



**Department of
Education**

Dennis M. Walcott, Chancellor



2013-2014

**SCHOOL COMPREHENSIVE EDUCATIONAL PLAN
(SCEP)**

School Name: W.E.B. DU BOIS HIGH SCHOOL

DBN (i.e. 01M001): 17K489

Principal: CATHERINE HARTNETT

Principal Email: CHARTNE@SCHOOLS.NYC.GOV

Superintendent: KAREN WATTS

Network Leader: LISA PILASKI

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
Catherine Hartnett	*Principal or Designee	
Patricia Panetta	*UFT Chapter Leader or Designee	
Laverne Pusey	*PA/PTA President or Designated Co-President	
	DC 37 Representative, if applicable	
Shanelle Daley Vernon Goddard	Student Representative (<i>optional for elementary and middle schools; a minimum of two members required for high schools</i>)	
Alecia Mason	CBO Representative, if applicable	
Frances Batson	Member/ Parent	
Chantez Bryant	Member/ Parent	
Jennifer Gittens	Member/ Parent	
Natalya Ratin	Member/ Teacher	
Kimberly Vick	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 15 and 16. Your school is encouraged to use the template as it is provided, or align it in accordance with your school's goals, or replace it entirely with a Parent Involvement Policy created by your school that meets federal requirements. You may use or amend relevant sections of your PIP 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).

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

- Demonstrate that a minimum of 200 additional student contact hours are being offered as Expanded Learning Time (ELT) in addition to the current mandated length of 900 hours per year (25 hours per week) of instruction in grades K-6 and 990 hours per year (27.5 hours per week) in grades 7-12.

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 14 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	
x	School Leadership Team Signature Page
x	The SCEP Overview
x	Action Plans 1 – 5: Each of the five Action Plans must contain the following elements-
	▪ A major recommendation with HEDI rating
	▪ Statement Of Practice (SOP) selected aligned to the goal
	▪ A goal aligned to the major recommendation
	▪ Instructional Strategies section, A-E for each strategy or activity that supports the goal
	▪ Budget & Resource Alignment section (indicating all funding sources)
x	Academic Intervention Services (AIS)
x	Title I Information Page (TIP) (Only for Priority or Focus schools receiving Title I funding)
x	Parent Involvement Policy (PIP)

Priority Schools Only

x	Expanded Learning Time (ELT) Program Description
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School Information Sheet for 17K489

School Configuration (2013-14)					
Grade Configuration	09,10,11,12	Total Enrollment	131	SIG Recipient	N/A
Types and Number of English Language Learner Classes (2013-14)					
# Transitional Bilingual	N/A	# Dual Language	N/A	# Self-Contained English as a Second Language	N/A
Types and Number of Special Education Classes (2013-14)					
# Special Classes	N/A	# SETSS	8	# Integrated Collaborative Teaching	N/A
Types and Number of Special Classes (2013-14)					
# Visual Arts	N/A	# Music	4	# Drama	N/A
# Foreign Language	5	# Dance	N/A	# CTE	N/A
School Composition (2012-13)					
% Title I Population	70.3%	% Attendance Rate			66.8%
% Free Lunch	72.4%	% Reduced Lunch			9.0%
% Limited English Proficient	0.8%	% Students with Disabilities			11.9%
Racial/Ethnic Origin (2012-13)					
% American Indian or Alaska Native	1.5%	% Black or African American			87.3%
% Hispanic or Latino	7.5%	% Asian or Native Hawaiian/Pacific Islander			2.2%
% White	1.5%	% Multi-Racial			N/A
Personnel (2012-13)					
Years Principal Assigned to School	10.19	# of Assistant Principals			2
# of Deans	N/A	# of Counselors/Social Workers			1
% of Teachers with No Valid Teaching Certificate	N/A	% Teaching Out of Certification			5.2%
% Teaching with Fewer Than 3 Years of Experience	N/A	Average Teacher Absences			7.5
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	57.4%	Mathematics Performance at levels 3 & 4			31.3%
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			12.5%
6 Year Graduation Rate	32.4%				
Overall NYSED Accountability Status (2012-13)					
Reward		Recognition			
In Good Standing		Local Assistance Plan			
Focus District	X	Focus School Identified by a Focus District			
Priority School	X				

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		No
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	No			
Met Adequate Yearly Progress (AYP) in Mathematics (2011-12)				
American Indian or Alaska Native	N/A	Black or African American		No
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	No			
Met Adequate Yearly Progress (AYP) in Graduation Rate (2011-12)				
American Indian or Alaska Native	N/A	Black or African American		No
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	No			

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.			
In addition to addressing the recommendations made in the 2008-2009 NYSED SQR (our most recent state intervention) we demonstrated an extensive use of quantitative and qualitative data when providing the rationale for each of our goals. This data included the use of data from the 2012 NYCDOE Quality Review and the 2011-2012 NYCDOE Progress report. Our 12-13 SCEP focused heavily on aligning our curriculum to the CCLS in a way that provides multiple points of entry for all students on order to prepare our students for the demands of college and career.			
Describe the areas for improvement in your school's 12-13 SCEP.			
Though we used extensive data, inclusion of data from all constituents drawn from the NYCDOE Learning Environment Survey would have strengthened our assessment and allowed us to more fully address the needs and concerns of all members of our school community.			
Describe the barriers and challenges encountered while developing and implementing your school's 12-13 SCEP.			
The delayed release of the SCEP template and Priority funding made it difficult to implement a year-long plan.			
Describe the degree to which your school's 12-13 SCEP was successfully implemented.			
All goals were successfully met.			
Were all the goals within your school's 12-13 SCEP accomplished?	x	Yes	No
If all the goals were not accomplished, provide an explanation.			
Did the identified activities receive the funding necessary to achieve the corresponding goals?	x	Yes	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.			
The delayed release of the SCEP template and deadlines for scheduling Priority funding presented a barrier to developing the SCEP. The deadline to schedule Priority funding came immediately after the release of the SCEP template and guidance for completion making it difficult to develop sound and comprehensive plans.			
List the 13-14 student academic achievement targets for the identified sub-groups.			
<ul style="list-style-type: none"> • A greater percentage of at-risk (all students) will earn passing grades on Regents Exams in all subjects • The average credit accumulation for at-risk (all students) will increase • A greater number of students will acquire the skills and knowledge needed to be successful in college and career 			
Describe how the school leader(s) will communicate with school staff and the community.			
The school leader will meet with the staff, SLT, and PA to share data, complete a comprehensive needs assessment, and elicit input into the establishment of SCEP goals and Action Plans. Once the SCEP is developed and approved the school leader will share the final document with the above named groups. In addition, the school leader will meet with the SLT on a monthly basis in order to monitor the progress being made in meeting the goals stated in the SCEP.			
Describe your theory of action at the core of your school's SCEP.			
We believe that that when students are engaged in high-quality, rigorous , individualized education they will develop into confident, competent, and independent young adults who have the skills and knowledge necessary to succeed in college and career.			
Describe the strategy for executing your theory of action in your school's SCEP.			
In order to execute this theory of action we have developed a self-paced, blended learning environment for all students. Additionally, students receive ongoing social-emotional supports as they work towards meeting and exceeding their individualized goals.			
List the key elements and other unique characteristics of your school's SCEP.			
<ul style="list-style-type: none"> • A multi-faceted approach to student engagement that includes a focus on both academic and social-emotional needs • A focus on the innovative use of technology to meet the needs of all student • A focus on implementing the CCLS in a way that provides access for all students • An intentional and articulated focus on college and career readiness 			

