



**Department of
Education**

Dennis M. Walcott, Chancellor



2013-2014

**SCHOOL COMPREHENSIVE EDUCATIONAL PLAN
(SCEP)**

School Name: SHEEPSHEAD BAY HIGH SCHOOL

DBN (i.e. 01M001): 22K495

Principal: JOHN P. O'MAHONEY

Principal Email: JOMAHON@SCHOOLS.NYC.GOV

Superintendent: DENISE HALLETT

Network Leader: STEVE CHERNIGOFF

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
John P. O’Mahoney	*Principal or Designee	
Teresa D’Ambrosio	*UFT Chapter Leader or Designee	
Judith Reis	*PA/PTA President or Designated Co-President	
Marlene Belnavis	DC 37 Representative, if applicable	
Munifa Wheeler Daniela Walker	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
Jeanne Feldman, Pearson	CBO Representative, if applicable	
Niki Lucchese	Member/ Teacher	
Denise Menedes	Member/ Parent	
Iris Velarde	Member/ Teacher	
Edith Ogle	Member/ Parent	
Imma Baptiste	Member/ Parent	
Rita McRae	Member/ Parent	
	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
	School Leadership Team Signature Page
	The SCEP Overview
	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)
	Academic Intervention Services (AIS)
	Title I Information Page (TIP) (Only for Priority or Focus schools receiving Title I funding)
	Parent Involvement Policy (PIP)

Priority Schools Only

	Expanded Learning Time (ELT) Program Description
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School Information Sheet for 22K495

School Configuration (2013-14)					
Grade Configuration	09,10,11,12	Total Enrollment	1124	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	163	# SETSS	6	# Integrated Collaborative Teaching	N/A
Types and Number of Special Classes (2013-14)					
# Visual Arts	27	# Music	16	# Drama	12
# Foreign Language	30	# Dance	N/A	# CTE	24
School Composition (2012-13)					
% Title I Population	4.2%	% Attendance Rate			76.8%
% Free Lunch	63.9%	% Reduced Lunch			3.5%
% Limited English Proficient	24.4%	% Students with Disabilities			14.6%
Racial/Ethnic Origin (2012-13)					
% American Indian or Alaska Native	0.1%	% Black or African American			59.0%
% Hispanic or Latino	16.7%	% Asian or Native Hawaiian/Pacific Islander			12.0%
% White	11.8%	% Multi-Racial			0.2%
Personnel (2012-13)					
Years Principal Assigned to School	0.83	# of Assistant Principals			6
# of Deans	N/A	# of Counselors/Social Workers			9
% of Teachers with No Valid Teaching Certificate	3.6%	% Teaching Out of Certification			2.7%
% Teaching with Fewer Than 3 Years of Experience	26.8%	Average Teacher Absences			7.2
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	59.5%	Mathematics Performance at levels 3 & 4			42.7%
Credit Accumulation High Schools Only (2012-13)					
% of 1st year students who earned 10+ credits	N/A	% of 2nd year students who earned 10+ credits			N/A
% of 3rd year students who earned 10+ credits	N/A	4 Year Graduation Rate			44.3%
6 Year Graduation Rate	70.6%				
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	No	Asian or Native Hawaiian/Other Pacific Islander		No
White	No	Multi-Racial		N/A
Students with Disabilities	No	Limited English Proficient		No
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	No	Asian or Native Hawaiian/Other Pacific Islander		Yes
White	No	Multi-Racial		N/A
Students with Disabilities	No	Limited English Proficient		Yes
Economically Disadvantaged	No			
Met Adequate Yearly Progress (AYP) in Graduation Rate (2011-12)				
American Indian or Alaska Native	N/A	Black or African American		Yes
Hispanic or Latino	Yes	Asian or Native Hawaiian/Other Pacific Islander		Yes
White	Yes	Multi-Racial		N/A
Students with Disabilities	No	Limited English Proficient		Yes
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.			
The SCEP supported the school in developing a clear vision for the work and expectations for teacher and student outcomes.			
Describe the areas for improvement in your school's 12-13 SCEP.			
While a clear vision and expectations were established there were pockets of resistance that lead to poor implementation and therefore student success was limited. Specific areas for improvement are developing an aligned coherent curriculum and assessments in ELA, math, social studies and science.			
Describe the barriers and challenges encountered while developing and implementing your school's 12-13 SCEP.			
Small pockets of resistance to change. This caused some instructional areas specifically math and science to be less developed than ELA and social studies. Much of this was caused by poor instructional leadership from two assistant principals who were rated unsatisfactory in 2012-2013 and have since left Sheepshead Bay High School.			
Describe the degree to which your school's 12-13 SCEP was successfully implemented.			
Implementation was more successful in ELA and social studies while math and science lagged due to ineffective leadership.			
Were all the goals within your school's 12-13 SCEP accomplished?		Yes	No
If all the goals were not accomplished, provide an explanation.			
Ineffective leadership in math and science.			
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.			
Limited pocket of staff members that are resistant and unwilling to make the necessary changes and attempt to derail progress.			
List the 13-14 student academic achievement targets for the identified sub-groups.			
Increase the overall graduation rate by 5%			
Increase the pass and mastery rate on all 5 mandated regents exams by 10%			
Increase the student daily attendance rate by 7%			
Describe how the school leader(s) will communicate with school staff and the community.			
Communication with staff will be through daily common planning inquiry meetings, one-to-one meetings, Email, and written letters/memos and observations. Communication with parents will be through PTA meetings, semi-annual parent teacher conferences, automated phone calls, personal phone calls, Email, ongoing parent conferences, 6 annual student report cards, use of SKEDULA – Pupil Path, and the school website.			
Describe your theory of action at the core of your school's SCEP.			
We believe that all students can learn when they are met at their individualized point of entry. The point of entry is assessed through analysis of formative and summative assessment results as well as daily classroom assessment by the teacher.			
Describe the strategy for executing your theory of action in your school's SCEP.			
Teams of teachers analyze these data points and explore research-based instructional strategies to be implemented in classrooms as supports to enhance student learning. Effective implementation is assessed through ongoing formative and summative assessment as well as classroom observations by the supervisory staff. Revisions are then made to both instructional strategies selected or pedagogical practice based on the analysis of the data.			
List the key elements and other unique characteristics of your school's SCEP.			
The key element of the SCEP is to be transparent and provide seamless coherence to our plan to ensure increased student achievement while negotiating new enhanced CCLS standards. The intention is to strategically entwine alignment of assessment, curriculum development, lesson development, lesson delivery with the Danielson Framework for Teaching. The Danielson Framework for Teaching will be used to monitor and revise alignment and coherence of assessment, curriculum, and lesson in each department and by each teacher. Another unique characteristic is to provide more direct support to students in college and career readiness and planning through partnership with College Confident. This multilayered yet strategically aligned plan ensures enhanced opportunities for students which will lead to increased success in high school and in college and career.			
Provide evidence of your school's capacity to effectively oversee and manage the improvement plan.			
We have a strong instructional cabinet with key members in each department. The assistant principals have developed their common planning time to include opportunities for teacher leaders to emerge and collaboratively develop units, lessons, and assessments aligned to CCSS and six instructional shifts in ELA and mathematics..			

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).

Use the observation of classroom teaching with a research-based, common teaching framework and the analysis of learning outcomes to elevate school-wide instructional practices and implement strategies that promote professional growth and reflection, with a special focus on new teachers

Review Type:	Quality Review	Year:	2012-2013	Page Number:	6	HEDI Rating:	D
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Tenet 2: School Leadership Practices and Decisions

Indicate using an "X" the Standard(s) of Practice (SOP) that aligns to the recommendation from above. The SOP selected should align to the goal and inform the development of the activities selected to address the goal.

	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, teachers will be provided at least 4 formal and/or informal observations based upon the Danielson Framework for Teaching which will result in an increase in the rigor and effectiveness of daily classroom instruction.

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. Professional development to norm and align the Danielson Framework for Teaching with instructional practice at Sheepshead Bay High School
2. Initial Planning Conferences will be held to review strengths, next steps and teacher/student data
3. At least four (4) informal/formal observations completed for every teacher aligning to the Danielson Framework for Teaching on TeachBoost and Advance.
4. Provide timely feedback and next steps aligned with the Danielson Framework for Teaching using TeachBoost and Advance
5. Professional development activities will be provided in order to increase rigor and effectiveness of daily planning and classroom instruction

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

1. Principal, all Assistant Principals, NYC DOE Talent Coach, F-Status Principal and all staff
2. Principal, all Assistant Principals, F-Status Principal and all teachers
3. Principal, all Assistant Principals, F-Status Principal, NYC DOE Talent Coach, and all teachers
4. Principal, all Assistant Principals, F-Status Principal, and all teachers
5. Principal, all Assistant Principals, F-Status Principal, Pearson Consultants and all teachers

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

1. Provide a minimum of 2 hours per month of professional development to ensure the consistency of inter-rater reliability on observations
2. Establish baseline expectations for the observation process and professional development needs for the 2013-2014 school year
3. Observations, post-observation conferences, and reports will occur in 4-6 week cycles ensuring teachers build on strengths and make necessary adjustments on areas for improvement; during each cycle of observations we will review findings by department and individual teacher to look for patterns and professional development needs.
4. Professional Development will be designed by department and teacher groups based on needs assessed during the observation process using TeachBoost; professional development will be offered weekly through common planning meetings.

5. Rigorous lesson plans will ensure all students a greater opportunity for success for course grades and Regents' exams which will lead to an increase on the graduation rate; lesson plans will be evaluated as part of the observation process cycle; during these evaluations professional development needs will be assessed and plans established.

