



**Department of
Education**

Dennis M. Walcott, Chancellor



2013-2014

**SCHOOL COMPREHENSIVE EDUCATIONAL PLAN
(SCEP)**

School Name: THE HIGH SCHOOL FOR GLOBAL CITIZENSHIP

DBN (i.e. 01M001): 17K528

Principal: MICHELLE ROCHON

Principal Email: MROCHON@SCHOOLS.NYC.GOV

Superintendent: KAREN WATTS

Network Leader: LAWRENCE PENDERGAST

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
Michelle Rochon	*Principal or Designee	
Jeremy Bucaria	*UFT Chapter Leader or Designee	
Crescentia Toney	*PA/PTA President or Designated Co-President	
	DC 37 Representative, if applicable	
Krya Gill Sabon Johnson	Student Representative (<i>optional for elementary and middle schools; a minimum of two members required for high schools</i>)	
	CBO Representative, if applicable	
Kabeya Mbuyi	Member/ AP	
Princess Francois	Member/ Teacher	
Ruth Lemorin	Member/ Parent	
Malcolm Hayes	Member/ Parent	
Jocelyn Alexander	Member/ Parent	
	Member/	

Signature of constituent only indicates participation in the development of the SCEP, not approval. **Note: If for any reason a SLT member does not wish to sign this plan, he/she may attach an explanation in lieu of his/her signature which must be maintained on file at the school with the original SLT signature page.

School Comprehensive Education Plan (SCEP) Requirements

Which Schools Need to Complete the SCEP?

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

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

- Include an analysis of the achievement of the goals contained in the 2012-13 school year SCEP.
- Include the strategies and activities that are aligned to the six tenets, from the list of allowable expenditures and activities approved by NYSED.
- Include the strategies and activities that will satisfy the Priority and Focus school allocation and parent engagement set-aside requirements.
- Explicitly delineate the school's plan for annually increasing student performance through comprehensive instructional programs and services as well as the plan for enhancement of teacher and leader effectiveness. The strategies and activities should include a focus on the accountability subgroup(s) and measures for which the school has been identified.
- Address how the school will use its full range of resources (which may include but is not limited to Title I, Title II, and/or Title III, 1003(a) and/or 1003(g) School Improvement, Race to the Top, School Innovation or local funds) to support improvement efforts for the identified sub-group(s) on the identified accountability measures.
- Develop the SCEP in consultation with parents, school staff, the School Leadership Team (SLT), and others in accordance with the requirements of Chancellor's Regulations A-655 to provide a meaningful opportunity for stakeholders to participate in the development of the plan and comment on the SCEP before it is approved.
- Set aside 1% of their school's Title I, Part A allocation to support parent involvement activities and programs. Focus and Priority schools must also set aside 1% of their Title I Focus and Priority School allocation for Parent Engagement programs. Refer to FY 14 SAM # 86 [HERE](#).
- Align the identified goals to the strategies and activities in your Parent Involvement Policy (PIP). The PIP template is provided on pages 14 and 15. Your school is encouraged to use the template as it is provided, or align it in accordance with your school's goals, or replace it entirely with a Parent Involvement Policy created by your school that meets federal requirements. You may use or amend relevant sections of your PIP so they directly align to the parent involvement activities that support each goal and action plan. All schools should cite strategies to increase parent involvement that align to the goal when applicable. Title I schools should reference these strategies and activities in the school's Title I Parent Involvement Policy (PIP).

Guidance for Developing Completing the Annual Goals and Action Plan Section

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

- Your school should identify a goal based on Tenets 2-6 of the DTSDE. The response to Tenet 1 will be promulgated by Central. Please refer to the complete description of the Statements of Practice (SOP), for Tenets 2-6, located: [HERE](#).
 1. District Leader and Capacity- (The response to this tenet will be promulgated centrally)
 2. School Leader Practices and Decisions
 3. Curriculum Development and Support
 4. Teacher Practices and Decision
 5. Student Social and Emotional Developmental Health
 6. Family and Community Engagement
- Goals should be aligned with the current citywide instructional expectations.
- Goals should be "SMART" - specific, measurable, achievable, realistic, and time-bound.
- Goal development should be based on an assessment of your school's needs, derived from the recommendation from your most recent intervention. Cite the page number from your most recent intervention. Copy and paste the recommendation into your action plan. If your school has **not** received an intervention during the 12-13 school year, you should demonstrate the use of both quantitative and/or qualitative data when providing the rationale for each goal. You should cite data from the other