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

- Structures are in place for teacher teams to meet to develop CCLS aligned blended-learning curriculum and analyze the resulting student work
- Teachers have received extensive professional development on the CCLS and Universal Design for Learning
- Administrators are versed in the Danielson Framework and have been using this tool to improve teacher practice for the past two years
- Strong CBO partnerships are in place to provide ELT services

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).							
W.E.B. Du Bois High School received a grade of “C” on the “Student Progress” section of the 2012-2013 New York City School Progress Report. This section measures credit accumulation, attendance, and Regents Examination results.							
Review Type:	NYCDOE Progress Report	Year:	2012-2013	Page Number:	2	HEDI Rating:	N/A

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.			
	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, we will reduce the gap between our current Student Progress score and the score needed to earn a B on this section of the Progress Report by 30% indicating a greater number of students making adequate progress towards graduation.

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
Research has shown that high quality Expanded Learning Time programs have a positive effect on student attendance and academic achievement (Durlak and Weissberg, 2010; Halpern, 2003; Huang et al., 2005). In order to improve the progress our students are making we will implement a high quality Expanded Learning Time program. The following activities will be offered:
<ol style="list-style-type: none"> 1. In order to improve performance on Regents Examinations we will offer regents preparation classes during our Expanded Learning Time program. These classes will be held on Saturdays. Regents Preparation Teachers will use a data-driven approach by conducting an item-analysis of past exams in order to identify areas of focus and design targeted instruction for individual and groups of students. Students who have failed a Regents Examination during the 2012-2013 school year will be mandated to attend Regents Preparation classes. 2. In order to improve credit accumulation for over-aged, under-credited students we will offer credit-bearing classes during our Expanded Learning Time program. These classes will be help after-school, on Saturdays and during the summer. They will be taught according to a Universally Designed curriculum in order to meet the varied needs of all learners. The classes will be offered to all students and over-aged, under-credited students will be mandated to enroll. 3. In order to improve student academic, social, and emotional outcomes we will provide opportunities for intramural athletics and enrichment during our Expanded Learning Time Program. The enrichment program will include service learning, music production, and videography. Enrichment activities will be held after school. The intramural athletics program will be held on Saturdays. The intramural athletics and enrichment programs will be offered to all students attending the school.
B. Key personnel and other resources used to implement each strategy/activity
<ol style="list-style-type: none"> 1. NYCDOE teachers who are certified in high school ELA, Math, Social Studies, and Science will provide instruction for the AIS Regents preparation classes. 2. NYCDOE teachers who are certified in high school ELA, Math, Social Studies, Science, and Foreign Language will provide instruction for the credit-bearing ELT courses. 3. NYCDOE teacher certified in physical education will provide instruction for our intramural athletic program; a NYCDOE licensed supervisor will oversee our Service Learning Program; and our community-based partner, the NYC WEB Center will provide instruction for our music and video production enrichment program
C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity
<ol style="list-style-type: none"> 1. Regents passing rates will be reviewed after each administration. 2. Credit accumulation for over-aged; under-credited students will be analyzed at the end of each term. 3. Student responses to the Learning Environment Survey will be analyzed when the 2013-2014 survey when the results are released.
D. Timeline for implementation and completion including start and end dates

1. December 2013 through January 2014 and May 2014 through June 2014
 2. February 2014 through August 2014
 3. January 2013 through June 2013
- E. Describe programmatic details and resources that will be used to support each instructional strategy/activity**
1. Regents Preparation: 4 teachers x 8 sessions x 4 hours each session at the per session rate; 1 supervisor x 8 sessions x 4 hours each session at the per session rate.
 2. Saturday School: 3 teachers x 7 sessions x 4 hours each session at the per session rate; 1 supervisor x 7 sessions x 4 hours each session at the per session rate. PM School: 2 teachers x 30 sessions x 2 hours each session at the per session rate; 1 supervisor x 60 sessions x 1 ½ hour each session at the per session rate; 1 school aide x 8 sessions x 4 hours a session at the per session rate. Summer School: 3 teachers x 22 sessions x 5 hours each session at the per session rate; supplies.
 3. Intramural Athletics: 1 teacher x 10 sessions x 3 hours each session at the per session rate; 1 supervisor x 10 sessions x 3 hours per session at the per session rate. Service Learning: 1 supervisor x 22 sessions x 2 hours each session at the per session rate; 1 Community/Parent Coordinator paid for by Tax Levy. Music production and Videography: 1 supervisor x 75 sessions x 1 hour each session at the per session rate; 2 NYC Web Center instructors paid for by a grant from the Catalogue for Giving.

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	X	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
	PF ELT		PF Inquiry Teams		PF NYS Standards and Assessments		PF Parent Engagement
	PF Positive Behavioral Management Programs				PF RTI		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).

The 2012-2013 Quality Review recommended that we broaden our curriculum in order to "prepare students for college work in all major curriculum areas." (1.1)

Review Type:	Quality Review	Year:	2012-2013	Page Number:	5	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.

X	3.2 Enact curriculum		3.3 Units and lesson plans
	3.4 Teacher collaboration		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 2013 the percentage of CCLS-aligned blended learning core subject area courses offered at W.E.B. Du Bois High School will increase from 35% during the 2011-2012 school year to 50% resulting in students having greater access to rigorous courses that will prepare them for college work in all major curriculum areas.

