



**Department of
Education**

Dennis M. Walcott, Chancellor



2013-2014

**SCHOOL COMPREHENSIVE EDUCATIONAL PLAN
(SCEP)**

School Name: WORLD ACADEMY FOR TOTAL COMMUNITY HEALTH HIGH SCHOOL

DBN (i.e. 01M001): 19K510

Principal: MS. CLAUDETTE CHRISTIE

Principal Email: CCHRIST2@SCHOOLS.NYC.GOV

Superintendent: KAREN WATTS

Network Leader: ALEXIS PENZELL

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
Ms. Claudette Christie	*Principal or Designee	
Chudy Okorom	*UFT Chapter Leader or Designee	
Syed Kasru	*PA/PTA President or Designated Co-President	
Chanel Jackson	DC 37 Representative, if applicable	
Dontae Stultz Neyssa Pogy	Student Representative (<i>optional for elementary and middle schools; a minimum of two members required for high schools</i>)	
	CBO Representative, if applicable	
Michel Clarke	Member/ BMS	
Ashley Cornett	Member/ BMS	
Rosemary Cornett	Member/ BMS	
Audrey Edwards	Member/ Teacher	
Lida Cruz	Member/ School Adie	
Camille Bucknor	Member/ AP	
	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 19K510

School Configuration (2013-14)					
Grade Configuration	09,10,11,12	Total Enrollment	309	SIG Recipient	N/A
Types and Number of English Language Learner Classes (2013-14)					
# Transitional Bilingual	N/A	# Dual Language	N/A	# Self-Contained English as a Second Language	N/A
Types and Number of Special Education Classes (2013-14)					
# Special Classes	N/A	# SETSS	N/A	# Integrated Collaborative Teaching	14
Types and Number of Special Classes (2013-14)					
# Visual Arts	1	# Music	6	# Drama	N/A
# Foreign Language	13	# Dance	N/A	# CTE	2
School Composition (2012-13)					
% Title I Population	67.2%	% Attendance Rate			80.7%
% Free Lunch	84.6%	% Reduced Lunch			5.3%
% Limited English Proficient	3.6%	% Students with Disabilities			18.5%
Racial/Ethnic Origin (2012-13)					
% American Indian or Alaska Native	1.4%	% Black or African American			82.1%
% Hispanic or Latino	14.0%	% Asian or Native Hawaiian/Pacific Islander			0.8%
% White	1.7%	% Multi-Racial			N/A
Personnel (2012-13)					
Years Principal Assigned to School	7.98	# of Assistant Principals			2
# of Deans	2	# of Counselors/Social Workers			3
% of Teachers with No Valid Teaching Certificate	N/A	% Teaching Out of Certification			10.3%
% Teaching with Fewer Than 3 Years of Experience	33.3%	Average Teacher Absences			8.5
Student Performance for Elementary and Middle Schools (2012-13)					
ELA Performance at levels 3 & 4	N/A	Mathematics Performance at levels 3 & 4			N/A
Science Performance at levels 3 & 4 (4th Grade)	N/A	Science Performance at levels 3 & 4 (8th Grade)			N/A
Student Performance for High Schools (2011-12)					
ELA Performance at levels 3 & 4	76.0%	Mathematics Performance at levels 3 & 4			51.4%
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			65.4%
6 Year Graduation Rate	74.5%				
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			Yes
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	Yes				
Met Adequate Yearly Progress (AYP) in Mathematics (2011-12)					
American Indian or Alaska Native	N/A	Black or African American			No
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander			N/A
White	N/A	Multi-Racial			N/A
Students with Disabilities	N/A	Limited English Proficient			N/A
Economically Disadvantaged	No				
Met Adequate Yearly Progress (AYP) in Graduation Rate (2011-12)					
American Indian or Alaska Native	N/A	Black or African American			Yes
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	Yes				

SCEP Overview

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

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

Reflecting upon the 2012-13 SCEP

Answer the following questions regarding the 12-13 SCEP			
Describe the strengths of your school's 12-13 SCEP.			
The 2012-13 SCEP presented a plan for improvement that included a social-emotional component that had previously been missing. A new grant-based program was started through a partnership with Brooklyn College that was called GPS; the goal of this program was to provide outreach to historically at-risk students at WATCH. The GPS and BCCP programs created after school activities to improve the school's culture and tone. That was a major strength in planning for the previous CEP. The goals of the CEP focused on teacher development (Talent Management), school culture, and academic growth. This was a balanced approach for school improvement.			
Describe the areas for improvement in your school's 12-13 SCEP.			
The areas for improvement in the 12-13 SCEP were about school culture and academics. One of the factors that influenced this was a low score on the School Environment Survey. Another factor that needed improvement was Algebra. The scores on Regents exams in this area were consistently low. Also, teachers in the school did not know or understand the CEP process in order to really use the plan as a foundation for the school.			
Describe the barriers and challenges encountered while developing and implementing your school's 12-13 SCEP.			
The school faced a number of challenges when creating and implementing the 12-13 CEP. There was a high teacher turnover rate which impacted meeting the academic goals. Also, because the register was low, WATCH High School took in a large number of students throughout the year who arrived at the school either because of safety transfers or incarcerations. This further impacted student progress and was connected to many teachers leaving within 1-3 years of starting at our school. Also, the previous principal was on an extended medical leave which effectively left the school without an instructional leader for ten weeks and periodically throughout the year. These were some of the difficulties faced by WATCH High School in the previous year.			
Describe the degree to which your school's 12-13 SCEP was successfully implemented.			
The CEP was successfully shared with the School Leadership Team and the Parent Association. Teachers also had access to the document and could use it as a blueprint for creating their own academic goals. Most teachers were not trained in reading and implementing SMART goals in the school.			
Were all the goals within your school's 12-13 SCEP accomplished?	X	Yes	No
If all the goals were not accomplished, provide an explanation.			
Did the identified activities receive the funding necessary to achieve the corresponding goals?	X	Yes	No

Developing the 2013-14 SCEP

Answer the following questions regarding the 13-14 SCEP			
Describe the anticipated barriers and challenges in developing and implementing your school's 13-14 SCEP.			
Our school has a new principal this year that was hired in October. Therefore, she is getting up to speed on WATCH policies and procedures, while at the same time, developing her own vision for the school and school's culture. Also, roughly half of the WATCH staff moved on to take other teaching and guidance positions for this new year. This means that about half of the staff at WATCH is new to the school. Under such great turmoil and change, the new administration and staff are moving forward to create a successful and vibrant vision for the school.			
List the 13-14 student academic achievement targets for the identified sub-groups.			
Teachers and content specific supervisors will modify instruction to improve the literacy skills of students in the lowest third sub-group of Cohort 2014. By June 2014, students in the lowest third ELA subgroup of Cohort 2014 will increase their literacy skills as seen through multiple measures. Since the lowest third target group contains many other subgroups, WATCH will approach the achievement targets primarily through the lens of this population. There will continue to be a focus on literacy skills in all the core content areas. Common Core Learning Standards will permit teachers to revisit instructional approaches and practices in order to make the changes necessary for more rigorous standards. Special focus will be on subgroups that typically have not performed as well under the previous system.			
Describe how the school leader(s) will communicate with school staff and the community.			
School leaders will communicate with staff and the community using the Datacation program. This program allows all stakeholders to understand grades, transcripts, Regents scores, and attendance. The school leader will use this website to communicate academic and attendance issues. The school has also recently purchased Google Docs in order to communicate			

with the staff online. Additionally, the school uses a community outreach coordinator. The coordinator will handle outreach to parents and the community on behalf of the school leader. The school leader will also continue to communicate with instructional staff at bi-weekly meetings, and through other meetings and committees, including the UFT consultation committee.