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

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

School Receiving Title I Funds

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

SCEP Checklist

All Schools

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

School Information Sheet for 17K528

School Configuration (2013-14)					
Grade Configuration	09,10,11,12	Total Enrollment	256	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	18
Types and Number of Special Classes (2013-14)					
# Visual Arts	6	# Music	8	# Drama	N/A
# Foreign Language	4	# Dance	N/A	# CTE	N/A
School Composition (2012-13)					
% Title I Population	62.0%	% Attendance Rate			85.8%
% Free Lunch	77.0%	% Reduced Lunch			4.5%
% Limited English Proficient	10.7%	% Students with Disabilities			16.5%
Racial/Ethnic Origin (2012-13)					
% American Indian or Alaska Native	N/A	% Black or African American			86.6%
% Hispanic or Latino	10.3%	% Asian or Native Hawaiian/Pacific Islander			1.4%
% White	1.7%	% Multi-Racial			N/A
Personnel (2012-13)					
Years Principal Assigned to School	2.25	# of Assistant Principals			1
# of Deans	N/A	# of Counselors/Social Workers			1
% of Teachers with No Valid Teaching Certificate	N/A	% Teaching Out of Certification			1.0%
% Teaching with Fewer Than 3 Years of Experience	35.0%	Average Teacher Absences			5.6
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	55.2%	Mathematics Performance at levels 3 & 4			58.2%
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			56.8%
6 Year Graduation Rate	59.8%				
Overall NYSED Accountability Status (2012-13)					
Reward		Recognition			
In Good Standing		Local Assistance Plan			
Focus District	X	Focus School Identified by a Focus District			X
Priority School					

Accountability Status – Elementary and Middle Schools

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

Accountability Status – High Schools

Met Adequate Yearly Progress (AYP) in ELA (2011-12)				
American Indian or Alaska Native	N/A	Black or African American		Yes
Hispanic or Latino	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		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 Graduation Rate (2011-12)				
American Indian or Alaska Native	N/A	Black or African American		No
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	No			

SCEP Overview

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

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

Reflecting upon the 2012-13 SCEP

Answer the following questions regarding the 12-13 SCEP				
Describe the strengths of your school's 12-13 SCEP.				
Last year's SCEP recognized the school's need to create a safe school community that genuinely produced a culture and climate of learning that allowed all students to be successful and feel positively connected to the school community. Which of course required us to make substantial improvements with our communication system and protocols for working with families and the community; therefore, as a leader, I focused the use of my resources to provide professional development to our staff to improve instruction and align our curricula to the Common Core Learning Standards and the Danielson Framework for Teacher Effectiveness so as to improve student outcomes and progress. Therefore, the real strength of our 2012-13 SCEP was to empower all constituents of our learning community to accept responsibility for student outcomes and progress and work together to address all the needs of our students to make positive changes. In addition, our work in the Danielson Framework allowed us to be better prepared for the implementation of the new teacher evaluation system. As teachers had professional development with the Framework, were engaged in ongoing assessment and feedback, and worked in teacher teams to plan effective CCLS-aligned instruction.				
Describe the areas for improvement in your school's 12-13 SCEP.				
Although teachers designed CCLS-aligned instruction, there needs to better tracking and monitoring of subgroups to ensure they have adequate opportunities for engagement and the planned instruction will meet their needs. In addition, our curriculum work needs to better address rigor and provide opportunities for higher functioning students to be engaged. The use of data to drive instruction needs greater professional development to become part of our school's teaching practices. And our assessments now need to more accurately reflect these changes in our instruction. And we need to find greater ways to involve our parents and include them as part of our school community.				
Describe the barriers and challenges encountered while developing and implementing your school's 12-13 SCEP.				
There were several challenges we encountered while trying to implement our 2012-13 SCEP. The first challenged that we have faced since our schools inception has been sharing a campus with another school which makes it difficult to completely ensure a safe and healthy environment. The second major challenge we encountered was trying to adjust our social studies curricula (Global and US) so as to adequately address the content and at the same time trying to develop and reinforce the literacy skills the students would need to successfully address the essays. And lastly, in terms of credit accumulation it was difficult to move certain subgroups (SPEDs, ELLs, etc.) and ensure that there were always multiple points of entry and adequate differentiation				
Describe the degree to which your school's 12-13 SCEP was successfully implemented.				
In terms of all of our 2012-13 SCEP goals, they are a work in progress and we believe our data indicates that we have roughly a 70% success rate for implementation. And that is why he have decided to continue to work on this goals for the 2012-13 school year				
Were all the goals within your school's 12-13 SCEP accomplished?			Yes	x
If all the goals were not accomplished, provide an explanation.				
Although we did not accomplish all goals we did make significant increases in areas of student progress such as credit accumulation and passing percentages on specific Regents exams. In addition, we also had significant reductions in our OORS reports due to new policies and practices in the school that still are being acclimated into our school's culture. And we clearly understand the need to increase parent engagement in our school, but at the high school level it becomes more difficult to engage parents, so we are attempting to provide trainings and workshops they are interested in. And unfortunately we have serious budget constraints and space availability.				
Did the identified activities receive the funding necessary to achieve the corresponding goals?			Yes	x

