessment. Include the review type, year, page number, and HEDI rating ("H" = Highly effective, "E" = Effective, "D" = Developing, "I" = Ineffective, "NA" = Not Applicable).											
We have analyzed the recommendations from our last SQR Report (2009-10), as well as, recommendations all of the most recent School Level Reports. We will focus on the SQR recommendation , (2009-10), page 5 – <i>"Focus teachers on a set of key school-wide standards so that data analysis leads to shared, targeted strategies around improving student learning."</i>											
Review Type:	QR	Year:	2009	Page Number:	5	HEDI Rating:	E				

Tenet 4: Teacher Practices and Decisions

Indicate using an "X" the Standard(s) 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					4.3 Comprehensive plans for teaching					
	4.4 Classroom environment and culture				X	4.5 Use of data, instructional practices and student learning					

Annual Goal #3

Describe the identified goal for the year based on the recommendation, tenet, and SOP(s) selected. Refer to the directions and guidance for assistance in developing your goals.											
By June 2014, 100% of PHS subject departments will be involved in the implementation of a uniform data system which will measure students' performance on a monthly basis. The Principal will direct Department AP's to insure that all teachers have been adequately trained and are implementing the new data system.											

Instructional Strategies/Activities

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve this goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. Include the corresponding SOP(s) for each strategy/activity enumerated in part A. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.											
A. Strategies/activities that encompass the needs of identified subgroups											
Uniform assessments will be instituted to identify how students at all levels perform on specified units of study. Teacher teams will conduct weekly co-planning exercises to address the topics under review. The strategies and procedures developed will be documented and shared within Departments. <ul style="list-style-type: none"> ▪ Sub-group reports will be distributed to all teachers highlighting the strengths and weaknesses of each student. ▪ Student performances will be disaggregated by individual teachers, Department sub-groups and whole Departments, to identify their progress throughout the school year. ▪ We have responded to the need to provide teachers with an online grade book, provide parents with homework assignments and track student accountability data. <p>A newly acquired data tool will allow PHS to:</p>											

- Access students' credits, test scores, programs and progress reports
- Quickly sort, organize and analyze performance data by school, grade, ethnicity, gender and more.
- Identify achievement trends across time.
- Systematically gather data to enhance college preparation.
- Prevent errors in student course and exam programming.
- Determine student, subgroup, school graduation rates and course/teacher passing percentages.
- Set school defined grade level and group credit and exam tracking reports to determine student on/off track status.
- Determine which students have not passed required exams.
- Determine students graduation eligibility with predefined state level diploma types, district level diploma types and individual school diploma requirements.
- We will implement a full online grade book with course preference options.
- Foster community with an internal messaging system for students, parents, teachers and administrators and group discussion area.
- Attach Digital IEP's for automatic links to current teachers to insure privacy and easy teacher online access.

B. Key personnel and other resources used to implement each strategy/activity

- Teachers will be divided into teams for the purpose of co-planning and constructing periodic assessments.
- Results will be analyzed by our Data Team (Principal, AP's, Data Specialist and Coaches) and disaggregated by subgroups, whole groups and grade levels.
- Skedula/Jupiter Grades – an on-line uniform grading system – will be utilized to post and disseminate all student outcomes. This tool will serve as a vehicle to increase communication between students, parents and other educators.
- Reports will be presented in the form of charts and graphs representing how well students performed in each individual topic and subject area.

6.

C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity

To track and monitor progress, PHS has developed a feedback loop consisting of a range of evidence.

Administrators will observe and visit classes regularly (*biweekly*) noting that teachers are utilizing the Uniform Data System in their daily work. They will specifically monitor and evaluate the effective use of teachers increased ability to:

- Access students' credits, test scores, programs and progress reports
- Quickly sort, organize and analyze performance data by school, grade, ethnicity, gender and more.
- Identify achievement trends across time.
- Systematically gather data to enhance college preparation.
- Prevent errors in student course and exam programming.
- Determine student, subgroup, school graduation rates and course/teacher passing percentages.
- Set school defined grade level and group credit and exam tracking reports to determine student on/off track status.
- Determine which students have not passed required exams.
- Determine students graduation eligibility with predefined state level diploma types, district level diploma types and individual school diploma requirements.
- We will implement a full online grade book with course preference options.
- Foster community with an internal messaging system for students, parents, teachers and administrators and group discussion area.

- Attach Digital IEP's for automatic links to current teachers to insure privacy and easy teacher online access.

The selection of our target group was based on the following criteria: Subgroups of students will be identified according to their performance on our monthly Department assessments. Students who perform at or below Levels I and II will be included in this subgroup. Consideration will also be given to students' whose performance in class work and in-class assessments is subpar.

D. Timeline for implementation and completion including start and end dates

Program implementation and training will commence in November 2013 and continue throughout the school year.

E. Describe programmatic details and resources that will be used to support each instructional strategy/activity

Activity Codes **GNMHP** (Use of data and teacher mid-management effectiveness PF SUPPORTING Tenet 4) from Priority funds will pay for resources to be used to offer Per Session to Assistant Principals, Teacher Coordinators Teacher Leads and Paraprofessionals to conduct Parent Training Development Meetings. Additionally, we will utilize Tax Levy FSF Activity Code **SSC6** (consultant services) to train students and parents for our College and Career Advisement Program.

Budget and Resource Alignment

Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.

X	PF Set Aside	X	Tax Levy	X	Title IA		Title IIA		Title III		Grants
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List any additional fund sources your school is using to support the instructional goal below.

Tax Levy FSF Activity Code **SSC6** (consultant services) to train students and parents for our College and Career Advisement Program.

Indicate using an "X" the P&F activity categories from the P&F program dropdown in Galaxy used to support the activities listed in part A.

	PF AIS		PF CTE		PF College & Career Readiness		PF Common Core
X	PF ELT		PF Inquiry Teams		PF NYS Standards and Assessments		PF Parent Engagement
	PF Positive Behavioral Management Programs				PF RTI	X	PF Supporting Great Teachers & Leaders

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 in the space below from your latest intervention (DTSDE Review, QR, or Alt DQR) which will form the basis of your needs assessment. Include the review type, year, page number, and HEDI rating ("H" = Highly effective, "E" = Effective, "D" = Developing, "I" = Ineffective, "NA" = Not Applicable).

We will focus on the SQR recommendation, (2009-10), page 5, *"The school has reorganized resources effectively to address most of their instructional goals. However, they have not organized them to address the sense of disconnect that some students have articulated."* We will also utilize the 2012-13 Learning Environment Survey.

Review Type:	QR	Year:	2009	Page Number:	5	HEDI Rating:	E
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Tenet 5: Student Social and Emotional Developmental Health

Indicate using an "X" the Standard(s) 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	X	5.3 Vision for social and emotional developmental health
X	5.4 Safety	X	5.5 Use of data and student needs

Annual Goal #4

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

By June 2014, 80% of the students of PHS will feel more confident about approaching staff members about a problem they are having in school, class or about something that is troubling them as measured by the last SQR Report (2009-10) and the 2012-13 Learning Environment Survey. We will utilize the survey results as the

impetus for developing comprehensive student programming options.

Instructional Strategies/Activities

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve this goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. Include the corresponding SOP(s) for each strategy/activity enumerated in part A. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.

A. Strategies/activities that encompass the needs of identified subgroups

The Principal will establish an Ad Hoc committee comprised of each segment of the school community to make recommendations *on improving engagement* between students and the adult school community (September 2013- June 2014). The effectiveness of this strategy will be measured by an on-line survey. We will develop an “in-house” Learning Environment Survey that will be conducted on a bi-annual basis to determine how PHS is progressing in this regard. The first survey will be conducted and evaluated in February, 2014 and the second in May, 2014.

B. Key personnel and other resources used to implement each strategy/activity

1. Key staff members such as administrators, teachers, parent coordinator, COSA and guidance counselors will meet regularly to develop strategies that will address students’ individual needs. We will also enlist the support of our student government leaders. Clear communication pathways will be identified to permit students to meet frequently with specific staff members to discuss issues related to their own academic, cultural and social development.

C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity

1. The selection of our target group was based on the following criteria: Current 9-12 students not involved in extracurricular activities; Student selection will be based on formative data gathered from ARIS, ATS and Staff recommendations. Additional recommendations are received from our guidance counselors, deans and our conflict resolution teacher.
2. Enhancing student engagement has been identified as the key to addressing problems of low achievement, high levels of student misbehavior, alienation, and high dropout rates.

D. Timeline for implementation and completion including start and end dates

1. We will create two academies that will be charged with improving student engagement (September, 2013)
2. The Principal will create student discussion groups on topics suggested by the student community (January, 2014)
3. Focus groups will be implemented specifically to help students to think through where they can be more engaged to their learning, school and community. (February, 2014)
4. Students benefit from relationships that make them feel valued and contribute personal sense of belonging. Therefore each participating student will be assigned to an adult to serve as a conduit and advocate (April, 2014)
5. Realizing the tremendous concerns with our male student population, we will create a male student group (February, 2013).

All activities listed above will be completed by April, 2014.

1.

E. Describe programmatic details and resources that will be used to support each instructional strategy/activity

Activity Codes **GNMHO** (School leader’s use of resources - PF AIS **Tenet 5**) from Priority funds will be used to pay for costs associated with this activity. Additionally, we will utilize Tax Levy FSF Activity Code **GM9SZ** to train and hire students.

Budget and Resource Alignment

Indicate using an “X” the fund source(s) that your school is using to support the instructional goal.

X	PF Set Aside	X	Tax Levy	X	Title IA		Title IIA		Title III		Grants
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List any additional fund sources your school is using to support the instructional goal below.

we will utilize Tax Levy FSF Activity Code **GM9SZ** to train and hire students.

Indicate using an “X” the P&F activity categories from the P&F program dropdown used in Galaxy used to support the activities listed in part A. .

X	PF AIS		PF CTE	X	PF College & Career Readiness		PF Common Core
X	PF ELT		PF Inquiry Teams	X	PF NYS Standards and Assessments	X	PF Parent Engagement
	PF Positive Behavioral Management Programs				PF RTI		PF Supporting Great Teachers & Leaders

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 in the space below from your latest intervention (DTSDE Review, QR, or Alt DQR) which will form the basis of your needs assessment. Include the review type, year, page number, and HEDI rating (“H” = Highly effective, “E” = Effective, “D” = Developing, “I” = Ineffective, “NA” = Not Applicable).