Describe your theory of action at the core of your school's SCEP.

Our theory of action at the core of the school's SCEP is to ensure that all students make significant progress. This can happen with highly qualified teachers and administrators working together within the SCEP framework, taking into account the diverse needs of our students.

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

The strategy for executing the SCEP is to provide rigorous PD sessions that support the vision and goals of this entire document. Parents will also have a voice through the School Leadership Team. The parents on the Parents Association will meet monthly with the principal

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

The unique characteristics of our school's newest SCEP are that there is a new school leader and many new teachers at WATCH High School this year. In some ways, the school is beginning for the second time. This is an opportunity, however, to recreate the school's culture which had been on the decline in previous years. The school leader can implement her vision with full support of the staff as they will be included in major decision making processes.

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

The new school leader has made some important hiring decisions since October this year when she began. The new principal hired another guidance counselor to manage the needs of the students. There is also a newly hired Assistant Principal who will work two days per week at WATCH to supervise the Math and Science Departments. The school will have support from New Visions in the form of a Math Coach and an English Coach, who will be used to support these two departments as they transition to the common core curricula and assessments. There will also be a Special Education Coach who will support the teachers in differentiating their instruction to meet the needs of all students.

Goal and Action Plan #1 School Leader Practices and Decisions (Tenet 2)

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

Major Recommendation

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

Ensure that assessment practices include common assessments, ongoing checks for understanding, and students' self-assessments, to monitor academic progress leading to academic success. (2.2)

Review Type:	QR	Year:	2013	Page Number:	4	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.

X	2.2 School leader’s vision	X	2.3 Systems and structures for school development
X	2.4 School leader’s use of resources	X	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.

To effectively implement and align components of the Common Core Shifts to Danielson Rubric. WATCH’s teachers and supervisors will engage in ongoing weekly professional development activities that directly relates to Danielson and Common Core. Principal and supervisors will conduct at least 4 formative observations for each teacher using selected components of the Danielson Rubric to provide meaningful feedback and next step actions that will improve teachers’ practice.

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. This plan will provide for differentiated sessions around professional development so that new teachers and veterans will get the PD they need to be successful according to the Danielson Rubric and evaluations system. Their professional development will target their weaknesses based on instructional observations.

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

1. Principal and Assistant Principals

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

Teachers will meet monthly to evaluate the progress of the Danielson implementation. Professional development has been given to staff to inform them about the Danielson Rubric as well as teaching strategies that will help teachers become highly effective. All teachers will conduct a self-assessment using six components of the Danielson Rubric. School Leaders will meet with teachers to support their learning plan and goals. Teachers will also develop a schedule to conduct intervisitations with other teachers within their content to give one another feedback using the Danielson Rubric.

1.

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

1. This will be ongoing throughout the school year.

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

1. Professional development sessions will be given twice a month as mandated. Also, there will be per session professional development sessions if funding permits.

Budget and Resource Alignment

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

	PF Set Aside	X	Tax Levy		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	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).

Strengthen the alignment of teaching practices and strategies to the curriculum to promote the development of students thinking skills so that learning is further improved.(1.2)

Review Type:	QR	Year:	2013	Page Number:	4	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.

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

Annual Goal #2

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

Teachers and students will engage in the creation and completion of a common core aligned task across the four (4) core content areas for each unit of study (Math, Science, ELA, & Global Studies) as set forth by city-wide expectations. At least 75% of the students will complete common-core content specific unit assessment tasks that will require students to read, write and engage in evidence-based discussions in ELA, Global Studies, Science, and Math classes; students will also build fluency in applications, understanding, and conceptual understanding in math evidenced in their completed performance tasks.

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. Student subgroups, such as SPED or ELL students, will be supported by Special Education and ESL instructional staff. This subgroup of students will have support in ICT classrooms, resource room, and AIS after school tutoring. There will also be a Saturday Academy that will specifically work with students in these subgroups, as well as the lowest third population in the school.

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

1. Principal, Assistant Principals, Special Education teachers, ESL teacher, and general education teachers.

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

1. To evaluate the progress of Common Core unit plans, school administrators will meet with content teams monthly and teachers will establish a timeframe for common core implementation. Core content teachers will be expected to implement two common core units per semester. Teachers will submit unit plans to administrators to store and review.

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

1. Common core units will be delivered to students twice a semester in the core content areas, so that each content will teach four common core units with appropriate performance tasks by the end of the year.

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

1. Teachers will have common planning meetings to work on teams to develop unit plans.

Budget and Resource Alignment

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

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

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

Major Recommendation

Cite the Major Recommendation in the space below from your latest intervention (DTSDE Review, QR, or Alt DQR) which will form the basis of your needs assessment. Include the review type, year, page number, and HEDI rating ("H" = Highly effective, "E" = Effective, "D" = Developing, "I" = Ineffective, "NA" = Not Applicable).									
Provide differentiated professional development based on targeted feedback to teachers that improves instructional effectiveness and students' academic outcomes. (4.1)									
Review Type:	QR	Year:	2013	Page Number:	4	HEDI Rating:	D		

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				X	4.3 Comprehensive plans for teaching			
X	4.4 Classroom environment and culture				X	4.5 Use of data, instructional practices and student learning			

Annual Goal #3

Describe the identified goal for the year based on the recommendation, tenet, and SOP(s) selected. Refer to the directions and guidance for assistance in developing your goals.									
Teachers and content specific supervisors will modify instruction to improve the literacy skills of students in the lowest third sub-group of Cohort 2014. By June 2014, 50% of students in the lowest third ELA subgroup of Cohort 2014 will increase their literacy skills evidence through multiple measures: Results of English Language Arts Regents exam: achieving a passing score of 65% or above; 2% literacy increase when compared to their base-line assessment, and increased scores on unit exams, classroom tests and quizzes.									

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. Grade teams will meet multiple times a week to evaluate the progress of the lowest third students in each grade. Students will develop both academic and social/emotional interventions in order to address the needs of this population. Grade teams will meet regularly with students as part of a mentoring program to help develop the study skills and habits of students who historically have not been successful in school. The teams will review transcripts and student work to develop proper student interventions.									
B. Key personnel and other resources used to implement each strategy/activity									
1. Grade team teachers									
C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity									
1. Grade teams will evaluate students' progress anecdotally during the marking period by speaking with other teachers and looking at student work. They will then evaluate student report card grades and credit accumulation as the semesters progress. Lastly, grade teams will look at Regents progress twice a year, but will address Regents preparation throughout the school year.									
D. Timeline for implementation and completion including start and end dates									

1. Grade teams will meet throughout the year every week.
- E. Describe programmatic details and resources that will be used to support each instructional strategy/activity**
1. These inquiry meetings will be a part of teachers' circular 6 assignment.