Developing the 2013-14 SCEP

Answer the following questions regarding the 13-14 SCEP				
Describe the anticipated barriers and challenges in developing and implementing your school's 13-14 SCEP.				
The anticipated barriers and challenges in developing and implementing our 2013-2013 SCEP is teacher turn-over rate, register loss, budget cuts.				
List the 13-14 student academic achievement targets for the identified sub-groups.				

SLT, PA, parent teacher conference, special events, such as environmental surveys, automated phone calls, letters, etc.

Describe how the school leader(s) will communicate with school staff and the community.

School leaders will communicate with the staff and communities through its website, email, letters, parent and community meetings, faculty meetings, Parent Association meetings and Coordinator ,newsletters and telephone.

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

Whole school redesign, partnering with Jobs for the Future, with the focus on Early College

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

Collaborating with Medgar Evers College and Jobs for the Future to completely redesign the school.

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

Whole school redesign.

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

Minutes from faculty, parent, Superintendent, CBO, and partnership meetings held this school year.

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).			
“Limited opportunities for students to deeply and rigorously engage their thinking as well as critiquing and questioning the reasoning of their peers during whole class discussion does not allow for consistently high levels of thinking, participation, and ownership across all grades and content.”			
Review Type:	QR	Year:	2012-13
		Page Number:	6
		HEDI Rating:	NA

Tenet 2: School Leadership Practices and Decisions

Indicate using an “X” the Standard(s) of Practice (SOP) that aligns to the recommendation from above. The SOP selected should align to the goal and inform the development of the activities selected to address the goal.			
	2.2 School leader’s vision	x	2.3 Systems and structures for school development
X	2.4 School leader’s use of resources		2.5 Use of data and teacher mid-management effectiveness

Annual Goal #1

Describe the identified goal for the year based on the recommendation, tenet, and SOP(s) selected. Refer to the directions and guidance for assistance in developing your goals.
A 5% increase in the credit accumulation of the 10th grade students for 2013-14 SY.

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.
<ul style="list-style-type: none"> ▪ Strategies/activities that encompass the needs of identified subgroups <ol style="list-style-type: none"> 1. The school, teachers and administrators will redesign assessments that are aligned to the NYS and College Readiness standards at the beginning of every 6 week cycle. 2. Provide after-school tutoring for 10th grade students to ensure mastery in the core classes. 3. Jobs for the Future will help students get back on track, accumulate credits, and prepare them for college readiness. ▪ Key personnel and other resources used to implement each strategy/activity <ol style="list-style-type: none"> 1. Teachers and School Leaders will have data analysis meetings to discuss instructional action plan for whole class and students of concern 2. Support staff will monitor attendance and outreach. ▪ Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity <ol style="list-style-type: none"> 1. Teacher will grade interims within a week using Apperson scantron machine to assist and to create a results grid 2. Curriculum map will be adjusted based on identified needs revealed in data ▪ Timeline for implementation and completion including start and end dates <ol style="list-style-type: none"> 1. Interim assessment week and reteach week will occur every 6th and 7th week, beginning September 2013 through June 2014. ▪ Describe programmatic details and resources that will be used to support each instructional strategy/activity <ol style="list-style-type: none"> 1. We will partner with Jobs for the Future for training and conduct professional development beginning 1/2014 – 6/2014, cost \$53,635