We have analyzed the recommendations from our last SQR Report (2009-10), as well as, recommendations all of the most recent School Level Reports. We will focus on the SQR recommendation, page 5 ...”teachers continue to have large student loads, *students articulate that they do not always feel well-known*, and attendance at the school is below average. We will also consider the Learning Environment Survey (2012-2013, page 10). “I am safe in the hallways, bathrooms, locker rooms, and cafeteria. (7.5); I am safe on school property outside the school building. (7.2) and most adults treat **all** students with respect. (7.1). *These were the lowest rated indicators in the student survey.*

Review Type:	QR	Year:	2009	Page Number:	8	HEDI Rating:	E
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Tenet 6: Family and Community Engagement

Indicate using an “X” the Standard(s) 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	6.2 Welcoming environment		6.3 Reciprocal communication
	6.4 Partnerships and responsibilities	X	6.5 Use of data and families

Annual Goal #5

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

Parent responses to the two LES questions above will be 8.0 or higher in the 2013-14 Learning Environment Survey. Trained personnel within our school such as pupil personnel staff, deans, mediators and parent coordinator will be entrusted to conference with students and parents who need assistance with issues that may be affecting their safety or academic performance. These meetings will be recorded (i-logged) on ATS. Interactions will be constantly reviewed on a monthly basis and follow-up actions will be taken wherever necessary.

Strategies to Increase Parental Involvement and Engagement

Include the corresponding SOP(s) for each strategy/activity enumerated in part A. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E. Title I schools should reference these activities in your school’s Title I Parent Involvement Policy (PIP).

A. Strategies/activities that encompass the needs of identified subgroups

We will continue to work closely with the Office of Safety and Youth Development. School safety, climate and culture have a profound effect on students’ academic achievement and behavior. To support students in their academic and social growth and promote positive school climate and culture, we will work with OSYD to establish and implement integrated safety, discipline and intervention policies and procedures, promote respect for diversity and take a proactive role in nurturing students’ pro-social behavior by providing students with meaningful opportunities for social emotional learning. Benchmarks will include, but not be limited to, a reduction in student suspensions, harassment incidents, assaults, felony and misdemeanor, disorderly conduct, etc. (As measured weekly by NYPD and school based staff). We have developed a comprehensive school safety and parent guidelines plan that includes:

- Monthly Campus –wide safety meetings
- Bi-weekly Campus Principals safety Meetings
- Weekly Deans/ Guidance Department Meetings

- Interactive Workshops for faculty and Students on gang awareness and prevention
- On-going consultations with the local police precinct (90th Pct.) Commanding Officer
- Develop post and discuss rules and sanctions related to bullying.
- Treat students and others with warmth and respect. Demonstrate positive interest and involvement in our students.
- Establish a clear and visible authority with responsibility for making the school experience safe and positive.
- Take immediate action when bullying and/or gang violence is observed.
- Listen to students and parents who report bullying in our school.
- Notify parents of all involved students when a bullying incident occurs. In instances of cyber bullying there is often printed evidence, such as an instant message or Facebook page that can be shared with parents so that parents can address the issue at home.
- Refer students affected by bullying to school counseling or mental health staff, if needed.
- Hold class/grade and town hall meetings during which students and parents can talk about bullying and peer relations.
- Provide information to parents and students about bullying behaviors and encourage involvement and support in addressing bullying issues. Also, provide information on how to report offensive social networking sites, appropriate responses to avoid escalation, and when to contact the police.
- Share concerns about bullying with other educators at school. This allows teachers to monitor the school environment and investigate whether bullying is taking place.

B. Key personnel and other resources used to implement each strategy/activity

All staff responsible for implementing this goal will attend monthly Conflict Mediation and Resolution PD meetings. The Assistant Principal, Guidance, Peer Mediator Instructor and Head Dean will be available on a daily basis to provide individual, group and family counseling. Crisis intervention team in emergency situations will provide assistance and mediation between student-parent, student-teacher, student-student relationships; connects parents and students to recreational, educational, medical, and self-empowering programs and services; conducts parent outreach and makes appropriate referrals. Parents will learn how to access child's grades on Jupiter/Skedula grades on-line program.

C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity

The criteria for student selection was determined by the Principal that all students are to receive on-going training on reporting harassment, bullying, etc., as well as, highlighting school spirit activities. All staff responsible for implementing this goal (School Connectedness Team consists of Principal, Assistant Principals, Guidance, Peer Mediator Instructor, Head Dean and Teachers) will provide in-class workshop training to all students. An on-line survey and reporting form will be generated to monitor issues relating to student connectedness and harassment. Additionally, Datacaton/Skedula has been purchased as our school's on-line grade reporting system. Parents receive on-going training on its use and application.

D. Timeline for implementation and completion including start and end dates

Our timeline for implementation calls for our first review to take place in October, the second in January, the third in March and the fourth in May.

E. Describe programmatic details and resources that will be used to support each instructional strategy/activity

Activity Codes **GNMHO** (School leader's use of resources - PF AIS **Tenet 5**) from Priority funds will be used to develop a "Modified Schedule" that will serve to increase student engagement and connectedness. Additionally, we will utilize Tax Levy FSF Activity Code **SSC6** (consultant services) to train students and parents. Activity Codes **GN5ZW TL FSF**, Title I and Title III funds will be used to pay for prep period coverage's for targeted trainings. Ongoing training will take place during department, faculty and Professional Development days.

Budget and Resource Alignment

Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.

X	PF Set Aside	X	Tax Levy	X	Title IA		Title IIA	X	Title III		Grants
List any additional fund sources your school is using to support the instructional goal below.											
Activity Codes GN5ZW TL FSF, Title I and Title III funds will be used to pay for prep period coverage's for targeted trainings. Ongoing training will take place during department, faculty and Professional Development days.											
Indicate using an "X" the P&F activity categories from the P&F program dropdown in Galaxy used to support the activities listed in part A.											
X	PF AIS		PF CTE	X	PF College & Career Readiness				PF Common Core		
	PF ELT		PF Inquiry Teams		PF NYS Standards and Assessments	X			PF Parent Engagement		
	PF Positive Behavioral Management Programs				PF RTI				PF Supporting Great Teachers & Leaders		

Academic Intervention Services (AIS)

Schools need to maintain accurate records of students who are receiving Academic Intervention Services to ensure that students who are not at proficiency receive effective and timely assistance. 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.

Description

Type of Academic Intervention Service (AIS)	Type of Program or strategy (e.g. repeated readings, interactive writings, 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	<p>Incoming freshmen scoring level one and two on their junior high school ELA NY State exam are scheduled with a second English course.</p> <p>Students that have failed the ELA Regents are scheduled for an English Regents review course.</p> <p>PM (after school) school is offered to students needing extra help and regents review.</p> <p>“Lunch and Learn” Interested English teachers offer and or are assigned to tutoring during their circular six assignment.</p>	<p>Additional Course – Reduced Class Size.</p> <p>Additional Course – Reduced Class Size</p> <p>small group</p> <p>one-to-one, and small group tutoring</p>	<p>Meeting 45 minutes daily with the aim of improving reading comprehension and writing skills.</p> <p>This course meets daily for 45 minutes and is scheduled in each student’s program</p> <p>Two times per-week.</p> <p>Periods 3 and 6</p>
Mathematics	<p>Incoming freshmen are grouped according to their 8th grade NY State Math exam scores and are scheduled for a second math course. Math teachers use this second math course to diagnose and address student deficiencies.</p>	<p>Additional Course – Reduced Class Size</p>	<p>Meeting 45 minutes daily with the aim of improving reading comprehension and writing skill</p>

	<p>Students failing the algebra regents are assigned to a four term algebra curriculum. Teachers review the algebra regents results, use acuity and common assessments to identify students areas of weakness and target those areas throughout the semester.</p> <p>“Lunch and Learn” Interested Math teachers offer and or are assigned to tutoring during their circular six assignment</p> <p>Saturday Academy is offered from 9-12 to all students in need of extra help, remediation and regents review.</p>	<p>Additional Course – Reduced Class Size</p> <p>one-to-one, and small group tutoring</p> <p>small group tutoring</p>	<p>This course meets daily for 45 minutes and is scheduled in each student’s program</p> <p>Two times per-week.</p> <p>Weekly</p>
<p>Science</p>	<p>Students who did not meet the Regents’ requirements for science are scheduled for a review class that meets daily for 45 minutes.</p> <p>“Lunch and Learn”, Interested Science teachers offer and or are assigned to tutoring during their circular six assignment</p> <p>Saturday Academy is offered from 9-12 to all students in need of extra help, remediation, regents review and lab make-up</p>	<p>Additional Course – Reduced Class Size</p> <p>one-to-one, and small group tutoring</p> <p>small group tutoring</p>	<p>This course meets daily for 45 minutes and is scheduled in each student’s program</p> <p>Two times per-week.</p> <p>Weekly</p>

<p>Social Studies</p>	<p>Students who did not meet the regents' requirements for U.S. History and or Global Studies are scheduled for a support/elective class that meets daily for 45 minutes.</p> <p>"Lunch and Learn", Interested History teachers offer and or are assigned to tutoring during their circular six assignment</p>	<p>Additional Course – Reduced Class Size</p> <p>one-to-one, and small group tutoring</p>	<p>This course meets daily for 45 minutes and is scheduled in each student's program</p> <p>Two times per-week.</p>
<p>At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)</p>	<p>Attend PPT meetings; crisis intervention in emergency situations; provides assistance and mediation between student-parent, student-teacher, student-student relationships; connects parents and students to recreational, educational, medical, and self-empowering programs and services; conducts parent outreach and makes appropriate referrals</p>	<p>Individual, group and family counseling</p>	<p>Monthly</p>

**Title I Information Page (TIP)
For School Receiving Title I Funding**

2. All elements of the *All Title I Schools* section must be completed*.
1. School Wide Program (SWP) schools must also complete the *SWP Schools Only* section.
2. Targeted Assistance (TA) Schools must also complete the *TA Schools Only* section

*If a required component is addressed elsewhere in this plan, you may refer to the page number(s) where the response can be found.

Title I Status

Indicate with an "X" your school's Title I Status.			
X	School Wide Program (SWP)	Targeted Assistance (TA) Schools	Non-Title I

All Title I Schools

Highly Qualified Teachers (HQT)

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

PROGRESS is committed to the goals advanced by the *No Child Left Behind Act (NCLB)* and continues to demonstrate its good faith implementation of NCLB's specific requirements. Moreover, PROGRESS recognizes that teacher quality has a major impact on student achievement and remains committed to the goal of ensuring that every child attending PROGRESS be taught by a high quality teacher who is equipped to teach in a way that enables every student to experience academic success.

"High-quality" professional development activities are developed through the extensive participation of teachers, teacher leads, assistant principals, parents, and coordinators of schools, with the goal being the improvement and increased teachers' knowledge of the academic subjects they teach.