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

1. In order to prepare students for college work in all major subjects we will continue to develop blended learning curriculum in the core subject areas ensuring that academic tasks are aligned to levels 3 and 4 of Webb's Depth of Knowledge. The curriculum will be developed according to the principles of Universal Design for Learning thus providing multiple entry points for all students. Teachers will align the curriculum to the Common Core Standards and focus on engaging students by adopting an approach to curriculum that prioritizes the exploration of topics and issues that are of high interest to our student population.
2. A curriculum development committee consisting of the Principal, Assistant Principal, and content-area teachers will be formed and will meet monthly to review the blended-learning courses under development.

3. Teachers will receive professional development twice per week on creating online content, Universal Design for Learning, Webb's Depth of Knowledge, and the Common Core Learning Standards.

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

1. Teachers of ELA, Math, Science, and Social Studies will create CCLS aligned blended learning courses.
2. Content-area teachers, Principal, Assistant Principal will serve on the curriculum development committee.
3. The Principal and Assistant Principal will provide the professional development.

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

1. The Principal will monitor the amount of curriculum being developed on a monthly basis.
2. The curriculum development committee will meet monthly to review the blended-learning courses under development. The committee will develop a rubric to analyze the courses and determine the degree to which the course is aligned to the CCLS; is rigorous; and provides multiple points of entry. Teachers will revise units based on feedback from the committee.
3. The Principal and Assistant Principal will gather feedback after each professional development sessions by asking participants to complete evaluation forms. Adjustments to future workshops will be made based on teacher feedback

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

1. September 2013 through August 2014
2. February 2014 through June 2014
3. January 2014 through June 2014

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

1. 4 teachers x 2 days per week x 2 hours each day at the per session rate; 1 supervisor x 2 days per week x 2 hours each day
2. 4 teachers x 5 session x 3 hours each session at the per session rate
3. 90 minutes of professional development each week is built into the school schedule allowing the Principal and Assistant Principal to deliver professional development workshops to teachers.

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.

School Success Grant

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	x	PF College & Career Readiness		PF Common Core
	PF ELT		PF Inquiry Teams		PF NYS Standards and Assessments		PF Parent Engagement
	PF Positive Behavioral Management Programs				PF RTI		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).

On the 2012-2013 Learning Environment Survey, 37% of students disagreed that the teachers at the school made them excited about learning.

Review Type:	Learning Environment Survey	Year:	2012-2013	Page Number:	9	HEDI Rating:	n/a
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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
X	4.4 Classroom environment and culture		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 the percentage of students responding on the Learning Environment Survey that they disagree teachers at the school make them excited about learning will decrease by 10% from 37% during 2012-2013 to 27% during 2013-2014 as a result of implementing a student-centered approach to learning.

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

1. In order to increase student engagement the school will employ a student-centered approach to learning. Students will be instructed in a self-paced, blended-learning environment that prioritizes student choice, interest, strengths, and needs.
2. Teachers will meet each morning for 45 minutes and twice per month for 90 minutes to monitor student progress and plan targeted instruction for individual and groups of students.

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

1. All teachers will implement self-paced, blended learning as the primary mode of instructional delivery.
2. All teachers will meet each morning and twice a month to monitor student progress and plan targeted instruction for individual and groups of teachers.

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

1. A minimum of two observations for each teacher will be conducted to observe practices across competencies 3c of the Danielson rubric.
2. A minimum of two artifacts for each teacher will be collected to evaluate practices across competencies 1b, 1c, and 1e of the Danielson rubric.

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

1. September 2013-June 2014
2. September 2013-June 2014

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

1. 8 teachers funded through Tax Levy and title 1A
2. Common planning time is built into the school schedule for 45 minutes each day and 90 minutes twice per month.

Budget and Resource Alignment

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

	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.

	PF AIS		PF CTE	x	PF College & Career Readiness		PF Common Core
	PF ELT		PF Inquiry Teams		PF NYS Standards and Assessments		PF Parent Engagement
	PF Positive Behavioral Management Programs				PF RTI		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).

The 2012-2013 Quality Review recommended that we "strengthen youth development structures and supports so that students adopt effective academic and personal behaviors to ensure their academic and social-emotional growth". (1.4)

Review Type:	Quality Review	Year:	2012-2013	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.

X	5.2 Systems and partnerships		5.3 Vision for social and emotional developmental health
	5.4 Safety		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 2013 at least 50% of the students attending W.E.B. Du Bois High School will actively participate in weekly College and Career Readiness Workshops.

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
1. The Principal will meet with the school's community-based partners throughout the summer to develop a series of College and Career Readiness Workshops focusing on the four domains of college and career readiness (Conley, 2010) Students will attend College and Career Readiness Workshops run by community-based partners for 90 minutes each Wednesday
B. Key personnel and other resources used to implement each strategy/activity
1. Staff from St John's University United Way AIDP Program, Medgar Evers College Liberty Partnership Program, New York City WEB Center will develop and facilitate the College and Career Readiness Workshops.
C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity
1. At the end of August 2013, the Principal will review the calendar of workshops submitted by each CBO. Student surveys will be administered surveys asking students to evaluate the effectiveness of the workshops in preparing them for the demands of college and career.
D. Timeline for implementation and completion including start and end dates
1. CBO's will submit workshop schedules at the end of August 2013. Students will participate in weekly workshops from September 2013 through June 2014.
E. Describe programmatic details and resources that will be used to support each instructional strategy/activity
1. The school is supported by three CBO's: St John's University United Way AIDP Program, Medgar Evers College Liberty Partnership Program, New York City WEB Center. All 3 CBO's are funded through outside grants.

Budget and Resource Alignment

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

	PF Set Aside		Tax Levy		Title IA		Title IIA		Title III	x	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 used in Galaxy used to support the activities listed in part A. .

	PF AIS		PF CTE		PF College & Career Readiness		PF Common Core
	PF ELT		PF Inquiry Teams		PF NYS Standards and Assessments		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).

On the 2012-2013 Learning Environment Survey, 32% of parents responded that they were invited to attend an event at their child's school less than 3 times during the 2012-2013 school year.

Review Type:	NYC DOE Learning Environment Survey	Year:	2012-2013	Page Number:	6	HEDI Rating:	N/A
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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.

	6.2 Welcoming environment		6.3 Reciprocal communication
x	6.4 Partnerships and responsibilities		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.

By June 2014 we will hold three events for community members around academic engagement and social-emotional growth of students and adults.