Budget and Resource Alignment

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

PF Set Aside	X	Tax Levy	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	X	PF Inquiry Teams	PF NYS Standards and Assessments
PF Positive Behavioral Management Programs	X	PF RTI	PF Supporting Great Teachers & Leaders

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

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

Major Recommendation

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

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

Review Type:	QR	Year:	2013	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.

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

Annual Goal #4

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

WATCH High School will develop and implement outreach programs to support increased parental engagement with school and community-based partnerships. By June 2014, WATCH High School will partner with BMS, GPS, and Brooklyn College to conduct at least eight parental outreach activities (Parent workshops that address Common Core, Graduation, & College Readiness; Informational Sessions; Open-House; and Family Meet and Greet Nights) that will increase school-wide parental participation.

Instructional Strategies/Activities

- Describe the research-based school wide reform instructional strategies and activities that will be used to achieve this goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. Include the corresponding SOP(s) for each strategy/activity enumerated in part A. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.
- A. Strategies/activities that encompass the needs of identified subgroups**
1. The school will develop outreach programs to reach all subgroups within the school. BMS, Brooklyn College, and other organizations will support the needs of the most vulnerable students. They will host internship programs and informational seminars. The school will partner with the groups to hold informational meetings for parents about jobs and careers, in addition to college admissions and financial aid meetings.
- B. Key personnel and other resources used to implement each strategy/activity**
1. Principal, partners, guidance counselors, and teachers
- C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity**
1. The principal with the help of our primary partner, BMS, will periodically evaluate the effectiveness of these programs through data analysis and student interviews. Parents will also contribute in order to assess the effectiveness of these programs.
- D. Timeline for implementation and completion including start and end dates**

1. Ongoing
- E. Describe programmatic details and resources that will be used to support each instructional strategy/activity**
1. Meetings will be held during and after school as needed. Priority funds will support this effort.

Budget and Resource Alignment

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

PF Set Aside	X	Tax Levy	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 used in Galaxy used to support the activities listed in part A. .

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

Goal and Action Plan #5 Family and Community Engagement (Tenet 6)

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

Major Recommendation

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

Review Type:	QR	Year:	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.

X	6.2 Welcoming environment	X	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.

WATCH will implement data driven professional development teams and meetings. WATCH will hire and train a data specialist to develop systems of communication and accountability across all disciplines and constituencies: leaders, teachers, students, and parents.

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. School staff along with data specialist will engage in collaborative planning reviewing multiple data sources that impacts planning, creation of maps, units, and lessons as well as students' emotional well-being. Data Specialist will also support teachers in gaining greater understanding of data and the use of data to plan instruction

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

1. Network support, principal, assistant principals, and vendor agencies

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

1. Instructional Team along with Data Specialist will meet on a weekly basis in content and grade teams and engage in analysis of data to determine the impact on students' achievement and progress.

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

1. Ongoing

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

1. Meetings will be held and collapsed with weekly content and grade team meetings as well as during afterschool accreditation and feedback sessions.

Budget and Resource Alignment

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

X	PF Set Aside		Tax Levy		Title IA		Title IIA		Title III		Grants
List any additional fund sources your school is using to support the instructional goal below.											
Indicate using an "X" the P&F activity categories from the P&F program dropdown in Galaxy used to support the activities listed in part A.											
	PF AIS		PF CTE		PF College & Career Readiness		PF Common Core				
	PF ELT	X	PF Inquiry Teams		PF NYS Standards and Assessments		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.

To implement an intervention program that will increase the literacy skills and strategies of struggling students

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. Students will be instructed in small group settings; engage in peer discussion; engage in direct instruction and guided reading opportunities; individualized planning and conferences.

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

1. Principal, assistant principals, data specialist, guidance counselor, instructional staff, and community-based support organizations

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

1. English language Learners (ELLs) students with Disabilities (SWDs), Bottom Third Literacy school wide

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.

	21st Century		Tax Levy		Title I SWP		Title I TA		Title I PF		C4E
	Title III	X	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.

Brownsville Multiservice Health Service (BMS), Brooklyn College, and Counseling in School (GPS)

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

Partners engage in small group counseling, individual mentorship, classroom support, trips-enrichment activities

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.

Program supports students through pull out groups, individualized activities and conferencing, family outreach, enrichment activities-trips to libraries, plays, museums, and community learning based opportunities.

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

Mentorship, trips, and work-based learning activities, individualized tutoring services, and peer support

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

Data (quantitative and qualitative) will be used to assess students' individual needs and then differentiated planning and instruction will be implemented to address those varied needs.

D. Are the additional hours mandatory or voluntary?

	Mandatory	X	Voluntary
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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.

Selected staff members will engage in outreach service to ensure that students are attending scheduled program in a timely manner. Rewards systems will be implemented to encourage students to attend. Mentoring and counseling sessions will be provided to support students' efforts.

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

School has hired additional guidance counsel, a parent coordinator and have implemented a structured outreach program using volunteer mentoring services in conjunction with partners/CBOs

G. Are you using an ELT provider procured using the MTAC process?	N/A	Yes	N/A	No
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H. Describe how you are evaluating the impact of the ELT program on student achievement.

Evaluation will be done through assessments in the form of conferencing, test, quizzes, and summative assessments.

Academic Intervention Services (AIS)

Schools need to maintain accurate records of students who are receiving Academic Intervention Services to ensure that students who are not at proficiency receive effective and timely assistance. These records need to be made available upon request and indicate the total number of students receiving AIS in each subject area listed below and for each applicable grade in your school.

Description

Type of Academic Intervention Service (AIS)	Type of Program or strategy (e.g. repeated readings, interactive writings, etc.)	Method for delivery of service (e.g. small group, one-to-one, tutoring, etc.)	When the service is provided (e.g. during the school day, before or after school, etc.)
ELA	<p>For ELA, students use the Language program that helps struggling readers (Sped and ELL students) make strides by grade level. Students preparing for the English Regents Exam are given Castle Learning tasks and Regents exams for practice. Teachers use a variety of methods. Students are taught how to perform a very close reading of a given text in order to respond to multiple choice questions, short answer, and critical lens essay prompts. Saturday Academy will support students who have previously not been successful.</p>	<p>These sessions are generally smaller in number than a typical class. AIS after-school tutoring contains 10 students or less per teacher.</p>	<p>Services are provided after-school every Tuesday and Thursday, from 2:20 until 3:11 and teachers tutor during their lunch periods on a voluntary basis. Saturday session- 9am-12:30pm.</p>
Mathematics	<p>Students use the Agile Mind program for Algebra and Geometry. They are also given Castle Learning tasks that target Regents preparation for the Algebra and Geometry Exams. Saturday Academy will support students who need to develop their skills.</p>	<p>These sessions are generally smaller in number than a typical class. AIS after-school tutoring contains 10 students or less per teacher.</p>	<p>Services are provided after-school every Tuesday and Thursday, from 2:20 until 3:11 and teachers tutor during their lunch periods on a voluntary basis. Saturday session- 9am-12:30pm.</p>
Science	<p>For Science, students complete</p>	<p>These sessions are generally</p>	<p>Services are provided after-school</p>