Professional development activities will advance teacher understanding of effective instructional strategies that are:

- Based on scientifically based research.
- Strategies for improving student academic achievement or substantially increasing the knowledge and teaching skills of teachers.
- Aligned with and directly related to citywide instructional expectations, academic content standards, student academic achievement standards, and assessments.

They will also take into consideration "highly qualified" regulations and should enable teachers to become highly qualified. These activities will simultaneously give teachers, assistant principals, and administrators the knowledge and skills necessary to provide students the opportunity to meet challenging state learning standards.

Professional development activities:

- Are an integral part of our broad school-wide educational improvement plans.
- Improve classroom management skills.
- Include instruction in the use of data and assessments to inform and instruct classroom practice.
- Provide instruction in methods of teaching children with special needs.
- Are high quality, sustained, intensive, and classroom-focused in order to have a positive and lasting impact on classroom instruction and the teacher's performance in the classroom; and are not one-day or short-term workshops or conferences.
- Support the recruiting, hiring, and training of highly qualified teachers, including teachers who became highly

qualified through state and local alternative routes to certification.

High Quality and Ongoing Professional Development

Describe the strategies and activities for high quality professional development for teachers, principals, and paraprofessionals, and staff that enable all students to meet Common Core State Standards (CCSS).

Professional development in PROGRESS is defined as learning that increases/improves educators' knowledge and/or skills, enabling them to increase the achievement of all students while eliminating achievement gaps. Effective professional development activities are collaborative, reflective, linked to the school and system goals, and focused on student learning.

Professional development will be characterized by the following key elements, all supported by research:

- A focus on student learning needs as informed by classroom, school and system data
- Improvement of educational practice through self-assessment and feedback on authentic educator and student work
- Collaborative relationships and processes that provide opportunities to engage in joint work and to tap the collective knowledge of the group
- Reflective dialogue that offers individuals a challenge to their thinking as well as new perspectives on their practice and beliefs
- A commitment to on-going work, implementing new learning, and documenting educator and student growth

Our professional development plan aims to use research based instructional techniques to support and improve student learning and help our students meet the demands of the Common Core Learning Standards. Professional Development will take place through school-wide PD, Department PD, Mentoring and Department Meetings. The themes of Student Engagement through discussions, Rigor and Literacy will be interwoven through all facets of Professional Development. These focus areas will allow faculty to improve student learning by increasing teacher effectiveness. In addition to these focal points teachers will also engage in developmental opportunities based on Danielson's Framework and the Common Core Learning Standards.

Using available data, information from instructional rounds and observations a strategic Professional Development plan will address the Citywide Instructional Expectations and the Instructional Shifts as they relate to individual disciplines. External resources such as Network Institutes and internal resources such as teacher expertise will be used to provide differentiated professional development opportunities. Using our modified school schedule teachers will meet twice a month for a three hour block of time to attend Professional Development sessions intended to; strengthen teacher competency in elements of the framework for teaching, deepen teacher understanding and knowledge of the Common Core Learning Standards and assume best practices for implementation.

Our School Monthly Professional Development Focus will be established by a team of administrators and teachers to design Professional Development activities based on Danielson's Framework for Teaching. The monthly focus will be evident in Teacher Teams, Monthly Assessments, Professional Walk-Through, Grade team Meetings and Inter-visitations. The cabinet will review and revise the professional development plan on a monthly basis to assess progress and make any changes necessary based on data collected.

Professional Development Guiding Principles/Aims

- To improve student learning and achievement by promoting high quality classroom instruction
- To promote collaborative district wide professional development
- To use professional development to expand staff capacity and provide staff with seed work that is actionable and directly impacts student learning
- To promote educational leadership among the administrative staff
- To provide opportunities and resources that support professional development activities initiated by an individual staff member or group of staff members
- To promote and support innovation, risk-taking, and experimentation which improves teaching and learning
- To provide professional development that is ongoing and sustained, that can be applied in the classroom and that ultimately becomes institutionalized as part of our formal educational programs
- To support an educator's professional responsibility to remain current in their field and assume a leadership role within their content area(s) and pedagogy.
- To assist staff in meeting recertification/highly qualified guidelines for professional licensure
- To incorporate technology as an integral part of the curriculum

Goals

The PHS Professional Development Plan supports goals of our schools Comprehensive Development Plan and the NYC Department of Education's Citywide Instructional Expectations. Our overarching goal is to improve student achievement and school climate:

- Student Achievement - Assessment: Develop or implement formal data collection methods at each grade level and in each curriculum content area that are consistent within the grade level or consistent among those teaching the same curriculum content.
- Student Achievement - Curriculum: Develop units of study at each grade level and in each curriculum content area that are consistent (and common core aligned) within the grade level or consistent among those teaching the same curriculum content.
- Student Achievement - Instruction: Develop a system of tiered instruction and train staff in differentiating instruction to ensure that students are reaching the standards set by their grade level, course of study or individualized plan.

School Climate: Train staff to implement a social curriculum that improves classroom climate to allow students to learn and teachers to teach in a healthy, safe and structured environment. Establish the internal capacity to perpetuate training in the future to achieve school-wide implementation of the social curriculum.

Coordination and Integration of Federal, State, and Local Services and Programs

Describe how the coordination and integration of Federal, State, and/or local funds are used to meet *the intent and purpose* programs whose funds are consolidated (i.e., services for Students in Temporary Housing (STH), violence prevention programs, housing programs, Head Start, etc.).

Our school wide program is a comprehensive reform strategy to improve the academic achievement of all students in our school; particularly the lowest-achieving students, students in Temporary Housing (STH), and students involved in our violence prevention programs.

Consistent with school wide programs research about what makes schools work for disadvantaged students.

Repeated findings show that staff in highly successful high poverty schools develop and carry out comprehensive school wide reform strategies, establish safe environments that are conducive to learning, and support enriched instruction in an expanded core of subjects for all students.

There are three core elements of our school wide program that include (1) conducting a comprehensive needs assessment to determine the performance of our students in relation to the challenging academic content and achievement standards. (2) Using data from the needs assessment, we will then develop a comprehensive plan to improve teaching and learning in the school, particularly for those students farthest away from demonstrating proficiency on the academic content and achievement standards (3) provide for instruction by highly qualified teachers and contain strategies to attract them; (4) provide high-quality and ongoing professional development for staff and parents; (5) include strategies to increase parental involvement; (6) provide activities to ensure that students who experience difficulty attaining proficiency receive effective and timely additional assistance.

SWP Schools Only

Transition Plans to Assist Preschool Children (Elementary Schools Only)

Describe the transition plans used to assist preschool children from early childhood programs to the elementary school program (e.g. aligned curriculum, joint PD & parent involvement activities, sharing of records/info, early intervention services, etc.).

Measures to Include Teachers in Decisions Regarding Assessments

Describe the decision making process that teachers participate in regarding the use and selection of appropriate multiple assessment measures and the professional development provided regarding the use of assessment results to improve instruction.

We have embraced shared decision-making consisting of representative stakeholders in the school, such as teachers, parents, support personnel, and administrators. Distributive leadership spreads decision-making authority throughout the school, creating a “flatter,” more representative governance structure. Unlike traditional, principal-dominated school leadership models, distributive leadership provides us with opportunities for everyone—including teachers, students, parents and community members—to participate in key decisions. There are many advantages to this type of organization. It fosters community engagement, provides opportunities for professional and personal growth, and enables sustained progress despite inevitable changes in leadership over time.

Teachers and administrators meet bi-weekly to develop a clear picture of what achievement we intend to measure. We begin with clear statements of the intended learning—clear and understandable to everyone, including students—so that we end up with sound assessments. For this key quality, it's important to know the learning targets represented in the written curriculum. The four categories of learning targets are

- *Knowledge targets*, which are the facts and concepts we want students to know. In math, a knowledge target might be to recognize and describe patterns.
- *Reasoning targets*, which require students to use their knowledge to reason and problem solve. A reasoning target in math might be to use statistical methods to describe, analyze, and evaluate data.
- *Performance skill targets*, which ask students to use knowledge to perform or demonstrate a specific skill, such as reading aloud with fluency.
- *Product targets*, which specify that students will create something, such as a personal health-related fitness plan.

For each assessment, regardless of purpose, we organize the learning targets represented in the assessment into a written test plan that matches the learning targets represented in the curriculum. Our comprehensive professional development program involves over 70 teachers that meet regularly to develop appropriate common assessments.

TA Schools Only

Use of Program Resources

Describe how the TA program resources will assist participating children to meet proficiency.

TA Coordination with the Regular Program

Describe the planning, coordination and support of the TA program with the regular educational program (i.e., providing ELT, accelerated, high-quality curriculum, including applied learning; and minimize removing children from the regular classroom during regular school day).

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 1st of each school year to advise parents of children participating in the Title I program about the school's Title I funded program(s), their right to be involved in the program and the parent involvement requirements under Title I, Part A, Section 1118 and other applicable sections under the No Child Left Behind Act;
- schedule additional parent meetings, e.g., quarterly meetings, with flexible times, such as meetings in the morning or evening, to share information about the school's educational program and other initiatives of the Chancellor and allow parents to provide suggestions;
- translate all critical school documents and provide interpretation during meetings and events as needed;
- conduct an Annual Title I Parent Fair/Event where all parents are invited to attend formal presentations and workshops that address their student academic skill needs and what parents can do to help;

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

- holding an annual Title I Parent Curriculum Conference;
- hosting educational family events/activities during Parent-Teacher Conferences and throughout the school year;
- encouraging meaningful parent participation on School Leadership Teams, Parent Association (or Parent-Teacher Association) and Title I Parent Committee;
- supporting or hosting Family Day events;
- establishing a Parent Resource Center/Area or lending library; instructional materials for parents;
- hosting events to support, men asserting leadership in education for their children. parents/guardians, grandparents and foster parents;
- encouraging more parents to become trained school volunteers;
- providing written and verbal progress reports that are periodically given to keep parents informed of their children's progress;
- developing and distributing a school newsletter or web publication designed to keep parents informed about school activities and student progress;
- providing school planners/folders for regular written communication between /teacher and the home in a format, and to the extent practicable in the languages that parents can understand;

SCHOOL-PARENT COMPACT
REQUIRED OF ALL SCHOOLS
MAY BE LAST YEARS BUT MUST BE UPDATED

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

I. School Responsibilities

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

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

Support home-school relationships and improve communication by:

- conducting parent-teacher conferences each semester during which the individual child's achievement will be discussed as well as how this Compact is related;
- convening an Annual Title I Parent Meeting prior to December 1st of each school year for parents of students participating in the Title I program to inform them of the school's Title I status and funded programs and their right to be involved;
- arranging additional meetings at other flexible times, e.g., morning, evening and providing (if necessary and funds are available) transportation or child care for those parents who cannot attend a regular meeting;
- respecting the rights of limited English proficient families to receive translated documents and interpretation services in order to ensure participation in the child's education;
- providing information related to school and parent programs, meetings and other activities is sent to parents of participating children in a format and to the extent practicable in a language that parents can understand;
- involving parents in the planning process to review, evaluate and improve the existing Title I programs, Parent Involvement Policy and this Compact;
- providing parents with timely information regarding performance profiles and individual student assessment results for each child and other pertinent individual school information;
- ensuring that the Parent Involvement Policy and School-Parent Compact are distributed and discussed with parents each year;

Provide parents reasonable access to staff by:

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

Provide general support to parents by:

- creating a safe, supportive and effective learning community for students and a welcoming respectful environment for parents and guardians;
- assisting parents in understanding academic achievement standards and assessments and how to monitor their child's progress by providing professional development opportunities (times will be scheduled so that the majority of parents can attend);

**OFFICE OF ENGLISH LANGUAGE LEARNERS
GRADES K-12 LANGUAGE ALLOCATION POLICY
SUBMISSION FORM
2013-14 TO 2014-15 SCHOOL YEARS**

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 is a two-year plan on how schools will support ELLs' linguistic and academic needs. This LAP form is a part of the school's CEP. 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

District 05	Borough Brooklyn	School Number 474
School Name PROGRESS HIGH SCHOOL		

B. Language Allocation Policy Team Composition NOTE: The following staff members should be on the LAP team: principal, assistant principal (where applicable), at least one bilingual teacher from each subject area (where there is a bilingual program), at least one ESL teacher, and one parent.

Principal William Jusino, Ed.D	Assistant Principal Alberto Garcia/AP Supervision
Coach type here	Coach type here
ESL Teacher Aylin Zabski	Guidance Counselor Jorge Arias/AP
Teacher/Subject Area Williana Colon/ESL	Parent type here
Teacher/Subject Area	Parent Coordinator Emily Cruz
Related Service Provider type here	Other type here
Network Leader(Only if working with the LAP team) type here	Other type here

C. Teacher Qualifications

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

Number of certified ESL teachers currently teaching in the ESL program.	3	Number of certified bilingual teachers <u>not</u> currently teaching in a bilingual program	0	Number of teachers who hold both content area and ESL certification	1
Number of certified bilingual teachers currently teaching in a bilingual program	1	Number of certified NLA/foreign language teachers	2	Number of teachers who hold both a bilingual extension and ESL certification	0
Number of certified ESL teachers <u>not</u> currently teaching in the ESL program	0	Number of teachers currently teaching a self-contained ESL class who hold both a common branch license and ESL certification	1	Number of special education teachers with bilingual extensions	2

D. Student Demographics

Total number of students in school (Excluding Pre-K)	1103	Total number of ELLs	167	ELLs as share of total student population (%)	15.14%
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Part II: ELL Demographics

A. ELL Programs

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

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

This school offers (check all that apply):

Transitional bilingual education program	Yes <input checked="" type="checkbox"/>	No <input type="checkbox"/>	If yes, indicate language(s): Spanish
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	Total #
Transitional Bilingual Education (60%:40% → 50%:50% → 75%:25%)														0
Dual Language (50%:50%)														0
Freestanding ESL														
SELECT ONE														0
SELECT ONE														0
Total	0	0	0	0	0	0	0	0	0	0	0	0	0	0

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	167	Newcomers (ELLs receiving service 0-3 years)	90	ELL Students with Disabilities	31
SIFE	69	ELLs receiving service 4-6 years	38	Long-Term (completed 6+ years)	42

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 SWD. [?](#)

ELLs by Subgroups		
ELLs (0-3 years)	ELLs (4-6 years)	Long-Term ELLs (completed 6 years)

	All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD	Total
TBE	79	17	4	17	25	5	9	4	22	105
Dual Language										0
ESL	19	15		17			23			59
Total	98	32	4	34	25	5	32	4	22	164

Number of ELLs who have an alternate placement paraprofessional: 5

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
SELECT ONE Spanish										43	32	24	6	105
SELECT ONE														0
SELECT ONE														0
TOTAL	0	0	0	0	0	0	0	0	0	43	32	24	6	105

*EP=English proficient student

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	EP	EL	EP																
SELECT ONE																			0	0
SELECT ONE																			0	0
SELECT ONE																			0	0
TOTAL	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0

Dual Language (ELLs/EPs)										
9-12										
Number of ELLs by Grade in Each Language Group										
	9		10		11		12		TOTAL	
	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP
SELECT ONE									0	0
SELECT ONE									0	0
SELECT ONE									0	0

**Dual Language (ELLs/EPs)
9-12**

Number of ELLs by Grade in Each Language Group

	9		10		11		12		TOTAL	
	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP
TOTAL	0	0	0	0	0	0	0	0	0	0

This Section for Dual Language Programs Only

Number of Bilingual students (students fluent in both languages):	Number of third language speakers:	
Ethnic breakdown of EPs (Number):		
African-American: ____	Asian: ____	Hispanic/Latino:
Native American: ____	White (Non-Hispanic/Latino): ____	Other:

Freestanding English as a Second Language

Number of ELLs by Grade in Each Language Group

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish										61	44	44	14	163
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic														0
Haitian										1	1			2
French													1	1
Korean														0
Punjabi														0
Polish														0
Albanian										1				1
Other														0
TOTAL	0	0	0	0	0	0	0	0	0	63	45	44	15	167

Part III: Assessment Analysis

Assessment Breakdown

Enter the number of ELLs for each test, category, and modality. Data should reflect latest results of current students in your school.

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)										11	13	13		37

OVERALL NYSESLAT* PROFICIENCY RESULTS (*LAB-R FOR NEW ADMITS)														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Intermediate(I)										21	17	12	4	54
Advanced (A)										31	15	19	11	76
Total	0	0	0	0	0	0	0	0	0	63	45	44	15	167

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

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 (SWD)					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 (SWD)									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 (SWD)									0

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
Comprehensive English	75		10	
Integrated Algebra	71		47	
Geometry	48		9	
Algebra 2/Trigonometry				
Math				
Biology				
Chemistry				
Earth Science	37		14	
Living Environment	85		28	
Physics				
Global History and Geography	57		21	
US History and Government	62		40	
Foreign Language				
Other				
Other				
NYSAA ELA				
NYSAA Mathematics				
NYSAA Social Studies				
NYSAA Science				

Native Language Tests								
	# of ELLs scoring at each quartile (based on percentiles)				# of EPs (dual lang only) scoring at each quartile (based on percentiles)			
	Q1 1-25 percentile	Q2 26-50 percentile	Q3 51-75 percentile	Q4 76-99 percentile	Q1 1-25 percentile	Q2 26-50 percentile	Q3 51-75 percentile	Q4 76-99 percentile
ELE (Spanish Reading Test)	36	30	17	17				
Chinese Reading Test								

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 will this data help inform your school's instructional plan? Please provide any quantitative data available to support your response.

We use a combination of strategies to assess the early literacy skills of our ELLs, including the LAB-R in English and Spanish LAB, the NYSESLAT, reading and writing surveys to determine what students' likes and dislikes are in terms of their literacy, and teacher made diagnostics. SIFE Identification Questionnaire, ATS reports on ELA and Math tests, RLAT/RMNR, REDS are also used. Generally, data indicate that ELLs are below grade level in reading and writing. This means that more rigorous instruction in these modalities be provided.

2. What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?

In the NYSESLAT, the results revealed across proficiency levels are the following:

Out of 166 NYSESLAT takers, 26% passed . Of those who didn't pass, 46% scored in the advanced level, 32% scored in the intermediate and 22% scored in the beginning level. Compared to the past 3 years, majority of the ELLs were in the intermediate level following the old procedure of identifying proficiency levels. With the revised test aligned to Common Core and following the new [procedure of of proficiency level determination, the results showed significant progress.

Speaking of NYSESLAT trends, there seems to be a reversal in a positive sense because majority of the ELLs before scored in the intermediate level but now, they are mostly advanced. For the remaining ELLs, the beginners are evenly spread in 9th-30%, 10th 35% and 11th -35%. Majority of intermediates are in the 9th grade-39%, followed by 10th-31%, 11th-22% and 12th-7%. For the advanced level students, 41% are 9th, followed by 11th-25%, 10th-20%, and 12th-14%. Noteworthy to mention that aside from having no 12th grade beginner, majority-14% of them are advanced and only 7% are intermediate. On the other hand, 70th of all beginners are in 10th and 11th -35% each. These numbers pose concerns in terms of curricular and instructional decisions to provide imely interventions. During common planning conferences, these students need to be identified and individually addressed in order to move them forward.

Speaking about the LAB-R, the trend shows that most newcomers are in the beginning level.

Analysis of LAB-R and NYSESLAT data further indicate that our students need a lot more support in terms of reading comprehension and development of writing skills than they do in speaking and listening where many scored at the intermediate level. In fact, the NYSESLAT results reveal that the students show progress developing proficiency faster in listening and speaking than in reading and writing. The ESL team has discussed the inclusion of more reading and writing activities into the ESL classes, including more grammar-based instruction and vocabulary-building activities. The shorter term goals and intent is to help them build stamina and move those at the intermediate and advanced level ELLs from the adapted texts to the actual texts that will include richer vocabulary.

3. How will patterns across NYSESLAT modalities—reading/writing and listening/speaking—affect instructional decisions? How does your school use information about Annual Measurable Achievement Objectives? What does the data reveal? (see [SED memo](#) and [AMAo tool](#))

As of September 27, 2003, this data is not available on ATS.

4. For each program, answer the following:

- What are the patterns across proficiencies and grades? How are ELLs faring in tests taken in English as compared to the native language?
- Describe how the school leadership and teachers are using the results of the ELL Periodic Assessments.
- What is the school learning about ELLs from the Periodic Assessments? How is the native language used?

a. In the NYSESLAT, the results revealed across proficiency levels are the following:

Out of 166 NYSESLAT takers, 26% passed . Of those who didn't pass, 46% scored in the advanced level, 32% scored in the intermediate and 22% scored in the beginning level. Compared to the past 3 years, majority of the ELLs were in the intermediate level following the old procedure of identifying proficiency levels. With the revised test aligned to Common Core and following the new [procedure of of proficiency level determination, the results showed significant progress.