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**
- B. True Colors Workshop: True Colors is a self-assessment tool to help parents/students better understand themselves and each other to improve communication, decision-making and relationships at work, home and school. Parents and students will identify their “True Colors” and learn how to improve the way they communicate with one another and make decisions.
 - C. College Admissions Workshop: We will hold an informational session regarding FAFSA, Collegboard.com, Personal Essays and the application timeline. We will explain how attending the College and Career Workshops, Internships, Apprenticeships and Community Involvement can assist students in developing their college applications, personal essays and resume.
 - D. Parent/Student Book Club: The Book Club is designed to engage parents and students in shared literacy development and introduce parents to blended-learning. Parents and students will read a shared book and collaborate in completing online lessons and online discussions. The Parent Coordinator and Principal will facilitate the face-to-face portion of the Book Club.

- E. Key personnel and other resources used to implement each strategy/activity**
- 1. The Parent Coordinator and staff from the St. Johns United Way AIDP Program will organize and host the True Colors Workshop.
 - 2. The Parent Coordinator and the Guidance Counselor will organize and host the Applying to College Workshop.
 - 3. The Parent Coordinator and Principal will organize and host the Parent/Student Book Club.

- F. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity**
- 1. The Parent Coordinator will gather feedback after each event by asking participants to complete evaluation forms. Parent responses to the 2013-2014 Learning Environment Survey will be analyzed when the results are released.
 - 2. The Parent Coordinator will gather feedback after each event by asking participants to complete evaluation forms. The number of students applying to college will be tracked. Parent responses to the 2013-2014 Learning Environment Survey will be analyzed when the results are released.
 - 3. The Parent Coordinator will gather feedback after each event by asking participants to complete evaluation forms. Parent responses to the 2013-2014 Learning Environment Survey will be analyzed when the results are released.

- G. Timeline for implementation and completion including start and end dates**
- 1. September 2013
 - 2. November 2013
 - 3. March 2014 through May 2014

- H. Describe programmatic details and resources that will be used to support each instructional strategy/activity**
- 1. Parent Coordinator funded through Tax Levy; St Johns united Way AIDP program funded by an external grant
 - 2. Parent Coordinator funded through Tax Levy; Guidance Counselor funded through Tax Levy and Title 1A
 - 3. Parent Coordinator and Principal funded through Tax Levy; workshop supplies funded through PF set aside

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	x	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.

PF AIS	PF CTE	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	

Expanded Learning Time (ELT) Program Description

PRIORITY SCHOOLS ONLY

ELT Work Plan

Use the following table to demonstrate that a minimum of 200 additional student contact hours are being offered as ELT in addition to the current mandated length of 900 hours per year (25 hours per week) of instruction in grades K-6 and 990 hours per year (27.5 hours per week) in grades 7-12.

Program Goals

Describe the identified goal(s) of the ELT program. ELT program goals must be S.M.A.R.T.

1. By June 2014, at least 50% of students who failed Regents Examinations during the 2012-2013 school year will earn passing grades as a result of participating in Expanded Learning Time Regents Preparation classes.
2. By August 2014, the average credit accumulation for students who began the year over-aged and under-credited will increase by 10% as compared to the average credit accumulation of this group of students during the 2012-2013 school year as a result of participating in Expanded Learning Time programs.
3. By June 2014, the percentage of students who respond to the learning Environment Survey that they "strongly agree" or "agree" that the school offers a wide enough variety of programs, classes, and activities to keep them interested in school will increase by 10% as a result of participating in our Expanded Learning Time program.

Activities

Describe the research-based instructional strategies and activities that will be used to achieve this goal in parts A, B, and C. Enumerate each strategy/activity and its corresponding subsection in parts B and C. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, and C.

A. Describe the researched-based instructional strategies and activities that capture student interest and strengthen student engagement that will be used to achieve this goal.

1. In order to improve performance on Regents Examinations ELT Regents Preparation Teachers will use a data-driven approach by conducting an item-analysis of past exams in order to identify areas of focus and design targeted instruction for individual and groups of students. Students will have the opportunity to participate in 64 hours of Regents preparation classes.
2. In order to improve credit accumulation for over-aged, under-credited students we will actively address the unique learning needs of our students by implementing a Universally Designed curriculum during our Expanded Learning time summer school program that will offer students the opportunity to participate in 150 hours of instruction during the months of July and August.
3. In order to improve student academic, social, and emotional outcomes we will provide opportunities for athletics and enrichment. The afterschool music production program meets Monday through Friday for 2 hours each day throughout the school year for a total of 300 hours. The intramural athletic program meets for 30 hours.

B. Describe the key school based and/or community based personnel that will be used to implement these strategies and activities.

1. NYCDOE teachers who are certified in high school ELA, Math, Social Studies, and Science will provide instruction for the AIS Regents preparation classes.
2. NYCDOE teachers who are certified in high school ELA, Math, Social Studies, Science, and Foreign Language will provide instruction for the credit-bearing ELT courses.
3. NYCDOE teacher certified in physical education will provide instruction for our intramural athletic program; a NYCDOE licensed supervisor will oversee our Service Learning Program; and our community-based partner, the NYC WEB Center, will provide instruction for our music and video production enrichment program.

C. Identify the target population to be served by the ELT program.

1. Regents preparation classes will target all students who failed a Regents Examination during the 2012-2013 school year.
2. ELT credit-bearing classes will target all students who began the 2013-2014 school year designated as over-aged, under-credited.
3. The athletics and enrichment programs will be offered to all students attending the school.

Budget and Resource Alignment

Identify the Fund Source(s) used to support each ELT program by listing the corresponding activity number described in part A of the *Activities* section.

21 st Century	x	Tax Levy	Title I SWP	Title I TA	x	Title I PF	C4E
Title III		Title I SIG	PTA Funded	Grants	x	In Kind	

List any additional fund sources your school is using to support the instructional goal below.

T1 Correct 91

Community Partnerships

The ELT program must be offered in conjunction with a high quality, high capacity community partner if funded by 21st Century Community Center Learning Funds.

A. Identify the high-quality community partners and their scope of involvement for each ELT program described in part A of the *Activities* section.

N/A

B. If your ELT program has one or more community partners, describe how the joint ELT program is structured.

N/A

ELT Program Narrative

Priority Schools implementing a whole school reform model must provide evidence of the implementation of the ELT program.

A. Describe how the ELT program is meeting the requirement to integrate enrichment opportunities, academics, and skill development, including hands-on learning activities and activities directed at improving students' social and emotional growth.