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

1. August 5, 2013 to June 25, 2014
2. September 9, 2013 to October 27, 2013
3. After the completion of IPCs on or around October 21, 2013 and end by May 15, 2014.
4. During daily common planning meetings and prep periods as needed beginning November 2, 2013
5. November 2, 2013 through June 25, 2013

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

1. All teachers have daily common planning by department in their schedule one period per day and cabinet meeting time planned for observation norming
2. Scheduled during teacher prep periods
3. Assistant principal schedules will allow for adequate time to complete the necessary observations
4. Purchase TeachBoost for all staff
5. Three Pearson Consultants will visit from September – June up to three times per week and F-Status AP Hired, Common Planning Time built into daily schedules

Budget and Resource Alignment

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

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

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

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

Goal and Action Plan #2 Curriculum Development and Support (Tenet 3)

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

Major Recommendation

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

Design engaging, rigorous, and coherent curricula, including the arts, physical and health education, for a variety of learners and aligned to key State standards

Review Type:	Quality Review	Year:	2012-2013	Page Number:	6	HEDI Rating:	D
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Tenet 3: Curriculum Development and Support

Indicate using an "X" the Standard(s) of Practice (SOP) that aligns to the recommendation from above. The SOP selected should align to the goal and inform the development of the activities selected to address the goal.

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

Annual Goal #2

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

By June 2014, all teachers will implement common core aligned units for ELA, social studies, science & math resulting in an increase in the quality of instruction, text complexity and the rigor of tasks in all classrooms

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-Revise unit plans, assessments and lesson plans to ensure alignment to CCLS, the six instructional shifts, and performance based assessment in literacy, mathematics, social studies and science.
- 2- Design, develop and revise common assessments in all content areas
- 3- Professional development provided by Pearson on Unit planning, assessment development, and protocols for evaluating student work to ensure alignment of grades among teachers on the same assessment
- 4- Analyze and use assessment results to make adjustments to unit and daily lesson plans.

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

- 1-Principal, all teachers, all assistant principals, Pearson consultants
- 2- Principal, all teachers, all assistant principals, Pearson consultants
- 3- Principal, all teachers, all assistant principals, Pearson consultants
- 4- Principal, teams of teachers, all assistant principals, Pearson consultants

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

- 1-At the conclusion of each unit formative and summative assessments will be analyzed to support teachers in revising unit plans. Unit plans will be adjusted at this time for future use.
- 2-A minimum of two formative assessments and one summative assessment will be developed for each unit of study
- 3-Student work will be evaluated using “looking at student work” protocols to ensure scoring is consistent among teachers; this will occur at the completion of each unit assessment; effect of instructional strategies will be analyzed and necessary adjustments made at this time
- 4-Adjusted unit and lesson plans based on student need this is done at the completion of every unit; evaluation will be based on student outcomes on formative and summative assessments

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

- 1- Beginning in September 2013 and ending in June 2014, assistant principals will actively support teachers in developing aligned unit plans during daily common planning inquiry team meetings with the support of Pearson Consultants.
- 2- Formative and summative assessment tasks will be developed prior to the beginning of each unit, by June 2014 all units will have at least 2 formative and 1 summative assessment
- 3- At the completion of each assessment
- 4- Beginning in October 2013 and ending in June 2014, teams of teachers will revise unit and lesson plans during scheduled common planning time, before school, after school, weekends and during school vacations with per session.

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

- 1-Common planning periods allow department teams to meet 5 times each week and the hiring of Pearson consultants.
- 2-Common planning periods allow department teams to meet 5 times each week and the hiring of Pearson consultants.
- 3- Common planning periods allow department teams to meet 5 times each week and the hiring of Pearson consultants.
- 4- Common planning periods after school, weekends and during school vacations allow department teams to meet up to 5 times each week and the hiring of Pearson consultants. Per- session 20 teachers @ 87 hours each for curriculum & assessment development, analysis, and refinement.

Budget and Resource Alignment

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

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

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

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

Goal and Action Plan #3 Teacher Practices and Decisions (Tenet 4)

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

Major Recommendation

Cite the Major Recommendation in the space below from your latest intervention (DTSDE Review, QR, or Alt DQR) which will form the basis of your needs assessment. Include the review type, year, page number, and HEDI rating (“H” = Highly effective, “E” = Effective, “D” = Developing, “I” = Ineffective, “NA” = Not Applicable).			
Engage in structured professional collaborations on teams using an inquiry approach that promotes shared leadership and focuses on changing instructional practices to improve student outcomes.			
Review Type:	Quality Review	Year:	2012-2013
		Page Number:	6
		HEDI Rating:	U

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.			
X	4.2 Instructional practices and strategies		4.3 Comprehensive plans for teaching
	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, 90% of teachers will be involved in inquiry teams focusing on student strengths and areas for improvement after an analysis of prior NYS Regents’ results in ELA, mathematics, social studies and science, NYSESLAT results, and NYC Performance Assessments in ELA, mathematics, social studies and science.

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
<ol style="list-style-type: none"> 1-Share and analyze item analysis of most current Regents exams for each content area. 2-Share and analyze past three years of NYSESLAT Results in each content area. 3-Share and analyze current NYC Performance Assessment results for each content area. 4-Develop a coherent set of student strengths and areas for improvement by assessment. 5-Research core instructional strategies designed to meet student needs in strengths and areas for improvement. 6- Provide professional development on core instructional strategies designed to meet student needs in strengths and areas for improvement. 7-Implement core instructional strategies designed to meet student needs in strengths and areas for improvement. 8-Assess and revise implementation of core instructional strategies based on student outcomes on formative and summative assessments.
B. Key personnel and other resources used to implement each strategy/activity
<ol style="list-style-type: none"> 1-Principal, all assistant principals, all teachers, and Pearson Consultants 2- Principal, all assistant principals, all teachers, and Pearson Consultants 3- Principal, all assistant principals, all teachers, and Pearson Consultants 4- Principal, all assistant principals, all teachers, and Pearson Consultants 5- Principal, all assistant principals, all teachers, and Pearson Consultants 6- Principal, all assistant principals, all teachers, and Pearson Consultants 7- Principal, all assistant principals, all teachers, and Pearson Consultants 8- Principal, all assistant principals, all teachers, and Pearson Consultants
C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity
<ol style="list-style-type: none"> 1- Regents data will be analyzed twice a year February (January results) and September (June/August Results) for use in unit and daily planning; during the analysis phase impact will be reviewed and unit and daily plans will be adjusted. 2- NYSESLAT data will be analyzed each year for use in unit and daily planning; during the analysis phase impact will be reviewed and unit and daily plans will be adjusted. 3- NYC Performance Assessment data will be analyzed in October (after baseline is scored) and June (after end of year assessment is scored) for use in unit and daily planning; during the analysis phase impact will be reviewed and unit and daily plans will be adjusted. 4-Reference sheet of strengths and areas for improvement available by content. Benchmarks will include growth in prior areas for improvement.

- 5-A set of research-based core instructional strategies will be searched and vetted this will be done during the inquiry cycle at the conclusion of each unit.
- 6-Enhance professional practice through modeling, co-planning, and demonstration lessons of selected research-based core instructional strategies this will be done after analysis of observation data in four to six week cycles.
- 7-Daily lessons enhanced by the use of research-based core instructional practices this will be done after analysis of observation data in four to six week cycles.
- 8-Analysis of student work after implementation of core instructional practices this will be done after analysis of observation data in four to six week cycles.

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

- 1- July - October 2013
- 2- August - October 2013
- 3- November 2013
- 4- November/December 2013
- 5- December/January 2013-2014
- 6- December/January 2013-2014
- 7- December – June 2013-2014
- 8- January – June 2014

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

- 1-Common planning periods allow department teams to meet 5 times each week, the hiring of Pearson consultants, and SKEDULA data system
- 2- Common planning periods allow department teams to meet 5 times each week, the hiring of Pearson consultants, and SKEDULA data system
- 3- Common planning periods allow department teams to meet 5 times each week, the hiring of Pearson consultants, and SKEDULA data system
- 4- Common planning periods allow department teams to meet 5 times each week, the hiring of Pearson consultants, and SKEDULA data system
- 5- Common planning periods allow department teams to meet 5 times each week, the hiring of Pearson consultants, and PD 360
- 6- Common planning periods allow department teams to meet 5 times each week, the hiring of Pearson consultants
- 7- Common planning periods allow department teams to meet 5 times each week, the hiring of Pearson consultants, and TeachBoost
- 8- Common planning periods allow department teams to meet 5 times each week, the hiring of Pearson consultants, and TeachBoost

Budget and Resource Alignment

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

X	PF Set Aside	X	Tax Levy	X	Title IA		Title IIA	X	Title III		Grants
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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	X	PF Common Core
	PF ELT	X	PF Inquiry Teams	X	PF NYS Standards and Assessments		PF Parent Engagement
	PF Positive Behavioral Management Programs				PF RTI	X	PF Supporting Great Teachers & Leaders

Goal and Action Plan #4 Student Social and Emotional Developmental Health (Tenet 5)

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

Major Recommendation

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

Continue to hone in on and provide support for the key instructional practices that will yield student work products and student discussions that demonstrate higher order thinking.

Review Type:	QR	Year:	12-13	Page Number:	5	HEDI Rating:	D
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Tenet 5: Student Social and Emotional Developmental Health

Indicate using an "X" the Standard(s) of Practice (SOP) that aligns to the recommendation from above. The SOP selected should align to the goal and inform the development of the activities selected to address the goal.

	5.2 Systems and partnerships		5.3 Vision for social and emotional developmental health
	5.4 Safety	X	5.5 Use of data and student needs

Annual Goal #4

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

Establish high expectations for all faculty and students which will lead to a 5% increase in the graduation rate in 2014.