	<p>Castle Learning online tasks. They use these tasks to prepare for the Regents Exams in Chemistry and Living Environment. Science teachers also use targeted instruction with review books that allow students to complete more independent practice. Saturday Academy will help students to further develop their skills</p>	<p>smaller in number than a typical class. AIS after-school tutoring is 10 students or less per teacher.</p>	<p>every Tuesday and Thursday, from 2:20 until 3:11 and teachers tutor during their lunch periods on a voluntary basis. Saturday morning 9am-12:30pm</p>
<p>Social Studies</p>	<p>For these review courses, students are given practice Regents Exam questions and content review. Students also keep records of each exam taken where results are itemized. The students are then made aware on an individual basis of their areas of weakness so they may focus on those areas.</p>	<p>These sessions are generally smaller in number than a typical class. AIS after-school tutoring is 10 students or less per teacher.</p>	<p>Services are provided after-school every Tuesday and Thursday, from 2:20 until 3:11 and teachers tutor during their lunch periods on a voluntary basis.</p>
<p>At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)</p>	<p>The Guidance Counselors provide services to at-risk youth identified by poor attendance, recidivist behavior referrals/suspensions and poor academic performance. They work with students who have attendance rates below 75% and design attendance incentives for students. Guidance counselors also provide family interventions when needed. The counselors provide mentoring services for students. This may come in the form of one on one and group counseling services.</p>	<p>This may come in the form of one-on-one and group counseling services. Class presentations and instruction on college and job presentations.</p>	<p>Counseling and group counseling are scheduled during the school day at a time conducive to students' scheduling needs.</p>

	<p>They offer class presentations and instruction on college and job presentations. These services involve one-on-one counseling and parent outreach and referrals. The GPS program provides WATCH with two social workers who work with students who have historically demonstrated poor attendance rates. GPS conducts individual and group counseling sessions for students. They also reach out to teachers so students who may be disenfranchised are able to communicate with teachers with the help of their social workers</p>		
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**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.

WATCH administrators always seek to hire highly qualified teachers. Administrators attend teacher recruitment fairs and collect and retain teacher resumes for times when vacancies become available. Once teachers become staff members at WATCH, they can expect high quality differentiated professional development opportunities that address members who are always looking to professionally grow and adapt. The principal utilizes Assistant Principals of Social Studies, Math and Science to create and implement the professional development plan for the year. The school maintains a comprehensive calendar available to all staff members that details topics and methodologies for all given sessions. Teachers are surveyed each semester and are asked to reflect on their own individual development goals to offer input into WATCH's professional development calendar. This way, teachers and administrators can work together to create professional development that benefit all teachers for the year.

The professional development sessions are held for 45 minutes, on the first and third Monday of each month. Generally a topic is introduced, such as Portfolio Development, or Backwards Design for Unit Plans, and then teachers are invited to attend a professional development series after school that unpacks the information so teachers can collaborate with colleagues and work on these topics.

Grade Team meetings ensure that all staff are involved in the inquiry process. Teams create mentor groups for each grade level and examine student work. Grade teams work together to construct strategies that will serve to increase student skills, especially students who fall into the lowest third subgroup.

These activities are meant to support teachers in their work. Maintaining this kind of professional environment allows WATCH to find and maintain a strong staff that strives for constant improvement.

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 professional development sessions are held for 45 minutes, on the first and third Monday of each month. Generally a topic is introduced, such as Portfolio Development, or Backwards Design for Unit Plans, and then teachers are invited to attend a professional development series after school that unpacks the information so teachers can collaborate with colleagues and work on these topics.

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.).

Federal, State, and local funds are used to meet the intent of the program through careful allocations. ARRA fund is used to support data to track students' attendance and classroom performance; Title 1 Parent Involvement fund supports Parent Workshops and information sessions; AIDP funding source is used to support outreach efforts; TL funding source is used to community liaison outreach efforts as well as to support translation services. Funding is also allocated to purchase supplies; uniforms, and other instructional materials to support students' learning.

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.).

NA

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 are part of the decision making process in multiple ways. First, teachers who commit to leadership roles meet with the principal to discuss matters of assessment. This usually includes content team leaders and/or grade team leaders. At times, this may include the UFT Consultation Committee, who is invited to represent the staff to the administration. Previously, WATCH had chosen the DY0 (Design Your Own) choice for periodic assessments. This was a teacher driven initiative. The English and Math team leaders helped write the proposal. Under new leadership, the current principal will continue the practice of meeting and speaking with teachers, as they know best what kinds of assessments their students need.

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

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

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

- actively involve and engage parents in the planning, review and evaluation of the effectiveness of the school's Title I program as outlined in the Comprehensive Educational Plan, including the implementation of the school's Title I Parent Involvement Policy and School-Parent Compact;
- engage parents in discussion and decisions regarding the required Title I set-aside funds, which are allocated directly to schools to promote parent involvement, including family literacy and parenting skills;
- ensure that the Title I funds allocated for parent involvement are utilized to implement activities and strategies as described in our Parent Involvement Policy and the School-Parent Compact;
- support school-level committees that include parents who are members of the School Leadership Team, the Parent Association (or Parent-Teacher Association) and Title I Parent Committee. This includes providing technical support and ongoing professional development, especially in developing leadership skills;
- maintain a Parent Coordinator (or a dedicated staff person) to serve as a liaison between the school and families. The Parent Coordinator or a dedicated staff person will provide parent workshops based on the assessed needs of the parents of children who attend our school and will work to ensure that our school environment is welcoming and inviting to all parents. The Parent Coordinator will also maintain a log of events and activities planned for parents each month and file a report with the central office.;
- conduct parent workshops with topics that may include: parenting skills, understanding educational accountability grade-level curriculum and assessment expectations; literacy, accessing community and support services; and technology training to build parents' capacity to help their children at home;
- provide opportunities for parents to help them understand the accountability system, e.g., NCLB/State accountability system, student proficiency levels, Annual School Report Card, Progress Report, Quality Review Report, Learning Environment Survey Report;
- host the required Annual Title I Parent Meeting on or before December 1st of each school year to advise parents of children participating in the Title I program about the school's Title I funded program(s), their right to be involved in the program and the parent involvement requirements under Title I, Part A, Section 1118 and other applicable sections under the No Child Left Behind Act;
- schedule additional parent meetings, e.g., quarterly meetings, with flexible times, such as meetings in the morning or evening, to share information about the school's educational program and other initiatives of the Chancellor and allow parents to provide suggestions;
- translate all critical school documents and provide interpretation during meetings and events as needed;
- conduct an Annual Title I Parent Fair/Event where all parents are invited to attend formal presentations and workshops that address their student academic skill needs and what parents can do to help;

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

- holding an annual Title I Parent Curriculum Conference;
- hosting educational family events/activities during Parent-Teacher Conferences and throughout the school year;
- encouraging meaningful parent participation on School Leadership Teams, Parent Association (or Parent-Teacher Association) and Title I Parent Committee;
- supporting or hosting Family Day events;
- establishing a Parent Resource Center/Area or lending library; instructional materials for parents;
- hosting events to support, men asserting leadership in education for their children. parents/guardians, grandparents and foster parents;
- encouraging more parents to become trained school volunteers;

- providing written and verbal progress reports that are periodically given to keep parents informed of their children's progress;
- developing and distributing a school newsletter or web publication designed to keep parents informed about school activities and student progress;
- providing school planners/folders for regular written communication between /teacher and the home in a format, and to the extent practicable in the languages that parents can understand;