We are meeting this requirement by including academic intervention services for students who have previously failed Regents Examinations, Universally Designed credit-bearing classes to help over-aged, under-credited students acquire the credits they need for timely graduation, intramural athletics, community service, and a hands-on music and video production program.

B. Describe the components of the program, including opportunities for enrichment programs that are designed to improve student academic, social, and emotional outcomes.

The AIS Regents Preparation classes and the credit-bearing ELT classes are designed to improve students' academic outcomes by providing students with opportunities to successfully meet graduation requirements. The ELT enrichment component includes opportunities for students to participate on an athletic team, perform community service, and learn the art of music and video production. These hands-on activities will promote social and emotional outcomes as they will help students learn how to work together to achieve a goal.

C. Describe how the ELT program will address the unique learning needs and interests of all students.

Prior to implementing the ELT program students were surveyed about their academic needs and extra-curricular interests. The results of this survey indicated that students wanted help preparing for their Regents Examinations, opportunities to accumulate additional credits, opportunities to participate in athletics, and after-school enrichment activities. We designed our ELT program to meet the learning needs and interests of our students as evidenced by their survey responses.

D. Are the additional hours mandatory or voluntary?

X

Mandatory

x

Voluntary

E. If the additional hours are voluntary, describe how you are ensuring that 50% or more of the students (or 50% of students' receiving AIS if the school is not receiving 1003(g) SIG Funds) are participating.

- Over-aged, under-credited students will be mandated to enroll in credit-bearing ELT classes.
- Students who have failed a Regents Examination during the 2012-2013 school year will be mandated to attend Regents Preparation classes.
- Participation in enrichment activities will be voluntary.

F. Describe how your school is meeting its responsibility to provide interventions for students who need support services to increase student achievement.

In order to ensure that students who need support services are provided with interventions, we have implemented a three-tiered Social-Emotional Response to Intervention plan. In tier one, all faculty and staff ensure that we create a high quality, supportive environment for our students characterized by nurturing and responsive adult-student relationships. In tier two, students identified for more intensive interventions are referred to our community-based partners for targeted social-emotional support. Finally, those students requiring tier three interventions are referred to our school guidance counselor who develops and implements an intensive intervention plan for students and their families.

G. Are you using an ELT provider procured using the MTAC process?

Yes

x

No

H. Describe how you are evaluating the impact of the ELT program on student achievement.

We will analyze various data sources in order to evaluate the impact of the ELT program:

1. Regents passing rates will be reviewed after each administration.
2. Credit accumulation for over-aged; under-credited students will be analyzed at the end of each term.
3. Student responses to the Learning Environment Survey will be analyzed when the 2013-2014 survey results are released.

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	Reading Comprehension Basic Writing	Small group instruction One-to-one tutoring	During the day and after school
Mathematics	Foundations of Algebra	Small group instruction One-to-one tutoring	During the day and after school
Science	Content-area literacy	Small group instruction One-to-one tutoring	During the day and after school
Social Studies	Content-area literacy	Small group instruction One-to-one tutoring	During the day and after school
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	Counseling for pregnant/parenting teens Anger management Substance abuse counseling	Group counseling Individual counseling	During the day and after school

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

- All elements of the *All Title I Schools* section must be completed*.
- School Wide Program (SWP) schools must also complete the *SWP Schools Only* section.
- 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.
<ul style="list-style-type: none"> • Administrative staff regularly attend hiring fairs to identify and recruit highly-qualified teachers in all subject-areas • Administrative staff will work closely with the network HR point person to ensure that non-HQT meet all required documentation and assessment deadlines • Mentors are assigned to support struggling and un-qualified teachers

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).
<ul style="list-style-type: none"> • All teachers, administrators, and paraprofessionals receive high quality, on-going professional development on the Common Core Learning Standards, Universal Design for Learning, Webb's Depth of Knowledge, Using Data to Inform Instruction, and Meeting the Social/Emotional Needs of Students. This professional development is delivered by in-house experts and district-level specialists twice per month.

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 <i>the intent and purpose</i> programs whose funds are consolidated (i.e., services for Students in Temporary Housing (STH), violence prevention programs, housing programs, Head Start, etc.).
Funds are coordinated and integrated as a means to improve the quality and effectiveness of teaching strategies and instructional models, thereby improving the quality of education experienced by all students in the school. This includes:
<ul style="list-style-type: none"> • Title I and Contract for Excellence funds are used to reduce class size so that all students benefit from more individualized instruction • Title I funds used to develop Common Core aligned curriculum and provide teachers with high-quality professional development • Fair Student Funding and NYSTEL funds used to ensure all students receive access to technology resources on a daily basis

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.).
N/A

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.
All students are educated in a mastery-based learning environment. The use of on-going formative assessments aligned to standards is essential to our understanding of how students are progressing towards mastery of standards. During weekly meetings, teacher teams analyze the results of these formative assessments in order to identify strengths and areas for improvement in student work and to adjust instructional activities to meet the needs of students.

TA Schools Only

Use of Program Resources

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

N/A

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).

N/A

Parent Involvement Policy (PIP) Template

Educational research shows a positive correlation between effective parental involvement and student achievement. The overall aim of this policy is to develop a parent involvement program that will ensure effective involvement of parents and community in our school. Therefore, our school, in compliance with the Section 1118 of Title I, Part A of the No Child Left Behind (NCLB) Act, is responsible for creating and implementing a parent involvement policy to strengthen the connection and support of student achievement between our school and the families. Our school's policy is designed to keep parents informed by actively involving them in planning and decision-making in support of the education of their children. Parents are encouraged to actively participate on the School Leadership Team, Parent Association, and Title I Parent Committee as trained volunteers and welcomed members of our school community. Our school will support parents and families of Title I students by:

- providing materials and training to help parents work with their children to improve their achievement level, e.g., literacy, math and use of technology;
- providing parents with the information and training needed to effectively become involved in planning and decision making in support of the education of their children;
- fostering a caring and effective home-school partnership to ensure that parents can effectively support and monitor their child's progress;
- providing assistance to parents in understanding City, State and Federal standards and assessments;
- sharing information about school and parent related programs, meetings and other activities in a format, and in languages that parents can understand;
- providing professional development opportunities for school staff with the assistance of parents to improve outreach, communication skills and cultural competency in order to build stronger ties between parents and other members of our school community;

Our school's Parent Involvement Policy was designed based upon a careful assessment of the needs of all parents/guardians, including parents/guardians of English Language Learners and students with disabilities. Our school community will conduct an annual evaluation of the content and effectiveness of this parent involvement policy with Title I parents to improve the academic quality of our school. The findings of the evaluation through school surveys and feedback forms will be used to design strategies to more effectively meet the needs of parents, and enhance the school's Title I program. This information will be maintained by the school.