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. College Confident will serve as a facilitator of the college process, including SAT registration, SAT Prep, College Applications, Essays, Resumes and FAFSA through the submission of completed applications and the acceptance process
2. Before/After and Saturday Success Now Academy to offer opportunities for credit accumulation and Regents Exam Tutoring
3. Cohort meetings to support students struggling with chronic absences, behavioral problems and course performance
4. Cohort Town Hall meetings to establish expectations with all students; expectations: to participate in school activities (PSAL, Clubs, dances, trips, etc.) students must be on-track to graduation, passing all current classes, have at least 90% attendance, seniors must also complete all steps in the college application process (SAT, college application completed, FAFSA completed, etc.).
5. Internships, career-related activities, and college visits

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

1. Principal, College Confident Coordinator, all guidance counselors, teachers of seniors and the 2014 cohort team.
2. Principal, all teachers, designated assistant principals, and all guidance counselors
3. Principal, all cohort teacher teams, all assistant principals, and all guidance counselors
4. Principal, all cohort teacher teams, all assistant principals, and all guidance counselors
5. Principal, College Confident Coordinator, all teachers, all assistant principals, all guidance counselors, management from participating corporations, and college personnel

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

1. 85% of seniors will apply to a 2 or 4year college and take the SATs
2. Increase performance on regents and local assessments, percentage of students earning credits towards graduation, and number of students graduating in January, June and August
3. Use Skedula to monitor student attendance, behavior, course performance; conduct and increase parent outreach; and increase student awareness and involvement.
4. Increase in student involvement and participation in school-wide activities
5. Increase post-secondary interests, academic and personal goals, and awareness of the college experience and environment

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

1. September 2013-June 2014, bi-monthly review
2. November 2013-June 2014
3. November 2013-June 2014, review of data weekly
4. September 2013-June 2014, monthly
5. September 2013-August 2014

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

1. Title 1/Priority funds will be allocated to pay for College Confident and additional resources
2. Title 1/Priority funds will be used to fund the Success Now Academy, per session pay for teachers & administrators and student site licenses for APEX blended learning program.
3. Scheduled time for cohort teachers and Title 1 funds
4. Scheduled time for Cohort Town Hall meeting

5. VATEA, College Confident, Title 1/Priority funds

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 used in Galaxy used to support the activities listed in part A. .

x	PF AIS		PF CTE	x	PF College & Career Readiness		PF Common Core
x	PF ELT		PF Inquiry Teams		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).

Establish a culture for learning that communicates high expectations to staff, students and families, and provide supports to achieve them (3.4)

Review Type:	QR	Year:	2012-2013	Page Number:	6	HEDI Rating:	D
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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
	6.4 Partnerships and responsibilities	X	6.5 Use of data and families

Annual Goal #5

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

The school community is working to establish consistently high expectations for students and communicating those expectations clearly to all families and the community at large

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

1. Use SKEDULA to capture student period attendance daily.
2. Use SKEDULA as a gradebook.
3. Use SKEDULA to promulgate assignments
4. Use SKEDULA to record student academic, behavioral and attendance anecdotal information.
5. Provide parents with login information so they can follow their child's academic, behavioral and attendance progress.
6. Contact parents to arrange conferences for students not meeting school standards in academics, behavior and attendance.

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

1. All Classroom Teachers
2. All Classroom Teachers
3. All Classroom Teachers
4. Principal, All Aps, All Classroom Teachers
5. Parent Coordinator and School Tech Coordinator
6. Principal, Aps, Guidance Counselor, teachers and Deans

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

1. 100% will record student period attendance in SKEDULA; monitored daily and evaluated at the completion of each marking period.
2. 100% will record student grades in SKEDULA evaluated at the completion of each marking period.

3. 100% will record student class assignments in SKEDULA evaluated at the completion of each marking period
4. 100% will record student academic, behavioral and attendance anecdotes in SKEDULA evaluated at the completion of each marking period
5. 100% will receive login information for Pupil Path evaluated at the completion of each marking period
6. As needed parents will be contacted evaluated at the completion of each marking period

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

1. September 2013 – June 2014
2. November 2013 – June 2014
3. January 2014 – June 2014
4. September 2013 – June 2014
5. September 2013-June 2014
6. September 2013-June 2014

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

1. All teachers will use SKEDULA to capture student period attendance to increase communication in school and with parents/guardians.
2. All teachers will use SKEDULA as a gradebook to increase communication in school and with parents/guardians.
3. 50% of teachers will use SKEDULA to promulgate assignments to increase communication in school and with parents/guardians.
4. All teachers will use SKEDULA to record student academic, behavioral and attendance anecdotal information to increase communication in school and with parents/guardians.
5. Principal will provide parents with SKEDULA/Pupil Path login information so they can follow their child’s academic, behavioral and attendance progress.
6. School Staff will contact parents to arrange conferences for students not meeting school standards in academics, behavior and attendance.

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	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		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-Success Now program to increase student credit accumulation for students overage and under-credited.
- 2-Success Now program to increase student pass rate and mastery rate on NYS ELA Regents' Examination.
- 3- Success Now program to increase student pass rate and mastery rate on NYS Algebra Regents' Examination.
- 4- Success Now program to increase student pass rate and mastery rate on NYS Global Studies Regents' Examination.
- 5- Success Now program to increase student pass rate and mastery rate on NYS U.S. History Regents' Examination.
- 6- Success Now program to increase student pass rate and mastery rate on NYS Living Environment Regents' Examination.
- 7- Success Now program to increase student performance on the SAT/ACT.
- 7-Success Now program to increase access to college and career experiences.

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. Use a blended learning model for instruction in courses offered in our Success Now program using APEX.
2. Use a blended model of test preparation using Castle Learning Online
3. Use a blended model of test preparation using Castle Learning Online
4. Use a blended model of test preparation using Castle Learning Online
5. Use a blended model of test preparation using Castle Learning Online
6. Use a blended model of test preparation using Castle Learning Online
7. Use a blended model of test preparation using Method Test Prep Online
8. College Confident program to support students in enhancing opportunities after high school graduation.

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

1. Principal, AP in Charge, Selected Teachers and Guidance Counselors/Social Worker
2. Principal, AP in Charge, Selected Teachers and Guidance Counselors/Social Worker
3. Principal, AP in Charge, Selected Teachers and Guidance Counselors/Social Worker
4. Principal, AP in Charge, Selected Teachers and Guidance Counselors/Social Worker
5. Principal, AP in Charge, Selected Teachers and Guidance Counselors/Social Worker
6. Principal, AP in Charge, Selected Teachers and Guidance Counselors/Social Worker
7. Principal, AP in Charge, Selected Teachers and Guidance Counselors/Social Worker
8. Principal, AP in Charge, Selected Teachers, Guidance Counselors/Social Worker and College Confident staff

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

1. Overage and under-credited students and students who have previously failed NYS Regents' exams in the NYC or schools bottom third.
2. Students who have previously failed NYS ELA Regents' exam and in the NYC or schools bottom third.
3. Students who have previously failed NYS algebra Regents' exam and in the NYC or schools bottom third.
4. Students who have previously failed NYS Global Studies Regents' exam and in the NYC or schools bottom third.
5. Students who have previously failed NYS U.S. History Regents' exam and in the NYC or schools bottom third.
6. Students who have previously failed NYS Living Environment Regents' exam and in the NYC or schools bottom third
7. All students with a focus on students in the bottom third in NYC or the school.
8. All students

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	x	Title I SWP		Title I TA	x	Title I PF		C4E
x	Title III		Title I SIG		PTA Funded		Grants		In Kind		

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

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.

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

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.

Students have opportunities to make-up missed credits and prepare for Regents exams on which they may have been previously unsuccessful, prepare for Regents' courses they are currently taking, prepare for SAT/ACT, and participate in day and overnight field trips to colleges and universities. All seniors have opportunities for support throughout the college application process from their dedicated guidance counselor and dedicated college confident staff. A summer bridge program is being developed to support 2014 graduates that have been accepted in college to ensure they register for courses and meet financial deadlines so they attend college.

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

Students have opportunities to make-up missed credits and prepare for Regents exams on which they may have been previously unsuccessful, prepare for Regents' courses they are currently taking, prepare for SAT/ACT, and participate in day and overnight field trips to colleges and universities. All seniors have opportunities for support throughout the college application process from their dedicated guidance counselor and dedicated college confident staff. A summer bridge program is being developed to support 2014 graduates that have been accepted in college to ensure they register for courses and meet financial deadlines so they attend college. Throughout the program there will be at least four opportunities for students to be recognized for accomplishments during awards ceremonies designed for the Success Now program. Incentive programs will be developed for students moving from on-track to off-track each cycle in the program. Incentives will be for academic improvement as well as attendance growth. Parents will play a critical role as the guidance counselors and social worker work with them regularly keeping them actively engaged in the academic, social and behavioral lives of their children.

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

Through the use of online and direct teaching in the blended learning model student individual needs will be met. The APEX, Castle Learning and Method Test Prep program are designed to meet the student at their point of entry and allow the teacher to design a prescriptive program of study based on student needs. The counselors and social workers in the program will ensure that students feel included in the school and are on track to earn credit or meet exam requirements and potential mastery. The College Confident program is designed to support students in the college investigation and application process all the way up to the first day of class.

D. Are the additional hours mandatory or voluntary?

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.

We have made outreach through letters, fliers, guidance counselor one-one contact, parent-teacher conferences, PTA meetings, and automated phone calls as well as classroom visits by counselors and College Confident.

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

Through the use of online and direct teaching in the blended learning model student individual needs will be met. The APEX, Castle Learning and Method Test Prep program are designed to meet the student at their point of entry and allow the teacher to design a prescriptive program of study based on student needs. The counselors and social workers in the program will ensure that students feel included in the school and are on track to earn credit or meet exam requirements and potentially mastery. The College Confident program is designed to support students in the college investigation and application process all the way up to the first day of class. The weekday cycle consists 3 cycles of 54 hours each where students can earn credits using a blended learning approach. The total number of hours for the weekday program is 162 hours per student. The Saturday program is 17 sessions of 5 hours each for a total of 85 hours. The total number of hours for the ELT program is 247 hours.

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

x

Yes

No

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

Impact will be evaluated using APEX, Castle Learning and Method Test Prep reports which track student progress.

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	EBI Adopt a School Regents Prep with Kaplan Success Now After School Success Now Saturday School 0 Period Tutoring Tuesday and Wednesday	In Class Blended Learning Blended Learning Small Group	During the School day After School After School (Saturday) Before school
Mathematics	Success Now After School Success Now Saturday School 0 Period Tutoring Tuesday and Wednesday	Blended Learning Blended Learning Small Group	After School After School (Saturday) Before school
Science	Success Now After School Success Now Saturday School 0 Period Tutoring Tuesday and Wednesday	Blended Learning Blended Learning Small Group	After School After School (Saturday) Before school
Social Studies	Success Now After School Success Now Saturday School 0 Period Tutoring Tuesday and Wednesday	Blended Learning Blended Learning Small Group	After School After School (Saturday) Before school
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	Success Now After School Success Now Saturday School 0 Period Tutoring Tuesday and Wednesday	One-One or Small Group as Needed One-One or Small Group as Needed One-One or Small Group as Needed	One-One or Small Group as Needed One-One or Small Group as Needed One-One or Small Group as Needed

**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.

We have had limited recruitment due to our phase out status. Our goal is to retain as many of our high performing teachers as possible through distributive leadership and ongoing professional support. These strategies will allow teachers to feel a sense of ownership of the school goals.