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	x	Grants
List any additional fund sources your school is using to support the instructional goal below.											
SINI Grant											
Indicate using an “X” the P&F activity categories from the P&F program dropdown in Galaxy used to support the activities listed in part A.											
X	PF AIS		PF CTE		X	PF College & Career Readiness			PF Common Core		
	PF ELT		PF Inquiry Teams			PF NYS Standards and Assessments			PF Parent Engagement		
	PF Positive Behavioral Management Programs					PF RTI			PF Supporting Great Teachers & Leaders		

Goal and Action Plan #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).

“While the school has consistently structured curriculum across the school that is systematically planned and revised using student data, rigorous habits and higher order skills that are differentiated for a range of learners from lowest to highest is not emphasized and embedded in all plans to the same level of depth and detail across the school.”

Review Type:	QR	Year:	2012-13	Page Number:	6	HEDI Rating:	NA
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Tenet 3: Curriculum Development and Support

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

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

Annual Goal #2

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

As a result of CCLS-aligned curricula there will be a 5% increase in 9th grade students earning 10+ credits.

Instructional Strategies/Activities

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

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

- Teachers will design bench mark assessments that are aligned to state standards at the beginning of every 6 week cycle.
- Teachers participate in teacher teams for inquiry and learning/reviewing instructional strategies to assist in student learning for all students, including SWD and ELLs.

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

- Teachers and School Leaders will have data analysis meetings to discuss instructional action plan for whole class and students of concern
- Support staff will monitor attendance and outreach.

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

- Teacher will grade interims within a week using Apperson scantron machine to assist and to create a results grid for item analysis and identification of gaps in student learning and skills
- Curriculum maps and classroom instruction will be adjusted based on identified needs revealed in data.
- NYC Performance Assessment and NYS Regents examination.

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

- Interim assessment week and reteach week will occur every 6th and 7th week, starting September 2013 through June 2014.

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

- Total cost for Project Lead the Way \$10,770.89, includes Engineering and Biomedical courses, annual fee, supplies and resources for students in grade 9. Engineering: annual fee \$3,000, \$896.51 per 20 students for supplies/materials, teacher professional development for 2 teacher \$2,100. Biomedical Program: \$2,000 annual fee and \$2,774.38 per 20 students for supplies and materials. 21st Century Grant funding
- 2 teachers will receive professional development from Project Lead the Way. 21st Century Grant Funding

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

21st Century Grant

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

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

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

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

Major Recommendation

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

“While teacher plans and classrooms observed evidenced the use of these consistent structures, teachers did not consistently capture, build upon and extend student thinking among students or build upon student questioning of other students during whole class discussion, shares and summaries.”

Review Type:	QR	Year:	2012-13	Page Number:	6	HEDI Rating:	NA
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Tenet 4: Teacher Practices and Decisions

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

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

Annual Goal #3

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

By using a variety of data sources to inform instruction there will be a 5% increase the number of students who pass the U.S. History Regents for the 2013-14 SY.