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

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

I. School Responsibilities

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

- developing Common Core Units and Assessments to prepare students for college
- 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;
- using the Datacation program in which teachers, students, and parents have access to grades, transcripts, and email
- notifying parents of the procedures to arrange an appointment with their child's teacher or other school staff member;
- arranging opportunities for parents to receive training to volunteer and participate in their child's class, and to observe classroom activities;
- planning activities for parents during the school year, e.g., Parent-Teacher Conferences;

Provide general support to parents by:

- creating a safe, supportive and effective learning community for students and a welcoming respectful environment for parents and guardians;

- assisting parents in understanding academic achievement standards and assessments and how to monitor their child's progress by providing professional development opportunities (times will be scheduled so that the majority of parents can attend);
- sharing and communicating best practices for effective communication, collaboration and partnering will all members of the school community;
- supporting parental involvement activities as requested by parents;
- ensuring that the Title I funds allocated for parent involvement are utilized to implement activities as described in this Compact and the Parent Involvement Policy;
- advising parents of their right to file a complaint under the Department's General Complaint Procedures and consistent with the No Child Left Behind Title I requirement for Elementary Secondary Education Act (ESEA) and Title I programs;

II. Parent/Guardian Responsibilities:

- monitor my child's attendance and ensure that my child arrives to school on time as well as follow the appropriate procedures to inform the school when my child is absent;
- ensure that my child comes to school rested by setting a schedule for bedtime based on the needs of my child and his/her age;
- check and assist my child in completing homework tasks, when necessary;
- read to my child and/or discuss what my child is reading each day (for a minimum of 15 minutes);
- set limits to the amount of time my child watches television or plays video games;
- promote positive use of extracurricular time such as, extended day learning opportunities, clubs, team sports and/or quality family time;
- encourage my child to follow school rules and regulations and discuss this Compact with my child;
- volunteer in my child's school or assist from my home as time permits;
- participate, as appropriate, in the decisions relating to my child's education;
- communicate with my child's teacher about educational needs and stay informed about their education by prompting reading and responding to all notices received from the school or district;
- respond to surveys, feedback forms and notices when requested;
- become involved in the development, implementation, evaluation and revision to the Parent Involvement Policy and this Compact;
- participate in or request training offered by the school, district, central and/or State Education Department learn more about teaching and learning strategies whenever possible;
- take part in the school's Parent Association or Parent-Teacher Association or serve to the extent possible on advisory groups, e.g., Title I Parent Committees, School or District Leadership Teams;
- share responsibility for the improved academic achievement of my child;

III. Student Responsibilities:

- attend school regularly and arrive on time;
- complete my homework and submit all assignments on time;
- follow the school rules and be responsible for my actions;
- show respect for myself, other people and property;
- try to resolve disagreements or conflicts peacefully;
- always try my best to learn.

**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 19	Borough Brooklyn	School Number 510
School Name World Academy for Total Community Health		

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 Christie Cluadette	Assistant Principal Camile Bucknor
Coach type here	Coach type here
ESL Teacher Christopher Ott	Guidance Counselor
Teacher/Subject Area type here	Parent type here
Teacher/Subject Area type here	Parent Coordinator type here
Related Service Provider type here	Other type here
Network Leader(Only if working with the LAP team) type here	Other type here

C. Teacher Qualifications

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

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

D. Student Demographics

Total number of students in school (Excluding Pre-K)	323	Total number of ELLs	22	ELLs as share of total student population (%)	6.81%
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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 (60%:40% → 50%:50% → 75%:25%)														0
Dual Language (50%:50%)														0
Freestanding ESL														
self-contained										1	1	1	1	4
Pull-out										1				1
Total	0	0	0	0	0	0	0	0	0	2	1	1	1	5

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	21	Newcomers (ELLs receiving service 0-3 years)	14	ELL Students with Disabilities	5
SIFE	0	ELLs receiving service 4-6 years	3	Long-Term (completed 6+ years)	4

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	14	0	0	3		1	4		4	21
Total	14	0	0	3	0	1	4	0	4	21

Number of ELLs who have an alternate placement paraprofessional: 1

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										9	1	2	0	12
Chinese														0
Russian														0
Bengali										1				1
Urdu														0
Arabic										1				1
Haitian										1				1
French										3	2	1	0	6
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other														0
TOTAL	0	0	0	0	0	0	0	0	0	15	3	3	0	21

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)										7		1		8

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)										5	1			6
Advanced (A)										3	2	2		7
Total	0	0	0	0	0	0	0	0	0	15	3	3	0	21

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

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3					0
4					0
5					0
6					0
7					0
8					0
NYSAA Bilingual (SWD)					0

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
3									0
4									0
5									0
6									0
7									0
8									0
NYSAA Bilingual (SWD)									0

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
4									0
8									0
NYSAA Bilingual (SWD)									0

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
Comprehensive English				
Integrated Algebra				
Geometry				
Algebra 2/Trigonometry				
Math				
Biology				
Chemistry	1		0	
Earth Science				
Living Environment	5		2	
Physics				
Global History and Geography	5		1	
US History and Government	2		1	
Foreign Language	1		1	
Other <u>Geometry</u>	2		1	
Other <u>Algebra</u>	5		2	
NYSAA ELA	1		1	
NYSAA Mathematics				
NYSAA Social Studies				
NYSAA Science				

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

After reviewing and analyzing the assessment data, answer the following:

1. Describe what assessment tool your school uses to assess the early literacy skills of your ELLs (e.g., ECLAS-2, EL SOL, Fountas and Pinnell, DRA, TCRWP). What insights do the data provide about your ELLs? How will this data help inform your school's instructional plan? Please provide any quantitative data available to support your response.
To assess early literacy skills of ELL students, our school uses the Language! placement exam. Students are administered this exam at the beginning of each year to determine their reading level. The placement exam is designed to determine where to begin instruction within the Language! program.
2. What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?
According to the data collected from the LAB-R and the NYSESLAT results, there shows a consistent pattern of students testing orally proficient, yet at a much lower level in reading and writing across all grades. However WATCH has had an influx of beginner 9th grade students.
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](#))
No data available 11/1/13.
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?No data available. WATCH does not use the ELL Periodic Assessments
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](#).)
Applies to K-5
6. How do you make sure that a child's second language development is considered in instructional decisions?
The use of a child's second language in instructional decisions is based on the child's educational history as reported by their parents at the initial interview, and the literacy level of the student in their L1. Content teachers meet with the ELS teacher regularly to discuss how best to implement bilingual/ESL strategies in the classroom to develop English language skills for ELLs.
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.).
To evaluate the success of the ESL program, our school examines the instructional model and student data based on the LAB-R, NYSESLATE, and Regents scores. Through out the year, we examine student progress on exams, class grades, credits and attendance. We look for trends amongst various populations of students, including the lowest third, ELL's, and Special Education students. Additionally, teachers evaluate if students are placing out of ESL or graduating from high school. Teachers, administrators, grade level inquiry teams and the school wide Inquiry Team constantly review school programs and student progress to determine the success of our programs.