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).

The Principal, APs, and all teachers participate in ongoing professional development each week on planning and revising units of study, lesson plans and assessments designed to meet the CCSS. The daily common planning time is used to provide support and allow teachers an opportunity to collaboratively build these items. After implementation they are supported in analyzing formative and summative assessment results to make adjustments as needed. This not only includes curricular adjustments to meet new standards but also developing a toolkit of instructional strategies to meet student needs.

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

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

All funding is used for targeted populations to ensure that all students are provided with the appropriate scaffolds and supports necessary to successfully complete high school fully prepared for college and career.

SWP Schools Only

Transition Plans to Assist Preschool Children (Elementary Schools Only)

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

Measures to Include Teachers in Decisions Regarding Assessments

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

Teachers work collaboratively to use NYS and NYC results to get a composite picture of student needs by course and individual student. Using this data as well as classroom level data teachers explore instructional strategies that can be used to best meet student need. Appropriate instructional strategies are implemented and success is assessed through student results on formative and summative assessments as well as teacher performance using the Danielson Framework for Teaching.

TA Schools Only

Use of Program Resources

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

TA Coordination with the Regular Program

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

**Directions and Guidance for Developing and Updating the
Parent Involvement Policy (PIP) (Required for Title I Schools ONLY)**

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

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

Parent Involvement Policy (PIP) Template

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

- providing materials and training to help parents work with their children to improve their achievement level, e.g., literacy, math and use of technology; specifically they will be trained in accessing and using SKEDULA to monitor student performance and attendance as well as Castle Learning and Meth Test Prep.
- 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; specifically they will be trained in accessing and using SKEDULA to monitor student performance and attendance as well as Castle Learning and Meth Test Prep.
- fostering a caring and effective home-school partnership to ensure that parents can effectively support and monitor their child's progress; using SKEDULA to monitor student performance and attendance
- providing assistance to parents in understanding City, State and Federal standards and assessments; each month during PTA meetings teachers will present curricular and assessment adjustments to parents by department
- 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 22	Borough Brooklyn	School Number 495
School Name Sheepshead Bay 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 John O'Mahoney	Assistant Principal Maritza Soto
Coach type here	Coach type here
ESL Teacher Natalie Noble	Guidance Counselor Michael Botwinick
Teacher/Subject Area type here	Parent type here
Teacher/Subject Area type here	Parent Coordinator Salvatrice Shipone
Related Service Provider Nicole Callan	Other Laura Izzo (Special Education)
Network Leader(Only if working with the LAP team) type here	Other type here

C. Teacher Qualifications

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

Number of certified ESL teachers currently teaching in the ESL program.	5	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	2
Number of certified bilingual teachers currently teaching in a bilingual program	0	Number of certified NLA/foreign language teachers	6	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	1

D. Student Demographics

Total number of students in school (Excluding Pre-K)	1157	Total number of ELLs	313	ELLs as share of total student population (%)	27.05%
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Part II: ELL Demographics

A. ELL Programs

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

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

This school offers (check all that apply):

Transitional bilingual education program	Yes <input 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
self-contained										3	5	4	9	21
Total	0	0	0	0	0	0	0	0	0	3	5	4	9	21

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	3	Newcomers (ELLs receiving service 0-3 years)	1	ELL Students with Disabilities	27
SIFE	28	ELLs receiving service 4-6 years	53	Long-Term (completed 6+ years)	28

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	232	13	2	53	14	5	28	1	20	313
Total	232	13	2	53	14	5	28	1	20	313

Number of ELLs who have an alternate placement paraprofessional: 3

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):	Number of third language speakers:	
Ethnic breakdown of EPs (Number):		
African-American: ____	Asian: ____	Hispanic/Latino:
Native American: ____	White (Non-Hispanic/Latino): ____	Other:

Freestanding English as a Second Language

Number of ELLs by Grade in Each Language Group

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish										15	19	9	27	70
Chinese										1	8	3	14	26
Russian										1	8	5	13	27
Bengali										0	3	3	4	10
Urdu										1	11	3	11	26
Arabic										6	19	5	8	38
Haitian										6	18	20	37	81
French										0	0	0	4	4
Korean										0	0	0	0	0
Punjabi										0	0	0	1	1
Polish										0	0	0	0	0
Albanian										0	0	0	0	0
Other										3	12	3	12	30
TOTAL	0	0	0	0	0	0	0	0	0	33	98	51	131	313

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)										19	36	18	20	93

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)										10	37	29	56	132
Advanced (A)										4	22	17	45	88
Total	0	0	0	0	0	0	0	0	0	33	95	64	121	313

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	172		32	
Integrated Algebra	156		66	
Geometry	68		34	
Algebra 2/Trigonometry	4		2	
Math				
Biology				
Chemistry	18		8	
Earth Science	37		8	
Living Environment	236		32	
Physics	1		1	
Global History and Geography				
Geography	152		43	
US History and Government	130		75	
Foreign Language	129		106	
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)	2	8	10	12				
Chinese Reading Test	7	5	5	5				

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.

Our school employs a variety of assessments for early literacy skills of ELLs. All our teachers assess writing using the Six Traits writing framework. Newcomers to the country are given the Lab-R and if necessary the ALL-D (Spanish) to determine their language and literacy levels. We also give a Chinese test on a smaller scale to determine which Chinese level they fall under in preparation for the Chinese Reading Test in the spring term. If the student has come from an American junior high school, we use the 8th grade assessments and give the students a 9th grade diagnostic from our EPO (Gates MacGinity) or the Acuity test or the Periodic Assessment. We tend to give the teacher the option to use whichever assessment they decide, but ensure that our school invests into assessments that provide reliable and informative data. In addition we administered the Baseline Assessment in English, Math, Social Studies and Science this year to have an even clearer assessment tool from which to launch our intervention approach. We compare the results from the assessments with the work the students are giving the teachers to drive instruction and also to program the students appropriately.

2. What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?
The data from this year's assessment shows that our students are often low performing overall, but especially in reading comprehension and writing skills. With regards to the Lab-R, our students score mainly on the Beginner Level and are also overaged, or almost overaged.
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](#))

Our school tends to program our ELL students primarily based on NYSESLAT scores for their English requirements. The tendency also, is to do heterogeneous grouping for the other classes, so students can learn from their peers who are native Americans or former ELLs. They are allowed to merge for these classes so their weaknesses can be overcome and strengthened by the efficiency of the stronger English population.

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?

The results of the periodic assessments, NYSESLAT, and initial reading surveys have shown us that our students have made incremental advances in reading comprehension, yet they still struggle with writing skills in English. These deficiencies have led to lower scores on regents examinations that require written explanations, such as essays and short answers. To combat the literacy issues, particularly in writing, we are adding more writing exercises and the teaching of writing skills, to the current ESL curriculum and to the after school and Saturday programs.

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?
In order to accommodate these weaknesses, the teachers are using a program called "Strategic Reading", a balanced literacy program, as well as incorporating independent leveled reading, journaling, and literacy skills. Students are taught in the second language by far in our school and all opportunities for full immersion are afforded each student.

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.).
The evidence of success comes through success on the NYSESLAT, native language regents, and content area regents exams. Our students frequently excel on their native language exams, and also are successful on regents they take after having guided instruction. Last year, more ELL students took and passed the regents exams (71% in algebra compared to 41% the previous year; 55% in ELA

compared to 45% last year). The students' success was further shown when 47 of our ELLs scored proficient on the NYSESLAT, meeting our AYP targeted goal in 2013.

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](#).)
When students are enrolled, the parents/guardians meet with a team consisting of a guidance counselor, parent coordinator, admissions secretary, and a New York State licensed ESL teacher. If the parents/guardians do not speak English, a translator also attends the meeting. Here the parents/guardians are given the Home Language Identification Survey (HLIS). If the student is present, an interview is conducted with the student to determine his/her level of English. Upon learning the students are ELLs, the LAB-R is administered, if needed, by a New York State certified ESL teacher. Based on this data, the parents/guardians work with the team to choose the best course of study for the student.
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.
The three program choices are explained to the parents and the ELL Parent Information DVD is shown to them. Interpreters are made available to ensure the parents understand their choices and what is available to them. The parents are asked to choose the method of instruction they would prefer for their children. If the parents choose something we do not offer, we note it and explain what we can offer to them at this time and also advise them of another school that may offer what their preference is, allowing the parents to make the final choice in education for their child. We do keep account of the parents' selections and monitor when the time approaches to create a different program, usually a bilingual program. Upon the new student's arrival for his/her first day of classes, assigned a "buddy" to help the student familiarize him/herself with the school.
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 [\[see tool kit\]](#).)
The students receive entitlement letters after every assessment (Lab-R; NYSESLAT). Letters are generated by the ELL Coordinator. The letter indicates whether the child has scored into the ESL service offerings, will continue to receive services, or is no longer entitled to services. These letters are sent home through the mail and also backpacked, in the parent/guardian's native language and in English. Our school's address and phone number are clearly printed on the letters, in the event the parents/guardians need to contact us. We then proceed with programming the student.
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.
Parents/guardians are notified of Academic Intervention Services via letters and phone calls given by speakers of the native languages we service. Parents/guardians are also invited to come to school to meet with counselors, the parent coordinator, and the teachers whenever they would like to find out how their children are progressing academically and socially. Interpreters of most of the languages we house are available on site to assist the parents in communicating with the staff. Additionally, we send a survey home with the students in their native languages to determine what their parents' needs are. Saturday enrichment classes are offered for parents to improve their literacy and speaking skills in English, as well as computer skills, and, if necessary, information about citizenship. Parents can also come to the school for assistance in filling out forms such as the parent survey, free lunch eligibility forms, and any other administrative paperwork, whether personal or related to the DOE.
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.
The RLER (students eligible for NYSESLAT) is downloaded from the system, and used as a Master list each year. The list is

reproduced four times and assigned a modality of the exam. Each modality is completed over two days in succession and all exams are stored securely. The students do the exam in their assigned ESL class and all teachers are proctors of the exam. The exam is completed in the order of Speaking, Listening, Reading then writing. At the end, during the make up days, all four lists are merged and students are flagged at scanning, then escorted to the 'suspension room' to complete all the missing parts of the test. All exam routines are strictly adhered to and answer documents are submitted to the Scan center on a timely basis as per the schedule distributed. Question papers (nonscorable) materials are shipped back to Pearson as per standard directions.