Across grade levels, out of 76 advanced students, 41% are in the 9th grade, 19% are 10th, 26% ara 11th and 14% are 12th. Of the 54 intermediate students, 38% are 9th, 32% are 10th, 23% are 11th, and 7% are 12th. Among the 37 beginners, 30% are 9th, 35% are 10th, 35% are 11th and there is no 12th grader who is a beginner. This school year, the school is trying a heterogeneous grouping of ELLs with mixed proficiency levels in each freestanding class using more differentiation with the hope that it will improve performance.

b and c. The Periodic Assessments were administered for the first time in the past years and our school is still learning how to use

them more effectively in planning our ESL goals for the year. We are learning more and more about the exam, but find the NYSESLAT more useful in helping us to plan for the year because the NYSESLAT also tests students in the speaking modality.

5. Describe how your school uses data to guide instruction for ELLs within the Response to Intervention (RtI) framework (for grades K-5). (see [RtI Guide for Teachers of ELLs](#).)

..not applicable

6. How do you make sure that a child's second language development is considered in instructional decisions?

Yes, the program models offered by the school are aligned with the parents' choice. Most new admits choose the Transitional Bilingual program and they are placed accordingly.

7. 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?

not applicable

8. Describe how you evaluate the success of your programs for ELLs (e.g. meeting AYP for ELLs, etc.).

The success of our programs for ELLs is determined based on common assessments, state assessments, formative classroom assessments and conversations with students and parents, as well as teacher evaluations. Specifically in the AMAO, 59.13% showed progress from last year. Progress here means students moving up one level to the next, i.e beginning to intermediate or intermediate moving up to advanced. Out of those who made progress, 32% became proficient or tested out of ESL.

Part IV: 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 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. (Refer to [ELL Policy Brief](#) and [EPIC](#).)

The school follows these steps to identify our ELLs:

1. At registration, the parent fills out a Home Language Identification Survey (HLIS) in his/her language with the assistance of a pedagogue. The survey is reviewed by our certified ESL teacher/ESL Coordinator to determine if a language other than English is spoken at home and, if necessary, an interview is conducted with the parent. The informal interview is conducted by a certified ESL teacher. If the HLIS indicates that a language other than English is spoken at home, then the LAB-R is administered within 10 school days from admission. Answer sheets of the students without any English skills are bubbled as tested but unable to answer. Hispanic students who didn't test out on the LAB-R are also administered the Spanish LAB and a written sample in their native language. The admission process also includes screening questions for potential SIFE. If in his/her language the student's scores falls within the range for ESL services, then the parent is invited for an orientation. At the orientation, the parent looks at a video in his/her language that shows the different ESL programs offered by the NYC Department of Education. This orientation is facilitated by the ESL Coordinator who will discuss NYC Department of Education programs available for ELLs and to answer any questions the parents may have about the programs, including the one in place at our school. The Parent Coordinator also assists especially in translating the information to mostly latino parents. At the end of the session, the parents fill out the Program Choice form which is provided in his/her language. The student is placed as per the parent's choice of program but if the program selected is not available in the school, the parent understands that he/she has the option of transferring his/her child to another school that offers the program. The parent also understands that the child's enrollment in a program is for the entire school year. The trend in program choices is our Transitional Bilingual Education program. To accommodate the parents, orientations are held at different times: during the day, in the evening, in groups or individually upon registration approximately within two weeks of the students' first day.

ELLs' proficiency levels are assessed every year during the spring by administering the NYSESLAT. The parents are informed of the results and if the student does not score out, the parents fill out the continuation letter to indicate their desire to have their children enroll in the same program they were in the previous year. The students are programmed as per parental choice and according to their proficiency level. The beginners receive 540 minutes of ESL per week; the intermediate students 360 minutes and the advanced students, 180 minutes of ESL along with 180 minutes of ELA instruction. The students who are in the Transitional Bilingual Program also receive content area instruction in both English and Spanish based on graduation requirements. Furthermore, all ELLs are provided with native language support in their content area classes and we are working toward creating Native Language Arts classes to satisfy the requirements for the Transitional Bilingual Program.

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.

To ensure that parents understand all three program choices, formal parent orientation sessions are given right away the moment the parent steps in the school for the first time. This is usually done individually. The language preference of the parent is first assessed. Second, an orientation video in their native language is shown. Third, a parent survey and program selection form is given in their native language. Parents are given opportunities to ask questions about each program choice. These sessions are conducted in both English and Spanish since approximately 97% of the ELLs speak Spanish. Invitations to these meetings are sent in English and Spanish by the Parent Coordinator for those parents who are unable to do it that day. Parents' meetings are held periodically to keep them abreast of their children's academic progress and are given the opportunity to meet with the teachers to discuss ways to improve their children's performance. Fourth, once the parent made the selection which usually is bilingual spanish for newcomers, they are placed in that program and parents are informed. Fifth, original parent selection forms and HLIS are placed in the students' cumulative folders and copies are kept by the ESL Coordinator.

3. Describe how your school ensures that entitlement letters are distributed and Parent Survey and Program Selection forms are returned, and secured/stored. (If a form is not returned, the default program for ELLs is Transitional Bilingual Education as per CR Part 154 [[see tool kit](#)].)

If the LAB-R result indicates that the student is eligible for ESL services, an entitlement letter, along with the invitation to the parent orientation, is sent out to the parent by the ESL Coordinator. At the end of the parent orientation session, the Parent Survey and Program Selection forms are filled out with the assistance of a pedagogue. If the parent does not attend the first parent orientation, he/she is invited to a second one; and if the parent is unable to attend the meeting, the forms are sent out with the students. If the forms are not returned, by default, the student is placed in the Transitional Bilingual Program. All entitlement, continuance and other ELL notification letters in English and Spanish language are distributed during ESL classes by the ESL teacher. Continuance letters are sent home each semester but parents are encouraged to keep the program for the entire year. Continuance letters and program request are filed by grade and the numbers are monitored regularly for necessary program changes.

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.

At the beginning of the school year, each parent is notified of the child's score on the NYSESLAT, along with a separate description of what is expected of that child in the classroom environment in terms of his/her level of English proficiency. English language proficiency is a developmental process and parents are made aware of descriptors for the expected ability of each child in the four modalities of communication based on the NYSESLAT score. They are also invited to a parent orientation and are asked to fill out the program choice for their child. The same is done for the new admits after reviewing the result of the LAB-R. The parents are introduced to all program choices and often they choose to keep the students in school and register for the TBE program. The students are placed in the Transitional Bilingual Program, if as per the parent choice of program. If a parent prefers to enroll his or her child in a Dual language program or a bilingual program not offered by the school, the guidance counselor will help the parent choose an appropriate school and assist with the transfer. Parents are then notified of their placement based on their choice. Copies of continued entitlement and placement letters are kept in binder with the ELL Coordinator. All letters and flyers are in the parents' native language. The parent coordinator who speaks spanish is present during the orientation process. Within 20 days from admission, parental option is entered on ATS ELPC screen.

5. Describe the steps taken to administer all sections of the New York State English as a Second Language Achievement Test (NYSESLAT) to all ELLs each year.
 - a. RLER (Y indicator for NYSESLAT eligible) is generated from ATS to determine the ELLs eligible for NYSESLAT testing RLAT, RLAB, and RNMR are also generated to make sure no ELL is left out.
 - b. The ESL Coordinator draft a schedule for the Speaking, Listening, Reading, and Writing modalities. This schedule is emailed to

the principal, assistant principals, testing coordinator, and all teachers.

c. Two weeks before the test, informative letters are sent in the parents desired language explaining the nature of the test, its impact on student future academic options, and the test schedule.

d. ELLs are given letters individually informing of the test schedule, lunch passes, and their content area teacher notification of excuse on specific times that they will be tested.

e. Test is given according the timeline provided- a couple of periods a day for each modality simultaneously in about 6 classrooms.

f. Test accomodations are given to students with IEPs.

g. During the testing day, a team of ESL teachers, patraprofessionals, guidance counselor and attendance personnel work together to contact absent ELLs, making home calls or visits.

h. The NYSESLAT test booklets and answer grids are stored securely in the ESL Coordinator's office. As each component of the test is administered, a security form is filled and signed by teachers.

6. 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.) 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. 

After reviewing the Parent Survey and Program Selection forms, 100% want to remain in the Transitional Bilingual Program which is offered by the school. It has been noticed that as the ELL progresses and become intermediate or advanced, 34 of them prefer to opt out of bilingual classes and be placed in the Freestanding ESL program.

The program models offered at PROGRESS are aligned with parent requests and state law. Since about 70% of the students enrolled are spanish speaking, the Transitional Bilingula Education program meets the parents' requests.

Part V: ELL Programming

A. Programming and Scheduling Information

1. How is instruction delivered? (see [*The Practitioners' Work Group for Accelerating English Language Learner Student Achievement: Nine Common Features of Successful Programs for ELLs*](#))
 - 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])?
 1. a. The school adopts a Transitional Bilingual Education program and an ESL departmentalized program. For the ESL departmentalized programs, the students report to the scheduled ESL class(es) as indicated on their programs and as required by the CR Part 154 regulations; ie. beginners receive 540 minutes per week of ESL instruction; therefore, they are enrolled in 3 periods of ESL instruction per day. Intermediate level students receive 360 minutes of ESL instruction, therefore, they are enrolled in two ESL classes per day. The advanced level students receive 180 minutes and are, therefore, enrolled in one ESL class and one ELA class per day. Beginners are placed in 3 class periods of ESL, We also have 1 ESL class that is team taught as well as some across content areas.
 - b. As to the program models, in the TBE and ESL classes, students are programmed heterogeneously and by literacy needs. They receive English language arts instruction in their ESL classes and NLA support is provided in the content areas.
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)?

For the ESL classes, the students are programmed as per the language provision of the CR Part 154, ie. Beginners = 540 minutes of ESL, Intermediate = 360 of ESL minutes, and Advanced = 180 of ESL+180 of ELA instruction and they receive a copy of their program. The teachers are also programmed accordingly, as discussed above in item #1. In the Transitional Bilingual Program, in the content area classrooms the beginner level students receive 40% instruction in English and are supported with 60% instruction in their native language, the intermediate level students receive 50% in English and 50% in Spanish, and the advanced level 75% in English and 25% native language support. The content-area teachers differentiate based on the students' levels of proficiency and needs while also implementing ESL strategies. We are in the process of creating native language arts classes in order to support the literacy needs of the ELLs; meanwhile, the content area classes are taught by teachers who are certified in the subject area and fluent in the Spanish language. There are also Spanish speaking paraprofessionals who provide additional native language support. Three of these teachers; two special education and one math, also possess their bilingual extension certificates; The other teachers are willing to work on the requirements needed for the bilingual extension certificate.