In developing the Title I Parent Involvement Policy, parents of Title I participating students, parent members of the school's Parent Association (or Parent-Teacher Association), as well as parent members of the School Leadership Team, were consulted on the proposed Title I Parent Involvement Policy and asked to survey their members for additional input. To increase and improve parent involvement and school quality, our school will:

- actively involve and engage parents in the planning, review and evaluation of the effectiveness of the school's Title I program as outlined in the Comprehensive Educational Plan, including the implementation of the school's Title I Parent Involvement Policy and School-Parent Compact;
- engage parents in discussion and decisions regarding the required Title I set-aside funds, which are allocated directly to schools to promote parent involvement, including family literacy and parenting skills;
- ensure that the Title I funds allocated for parent involvement are utilized to implement activities and strategies as described in our Parent Involvement Policy and the School-Parent Compact;
- support school-level committees that include parents who are members of the School Leadership Team, the Parent Association (or Parent-Teacher Association) and Title I Parent Committee. This includes providing technical support and ongoing professional development, especially in developing leadership skills;

- maintain a Parent Coordinator (or a dedicated staff person) to serve as a liaison between the school and families. The Parent Coordinator or a dedicated staff person will provide parent workshops based on the assessed needs of the parents of children who attend our school and will work to ensure that our school environment is welcoming and inviting to all parents. The Parent Coordinator will also maintain a log of events and activities planned for parents each month and file a report with the central office.;
- conduct parent workshops with topics that may include: parenting skills, understanding educational accountability grade-level curriculum and assessment expectations; literacy, accessing community and support services; and technology training to build parents' capacity to help their children at home;
- provide opportunities for parents to help them understand the accountability system, e.g., NCLB/State accountability system, student proficiency levels, Annual School Report Card, Progress Report, Quality Review Report, Learning Environment Survey Report;
- host the required Annual Title I Parent Meeting on or before December 1st of each school year to advise parents of children participating in the Title I program about the school's Title I funded program(s), their right to be involved in the program and the parent involvement requirements under Title I, Part A, Section 1118 and other applicable sections under the No Child Left Behind Act;
- schedule additional parent meetings, e.g., quarterly meetings, with flexible times, such as meetings in the morning or evening, to share information about the school's educational program and other initiatives of the Chancellor and allow parents to provide suggestions;
- translate all critical school documents and provide interpretation during meetings and events as needed;
- conduct an Annual Title I Parent Fair/Event where all parents are invited to attend formal presentations and workshops that address their student academic skill needs and what parents can do to help;

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

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

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

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

I. School Responsibilities

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

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

Support home-school relationships and improve communication by:

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

Provide parents reasonable access to staff by:

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

Provide general support to parents by:

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

**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 17	Borough Brooklyn	School Number 489
School Name W.E.B. Du Bois 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 Catherine Hartnett	Assistant Principal Maryanne Douglas-French
Coach	Coach
ESL Teacher	Guidance Counselor Omar Doyle
Teacher/Subject Area Patricia Panetta	Parent Laverne Pusey
Teacher/Subject Area	Parent Coordinator Selen Adams-Thomas
Related Service Provider	Other
Network Leader(Only if working with the LAP team)	Other

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.	0	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	0
Number of certified bilingual teachers currently teaching in a bilingual program	0	Number of certified NLA/foreign language teachers	0	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	0	Number of special education teachers with bilingual extensions	0

D. Student Demographics

Total number of students in school (Excluding Pre-K)	141	Total number of ELLs	0	ELLs as share of total student population (%)	0.00%
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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 <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 type="checkbox"/>	9 <input checked="" type="checkbox"/>	10 <input checked="" type="checkbox"/>	11 <input checked="" type="checkbox"/>

This school offers (check all that apply):

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

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

ELL Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Total #
Transitional Bilingual Education <small>(60%:40% → 50%:50% → 75%:25%)</small>														0
Dual Language <small>(50%:50%)</small>														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	0	Newcomers (ELLs receiving service 0-3 years)		ELL Students with Disabilities
SIFE		ELLs receiving service 4-6 years		Long-Term (completed 6+ years)

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										0
Dual Language										0
ESL										0
Total	0	0	0	0	0	0	0	0	0	0

Number of ELLs who have an alternate placement paraprofessional:

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														0
SELECT ONE														0
SELECT ONE														0
TOTAL	0	0	0	0	0	0	0	0	0	0	0	0	0	0

*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): <u>0</u>	Number of third language speakers: <u>0</u>
Ethnic breakdown of EPs (Number):	
African-American: <u> </u>	Asian: <u> </u>
Native American: <u> </u>	White (Non-Hispanic/Latino): <u> </u>
	Hispanic/Latino: <u> </u>
	Other: <u> </u>

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														0
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic														0
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other														0
TOTAL	0	0	0	0	0	0	0	0	0	0	0	0	0	0

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)														0

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)														0
Advanced (A)														0
Total	0	0	0	0	0	0	0	0	0	0	0	0	0	0

NYSESLAT Modality Analysis														
Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
LISTENING /SPEAKING	B													
	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				
Integrated Algebra				
Geometry				
Algebra 2/Trigonometry				
Math				
Biology				
Chemistry				
Earth Science				
Living Environment				
Physics				
Global History and Geography				
US History and Foreign Language				
Government				
Other				
Other				
NYSAA ELA				
NYSAA Mathematics				
NYSAA Social Studies				
NYSAA Science				

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

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.
N/A
2. What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?
We served 1 ELL student over the past two years. This student reviewed a score of Advanced on the NYSESLAT in 2012 and moved up to Proficient in 2013.
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](#))
Based on the NYSESLAT modalities scores, students receive targeted instruction in the areas where they have yet to become proficient.
4. For each program, answer the following:
 - a. What are the patterns across proficiencies and grades? How are ELLs faring in tests taken in English as compared to the native language?
 - b. Describe how the school leadership and teachers are using the results of the ELL Periodic Assessments.
 - c. What is the school learning about ELLs from the Periodic Assessments? How is the native language used?
We served 1 ELL student over the past two years. This student reviewed a score of Advanced on the NYSESLAT in 2012 and moved up to Proficient in 2013.
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](#).)
N/A
6. How do you make sure that a child's second language development is considered in instructional decisions?
All courses are designed according to the principal of Universal Design for Learning. While we do not currently have any ELLs, if we did, our teachers' units include multiple points of entry for English Language Learners, with a particular focus on language development.
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?
N/A
8. Describe how you evaluate the success of your programs for ELLs (e.g. meeting AYP for ELLs, etc.).
We evaluate the success of our program by monitoring NYSESLAT scores from year to year. Historically, we have not enrolled enough ELL students to comprise a sub-group for State Accountability purposes.