Part IV: ELL Identification Process

Describe how you identify English Language Learners (ELLs) in your school. Answer the following:

1. Describe the steps followed for the initial identification of ELLs. These steps must include administering the Home Language Identification Survey (HLIS) which includes the informal oral interview in English and in the native language, and the formal initial assessment. Identify the person(s) responsible, including their qualifications, for conducting the initial screening, administering the HLIS, the LAB-R (if necessary), and the formal initial assessment. (Refer to [ELL Policy Brief](#) and [EPIC](#).) The pedagogue responsible for conducting the initial identification of those students who may be eligible for English Second Language (ESL) services is the certified ESL teacher. For initial screening of possible ELL's, the ESL teacher examines the Home Language Identification Survey. The HLIS is offered to students upon their entrance into the school system and is collected with their disposition papers. The HLIS is available in Spanish and other DOE supported languages. Students identified as possible ELL's are given the Language Battery Assessment (LAB-R) within the first ten days of school. Prior to returning the LAB-R, tests are scored to ensure that any student eligible for services is correctly programmed. In the event that the certified ESL teacher is unable to administer and evaluate the HLIS or LAB-R, the testing coordinator will assume responsibility.
1b.)WATCH provides a Spanish LAB-R and a translator to administer the exam as needed.

2. What structures are in place at your school to ensure that parents understand all three program choices (Transitional Bilingual, Dual Language, Freestanding ESL)? Please describe the process, outreach plan, and timelines. When a student is admitted to the NYC school system, parents are actively involved in the decision making process. This multi-step process ensures the identification, the appropriate placement and educational services for every child in the New York City educational system.

Parents are given a HLIS to identify the home language of each child. If the child is identified as an eligible candidate for ELL instructional services, an informal interview is given to the candidate by a pedagogical staff member and the LAB-R is administered to identify the child as either an ELL or English Proficient. An entitlement letter is provided to parents to inform them about the child's identification and the child is enrolled in the appropriate program within ten days.

In order to enable parents to make sound educational decisions as to which program best meets the needs of their child, parents participate in several activities before they make a decision. Parents participate in an orientation that describes various programs for ELLs. At this time, parents view a parent information CD where program placement options are presented with clarity and objectivity. The parent orientation CD is available in multiple languages. Parent brochures are distributed in their native language to assure understanding of each available program. World Academy for Total Community Health ("WATCH") is proud to offer a Small Group ESL Instructional program to conform to the parental choice selections.

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](#)].)
Each ELL parent/guardian whose student was in the ESL program the prior year receives an entitlement letter at the beginning of the school year. Letters are mailed directly to the students' home of record in the appropriate home language. For students new to the New York City school system, the entitlement letter is mailed to the home based on the results of the LAB-R; for existing students the letters are mailed to the home based on results of the NYSESLAT exam that indicates continued entitlement. WATCH does not offer TBE or DL support. Should a parent request such options, they are referred to the DOE placement office where the student can be assigned and appropriately linked to those services. In the event that Parent Survey's or Program selection forms are not returned, school personal reach out to parents. The primary individuals responsible for reaching out to parents are the ESL teacher, school social worker and guidance counselor. All entitlement letters are stored safely in a lockable file cabinet in the Parent Coordinator's office.
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.
Students are placed in the ESL instructional program based on the scores from the LAB-R or NYSESLAT examinations. The scores indicate the level of proficiency: Beginner, Intermediate or Advanced ESL. If possible, consultations and communications with parents are handled by bilingual personal employed at the school. In the event that no school personal is able to translate, translators are sought through the New York City Department of Education.

WATCH High School offers ELL students a free-standing ESL instructional model. Our school does not offer Bilingual Education; based on the data analysis since 2007, it is not needed for our population of students. If, in the future, we find that Bilingual Education is necessary, the school will develop a functioning program to accommodate the need. We are building alignment between parent choice and program offerings through regular communication with our ELL students' parents. The ELL teacher communicates frequently with the families of her students making them aware of their academic and state assessment progress; programs will be adjusted based on student need and parent involvement. Entitlement and Placement letters are both mailed home and submitted to the parents during conferences. Entitlement and Placement letters are maintained in a cumulative file in a locked cabinet.

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 ESL teacher or the School secretary runs the RNMR in ATS and chooses eligible students only. The NYSESLAT is administered based on the eligibility of students on this list.

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. 
- This information is currently unavailable questions

Part V: ELL Programming

A. Programming and Scheduling Information

1. How is instruction delivered? (see [The Practitioners' Work Group for Accelerating English Language Learner Student Achievement: Nine Common Features of Successful Programs for ELLs](#))
 - a. What are the organizational models (e.g., departmentalized, push-in [co-teaching], pull-out, collaborative, self-contained)?
 - b. What are the program models (e.g., block [class travels together as a group], ungraded [all students regardless of grade are in one class], heterogeneous [mixed proficiency levels], homogeneous [proficiency level is the same in one class])?
 1. a. WATCH implements a Small Group ELL Instructional Program/Freestanding ESL from 9th -12th grade. Students are organized by proficiency level (beginner, intermediate, advanced) and receive ESL services in a pull-out class. The primary goal of our ELL program is to foster full English Proficiency in a supportive risk-free classroom environment as well as to: Expand literacy and academic language and provide students with skills that will allow them to perform at city and state grade level in all subject areas
 - b. The ESL program at WATCH provides courses that meet the state requirements for ESL programs. Students are grouped for their ESL classes homogeneously according to their proficiency levels as indicated on either the LAB-R or NYSESLAT examination.

Freestanding ESL programs are offered in a self-contained environment. The ESL teacher has a separate room and meets with ELL students. ELL students who are also identified as special needs students receive push-in and Co-Integrated Teaching services for core-subjects. Beginner students receive additional literacy instruction in a pull-out class.

2. How does the organization of your staff ensure that the mandated number of instructional minutes is provided according to proficiency levels in each program model (TBE, Dual Language, ESL)?
 - a. How are explicit ESL, ELA, and NLA instructional minutes delivered in each program model as per CR Part 154 (see table below)?

Free-standing ESL programs are offered in a Block Schedule. Beginner ELL's receive 540 minutes a week, intermediate ELLs receive 360 minutes of service a week and Advanced ELLs Receive 180 minutes per week. Students are grouped in homogenous classes based on proficiency levels. Students are graded individually based on New York State Standards in conjunction with a teacher designed grading scale.

a. The goal of our ESL program is to foster full English proficiency in a supportive risk-free environment. Both the English Language Arts ("ELA") and ESL Teachers that work with ELL students are fully certified. In order to help students progress, we use the following practices:

- Collaborative Planning and/or Conferencing with Content Area Teachers
- Utilization of different strategies: Scaffolding, Modeling, Schema Building, Contextualization, Text Representation and Meta cognition.
- Assisting students during work periods, conferencing with students in and out of class and informal assessments
- Communication and collaboration with parents
- Creating goals for students in which they monitor their progress in each of their courses

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.

WATCH has a Freestanding ESL Program. Services are delivered in English from a bilingual teacher. Supplemental materials for the ESL program include Language!, a comprehensive literacy program by Soporis West and EDGE. Both Language!, and EDGE include instructional resources and elements that apply specifically to ELLs and inherently prepares ELLs to meet the Common Core Learning Standards.

Aside from English language instruction, students receiving ESL services are able to receive support in all content areas during their ESL services. The teacher is able to work with students on challenges arising in social studies, math and science during their mandated instructional hours.