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 foster language development and meet the demands of the Common Core Learning Standards.

The ESL teachers continue to engage in collaborative activities and they also share best practices with content area teachers. The ESL as well as the content area teachers read, gather, and share instructional materials, and provide common assessments, analyze the results, and consider and implement 'next steps' that can help them meet the needs of all students. Also, more elements of technology are expected in both the ESL and the content area classrooms. The Assistant Principal of ESL has made all teachers involved with the ELLs more aware of the educational challenges the ELLs face across content areas and provides them with instructional support and ideas on differentiation of instruction aligned with the new Core Standards and all focusing on literacy. Academic intervention is provided with individualized remedial instruction during Lunch and Learn and after school beginning in November for students who need extra support like the SIFE, Long Term ELLs, newcomers, and those alternatively placed in special education. For students reaching proficiency, they will be gradually placed in mainstream classes. In addition to implementation of these strategies, in the bilingual classes, instruction of the content areas is provided in English and Spanish. For Social Studies, students with little fluency are taught the Social Studies curriculum in both their native language (Spanish) and English with an emphasis on the English Language. The H1 curriculum covers prehistory until Medieval Europe. In this course the students will complete a series of writing assignments that aim on improving their English proficiency. Students are assessed frequently to document their progress and this data is used to drive instruction. This class is a co-teacher model where the history and ESL teacher co-teach. The "Do now" is a grammar related activity and is usually lead by the ESL teacher. The mini lesson is a history concept, event, or person, this is usually lead by the social studies teacher as the ESL teacher conferences with students. The daily group work is targeted to practice reading and writing skills. Students are grouped according to their proficiency and work on a series of task which improve their English proficiency. The ESL teacher and Social Studies teacher circulate the classroom to assess student speaking and listening skills. Pictures, tables, maps, diagrams, globes and other visual

aids are provided to assist in the comprehension of concepts.

For Science and Math, both languages are used. Instruction is aligned with common core and different domains in Danielson framework for teaching. ELLs first learn a concept in Spanish and are then taught the academic English vocabulary that goes with that concept. In all bilingual content areas the following are used - content-area glossaries, visuals, flexible homogeneous grouping, differentiation of questioning and prompting within heterogeneous grouping, word walls, and audio-visuals are projected through the Promethean board. In addition, the Universal Design for Learning is embedded in instruction.

4. How do you ensure that ELLs are appropriately evaluated in their native languages throughout the year?

ELE Spanish Reading exam is administered every spring time annually. In addition, ELLs are also evaluated periodically through teacher generated language assessments and online exams such as from Castle Learning.

5. How do you ensure that ELLs are appropriately evaluated in all four modalities of English acquisition throughout the year?

Lesson units throughout the year are planned to balance acquisition and evaluation of the four modalities. For speaking, oral presentation of reports whether in a form of student-created powerpoints, posters, short videos are included as regular part of the curriculum. Students also use Castle Learning Online Program and Rosetta Stone software where speaking, listening, reading, and writing are assessed and reported graphically. The diagnostic, formative, and summative tests given also cover four modalities.

6. How do you differentiate instruction for ELL subgroups?

- a. Describe your instructional plan for SIFE.
- b. Describe your plan for ELLs who have been in US schools less than three years (newcomers)..
- c. Describe your plan for ELLs receiving service 4 to 6 years.
- d. Describe your plan for long-term ELLs (completed 6+ years).
- e. Describe your plan for former ELLs (in years 1 and 2 after testing proficient).

As stated above, in order to meet the linguistic needs of our students we will continue to follow parental choice and the CR part 154 mandates, as well as the PROGRESS High School language allocation policy in terms of content subject area instruction, which states the following:

- For beginning students 60% of instruction is conducted in their native language and 40% is conducted in English
- For intermediate students, the percentage shifts to 50% native language, 50% English
- For advanced students, 25% instruction in the native language and 75% in English

Beginners receive 3 periods of ESL instruction a day, Intermediate-2 periods, and advanced- 1 period ESL and 1 period language elective. Because of our growing population of special education ELLs, we have created an L3 co-teaching class to be taught by our ESL Coordinator and a special education teacher currently working on pursuing his Transitional Bilingual license. As our English Language Learners are transitioned, they are introduced to highly contextualized student tasks that encourage thinking, reading, speaking, and writing. The specific instructional strategies include read-alouds, listening activities, typed final drafts, speaking tasks that establish discussion of routines, shared reading, intensive guided reading, independent reading, phonics, language mechanics taught in context, shared writing, modeled writing, independent writing and reading and using rubrics and writing checklists to self-monitor and self-correct their work. Teachers employ scaffolding activities to provide support, such as differentiated instruction, grouping, peer tutoring, modeling, questioning, and the use of graphic organizers, as well as authentic-based learning in the ESL classrooms such as the use of projects via the writing process. Instruction is augmented with classroom libraries, the Internet, including the use of the media center in the library, and we are using technology more frequently as an instructional tool in each ESL classroom (ie. use of lap top and projectors) in order to enhance instruction and the literacy skills of our ELLs. There will also be an emphasis on typing final drafts (for intermediate and advanced level students), adaptation of books and stories read, as well as books on CD, among others.

We differentiate instruction in a variety of ways to support our ELLs.

a. For our SIFE students we stress explicit instruction in reading across the subject areas with an emphasis on vocabulary-building. This is done in the ESL classrooms as well as across the content areas if they don't practice reading daily. This is done with daily vocabulary instruction related to the lessons and reading comprehension and paragraph and essay composition strategies via the writing process. Academic intervention is also in place with individualized remedial instruction during Lunch and Learn. Students receive supplemental services in our After School ESL Program to better prepare them for the NYSESLAT as well as the English Regents.

b. For the ESL newcomers we have a Bridge credit-bearing program that takes place during the summer for our incoming 9th graders that includes our ELLs, including our SIFE students. In the program students received a host of instructional and culturally-related services via the support from our Leadership Program. Throughout the school year, literacy instruction is emphasized across ESL classes,

especially, in regards to the SIFE students and teachers differentiate their lesson plans to include content that will help newcomers better adjust to life in their new school as well as lessons geared towards learning more about the United States culture. Also, more reading and writing is infused in the content area classes and the bilingual teachers are including more instruction on grammar, discourse, phonemic, phonological, and semantic awareness.

c. With those ELLs in ESL service for 4-6 years, most of which fall at the intermediate level of English proficiency, ESL and content area teachers teach word knowledge, they model and teach basic reading skills for fluency, comprehension of classroom texts, grammatical and writing skills lessons, and this year we are putting more emphasis on students reading aloud with peers and discussing and formulating their questions using better phonemic awareness and pronunciation skills.

d. Our plan for the Long Term English Language Learners (LTELLs) includes the strategies listed above. We have applied for a SIFE/LTELLs Intervention Academic Grant using the ExC-ELL/RIGOR. Our target group is of students that are LTELLs and also SIFE. Tier 1 will entail professional development workshops facilitated by the RIGOR program educators geared to ESL teachers, but also to the mainstream teachers on how to integrate language and literacy development along with subject matter instruction. Tier 2 will focus on reading instruction in science and social studies. The lessons in the program are leveled. Also, CDs are provided and it includes pre and post assessments in English and Spanish in order to determine progress.

7. 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. In order to meet the academic needs of our ELL-SWD within the least restrictive environment, our school has implemented a comprehensive curriculum that serves this population. Students are scheduled in ESL courses according to their current learning needs. Other programs, such as Wilson Just Words, have been implemented to serve ELL-SWD that are low readers, and that have not acquired the necessary decoding skills at this point in their academic years. Also, the curriculum is differentiated according to their strengths and their multiple learning modalities, so that the student has more opportunities.

8. How does your school use curricular, instructional, and scheduling flexibility to enable diverse ELL-SWDs to achieve their IEP goals and attain English proficiency within the least restrictive environment?

8. We look over a variety of different sources of data to determine which ELLs need the most support in different content areas, including in English and math. With assistance from the other department assistant principals, we specifically target those that have not passed their regents courses and/or struggling in their current courses and provide them with a host of interventions, including but not limited to, review classes during the school day, lunch and learn one-on-one tutoring, after school support and credit-recovery programs, and the planned Saturday Academy tutoring program.

For instructional scheduling, during beginning of the school year, ESL and Special Eds are programmed first for ESL instruction to make sure they receive mandated minutes and accommodations in their IEPs, then they're programmed for other classes. To maximize time spent with non-disabled peers, their program is blended between least restrictive and non-restrictive based on IEP recommendations.

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:			

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

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

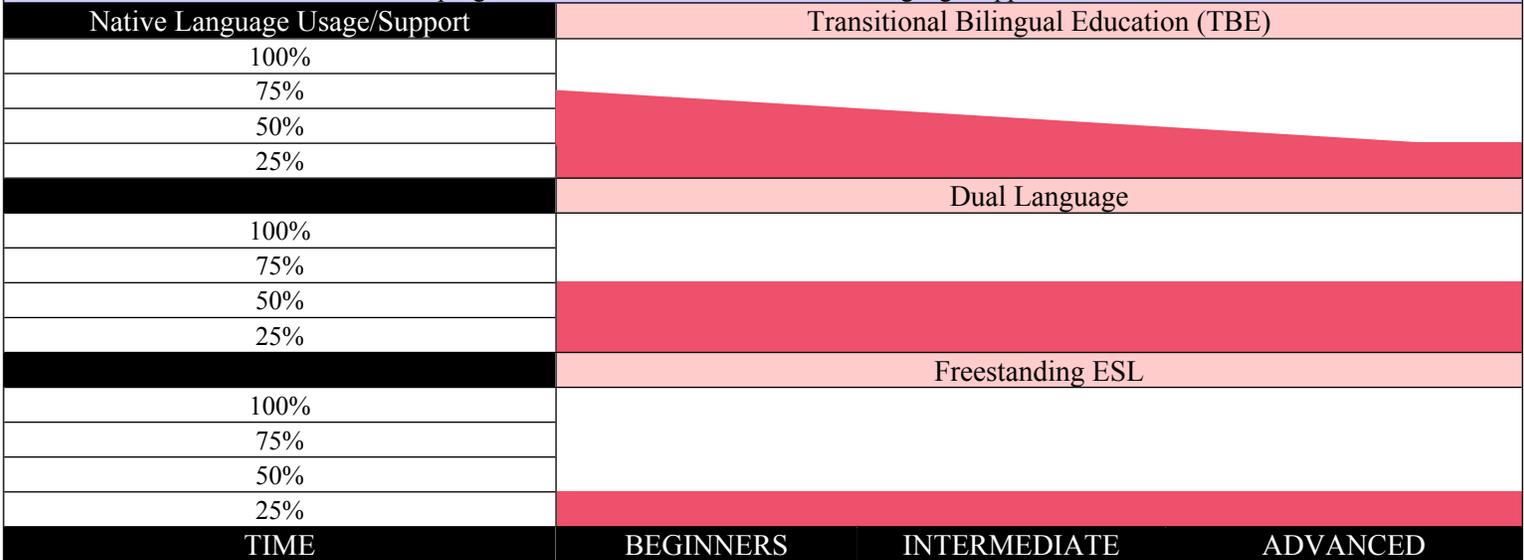
	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS: Native Language Arts	45 minutes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

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

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

Native Language Usage and Supports

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



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

B. Programming and Scheduling Information--Continued

9. 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.