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](#).)
Since we are a transfer high school, all prospective students are interviewed by either a guidance counselor or school administrator prior to acceptance to the school. Students who may possibly be English Language Learners are identified during the interview

process. At this time the Home Language Identification Survey is conducted. Within 10 school days of admission to the school, the formal LAB-R is administered by the school's testing coordinator. The Spanish LAB-R is administered to Spanish speaking ELL's. ELLs are identified at the beginning of the school year and are evaluated annually with the NYSESLAT. ELL student programs are adjusted upon receipt of the NYSESLAT scores.

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.
When an ELL student is seeking a transfer, the guidance counselor or school administrator informs the parents/guardians of the three program choices available to them during the interview. We then schedule a second meeting for parents and students to give them information about the ELL programs that are available in New York City. The information and materials are in the parent's home language. Translation services ensures parents are provided with information in their native language. We review the ELL program choices. At the meeting we show a video available in 13 languages to further highlight the program options. The choices described are Transitional Bilingual, Freestanding ESL, and Dual Language programs. At the meeting, we go over and collect the Parent Survey and Program Selection form.
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 [\[see tool kit\]](#).)
Entitlement letters and Program Selection forms are distributed and completed during the initial intake interview. A copy of the form is placed in the students cumulative record.
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.
An Assistant Principal and our parent coordinator will hold a meeting with each parent to identify the ELL program of their choice. They provide an overview of the choices in NYC. These are Bilingual, Freestanding ESL, and Dual Language. We have translators at the meeting to ensure that parents understand and select the program that they want their child enrolled in. At the meeting, we show a video in the parent's home language. We review the video and go over the program choices to parents. We ensure that each parent has a placement letter during the enrollment process. We keep the letters in students' record files at our AP's office. Our school currently offers a Freestanding ESL program. We will support parents who would like either a Dual Language or Bilingual program by reaching out to the Office of English Language Learners for assistance.
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.
NYSESLAT eligible students are identified through ATS reports. They are scheduled to take the exam over a two-day period every spring. The testing coordinator conducts outreach to the students and their families to inform them of the dates, times, and locations of the exam. If students are absent, the testing coordinator arranges alternate dates and times.
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. 
We have served 1 ELL student over the past two years. Upon admissions to our school the parent of this students chose to enroll him in our Freestanding ELL program. This student scored Proficient on the 2013 NYSESLAT and is no longer entitled to ELL services. Students whose parents request a bilingual or a dual language program will be sent to the website ELLProgramTransfers@schools.nyc.gov. A record of those students whose parents requested bilingual programs is maintained at the school. If there are 15 or more students with the same home language, and in the same or two contiguous grades, we will open a bilingual program.

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])?
The freestanding ESL program includes two components: The daily ESL class and the double-period English class. All ELL students, regardless of grade or Native Language participate in the daily ESL class. Students are programmed for the double-period English class based on grade level in ELA.
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)?
The single period ESL teacher consults regularly with the double period English teacher to ensure that the mandated number of instructional minutes are delivered.
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.
In our free-standing model, content area teachers employ the following approaches to make content comprehensible and enrich language development: differentiated instruction, leveled texts, frequent assessment of learning, and reduced class-size.
4. How do you ensure that ELLs are appropriately evaluated in their native languages throughout the year?
While we currently do not have any English Language Learners, if we did we would assess students during the school year in students' native language utilizing teacher diagnostic evaluation tools to examine language and literacy skills. Students, upon enrollment, would also respond in their native language to a Department of Education Performance Assessment to gain further knowledge of students' language and writing skills.
5. How do you ensure that ELLs are appropriately evaluated in all four modalities of English acquisition throughout the year?
While we do not have an ELL students if we did they would be evaluated throughout the academic year in all four modalities (reading, writing, listening and speaking). Our teachers would design assessments that look at student work in all four modalities, and analyze student responses to assessments during common planning time to ensure that students are successful in all four modalities that they are tested on in the spring NYSESLAT.
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).

All subgroups receive differentiated instruction based upon a frequent assessment of skills. Instructional materials and methods are tailored to meet the needs of individual learners regardless of the length of time they have been classified as ELLs.

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?

When an ELL-SWD student needs to be served, the special education teacher works with the ESL teacher to modify lessons and instructional materials to meet the needs of the ELL-SWD student.

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?

N/A. We do not have any ELL-SWDs. However, if we did, we would identify students' areas of strength and program students in the least restrictive environment - the general education classroom.

Courses Taught in Languages Other than English ⓘ

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

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

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

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

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

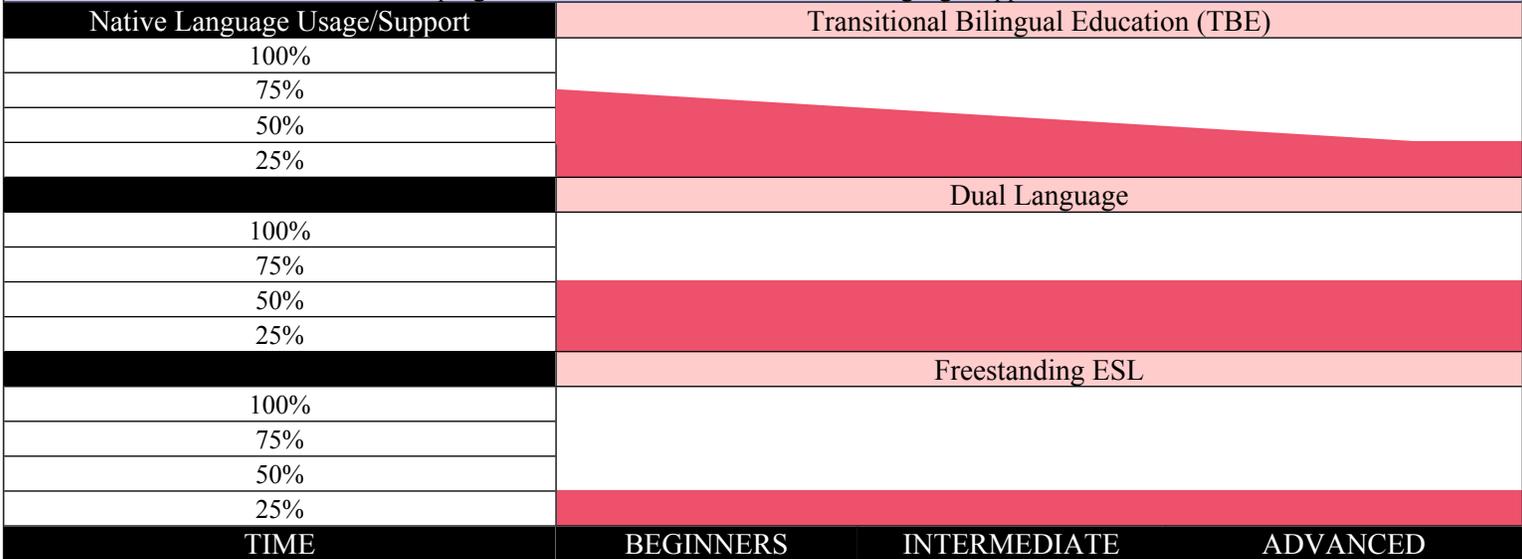
	Beginning	Intermediate	Advanced
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NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades 9-12