4. How do you ensure that ELLs are appropriately evaluated in their native languages throughout the year?
Paste response to question here:

5. How do you ensure that ELLs are appropriately evaluated in all four modalities of English acquisition throughout the year? ESL students are given a baseline assessment in all four modalities at the beginning of the year. Their progress is monitored through formal and informal assessments throughout the year, culminating in the NYSELAT. All data and assessments are compared.
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).

a. Students with Interrupted Formal Education (“SIFE”) are placed into ESL programs in accordance with most recent LAB-R results

Academic

Intervention Services or Counseling).

b. Beginner ELLs receive 540 minutes of ESL services per week. Beginner ELLs (1-3 years) are provided three 90 minute ESL classes per day. Beginner ELLs are taught in small self-contained classes, homogenously grouped according to proficiency level. Instruction for Beginner ELLs is aligned with Common Core ELA Standards and New York State ESL Standards. Students are provided instruction in reading, speaking and writing from the certified ESL teacher. To incorporate the Common Core State Standards for ELA content, the ESL teacher meets with ELA teachers in a Professional Learning Community and for common

planning

three days a week.

classes

c. Intermediate ELLs (4-6 years) receive 360 minutes of ESL instruction per week. Students are placed in 90 minute block classes that meet daily in a self-contained setting. Students are programmed for small group instruction and are placed in homogenous groupings based on proficiency level. Instruction for ELLs is aligned with Common Core ELA sStandards and New York State Standards.

ESL

each

on

d. Long Term ELLs (6+ years) receive 180 minutes of ESL services per week. Students are programed for 1 45 minute class day. Instruction is delivered in a small group from a certified ESL teacher. Students are placed into homogenous groups based on proficiency level.

e. Students who have placed out of ESL as per their NYSESLAT results are integrated into general education classes. Students have access to support from the ESL teacher or other school personal as needed.

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?

ELL students who are also identified as having special needs receive services from a special education teacher through Collaborative Taught and in Pull-out classes. Special educators work closely with the ESL teacher to ensure that the needs of ELL students with special needs continue to be met.

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?

ELLs with IEPs are scheduled the same as every other mandated ESL studetns in an all-inclusive classroom. The ESI teacher works closely with the Special Education department to ensure that ELLs with IEPs are able to achieve their IEP goals.

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:				

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

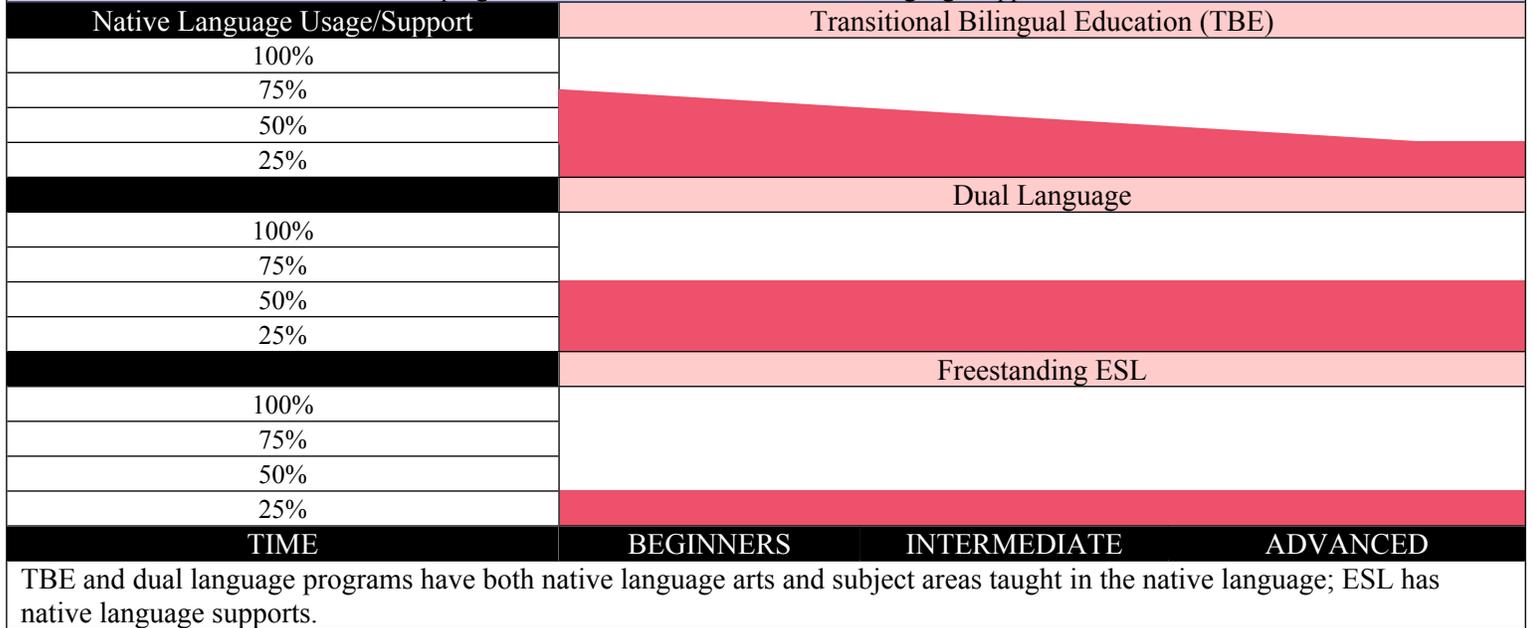
	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS: Native Language Arts	45 minutes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

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

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

Native Language Usage and Supports

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



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.
- At WATCH there are a range of services provided for ELLs. There is an after school program titled Academic intervention Services which provides ELLs with the extra assistance they may need in any of the content areas. This service is provided in English. In addition WATCH also uses Read 180, which helps ELLs build their literacy across the content areas. Furthermore, WATCH provides all beginner ELLs with 1.5 hours a week of instruction in the program Foundations Learning which is a phonics based learning program. Lastly, WATCH provides intervention for ELLs through APEX, which allows students to learn in content areas in Spanish, French, or Haitian-Creole.
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 effectiveness of the current program varies by student. The majority of newly arrived students are able to meet the targets, yet long term ELLs struggle to improve in areas such as reading and writing. The data also shows that many ELLs continue to struggle with Regents exams in all content areas.
11. What new programs or improvements will be considered for the upcoming school year?
- Paste response to question here:
12. What programs/services for ELLs will be discontinued and why?
- No programs will be discontinued at this time.
13. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
- Students receiving ESL services are afforded equal access to all school programs. Students receiving ESL are mandated to attend AIS after school. Students also are provided equal access to all elective courses. Additionally, students are encouraged to participate in school extracurricular activities, including sports teams and clubs. These programs include but are not limited to: AIS, Online Music Courses, APEX, Career and Financial Management, Regents prep classes, Saturday School, soccer, football, and baseball.
14. What instructional materials, including technology, are used to support ELLs (include content area as well as language materials; list ELL subgroups if necessary)?
- Students receiving ESL services uses a literacy program called Language! and EDGE. Language! is a comprehensive literacy program by Sopris West. The program focuses on phonemic awareness, morphology, reading comprehension, spelling, grammar and writing skills. In addition, computers are available in the ESL classroom for students use. Laptop carts and Smartboards are also available for classroom use. Students often use computers and iPads to help translate words or phrases directly.
15. How is native language support delivered in each program model (TBE, Dual Language, and ESL)?
- Paste response to question here:
16. Explain how the required services support, and resources correspond to ELLs' ages and grade levels.
- All mandated services meet the emotional, social, academic-grade and age level- needs of all ELL students.
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.
- Newly enrolled ELL students have the opportunity to receive support during school in AIS. Students may attend AIS Tuesday through Thursday during lunch. AIS instruction is delivered in small group and focuses on Regents Prep or any other academic needs of students in attendance. 13b.) ELL students are provided with access to online sites and academic support from ESL teacher.
18. What language electives are offered to ELLs?
- Spanish is offered as an elective for all students at our high school. Spanish instruction is offered for levels 1-6. Instruction is provided by a native Spanish speaker who is also fluent in English.
19. For schools with dual language programs:
- How much time (%) is the target language used for EPs and ELLs in each grade?
 - How much of the instructional day are EPs and ELLs integrated? What content areas are taught separately?
 - How is language separated for instruction (time, subject, teacher, theme)?
 - What Dual Language model is used (side-by-side, self-contained, other)?