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. 

Students are enrolled in ESL or bilingual classes based on parent choice on the HLIS, the student's score on the Lab-R, past transcripts, and the initial interview we have with the student. Interpreters are available to ensure the parents/guardians and student are aware of their options. Once the student is in school, we communicate with the family in many ways, including phone calls (through interpreters when necessary), letters in their native languages, and face to face meetings with teachers, guidance counselors, the parent coordinator, and an interpreter.

Based on the parent selections, we had created and maintained bilingual programs in Spanish and Haitian/Creole up to our most recent academic year 2012-13. In areas where parents selected bilingual and we do not have a full bilingual program, we offer the students advisories and native language arts classes with licensed pedagogues who either had bilingual extension licenses or who are native language speakers. This was the case in Arabic, Chinese, Russian, and Urdu. The reason we no longer offer bilingual programs in all these languages is because we do not have licensed teachers in these languages, however, we make every attempt to find licensed teachers in these high-demand language areas. Additionally, our numbers requesting bilingual education dropped significantly with graduation and the current parents of our institution had fewer and fewer requests for bilingual education. However, in an effort to assist the students who are new to our school and this country, we always buddy the new students with like-language Advanced or former ELLs to help them transition in language, socialization, and academics.

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])?

Instruction is delivered in English by both the ELA and ESL teachers through a balanced literacy and the Common Core Standards approach. Through the workshop model, teachers are encouraged to offer direct instruction through modeling, conferring, accountable talk and grouping.

English Language Learners (Beginners, Intermediate and Advanced proficiencies) follow a departmentalized schedule, and receive instruction from content specialists, some of whom are fluent in a second language. ESL strategies and methodologies are infused into the content instruction, and teachers work to facilitate the acquisition of academic (Tier III) vocabulary.

The Beginner and Intermediate groups are ungraded but homogenous in respect to proficiency level, but the Advanced group is homogenous to grade and proficiency level for their mandated ESL minutes. esl Mandated minutes are self contained, while content area classes are collaborative.

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)?

Our ESL and foreign language teachers are a part of the English department and meet daily in teacher teams to synchronize their teaching strategies. In areas where bilingually certified teachers are not available in the content areas, teachers of other content, who are native speakers, push in to work with students in their native language.

Because our school is a high school, we do not always have the ability to program our students based on grade level and proficiency level, hence, the combination of homogeneous and heterogeneous classes on the Beginner and intermediate levels. Our beginner level students receive two periods of ESL instruction (blocked) plus one period of English instruction for ESL (94 minutes + 47 minutes) daily, for a total of 705 instructional minutes per week. We currently have two groups of beginner classes having three periods of instruction each day - one group at the State evaluated beginner level and one group at the low-beginning level of ESL. We currently have two classes of L3 (low-intermediate) and three classes of L5 (high-intermediate) which meet for a blocked double period (94 minutes per day) for a total of 470 minutes per week. The double period includes their mandated ESL instruction and their required English credit. We have a total of three advanced level classes for students- The advanced classes each meet for one period per day (47 minutes) for a total of 235 minutes of ESL instruction per week. Each advanced level student is also in the appropriate mainstream English or Special Education English class for his/her grade level. Although the English/ESL classes are not "team teaching" classes, the English grade team teachers and the ESL teachers for the Advanced group (Ms. Hemmings-Noble and Ms. Renner) work closely to plan and coordinate their lessons. Although the beginner and intermediate ESL classes will have students from various grade levels, the mainstream content area classes are grade appropriate. Native language evaluation is completed in the foreign language arts classes through the students' reading comprehension, written and oral communication skills, and their ability to speak the language correctly and eloquently. Students are encouraged to take the LOTE regents when they are ready. Most of our students do extremely well, scoring well over 75% on these exams.

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.

Content Assessments are differentiated and modeled from items in the NYSESLAT and Regents exams throughout the year. Students also have access to Native Language State tests. Student glossaries and dictionaries are made available throughout the year. Students are partnered with a student who is fluent in the same native language, but more fluent in English. Students have multiple opportunities to write sustained pieces and receive immediate instructive and constructive feedback. Students engage in multiple conferring opportunities with ESL teachers and also with teachers who may speak a second language. We have incorporated the accessibility of word-for-word translated dictionaries to be available in all classes, and not just for the Regents exams. In the most recent past, we, in some cases, such as Arabic, Russian, and Urdu, we have had advisory periods with native language teachers. Currently as staffing and scheduling allows, native language teachers will push in to some classes (i.e., social

studies, math), with a content teacher. The Chinese-speaking students are also offered an advisory/regents review with our Chinese-speaking paraprofessional, who holds teaching certification as well, to help them get ready for the regents.

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

All native Spanish and Chinese students are assessed in the Spanish Reading and Chinese Reading tests each year, whether we have a bilingual program in place or not. The mandates of administration are adhered to strictly, including the make up dates to encourage as many to sit for the test. Additionally all available LOTE exams are offered inhouse or at a close location as indicated by the city . That is the way we ensure that our students are not allowed to lose contact with their native language as they transition into the target language. Because we are more concerned with each student's language level than grade level, many of our classes are homogeneous based on proficiency level. In content area classes, we try to program beginner students so that a native language teacher pushes in to assist with translation and instruction.

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

Support materials are geared to enhance background knowledge and deepen reading comprehension. Teachers target small group instruction as indicated on the NYS ELA exams and zero in on targeted areas through the item-skills analysis. Students writing is driven by data from our benchmark and baseline assessments. Students are given multiple opportunities to engage in performance tasks through exposure to vocabulary instruction, visual cues, biographies, non-fiction texts and argumentative essays. Reading and Writing is supported by visual artifacts.

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).

Our SIFE students are offered a variety of programs to help them to achieve academically and socially. For example, we provide after school and Saturday tutoring programs for the students and their parents, as needed, in all subject areas, as well as in general communication skills. We are encouraging the use of technology with the students by bringing in Kindles, iPads, and laptops for the students. We take the SIFE students on trips to improve their understanding of culture and give them opportunities for experiential learning. We provide classroom libraries in each of the ESL classrooms, including bilingual dictionaries for the students. For most languages, we offer native language support, if not by the instructors, then by a peer tutor or side buddy. All ELLs are given a combination of ESL and mainstream classes. For beginner ELLs, we encourage native English speaking students to pair with the ELL students to show them around the school and serve as a “friendly face” around the building. The peer tutors often come to the students’ ESL classes to assist them and answer their questions, whenever possible. We also take the beginners on several trips and invite them to share their experiences with others. The students in the ESL classes who have been here at least a year and are preparing to take the ELA Regent are also programmed for a double period ERL/Regents Prep, where the licensed ELA teacher prepares the students for the ELA Regent by infusing content specific material and the ESL teacher works with the students using ESL methodology. This is true for all ELL students-SIFE, ESL and bilingual.

We provide several web based programs to help the students master the subjects while earning the credits they are missing for graduation. These include Destination Math, Achieve 3000, Method Test Prep, Castle Learning and Apex. These programs have been helpful for our students who need the extra help in completing their credits. Apex has been particularly successful for our students who are older and have outside responsibilities such as work or family obligations. It enables the students who need to make up credits and prepare for regents exams.

Students who have been ELLs for 4-6 years are programmed according to their level based on the NYSESLAT and other assessments. Students who have been ELLs for 4-6 years often excel in speaking, however, their competency in writing, reading, and sometimes listening is low. In those cases, we program the student for Castle Learning / Achieve 3000, which allows the students to have frequent writing prompts, combined with building their reading comprehension skills, and the listening component is also covered. Their content classes are scheduled based on their level as well as their requirements for graduation, as best as we can accommodate them. For example, the student may be in Earth Science with a native language push in. When that is not possible, we try to provide a native language peer tutor to assist the students in their academic success. Students who are long term ELLs are also given assessments to determine their strengths and weaknesses. Based on this information, we treat the ELLs who have been here longer than 6 years similar to those who have been here 4-6 years. We encourage after school and Saturday tutoring in all subject areas, and focus our efforts on reading comprehension and writing skills across the content areas.:

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?

In order to support content area instruction, and to align with the Common Core Curriculum Standards, ESL teachers have been emphasizing non-fiction and real life examples in their lessons. The reading and listening assignments are often historic or scientific in content. Because the ESL classes are heterogeneous in grade level, it usually not possible to focus on just one content focus area (living environment, global history), therefore, the teachers incorporate current events articles and leveled reading assignments from Achieve 3000 in their lessons.

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?

Our school has purchased a program called Skedula, that enables teachers to immediately see if a student has an IEP and to read the mandates goals as prescribed by the IEP. Many of our special education students are long term ELLs, not because of a language deficiency, but other limitations as their IEPs indicate. Depending on the students' modifications, they may be in Integrated Team Teaching classes. Due to budgetary restrictions and our population, we do not have any self contained ESL or bilingual ICT classes in a content area, however, the special education teacher works with the content area teacher and ESL or bilingual teachers to create modifications in the subject area, along with an alternative placement paraprofessional. This may include summaries of the material, visual aids and graphic organizers, and bilingual dictionaries and glossaries. The alternative placement paraprofessional is a native language speaker who travels with the student and offers support in language acquisition, academic, physical, and social needs of the student. Additionally, the special education guidance counselors and the school psychologist, work with Mrs. Hemmings-Noble to review the students' programs and their particular needs (self contained, ICT, etc.), to ensure the students are in the appropriate classes with the correct modifications to achieve their IEP goals and meet New York State ESL mandated instruction. At this time, we have three special education students whose IEPs mandate bilingual instruction. All three students are Spanish speaking, and are enrolled in classes with Ms. Velarde, our dual licensed Spanish and special education teacher with a bilingual extension in Spanish. For the classes that are not bilingual Spanish, the students, travel with alternative placement paraprofessionals who assist the students with translation and in class academic support. Because all of our school's classes are scheduled throughout the building, our special education students are always amongst their peers who are not disabled.