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. Staff will work together during common planning and grade team meetings and share strategies, review curriculum and lesson plans and student work
2. Teachers will implement differentiated instructional strategies and participate in inter-visitation and academic assessments
3. Social Studies teachers will use resources gained from professional development to support differentiated instruction
4. English and Social Studies teachers will work together on common CCLS skills related to reading and writing and interdisciplinary tasks

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

1. Teachers
2. Administrators
3. Guidance Counselor

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

1. Teachers will meet twice a week, with administration, to discuss progress (data), varied strategies, shared lesson plans, and review data to reinforce instruction.
2. Professional Development for providing effective, actionable feedback to students on essay writing that requires students to use evidence to support their claims

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

1. After-school tutoring for Global and US History will begin the 2nd week of September and end the 2nd week of June.

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

1. Teacher per session will be set aside for after-school tutoring for Social Studies classes, 5 hours of per session a week 5 teachers for 20 weeks – 21st Century grant.
2. Supervisor Per Session will be covered through 21st Century funds.
3. 1 Family Paraprofessional to monitor attendance and conduct outreach to families, 5 days a week, 20 weeks – funded through 21st Century

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

21st Century Grant

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

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

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

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

Major Recommendation

Cite the Major Recommendation in the space below from your latest intervention (DTSDE Review, QR, or Alt DQR) which will form the basis of your needs assessment. Include the review type, year, page number, and HEDI rating (“H” = Highly effective, “E” = Effective, “D” = Developing, “I” = Ineffective, “NA” = Not Applicable).							
“At my school most adults treat all students with respect (6.6) Most students at my school treat each other with respect (4.7) treat adults with respect (4.9)”							
Review Type:	LES	Year:	2012-13	Page Number:	10-11	HEDI Rating:	NA

Tenet 5: Student Social and Emotional Developmental Health

Indicate using an “X” the Standard(s) of Practice (SOP) that aligns to the recommendation from above. The SOP selected should align to the goal and inform the development of the activities selected to address the goal.			
	5.2 Systems and partnerships		5.3 Vision for social and emotional developmental health
X	5.4 Safety		5.5 Use of data and student needs

Annual Goal #4

Describe the identified goal for the year based on the recommendation, tenet, and SOP(s) selected. Refer to the directions and guidance for assistance in developing your goals.	
Increased school communication to all school constituents will increase the school’s AIS students by 3% for 2013-14 SY	

Instructional Strategies/Activities

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve this goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. Include the corresponding SOP(s) for each strategy/activity enumerated in part A. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.	
A. Strategies/activities that encompass the needs of identified subgroups	
<ol style="list-style-type: none"> Project Lead the Way to accelerate our College Readiness classes and curriculum in all subjects for grades 9-12, with a special focus on Mathematics and English. Assess needs of students at the start of the school year and share data through Pupil Path/Datacation. Align Support Services to monitor cohort expectations and achievement. Offer enrichment courses, such as honors classes and Advanced Placement classes in AP Environmental Science, AP English Language, AP English Literature, AP Calculus. Provide 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. 	
B. Key personnel and other resources used to implement each strategy/activity	
1. Administrators, teachers, guidance counselor, family paraprofessionals, school-aides, and parents.	
C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity	
<ol style="list-style-type: none"> Weekly Pupil Personnel Team meetings. Review and monitor student data, attendance, and share information with teachers and parents. On-going outreach throughout the year. 	
D. Timeline for implementation and completion including start and end dates	
<ol style="list-style-type: none"> Communication to all constituents is on-going all year round. Jobs for the Future will begin January 2014 and end June 2014. 	
E. Describe programmatic details and resources that will be used to support each instructional strategy/activity	
<ol style="list-style-type: none"> Project Lead the Way = \$53,635 Support staff will monitor after-school program, mail letters to homes, call families and input information in ATS and Skedula. Teachers and support staff will attend weekly AIS meetings. 	

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	X	Grants
List any additional fund sources your school is using to support the instructional goal below.											
21st Century Grant											
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).

“The principal has begun to formalize feedback to families by having progress reports sent home every two months to support the parents in holding their children to high expectations. However, currently, the lack of formalized systems does not allow sufficient opportunities to ensure that the community buys in to identified academics. While the school is starting to develop post-secondary readiness strategies for young people by organizing college trips and a college newsletter, there are not yet guidance and advisement systems that track individual student plans, thus hindering students’ achieving their goals.”