We look over a variety of different sources of data to determine which ELLs need the most support in different content areas, including in English and math. With assistance from the other department assistant principals, we specifically target those that have not passed their regents courses and/or struggling in their current courses and provide them with a host of interventions, including but not limited to, review classes during the school day, lunch and learn one-on-one tutoring, after school support and credit-recovery programs for ESL, ELA Regents review four times a week, Math and Social Studies to be done twice a week, and the planned Saturday Academy tutoring program for Math and Science. For beginners, native language will be used to support instruction.

10. Describe the effectiveness of your current program and how it is meeting the needs of your ELLs in both content and language development.

The percentage of ELLs passing the NYSESLAT increased from year to year. In 2011, 15% passed, in 2012, 19% passed, and in 2013, 25% passed. In the past years, majority of the students are intermediate, followed by beginners, and the last are the advanced. This year, it's the opposite - 46% are advanced, 32% are intermediate, and 22% are beginners. In the regents content areas as shown by the charts on pages 5 and 6, the percentage of ELL passers also increased. In Integrated Algebra, 66% passed, a 21% increase from last year. In Earth Science, 38% passed, an increase of 14% from last year. In U.S. History, 65% ELL takers passed, a 23% increase from last year. In Living environment, there is similar percentage of passers. For the other content areas, there are less ELL passers this year than last year. For example in ELA, there are 23% less passers than last year, in Geometry, 20% less than last year, and in Global History, 22% less. These numbers are not conclusive because they are affected by different factors and variables but they are just mentioned here for the purpose of rough comparison.

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

As stated above, we have written the SIFE/LTELLs Academic Intervention Grant to better support our ELLs across subject areas.

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

No programs for ELLs will be discontinued.

13. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.

ELLs are offered access to all school programs, including but not limited to, the National Honor Society, clubs under the Leadership Program, Lunch and Learn, our ESL After School Program, and the planned Saturday Academy tutoring, etc.

14. What instructional materials, including technology, are used to support ELLs (include content area as well as language materials; list ELL subgroups if necessary)?

Teachers are provided with a host of materials to support ESL and transitional bilingual education instruction, abridged versions of the classics, other adapted texts specifically geared for the English Language learner, a curriculum focusing on the rhetorical strategies with an emphasis on paragraph and essay composition, as well as an emphasis on response to literature strategies in preparation for the English Regents. Also, teachers are provided with hands-on manipulatives that will enhance learning in the classroom, such as authentic and computer-based pictures, visuals, film adaptations of books, demonstrations, simplified rubrics, and this year we are incorporating more technology in the classroom via the use of a laptop and projector. The emphasis is also on teaching good study skills, more cooperative learning activities, and more frequent use of visuals and real objects to enhance instruction.

For Social Studies, Math, and Science the curriculum is aligned to Common Core and Danielson framework. There are different class sets for Content Area subjects in English and Spanish like Historia del Mundo by Ellis Esler and published by Prentice Hall, Biologia published by Prentice hall, Earth Science and Chemistry spanish sets, NY Integrated Algebra in English and Spanish. For Native Language Arts, there's Realidades levels 1,2,3 published by Prentice Hall. There are also library books in English and Spanish, NYSESLAT Practice materials, bilingual glossaries. This is supplemented by promethean boards, mobile labs, mac lab, and library media center.

15. How is native language support delivered in each program model (TBE, Dual Language, and ESL)?

In our Transitional Bilingual Program model, we provide instruction in the content area classes in English and in Spanish as stated under the heading in this document titled 'Programming and Scheduling Information' as follows: For beginning level students, 60% of instruction is conducted in their native language and 40% in English.

For intermediate level students, 60% of instruction is conducted in their native language and 50% in English.

For advanced level students, 25% of instruction is conducted in their native language and 75% in English.

Research indicates that students who become proficient in all four modalities successfully carry over the skills and concepts into their English-based classes. We understand and nurture the need for Native Language supports. If students learn to read well in their native language, they can then transfer these skills to English and, in turn, will develop stronger literacy skills. English acquisition is our goal here at PROGRESS High School.

In the ESL classes we provide a host of supports as stated in this section of the LAP.

16. Explain how the required services support, and resources correspond to ELLs' ages and grade levels.
16. We understand the challenges ELLs face, including in their content area classrooms, and we provide the supports in the form of instruction, books, materials, technology, and tutoring that are both age and level appropriate.
17. Describe activities in your school that assist newly enrolled ELL students before the beginning of the school year. Please include activities for new ELLs who enroll throughout the school year.
17. As stated in this section, we have a Bridge program that is implemented prior to the beginning of the school year. It includes a host of instructional and cultural activities for our incoming students, including our ELLs newcomers. Also, in our ESL classes, we continually emphasize a curriculum that is culturally-based in order to help our newcomers develop a cultural foundation that will help them to better adjust to their new academic and social environment.
18. What language electives are offered to ELLs?
Our Ethnic Drama and Film, College and Careers, Latino Studies, African-American Studies, and Foreign Language language-based classes are open to ELLs, too, of course.
19. For schools with dual language programs:
 - a. How much time (%) is the target language used for EPs and ELLs in each grade?
 - b. How much of the instructional day are EPs and ELLs integrated? What content areas are taught separately?
 - c. How is language separated for instruction (time, subject, teacher, theme)?
 - d. What Dual Language model is used (side-by-side, self-contained, other)?
 - e. Is emergent literacy taught in child's native language first (sequential), or are both languages taught at the same time (simultaneous)?

not applicable

C. 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 professional development is offered to teachers of ELLs (including ESL and bilingual teachers) in supporting ELLs as they engage in the Common Core Learning Standards?
3. What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?
4. Describe the minimum 7.5 hours of ELL training (10 hours for special education teachers) for all staff (including non-ELL teachers) as per Jose P.

1 and 2 .The ESL Coordinator attends a monthly ELL Institute provided by the CFN. She then turnkeys the information to the ELL personnel. In addition, the school has a Schoolwide Professional Development Plan for the year that will involve all ELL teachers and ELL Content area teachers.

Our Professional Development Plan aims to use research based instructional techniques to support and improve student learning and help our students meet the demands of the Common Core Learning Standards. Professional development will take place through school-wide professional development, department professional development, mentoring and department meetings. The themes of student engagement through discussions, rigor and literacy will be interwoven through all facets of professional development. These focus areas will allow faculty to improve student learning by increasing teacher effectiveness. In addition to these focal points teachers will also engage in developmental opportunities based on Danielson's Framework and the Common Core Learning Standards.

Using available data, information from instructional rounds and observations a strategic professional development plan will address the Citywide Instructional Expectations and the Instructional Shifts as they relate to individual disciplines. External resources such as Network Institutes and internal resources such as teacher expertise will be used to provide differentiated professional development opportunities. Using our modified school schedule teachers will meet twice a month for a three hour block of time to attend professional development sessions intended to; strengthen teacher competency in elements of the Framework for Teaching, deepen teacher understanding and knowledge of the Common Core Learning Standards and assume best practices for implementation.

School Monthly Professional Development Focus will be established by administrators to provide teachers with professional development based on Danielson's Framework for Teaching. The monthly focus will be evident in common planning, monthly assessments, professional walk-through, grade team meetings and inter-visitations. The cabinet will review and revise the professional development plan on a monthly basis to assess progress and make any changes necessary based on data collected.

School wide Professional Development

School Wide Professional Development will take place on the first Friday of each month. These professional development sessions will focus on building upon best practices and addressing school weaknesses. These weaknesses are identified by using available data and information collected through observations and instructional rounds.

With guidance from their administrators teachers will select the professional development sessions they would like to attend on a monthly basis. Each teacher is required to attend two 1.5 hour sessions on the first Friday of every month. Teachers will sign up for these sessions electronically and are expected to keep records of professional development sessions attended. These sessions address the established monthly focus of the domains, components and elements of the Framework for Teaching.

Department Professional Development

Department Professional Development will target the implementation of literacy in the different disciplines. Teachers who take part in the various CFN 611 institutes will turn key information during the third Friday of each month.

School-wide Monthly Focus Based On Danielson's Framework

October 3b- Questioning and Discussion Techniques

3c-Engaging Students in Learning

November

2a- Creating an Environment of Respect and Rapport

2b- Establishing a Culture for Learning

2e- Organizing Physical Space

December 2c- Managing Classroom Procedures

2d-Managing Student Behavior

January 1d-Demonstrating Knowledge of Resources

1e-Designing Coherent Instruction

February 3a-Communicating with Students

1b- Demonstrating Knowledge of Students

4c- Communicating with Parents

March 1f- Designing Student Assessment

3d- Using Assessment in Instruction

April 3e-Demonstrating Flexibility and Responsiveness

4d- Participating in the Professional Community

May 4e-Growing and Developing Professionally

4d- Participating in the Professional Community

4f-Demonstrating Professionalism

June 4b- Maintaining Accurate Records

4a-Reflecting on teaching

1a-Demonstrating Knowledge of Content and Pedagogy

The following are the topics to be covered in the Schoolwide and Department PDs

____October 18th, 2013- Department

- o Lesson Alignment to Common Core Learning Standards
- o Implementation of Instructional Shifts
- o Guidelines for the PARCC Exam
- o A Study of the Framework for Teaching

__November 1st, 2013

- o SESIS
- o Classroom Environment
- o Universal Design for Learning (UDL)
- o Fostering Student Discussion

November 15th, 2013

- o Comprehensive Study of the Framework for Teaching
- o Use of Collaborative Teaching Practice
- o Analyzing Student Work
- o Multiple Points of Entry

December 6th, 2013- School Wide

- o Classroom Management
- o Lesson Planning
- o Responding to Student Behavior
- o GoogleDocs- A. Wise

December 20th, 2013- Department

- o Close Reading
- o Curriculum and the Common Core
- o Interdisciplinary Connections
- o Creating Assessments to Bridge the Gap in Student Achievement