Courses Taught in Languages Other than English ⓘ

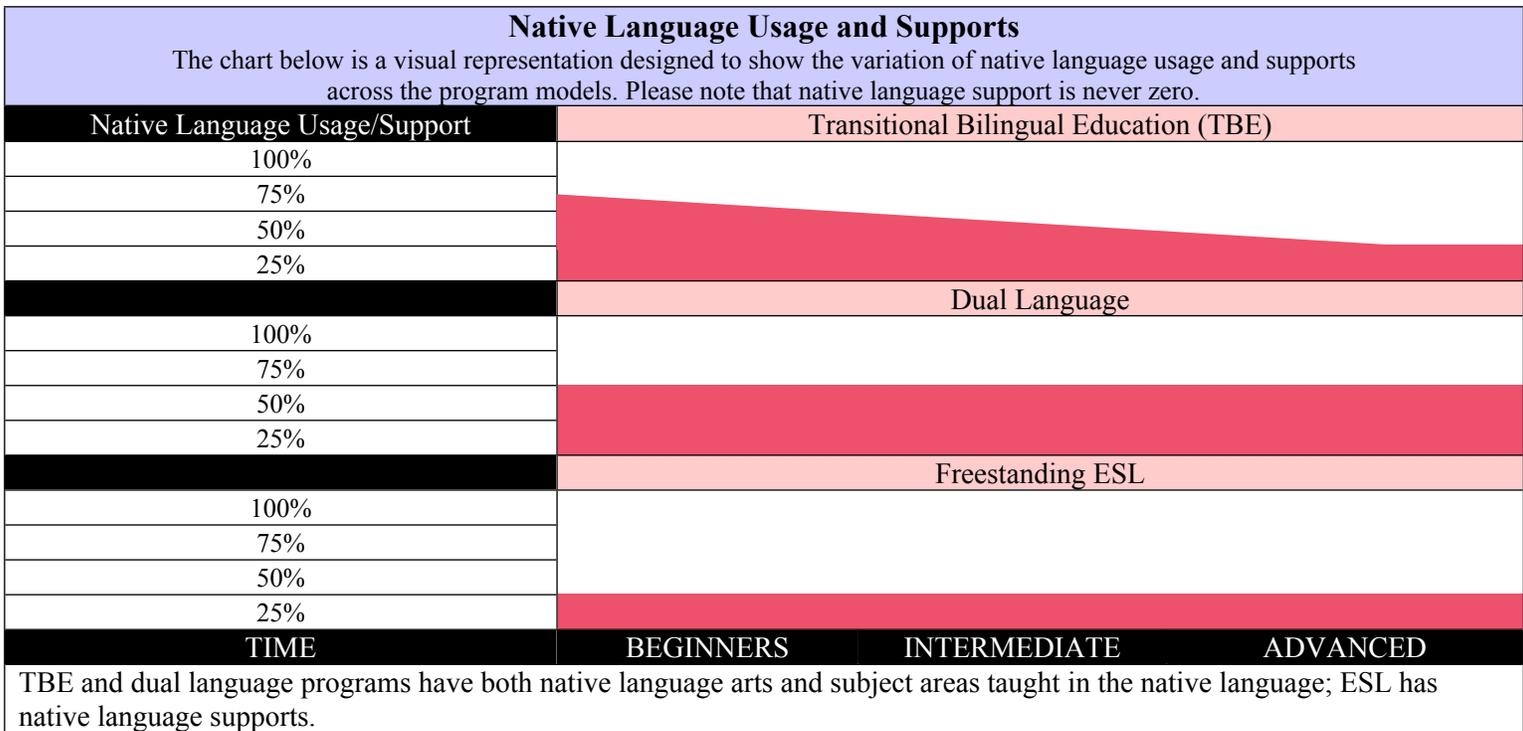
NOTE: This section refers to classes/subject areas in which the language of instruction is English and another language which all students in the class speak. Do not include:

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

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

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

NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades 9-12			
	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	540 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS: Native Language Arts	45 minutes per day	45 minutes per day	45 minutes per day



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.

Learning centers will be established in each content area classroom. Teachers will devise a plan of instruction after analysing the data for short term and long term goals. Teachers will provide small group instruction to support the diverse learning needs of ELLs. Our Intermediate and Beginner student will work with Pearson support staff on additional writing strategies to improve the expressive domains and exceed the core requirements of levels of proficiency as measured by the NYSESLAT.

Teachers will share effective instructional strategies throughout the building through professional development opportunities. ELL students will be specifically groupd for instruction during the 37 1/2 minutes of extended day. Science, Math and ELA teachers will use KAPLAN and Castle Learning Method test prep material as well as teacher-created material for bolstering the scores of ELLs.

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

The strategic coupling of the ELA and Advanced English classes have proven successful as our statistics have shown some improvement in our ELA scores for ELLs. The typical score for ELLs on the ELA regents wer popular single digits or low double digits. Scores have drastically improved to the mid 50s and 60s for our current ELL population. We currently have three student sitting in Advanced ESL classes that have scored above 75% on the Englis Regents exams, but not scored proficient on the NYSESLAT.

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

We plan to differentiate in a more overt way across content areas, by examining students data, and planning instruction according to the needs of each student, as expressed by the data. Teachers will establish a data plan of long and short term goals. Teachers will take their learning to a deeper and more personal level with the data available for ELLs. School wide professional development focused on ELLs strategies will be offered.

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

Because of parent selection, the phase out model, the difficulty to source certified staff, and budgetary constraints, bilingual classes (Creole and Spanish), will be discontinued. All students will receive ESL instruction only. If the need arises in the future, supported by the numbers, we will reopen advisory classes with the plan to eventually revisit the bilingual program offering in our school

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

ELLs participate in after school productions, extended day, extra curricular activities, bands, team activities, intra mural sports, and all activities of trhe school without discrimination or acknowledgment. They blend into all activities of the school.

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

When a student enters the school, his/her transcript is reviewed so we may determine what credits the student has earned and place the student in the appropriate classes. Students are given assessments in reading and math, either in class or along with the LAB-R if the ESL teacher feels it is necessary. If a student proves to be deficient in math skills, he/she is enrolled in Destination Math. If the student is deficient in reading comprehension in English, the student is enrolled in a beginner-level ESL class, with an advisory or native language arts class for enrichment if one is available. We also team the student up with another student who is advanced or a former ELL to serve as his/her buddy during the intial transition into an American high school. We encourage the students to attend after school and Saturday content-area tutoring to better improve their skills. After school and Saturday tutoring is available in science, math, social studies, literacy, and computer skills. Content teachers work with the students, and native language speakers who are also staff push in to the tutoring sessions as necessary for the students.

Additionally, we offer several interventions for our students. They include:

Achieve 3000

Destination Math

Teen Tribune

Castle Learning

Apex

Method test prep

Kaplan

Pearson Argumentative Writing series

Literacy Navigator

Native Son/The Kite Runner/ The Stranger/MacBeth

Peer mediation (translation available)

Counseling in Schools (used for students with high absenteeism-translation available)

Counsel for Unity (translation available)

Peer tutoring (various languages)

After school and Saturday tutoring (Spanish, Arabic, Urdu, French, Russian, Chinese)

Transitional advisory tutoring language classes in Chinese and Russian

We often have teachers, paraprofessionals, and advanced or former ELLs available to assist the students in their native languages as an additional AIS.

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

We do not currently have any other model but ESL. We have licensed teachers who are native language speakers and may have bilingual extensions, who are either the teacher assigned to the class or the native language teacher who pushes in. For example, we have a licensed social studies teacher who has a bilingual extension in Haitian Creole native language arts, (Mr. Laventure). Mr. Laventure teaches his social studies classes, and pushes in for Haitian Creole speaking students who need his assistance in social studies or any other class for that matter. In science, where we do not have a licensed Haitian Creole instructor, a native language teacher who speaks Haitian Creole and is a licensed pedagogue, pushes into content area classes to assist in the lesson. The delivery of the bilingual instruction is done in a combination of oral and written instruction, coupled with side by side assistance and after school and Saturday tutoring, and ESL strategies.

Native language evaluation is completed in the foreign language arts classes through the students' reading comprehension, written and oral communication skills, and their ability to speak the language correctly and eloquently. Students are encouraged to take the LOTE or Foreign Language regents when they are ready. Most of our students do extremely well, scoring well over 75% on the exams.

16. Explain how the required services support, and resources correspond to ELLs' ages and grade levels.

The related services providers sit and evaluate their students and include the ESL teacher in their decision making. Each IEP meeting includes an ESL teacher if the student is an ELL. They are an active part of the conversation both in determining the next steps for the student as well as the appropriate interventions deemed necessary at whatever point of their school career. As a team, we have the SWD and ELL Coordinator look at the students to determine if eligible to be 'decertified' from ESL services via the ELAND, but as of now there has been no directive as to the way forward. The benefit though, was that the process sparked meaningful conversation on each student needing related services support on a much deeper level.

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.

ELLs who are incoming 9th graders and newly arrived students are encouraged to sign up for summer school. During the summer of 2011, we offered classes for beginners and low intermediate students and high intermediate and advanced students. This is usually funded through the Title III Summer Enrichment Grant. The lower level class focused on language acquisition, culture, and listening skills; the advanced class focused on reading comprehension and writing skills, as well as computer training. All students are invited to participate in trips to colleges, guest speakers, and a performance artist who comes in to show the students musical instruments from around the world. The students are able to play the instruments and are shown folk dances from Africa. Students are then encouraged to attend the Freshmen Orientation that takes place the week before school begins.

18. What language electives are offered to ELLs?

All students, ELL, SIFE, or otherwise, are entitled to take any of the foreign language classes at our school. They include Spanish, French officially and the LOTE exams are offered in Russian, Chinese, Arabic, Bengali, and Urdu. Although they are offered, most of our English speaking students take Spanish and French. Foreign born students opt for the LOTE exam and the research paper to complete their foreign language requirement.