	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.
ELL students who have been identified as needing intervention receive small group instruction before school and have the opportunity to receive after-school tutoring.
10. Describe the effectiveness of your current program and how it is meeting the needs of your ELLs in both content and language development.
Currently we do not have any ELLs. If we did, we would design a unique program, self-paced program to meet the individualized needs of each student. We would utilize assessment information to build on students' strengths and address their areas of need. Their content needs would be addressed by scheduling students according to the courses that they need to graduate. We would embed scaffolds to support student needs into lessons and units. Student language development would be addressed through a focus on vocabulary and language development to help learn academic vocabulary.
11. What new programs or improvements will be considered for the upcoming school year?
No new programs will be considered.
12. What programs/services for ELLs will be discontinued and why?
No programs 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.
ELL students are afforded equal access to all school programs. Translated information about these programs is sent home so that the families of these students are aware of the programs offered and can encourage their participation.
14. What instructional materials, including technology, are used to support ELLs (include content area as well as language materials; list ELL subgroups if necessary)?
All subgroups receive differentiated instruction based upon a frequent assessment of skills. Instructional materials and methods are tailored to meet the needs of individual learners regardless of the length of time they have been classified as ELLs.
15. How is native language support delivered in each program model (TBE, Dual Language, and ESL)?
N/A
16. Explain how the required services support, and resources correspond to ELLs' ages and grade levels.
Our guidance counselors provide counseling around career goals that includes college considerations. We also have students who require counseling to prepare them directly for the workforce upon graduation. All students participate in weekly College and Career Readiness Workshops and develop CCR portfolios.
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.
When ELLs are newly enrolled in our school they receive translation support from one of our staff. In addition they interact with other students for an academic group that is run by our guidance counselor. Our parent coordinator assists parents and students with the transition to our school during an orientation. Finally, through our Community Based partners, every student is assigned a mentor.
18. What language electives are offered to ELLs?
None.
19. For schools with dual language programs:
- How much time (%) is the target language used for EPs and ELLs in each grade?
 - How much of the instructional day are EPs and ELLs integrated? What content areas are taught separately?
 - How is language separated for instruction (time, subject, teacher, theme)?
 - What Dual Language model is used (side-by-side, self-contained, other)?
 - Is emergent literacy taught in child's native language first (sequential), or are both languages taught at the same time (simultaneous)?

N/A

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. Throughout the year, all teachers receive ongoing literacy professional development. In addition, all teachers received professional development on differentiated planning using including how differentiate reading materials, questions, and literacy building activities based on ondividual student needs.

2. Teachers are provided with professional development around CCLS strategies. These include Close reading, citing evidence from text, teaching vocabulary, and text-dependent questions. Our teachers have received extensive training around the Danielson Framework, with a focus on lesson design and access (Danielson 1e).

3. N/A

4. All teachers received at least 7.5 hours of professional development on strategies that have proven to be successful with ELL students including but not limited to: defining language objectives; linking concepts to student background and experiences; pre, during and post reading strategies; and identifying and emphasizing key content vocabulary words. Agendas and sign-in sheets are maintained at the school.

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. W.E.B. Du Bois High School has an established Parent Association that meets monthly as well as a Parent Coordinator who acts as a liason between parents and the school.

2. The school partners with St. John's University, and Community Counseling and Mediation to provide services and workshops to parents.

3. Parent needs are evaluated through formal surveys (translated as appropriate) and informal conversations.

4. Parent involvement activities are identified and planned based on survey responses. For example, this year many parents asked for assistance with the college application process and obtaining financial aid, other parents wanted to become more familiar with using a computer. We partnered with St. John's University to address these needs.

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.

N/A

Part VI: LAP Assurances

School Name: W.E.B. Du Bois High School

School DBN: 17K489

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Catherine Hartnett	Principal		11/12/13
Maryanne Douglas-French	Assistant Principal		11/12/13
Selen Adams-Thomas	Parent Coordinator		11/12/13
	ESL Teacher		
Lavern Pusey	Parent		11/12/13
Patricia Panetta	Teacher/Subject Area		11/12/13
	Teacher/Subject Area		
	Coach		
	Coach		
Omar Doyle	Guidance Counselor		11/12/13
	Network Leader		
	Other		

LANGUAGE TRANSLATION AND INTERPRETATION 2013-2014 TO 2014-2015

Requirement under Chancellor's Regulations – for all schools

DBN: **17K489** School Name: **W.E.B. Du Bois High School**

Cluster: **1** Network: **108**

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.

Upon admission, each family is asked to complete a home language survey. The results of the survey are entered into ATS. All staff members are provided with ATS reports indicating which families require translation and interpretation services.

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

We found that Haitian Creole is spoken in one (1) household, Spanish is spoken in eleven (1) household. Bengali is spoken in (1) household, and Urdu os spoken in (1) household. We reported these findings to the school community through letters to all staff listing the families who required translation services along with their home language.

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.

All written communications from the school will be sent in the home language of identified families. The school will use in-house staff and Google translator to translate written communications that are not translated centrally.

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.

The school will use in-house staff to provide oral translation services to our Haitian-Creole and Spanish speaking families.

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>.

For all parent communications for the we will continue to use in-house translators, Google translator, and translated material from the DOE web site/internet.