Review Type:	QR	Year:	2011-12	Page Number:	5	HEDI Rating:	NA
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Tenet 6: Family and Community Engagement

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

	6.2 Welcoming environment	6.3 Reciprocal communication
X	6.4 Partnerships and responsibilities	6.5 Use of data and families

Annual Goal #5

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

Focused professional development on providing reciprocal feedback to the entire school community will increase our passing rate of our school’s 10th grade lowest third by 5% for the 2013-14 SY.

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. Professional development to the staff on receiving and enacting on the feedback.
2. Provide after-school (6:00 PM – 8:00 PM) training for parents and community members on receiving feedback to school community and environment to improve on the learning outcomes. Program will be funded through SLATE, 21st Century Grant.
3. Provide parents and community members with the information and training needed to effectively become involved in planning and decision making in support of the education of their children.
4. Survey parents to determine parent interest relevant to their needs, satisfaction/improvement with communication, assisting students to stay on track for graduation.

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

1. Administrators, teachers, support staff, and parents will participate in parent meetings, which include the Academic policy, CCLS, credit accumulation, Regents requirements, understanding the transcript, etc.

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

1. Turn-out rate on parent participation.
2. Parent/community members surveys
3. Monitor student progress throughout the year.

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

1. There will be a minimum of 13 professional development meetings for parents, which will begin in September through the end of June. Meetings will take place once or twice a month after-school between the hours of 6:00 PM - 8:00 PM through SLATE funded by 21st Century Grant

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

1. Professional development funds will be set aside for teachers and guidance counselor, and will be conducted during the school day.

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

21st Century Grant

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

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

Academic Intervention Services (AIS)

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

Description

Type of Academic Intervention Service (AIS)	Type of Program or strategy (e.g. repeated readings, interactive writings, etc.)	Method for delivery of service (e.g. small group, one-to-one, tutoring, etc.)	When the service is provided (e.g. during the school day, before or after school, etc.)
ELA	After-school	Small group	after
Mathematics	After-school	Small group	after
Science	After-school	Small group	after
Social Studies	After-school	Small group	after
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	As per need	One on one	all

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

3. All elements of the *All Title I Schools* section must be completed*.
4. School Wide Program (SWP) schools must also complete the *SWP Schools Only* section.
5. 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.
College Fairs, Teacher Fairs, Network support and professional development.

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).
Teachers are provided with ongoing professional development in all aspects of effective practice. In addition they are also encouraged and supported in seeking professional development sponsored outside of the school by such entities as colleges and universities, school networks, private education companies and DOE-sponsored events. The school also supports new teachers through a mentorship program that pairs new teachers with experienced coaches, relationships that extend beyond the initial mentorship year

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.).
The use and coordination of varied funds to meet the intent and purpose of Federal, State and Local services and programs (i.e. STH, violence prevention, etc.) is thoughtfully implemented in accordance with the School Allocation Memo (SAM) for each specific service and program. In addition, the Network budget liaison and specialists work with our school leaders to ensure that all students are properly and regularly serviced to ensure that they can fully participate in the school community and have the resources necessary to ensure their success.

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.

- All teachers participate in the use and selection of appropriate assessment measures.
- A selection team is formed for on-going review of assessments, new or adjusted measures and the dissemination of information to teacher teams for consensus.
- Teachers have PD in all assessment tools: Independently chosen, State assessment series, Acuity
- Teachers have data PDs for the review of assessment information including the coherent curriculum approach to data for skill based error analyses.
- Data is directly aligned to pedagogy for all students and challenged subgroups: Special Education, Literacy challenged, ELL
- A data team (Administrator and Teachers) visit team meeting to extend and specialize PD for individual content needs and to align all findings for school wide interventions and innovations.

All teachers will view school wide finding in full staff meetings to collaborate on pedagogical, classroom coherent instruction and practices.

TA Schools Only

Use of Program Resources

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

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).

NA

**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:

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

Support home-school relationships and improve communication by:

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

Provide parents reasonable access to staff by:

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

Provide general support to parents by:

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

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

DIRECTIONS: This submission form assists schools with gathering and organizing the quantitative and qualitative information necessary for a well-conceived school-based language allocation policy (LAP) that describes quality ELL programs. This is a two-year plan on how schools will support ELLs' linguistic and academic needs. This LAP form is a part of the school's CEP. Agendas and minutes of LAP meetings should be kept readily available on file in the school. Also, when preparing your school's submission, provide extended responses in the green spaces. Spell-check has been disabled in this file, so consider typing responses to these questions in a separate file before copying them into the submission form. For additional information, hold your cursor over the .