19. For schools with dual language programs:

- a. How much time (%) is the target language used for EPs and ELLs in each grade?
- b. How much of the instructional day are EPs and ELLs integrated? What content areas are taught separately?
- c. How is language separated for instruction (time, subject, teacher, theme)?
- d. What Dual Language model is used (side-by-side, self-contained, other)?

- e. Is emergent literacy taught in child's native language first (sequential), or are both languages taught at the same time (simultaneous)?

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.

Teachers and administrators attend several professional development sessions. We have in-house PD for teachers of SIFE, explaining the differences between SIFE students and other students; we also offer in-house training in programs such as how to incorporate Castle Learning, Destination Math, iPad, Smartboard, and Kindle use in the classrooms. Teachers from different content areas are trained by Pearson regarding how to support ELLs in their classroom. Three teachers attended the ELL Institute training through OELL and will now turnkey the information with their departments. Teachers of ELLs are required to attend professional development for 7.5 hours per year. They may attend these PD sessions onsite or offsite. All are asked to turnkey and share what they have learned with their colleagues.

This past year, our school was partnered with Diplomas Now. Their focus was the 9th grade academy. All teachers of 9th graders have attended workshops in assisting students during their transition from middle school to high school. All teachers have also been trained in Restorative Justice, a program to help encourage open dialogue between students who are having difficulties with each other. Diplomas Now is no longer in our school this year, but we have seen the effects of that partnership transferred to the rest of the school at large.

The majority of our staff works with ELLs and former ELLs, simply because of the large population of ELLs in our building. As a school, we recognize every student's challenges with literacy in some capacity. As a result, we have appointed lead teachers in each of the content areas who will work with the staff to better accommodate the needs of all of our students. A team of four teachers (Dr. Clarke, math; Ms. Crichlow, Spanish; and Ms. Hemmings-Noble (ELL Coordinator), are attending the ELL Institute offered by OELL on Saturdays, from October to March to specifically address the needs of the ELL students, academically, socially, and emotionally. The team will share this information with the lead teachers to assist in the professional development for each department. The Guidance counselors and the parent coordinator also attend workshops that address the needs the students. These workshops and professional development sessions are usually offered through the Office of English Language Learners, our Network , and in school through guest speakers. Paraprofessionals are given full day professional development a minimum of three times per year, as well as in meetings through the Special Education Department. Paraprofessionals may also be invited to meetings with special education and content area teachers and with the students' guidance counselors. Furthermore, because of our large current and former ELL population, all staff are given the opportunity to select the professional development sessions that would work best for their needs. Lately, our foci have been technology in the classroom and improving literacy skills, particularly in writing. Teachers are encouraged to attend workshops that are offered after school, Saturdays, and at alternate locations. All PD sessions attended by faculty are turn-keyed for their departments and other ELL staff, and enrichment is offered through the lead teachers and administrators. The payroll secretary, as well as each department supervisor, keeps track of the off site professional development sessions the staff attends. The department supervisors also keep track of the on site professional development with copies of the different agendas and sign in sheets for the sessions.

When a student transitions from ELL to mainstream, the student changes guidance counselors. Because our school has created academies that the students apply to, the guidance counselor is specific to the academy. The exception to this is our special education guidance counselor; if the ELL is also a special education student, his/her counselor remains the same. Our ESL counselors review the students' profiles with the academy counselors to help the student and the new counselor transition to the new arrangement. Guidance counselors attend team meetings with their assistant principal, meet with department assistant principals, and work with ESL and content teachers, as well as attend professional development sessions off site

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?

Back to school nights

Orientation for ESL programs

High School night offered with translation options

Monthly calendar/newsletter

Online grade reporting system (Pupil Path)

Volunteering activities such as chaperoning on school trips

PTA meetings with translation services available

Parents are members of our School Leadership Team, Parent-Teacher Association, Football Parents Association, cultural and food festivals, and volunteer to work with our Parent Coordinator as chaperones for school trips or during pre-regents calling banks.

The SLT meets monthly and is comprised of teachers, administrators, guidance counselors, paraprofessionals, the parent coordinator, students, and parents. The SLT assists in creating the CEP for the school year, as well as addressing issues that the school must address, (budgetary, curricular, social, etc.) . The PTA meets monthly and discusses various outreach and fundraisers they can offer for the school. The Football PA assists the football coaches and team by selling concessions at the home games, helping with uniform maintenance, and planning the homecoming celebration each year. For the past several years, the students have presented cultural festivals, including food and music, and fashion shows. The families of the students assisted in the set up, cooking, sewing, and set design. Ms. Shipone, the Parent Coordinator, reaches out to parents to assist throughout the year with the aforementioned projects. We further encourage parent involvement in our school by employing translation services for correspondences to the parents, in writing and via telephone. Letters in English and native languages are sent reminding families of upcoming events, including state exams. Because we have translation services available, whenever parents or guardians visit the school, they are able to communicate with the parent coordinator, teachers, and guidance counselors. Throughout the school year, we present cultural events that families of the students attend. We also encourage our parents to contact the Office of English Language Learners for needs beyond what our school can offer them. Our Haitian students and parents have a strong presence in Le Flamboyant - cultural community based organization that helps to cater to the socio-economic needs of our Haitian population upon their arrival in NYC.

Because of our frequent contact with the parents, we are able to determine what their needs are. We interview the parents about their needs, as well as send home surveys in their native languages. The surveys are created in house, and are based upon what we have heard are the needs from more involved parents. However, we still face the challenge of having ELL parents participate regularly. We will continue to invite parents to after school and Saturday enrichment classes in literacy, computer skills, and visit the local library with us. We also encourage the parents to attend any trips that we sponsor to cultural events.

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.

Even though we are a phase out school in the first year of this model, it is to be noted that a change of supervisor this past school year brought fresh eyes and insight to the development and delivery of instruction. What this supervisor is deficient of in terms of knowledge of mandates, is being compensated by energetic planning and examination of data through fresh eyes throughout the 2013-2014 school year.

Part VI: LAP Assurances

School Name: Sheepshead Bay High School

School DBN: 22K495

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Jonh P. O'Mahoney	Principal		11/14/13
Maritza Soto	Assistant Principal		11/14/13
Salvatrice Shipone	Parent Coordinator		11/14/13
Natalie Hemmings-Noble	ESL Teacher		11/14/13
	Parent		
	Teacher/Subject Area		
	Teacher/Subject Area		
	Coach		
	Coach		
Michael Botwinick	Guidance Counselor		11/14/13
	Network Leader		
Nicole Callan	Other <u>Related Service</u> <u>Prov</u>		11/14/13
Laura Izzo	Other <u>Special Education</u>		11/14/13
	Other		
	Other		

LANGUAGE TRANSLATION AND INTERPRETATION 2013-2014 TO 2014-2015

Requirement under Chancellor's Regulations – for all schools

DBN: 22K495 School Name: SHEEPSHEAD BAY HIGH SCHOOL

Cluster: 06 Network: 610

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.

Data yielded from surveys conducted at the Orientation meeting and Home Language Surveys, along with notices and phone messages communicated to parents are delivered in the Parents' Native Languages. As far as is possible we provide both the parents' native language version, as well as the English translated version. Haitian creole students are given the preference as to whether they want the Haitian Creole version or the French version. Our studnets have requested a preference for Slovak and Uzbek, but the Russian is all that we have currently to offer. Our teacher resource team fills the gap where there is a deficiency as of now.

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.

During Parent teacher conferences, back to school night, high school nights, college fairs held at the school, homecoming rallies, culture evenings, and other events, parents and volunteers provide translation and interpretation services. Teachers and paraprofessionals in our school community are bilingual in key languages such as Greek, Spanish, Russian, Arabic, Chinese, Haitian Creole, French and Mandarin.

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.

Translation services will be provided by the DOE Translation Unit, staff members, and parent volunteers. Translated flyers or letters will be distributed along side the English version.

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

Oral Translation is provided in-house. It is provided by school staff and parent volunteers, as well as mature Former ELLs. In addition, Oral Interpretation services may be provided by the translation and Interpretation Unit of the DOE.

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>.

Visible signs are posted strategically at the entrance to the building, near the Principal's office and also near to, as well as in the Parent Coordinator's office. Lists of staff members and students available for translation per period are kept in the main office by the enrollment secretary, and by the ELL Coordinator as well as the Parent coordinator. Staff members are made fully aware of the services that are available both internally and at the DOE Translation and Interpretation Unit.

2012-13 Comprehensive Education Plan (CEP)

Title III Supplemental Program for ELLs

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

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

For more information on Title III requirements, please see the [School Allocation Memo #66](#) or contact your [Senior ELL Compliance and Performance Specialist](#). Submit this form to your Senior ELL Compliance and Performance Specialist by October 26.

Part A: School Information

Name of School: SHEEPSHEAD BAY HIGH SCHOOL	DBN: 22K495
This school is (check one): <input type="checkbox"/> conceptually consolidated (skip part E below)	
<input checked="" type="checkbox"/> NOT conceptually consolidated (must complete part E below)	

Part B: Direct Instruction Supplemental Program Information

The direct instruction component of the program will consist of (check all that apply):	
<input checked="" type="checkbox"/> Before school	<input checked="" type="checkbox"/> After school
<input checked="" type="checkbox"/> Saturday academy	<input type="checkbox"/> Other:
Total # of ELLs to be served: <u>417</u>	
Grades to be served by this program (check all that apply):	
<input type="checkbox"/> K	<input type="checkbox"/> 1
<input type="checkbox"/> 2	<input type="checkbox"/> 3
<input type="checkbox"/> 4	<input type="checkbox"/> 5
<input type="checkbox"/> 6	<input type="checkbox"/> 7
<input type="checkbox"/> 8	<input checked="" type="checkbox"/> 9
<input checked="" type="checkbox"/> 10	<input checked="" type="checkbox"/> 11
<input checked="" type="checkbox"/> 12	
Total # of teachers in this program: <u>10</u>	
# of certified ESL/Bilingual teachers: <u>7</u>	
# of content area teachers: <u>3</u>	

Part B: Direct Instruction Supplemental Program Information

Describe the direct instruction supplemental program here and include the

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

Begin description here:

To meet the mandates outlined in the Common Core Standards, and to assist our students in literacy in both English and their native languages, we have created a variety of before school, after school and Saturday workshops for students and their parents. Using the data from our summer Title 1 ELL Grant and parent surveys, we have designed classes to assist students and parents in improving all four modalities, as well as their computer literacy, and college and career awareness. The diverse enrichment classes are open to all levels of ELL students, however, we will try to customize each program to the different levels of students. For example, in the computer skills classes, we will have one session on Mondays, for those with limited computer skills and another on Thursdays and Fridays for those with more advanced computer skills. On Saturdays, the computer classes will be offered to students as well as parents on the novice and advanced enrichment levels. The before and after school classes will be programmed according to flexibility in scheduling. Examples of these courses will include Writing Workshop, Content Enrichment Skills, Literacy Skill Building will meet from 7:30am to 8:35am on Mondays and Fridays; and from 3:45pm to 5:00pm on Tuesdays, Wednesdays and Thursdays. Saturday classes - (Content Enrichment; Writing Workshop; Parent Workshops; Achieve 3000; Literacy Circles) will meet from 10:00 am -1:00pm only on the Saturdays when regular school has been in session all week. The projected date of commencement is February 1, 2013 and it will continue until Saturday, June 15, 2013. The proposed schedule is as follows:

Monday: Computer skills, Math Enrichment; Literacy Skills

Tuesday: Science skills; Literacy skills/ Achieve 3000/Literature circles

Wednesday: Writers Workshop, Civics Enrichment; non-fiction writing workshops

Thursday: Literacy skills/Achieve 3000/literature circles, computer skills

Friday: Literacy Skills; Writing workshop; Advanced Computer skills

Saturday: Literacy skills, computer skills, writing workshop; content area enrichment as needed, Achieve 3000; Fast ForWard

Most of the instruction (95%) will take place in English, however, to build a student's literacy skills in his native language, we will be incorporating some NLA - native language arts. For example, Achieve 3000 is being done in both Spanish and English with some of our Hispanic students. Additionally, two summers ago, we purchased Kindles for our ELL students. We have been able to download some literature in the students' native languages as a supplement for the reading in English. The current need is for some

Part B: Direct Instruction Supplemental Program Information

classics that give content as well as depth for analysis in being able to master the Common Core ELA Regents exam. This is a plan that we anticipate having success with this year. Consequently, we want to purchase 20 Nooks to supplement our current stock.

We will have 10 teachers working in the program. Of the 10, 7 hold licenses in ESL/bilingual extensions. There are 3 content area teachers that will be working with the ESL teachers. The content area teachers include 1 teacher of English (Lewis), 1 teacher of science (Diangco), and 1 teacher of math(Lebowitz). The teachers will utilize Achieve 3000, Kindles, Nooks, Smartboards, Destination Math, iPads for some small group instruction, and for the computer classes, desktop computers. Non-ESL certified teachers will also push in or pull out for instruction as needed.

Last year, we were one of the proud recipients of the Fast Forward grant from the Office of ELLs and it did pose some problems in implementation. As a result of this we will attempt to re-engage the Office of ELLs in this initiative, as they have promised to extend the piloting of this new Brain research program. The program is computer based and while it stimulates the brain to action, it also is an intriguing activity that should stimulate our ELL students and our parents equally.

Part C: Professional Development

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

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

Begin description here: Because of the fact that our ELLs make up 24% of our student population, we will have professional development sessions for all teachers in all content areas to help teachers incorporate strategies to meet our ESL population. We invite specific teachers who have ELL and bilingual classes to professional development at least weekly, and as often as the teachers feel they need assistance. It is already embedded in their schedules that the academy has a department meeting everyday, but at least once per week, this meeting would be dedicated to the ESL Department PD. The teachers included in the weekly professional development are all of the ESL teachers (Crichlow, Hemmings-Noble, Krakovskaya, Ladnik, Malkin, and Moody), as well as teachers who have native language arts classes or classes that are predominantly ELLs or former ELLs (Lavature, Hinojosa, Bernard, Beauzil, Fienga, and Wynne). Additionally, the ESL teachers meet two other days per week to evaluate their students, make adjustments to the curricula, and discuss interventions. (Inquiry team work)

Professional development and common planning periods are one period per day (47 minutes); school wide professional development will range in duration, depending on the needs of the staff. The school has also invested in the Literacy Navigator program which comes with support in teaching ELLs and Ms Jeannie Feldman along with Ms. Cathy Schwartz visit and work with our ESL teachers every Thursday during the fifth period daily (11:51 - 12:36) in different topics of their professional development as well as going into the classroom and taking snapshots as well as giving feedback regarding the result of these PDs.

Topics for Professional Development will include Academic Rigor and the ELL Classroom (Mariya Cucchiara and the Ramp - Up model), Integrating Technology in the Classroom (Mark Chesler) , Improving Literacy in the Content Area (Ilene Kramer), Achieve 3000 (The Area Coordinator Assigned regionally), Maximizing Productivity in the ELL Classroom (Soeurette Fougere), ELL-Institute workshops

Part C: Professional Development

(turn key), Working with SIFE/Long Term ELLs, and Incorporating The Common Core In the ELL Classroom (Mariya Cucchiara and Michelle Fienga - English Coach). The developers and presenters of these professional development sessions include outside instructors (Achieve 3000, ELL Institute, Pearson Literacy Navigator Products), network staff, assistant principals and teachers who have attended earlier workshops and/or have an aptitude in the subject (for example, using technology in the classroom). It is proposed that the PDs with Mariya Cucchiara will be held on February 21 and 22 during school hours (9-12 noon) and substitute teachers will cover the classes while this PD training is done. Castle Learning is an ideal program on line that will also definitely stimulate the parents as well as the students. It is a web based program that helps to develop skills especially in listening and speaking in the target language.

Field trips are an important piece of the dialogue. Trips are being planned for BAM Theatre coupled with artiste workshops to help students become even more toally submerged in their use of the target language. For the BAM series, they usually either send in an educator to the school, or the course outline beforehand, so we can prepare the students in advance for the grand expo and maximize participation on show day.

Trips to the colleges around NY, including long Island's Nassau County are planned to give the students their first real experience of college life and includes a hands-on approach to college preparation and readiness.

In addition, this year we want to engage in a state organized convention, the NYSTESOL convention in Albany to gain deeper insight as to the best practices used with ELLs on a broader scale.

Part D: Parental Engagement Activities

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

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

Begin description here:

We will admit that we have been challenged over the years by a lack of parental involvement. A parent orientation session is offered in addition to the initial orientation offered at enrollment, so all parents can come to hear of the programs in place for our ELL population. However, attendance at these sessions is sparse. To try to improve parent participation this year, we have also spoken to the parents and sent home surveys in their native languages to find out what areas of interest they have and need. Parents are invited to come after school and on Saturdays for assistance with literacy skills in English and Spanish, computer skills, immigration assistance, and to attend college preparation workshops throughout the year. Letters, phone calls and personal invitations will be how we propose to recruit parents to take part in this initiative. They are also encouraged to join us when we take the students on trips such as college tours, art exhibits, and performance artists expos at BAM.

If truth be told, the need for an incentive such as breakfast would maximize attendance and participation. It is proposed that the parents attend the enrichment classes with their children and are taught by the same instructors that teach the students. The college enrichment and college prep talks are given by our college advisor, Ms. Mazzola, with translators available both inhouse and by utilizing the service provided by the DOE, as needed. We notify parents through letters in their native languages, as well as speak with them (with translators as necessary) when they call or visit the school.

Part D: Parental Engagement Activities

Parent workshops are proposed to be held on Saturdays beginning in March, and will include topics such as:

- Getting your Child College and Career Ready - Ms. Jessica Sasko (Diplomas Now)
- Literacy Skills for Parents - Ms. Hemmings-Noble/Ms. Crichlow(Teachers)
- Immigration Forum - Ms. Sally Shipone (Parent Coordinator)
- Navigating Your Way Around New York City - Ms Sally Shipone - (Parent Coordinator)
- Financial Counseling (with an emphasis on College financing) - A representative from Citibank/ Mark Campbell -(A College Financial Adviser).

Part E: Budget

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

Allocation Amount: \$56208

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Professional salaries (schools must account for fringe benefits) <ul style="list-style-type: none"> • Per session • Per diem 	\$32 333.19	Pedagogical and administrative salaries for enrichment classes in reading comprehension, writing skills computer skills and content areas. Mon - 3teachers x 1.083hoursx17weeks x\$50.19 = \$2772.14 Tues - 4teachersx1.25hours.17weeksx50.19 = \$4266.15 Wed - 3teachersx1.25hoursx17weeksx50.19 = \$3199.61 Thu - 4teachersx1.25hoursx17weeksx50.19= \$4266.15 Fri - 3teachersx1.083hoursx17weeksx50.19 = \$2772.14 Sat - 5teachersx3hoursx20weeks x50.19 = \$15057.00
Purchased services <ul style="list-style-type: none"> • High quality staff and curriculum development contracts. 	\$3 700.00	Performance artists and educators through Lincoln Center and BAM. (\$2500.) Outside vendors will also provide training for teachers in the online programs, such as Longman, Destination Math, Achieve 3000, etc.

Part E: Budget

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

Allocation Amount: \$56208

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
		Administrators and teachers will provide some enrichment professional development as turn key training. (\$1200.00)
Supplies and materials <ul style="list-style-type: none"> • Must be supplemental. • Additional curricula, instructional materials. • Must be clearly listed. 	\$7 350.81	20 Nooks @ 80.00 = \$1600.00 School Managed Account for Nook classic literature purchases x 20 @ \$20 = \$400.00 35 headsets @ \$5 = \$175.00 1 Smartboard @ \$5175.81
Educational Software (Object Code 199)	\$ 9 824.00	FastForward - FREE pilot project from DOE - Office of ELLs Achieve 3000 (90 licenses) = \$7804 Castle Learning Licensed @ \$5 per student per year = @2020
Travel	\$3 000.00	<u>Transportation to college tours and enrichment sites</u> <u>Brooklyn to Stony Brook University (SUNY)(\$1100.00)</u> <u>Brooklyn to St. John's University (\$700.00)</u> <u>Brooklyn to The Lincoln Center (\$700.00)</u> <u>Brooklyn to BAM (\$500.00)</u>
Other		
TOTAL	\$56 208.00	