January 10th, 2014- School Wide

- o Using ARIS and Jupiter Grades as a resource
- o Lesson Planning and Unit Development
- o Effective Instructional Groups- A. George
- o Creating Common Core Aligned Learning Activities

January 24th, 2014- Department

- o Creating Common Core Aligned Tasks
- o Using Depth of Knowledge in Unit Maps and Individual Lessons
- o Effective Co teaching Models
- o Effective Use of Student Work to Inform Instruction

February 7th, 2014- School Wide

- o Communicating with Students – Conferencing and Student Work
- o Engaging Parents in Instructional Activities- (Parent Coordinator)
- o Differentiated Lesson

March 7th, 2014- School Wide

- o Creating Common Core Aligned Tasks

- o Analyzing Student Work
- o Using Formative Assessments
- o Socratic Seminar
- o March 21st, 2014- Department
- o Using Student Work to Identify Key Instructional Practices
- o Using Short, Focused Research Projects
- o Identifying Authentic Opportunities for Reading and Writing
- o Promoting Effective Classroom Discussiono Addressing Black and Latino Male Dropout Rate
- o April 4th, 2014- School Wide
- o Checking for Understanding
- o Team Building
- o Multiple Points of Entry
- o Using Art in all Disciplines
- o May 2nd, 2014
- o Enhancing Content Knowledge
- o Compliance in Special Education and ESL
- o Professional Inquiry
- o Addressing Black and Latino Male Dropout Rate
- o May 16th, 2014
- o Using Data for Curriculum Revisions
- o Increasing Rigor
- o Provide Access for Diverse Learners Using UDL Principles
- o Efficient and Effective Common Planning Practice
- o June 6th, 2014
- o Implementation of the 2014-2015 Citywide Instructional Expectations
- o 2014-2015 Instructional Focus
- o Establishing 2014-2015 Inquiry team Target Population and Students
- o Reflecting on teaching to Inform Curriculum Revisions

3. All staff members are provided with a list of the ELLs, including those that have gained proficiency in recent years, and are made aware of the different challenges these students face even after passing the NYSESLAT. The goal is to have all stakeholders aware so that they are better equipped to serve this population for smooth transitioning to high school.

The school has a Freshman House run by an Assistant Principal who focuses on their instruction, attendance and positive behavior. Guidance Counselors also support by providing workshops on graduation requirements, credit accumulation, and college readiness. Every Friday, there is a Freshmen Academy with a program "Organized for Life" for 3 periods facilitated by the Leadership team. In addition, teachers and guidance counselors are supported by Attendance Improvement Dropout Prevention (AIDP) known as Graduate, Prepare, Succeed-New York City (GPS-NYC) which focuses on 9th grade students and provides academic support, attendance outreach, counseling and family engagement

4. As described in the response above, the school has a very comprehensive professional development plan. Every Friday for 3 periods, all teachers schoolwide (including of course the ESL, bilingual, and special education teachers) go through rigorous PDs the topics of which are detailed in number 2. There will be 30 Fridays.

D. Parental Involvement

1. Describe ELL parent involvement in your school. Include specific activities that foster parental involvement for 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. Our ESL teachers, the assistant principal of Guidance, and the parent coordinator reach out to the parents of ELLs in various ways, including via phone calls, one-on-conferences, invitations to PTA meetings, access to Snapgrade/Jupiter account, letters sent home notifying them of upcoming events in school and in the NYC surrounding areas -- all geared to the immigrant population. There is a once a month PTA meetings conducted by the parent coordinator. On translation services, oral translation services will be provided by school staff and parent volunteers. When needed, the Translation and Interpretation Unit will be used to provide translation for languages that cannot be translated at school.

2. PROGRESS, Incorporated is our Community Based Organization and they, along with our Leadership Program, provide workshops, including on learning of basic computer skills. The school also has partnerships with Woodhull Hospital, and the Committee for Hispanic Children and Families, Inc. These are offered to the parents of all students at PROGRESS High School, including the parents of ELLs.

Speaking of translation services, PROGRESS will survey and identify staff that are fluent in languages other than English. These teachers will be asked if they could make themselves available for any translations needed during the school day.

- We will contact the Office of English Language Learners and request their translation materials.
- School personnel will provide written translation services.
- Parent Coordinator will provide written translation and request translation material from the Office of ELLs.

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

3. We learn about the needs of our parents from our PTA meetings where they participate actively and are quite vocal. We also learn about their needs during open school night and during other one-on-one conversations scheduled throughout the year. This year we plan on implementing survey-based feedback process to better assess what their needs are. The parent coordinator has a big role in this area because she provides varied parent services such as the translation needs of families, helps parents obtain log-in information for ARIS parent link, provides information about graduation requirements, Regents exams, college admissions and financial aids, ensures all material translated into the languages appropriate for your parent community., provides to the parents information to different citywide government and privately sponsored initiatives they might be interested in such as

- a. New York Immigration Coalition's Parent Guide to College, "Your Children Can Go to College... Yes They Can
- b. 2013-2014 Essential Allies Challenge- a competition to inspire New York City iZone schools to generate innovative ideas in supporting our students through family and parent engagement
- c. NYC Parent Academy-a collaborative effort with Long Island University to enhance partnerships within school communities to support student achievement by strengthening parent involvement
- d. NYC College Line launches online- a free, online community--available at NYCCollegeLine.org--NYC College Line for NYC-college-related questions
- e. Free Education Classes for Parents- The Office of Adult of Continuing Education (OACE)
- f. Finish Your GED in 2013

4. Through the school staff who's taking care of parental involvement, we provide a host of workshops including those related to the college application process, health fairs, and computer training, etc.

E. Additional Information

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

Paste response to question here:

Part VI: LAP Assurances

School Name: PROGRESS HIGH SCHOOL

School DBN: 14K474

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
William Jusino, Ed.D.	Principal		10/16/13
Alberto Garcia	Assistant Principal		10/16/13
Emily Cruz	Parent Coordinator		10/16/13
Aylin Zabski	ESL Teacher		10/16/13
	Parent		1/1/01
Williana Colon	Teacher/Subject Area		
	Teacher/Subject Area		1/1/01
	Coach		1/1/01
	Coach		1/1/01
Jorge Arias	Guidance Counselor		10/16/13
	Network Leader		1/1/01
	Other		1/1/01

LANGUAGE TRANSLATION AND INTERPRETATION 2013-2014 TO 2014-2015

Requirement under Chancellor's Regulations – for all schools

DBN: **14K474** School Name: **PROGRESS HIGH SCHOOL**

Cluster: **14K474** Network: **611**

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

Part A: Needs Assessment Findings

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

• After completing and analyzing data from the Bilingual Education Student Information Survey (BESIS), as well as providing our parents with a needs assessment, we concluded that we had a great need for translated documents in Spanish.
The information gathered is recorded on ATS. Emergency cards and HLIS are kept in the students' cumulative folders.
The parent coordinator will provide a needs assessment survey which will include the languages they speak, and whether or not they require written translation and oral interpretation.
She will keep a copy of the survey results including the number of parents who responded, will communicate them to the administrators, and will develop a plan of action to meet their needs.

2. Summarize the major findings of your school's written translation and oral interpretation needs. Describe how the findings were reported to the school community.

a. Parents and students were informally surveyed. Based on our own school data we have a large number of students with Spanish as their home language. We reported the findings to our school leadership team and PTA Executive Board. They agreed that it is vital that our parents are communicated with in their native language. We informed the school community via memos and at PTA meetings. We hire bilingual support staff to help with the verbal and written communication.

Part B: Strategies and Activities

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

- PROGRESS will survey and identify staff that are fluent in languages other than English. These teachers will be asked if they could make themselves available for any translations needed during the school day.
- We will contact the Office of English Language Learners and request their translation materials.
- School personnel will provide written translation services.
- School staff in charge of parent coordination will provide written translation and request translation material from the Office of ELLs.
- PROGRESS will mail home surveys to identify the need of different languages.

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

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

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

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

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

Title III Supplemental Program for ELLs

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

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

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

Part A: School Information	
Name of School: PROGRESS HIGH SCHOOL	DBN: 14K474
Cluster Leader: Jose Ruiz	Network Leader: Roberto Hernandez
This school is (check one):	
<input checked="" type="checkbox"/> conceptually consolidated (skip part E below) <input type="checkbox"/> NOT conceptually consolidated (must complete part E below)	

Part B: Direct Instruction Supplemental Program Information
The direct instruction component of the program will consist of (check all that apply):
<input type="checkbox"/> Before school <input checked="" type="checkbox"/> After school <input type="checkbox"/> Saturday academy <input checked="" type="checkbox"/> Other: during school
Total # of ELLs to be served: 214
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: 3
of certified ESL/Bilingual teachers: 6
of content area teachers: 6

Part B: Direct Instruction Supplemental Program Information

Describe the direct instruction supplemental program here and include the

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

Begin description here:

1. Rationale

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

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

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

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

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

Part B: Direct Instruction Supplemental Program Information

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

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

2. Subgroups and Grade Levels

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

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

3. Schedule and Duration

Number of Sessions - 82 Sessions

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

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

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

4. Language of Instruction - English

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

6. Types of Materials -

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

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

Part B: Direct Instruction Supplemental Program Information

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

Part C: Professional Development

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

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

Begin description here:

1. Rationale

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

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

3. Schedule and duration

Every first Monday of the month - Staff meeting

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

Part C: Professional Development

Once a month - other providers

4. Topics to be covered

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

*RIGOR

*Teach Struggling ELLs Fundamental Strategies for Effective Learning

*Common Core Standards

*Charlotte Danielson Framework- NYCDOE Priority Competencies

*ELL Institute- Aligning ELL instruction to Common Core Standards

*Determining teacher pedagogical goals for the current academic year.

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

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

*Integration of Technology

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

*Classroom Management, etc.

5. Name of Providers

* Children's First Network

* Office of English Language Learners

* School Administration and School Consultant

* Castle Learning Online

* CUNY Project Stretch

Part D: Parental Engagement Activities

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

- rationale
- schedule and duration
- topics to be covered

Part D: Parental Engagement Activities

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

Begin description here:

1. Rationale

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

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

2. Schedule and Duration

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

3. Topics to be covered

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

* Computer and internet literacy

*Using the Snapgrades/Jupiter Account

* Health fairs

* Guide in the College Application Process

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

Part D: Parental Engagement Activities

school aides and volunteers

5.How the parents will be notified of these activities

Parents will be notified using English and Spanish languages -

* by mail

*by using phone masters

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

Part E: Budget

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

Allocation Amount: \$0

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

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

Allocation Amount: \$0

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