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

Paste response to questions here:

C. Professional Development and Support for School Staff

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

1. The ESL provider is able to attend professional development workshops offered by the New York City Department of Education as well as our school's partner organization, New Visions. In addition outside professional development, school based professional development is offered to teachers twice a month (2:19 p.m.- 3:11p.m.). Administrators, teachers, and support personnel deliver professional development on various topics. All WATCH staff members receive PD during faculty conferences on site and specific domain of teaching off site as well. The dates for PDs for ELL personnel also include dates posted by the DOE, UTF, and New Visions.

2. ELL students transitioning from middle to high school receive instruction in small pull-out classes at WATCH High School. The small setting increases the instructional intensity offered to incoming ELL students. Additionally, WATCH is a small school with an extremely supportive staff. ELL students receive on-going support from the ESL provider outside of regular class time as needed. Students (and parents) also have access to language support from bilingual personnel including a bilingual school aide(and foreign language teacher.) The guidance counselor at WATCH receives ongoing training in ensuring ELLs are transitioning smoothly.

3. The pedagogue responsible for ESL services provides an annual Professional Development intended to inform staff of the needs and progress of ELL students. The ESL service provider also is apart of Professional Learning Communities (English Department) and Grade Level Inquiry Teams. Records are maintained in a locked file and updated as required per DOE request.

Additionally, the ESL teacher works very closely with the Special Education Department. The Special Education Department has delivered various Professional Developments for staff members in conjunction with the ESL teacher. Content of the workshops focused on differentiating instruction for diverse groups of learners.

4. Records of PD attendances are kept in the personal files of any teacher or staff that attends PDs.

D. Parental Involvement

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

1. Upon entrance into the school system, ELL Parents are given the HLIS. If students are eligible for ESL services, parents are informed of instructional models for ESL. Parents of students already receiving ESL instruction are contacted by the school establish communication and describe what services will continue to be delivered.

Twice a year, WATCH hosts a parent-teacher night. Parents are able to conference with teachers and administrators during this time. Invitations for conferences are available for parents in native language. Bilingual staff members are additionally available to translate at parent teacher conferences. Additionally, all parents are also invited to attend school PTA meetings.

To provide full disclosure of student performance, WATCH uses a program called Datacation. Parents, teachers and students have access to information on Datacation. Teachers post attendance, grades, assignments and anecdotal accounts that are available to parents and students alike. WATCH provides training on this program to parents and students. Bilingual staff members are available to translate and communicate information to parents.

Throughout the school year, teachers maintain continual communication with parents to ensure that students' needs are met. Bilingual staff members are available for translations at both informal parent/teacher meetings and IEP meetings for students who are receiving additional services in Special Education. Parents of ELLs are given invitations to workshops. Parents are invited to join the school leadership team and participate in the Mock Quality Reviews.

2. WATCH is a partnered with New Visions and Brownsville Family Services. New Visions provides professional development for teachers and consultative services. WATCH is additionally partnered with Brownsville Family Services. As part of this relationship, students are encouraged to explore internships and career opportunities in the medical profession. Students have access to health services from a clinic within the school building. Finally, WATCH is partnered with the STAR program which provides academic and social support to at-risk. Parents of ELL students are invited to take part in any supportive services provided by these organizations.

3. The needs of ELL parents are evaluated through the School Survey and the Home Language Instruction Survey. Additionally, the school's guidance counselor, social worker, teachers and service providers maintain continual communication with parents to ensure their needs are being met. Bilingual staff members are available to provide translations as necessary. If translation needs cannot be met within the school, outside services are sought such as Language Line.

4. Parents are given ample opportunities to communicate with teachers, administrators, related service providers and support staff through various outreach programs at our school. Parents are invited to Parent Teacher Conferences each semester. In addition, parents are invited to express their concerns and needs at PTA meetings. Parents are a part of both the PTA and School Leadership Team. Additionally, school personnel including teachers, grade advisors, the school guidance counselor, and school social worker maintain consistent communication with parents of ELL students.

E. Additional Information

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

Paste response to question here:

Part VI: LAP Assurances

School Name: _____

School DBN: _____

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
	Principal		1/1/01
	Assistant Principal		1/1/01
	Parent Coordinator		1/1/01
	ESL Teacher		1/1/01
	Parent		1/1/01
	Teacher/Subject Area		1/1/01
	Teacher/Subject Area		1/1/01
	Coach		1/1/01
	Coach		1/1/01
	Guidance Counselor		1/1/01
	Network Leader		1/1/01
	Other		1/1/01

LANGUAGE TRANSLATION AND INTERPRETATION 2013-2014 TO 2014-2015

Requirement under Chancellor's Regulations – for all schools

DBN: 19K510 School Name: World Academy for Total Community H

Cluster: 5 Network: New Visions

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 used to determine which parents need translation services is taken from multiple sources, primarily the Parent Survey Form. The ESL teacher also has students fill out information cards within 30 days of the beginning of the school year or within the first week of newly arrived students throughout the year. This information card asks students whether their parent or guardian speaks English, who the best contact person is at the home, and if their parent or guardian needs translation or interpretation services. In addition, staff and teachers frequently, and actively engage students in conversation about their home life and parents/guardians in order to keep abreast of any changes to parent/guardian language needs.

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

Approximately 25% of our parents do not speak or read in English. The majority language spoken among parents is Spanish. Following that is French. Because the ELL population is relatively low at WATCH High School, the ESL teacher is able to alert teachers as to students whose parent or guardian speaks a language other than English at home and are in need of translation services. In addition, this information is kept on the students emergency information card, updated in ATS, and in Skedula noting the language spoken by the parents if it is exclusive.

Part B: Strategies and Activities

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

All documents that need to be translated are done so when any documents are sent to parents. All documents are translated in-house by various school staff.

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 interpretation service will be provided in house by school staff. There are numerous staff members that are capable of translating/interpreting in Spanish as well as staff member who are able to serve as translators/interpreters in French. These staff member are made available when necessary to function as interpreters/translators whenever the need arises.

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>.

When a parent does not speak or read in English they are provided with a translated copy of Bill of Parent Rights and Responsibilities in their home language. Signage that requires it is translation in French and Spanish and posted in the main office.