Part I: School ELL Profile

A. School Information

District 17	Borough Brooklyn	School Number 528
School Name HS for Global Citizenship		

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 Michelle Rochon	Assistant Principal Kabeya Mbuyi
Coach	Coach
ESL Teacher Riu Xue Wang	Guidance Counselor Vera Clarke
Teacher/Subject Area Kalliopi Hatzivasilis	Parent
Teacher/Subject Area	Parent Coordinator
Related Service Provider	Other
Network Leader(Only if working with the LAP team) Lawrence Pentergast	Other

C. Teacher Qualifications

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

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

D. Student Demographics

Total number of students in school (Excluding Pre-K)	256	Total number of ELLs	33	ELLs as share of total student population (%)	12.89%
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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														
Push-In										1	1	1	1	4
Discrete ESL class										1	1	1	1	4
Total	0	0	0	0	0	0	0	0	0	2	2	2	2	8

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	33	Newcomers (ELLs receiving service 0-3 years)	25	ELL Students with Disabilities	3
SIFE	12	ELLs receiving service 4-6 years	3	Long-Term (completed 6+ years)	5

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	25	10	1	3	1	2	5	1	0	33
Total	25	10	1	3	1	2	5	1	0	33

Number of ELLs who have an alternate placement paraprofessional: 0

C. Home Language Breakdown and ELL Programs

Transitional Bilingual Education														
Number of ELLs by Grade in Each Language Group														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
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										4	3	3	2	12
Chinese														0
Russian														0
Bengali													1	1
Urdu														0
Arabic										3	2			5
Haitian										1	5	2	1	9
French											1	1		2
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other										1	3			4
TOTAL	0	0	0	0	0	0	0	0	0	9	14	6	4	33

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)										5	6	3	0	14

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)										1	5	2	1	9
Advanced (A)										3	3	1	3	10
Total	0	0	0	0	0	0	0	0	0	9	14	6	4	33

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	4		0	
Integrated Algebra	7		3	
Geometry	4		0	
Algebra 2/Trigonometry				
Math				
Biology				
Chemistry	1		0	
Earth Science	2		1	
Living Environment	8		1	
Physics				
Global History and Geography	4		3	
US History and Government	3		0	
Foreign Language	1		1	
Other				
Other				
NYSAA ELA				
NYSAA Mathematics				
NYSAA Social Studies				
NYSAA Science				

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

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

1. Describe what assessment tool your school uses to assess the early literacy skills of your ELLs (e.g., ECLAS-2, EL SOL, Fountas and Pinnell, DRA, TCRWP). What insights do the data provide about your ELLs? How will this data help inform your school's instructional plan? Please provide any quantitative data available to support your response.
N/A
2. What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?
According to the NYSESLAT and LAB-R, the majority of our ELL population (42%) tested at the Beginner Level (B), followed by 27% at the Intermediate Level (I), and 9% at the Advanced Level (A). The majority of our Beginner ELL population (75.75%) have lived in the USA for less than 3 years. The breakdown of Beginner, Intermediate, and Advanced ELLs by grade, indicated by the 2013 NYSESLAT and LAB-R is as follows:

	9	10	11	12
B	15%	18%	9%	0%
I	3%	15%	6%	3%
A	9%	9%	1%	9%
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 [AMAQ tool](#))
The RNMR is not available as of November 7, 2013.
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?

4a. On the 2013 NYSESLAT and LAB-R results indicate the following: 5 beginner, 1 intermediate, and 3 advanced ELL students in grade 9, 6 beginner, 5 intermediate, and 3 advanced in grade 10, 3 beginner, 2 intermediate, and 1 advanced in grade 11, and 1 intermediate and 3 advanced in grade 12. Our ELLs need additional support to help them pass the Regents examination, and help them score proficient in the NYSESLAT.

4b. The school leadership and teachers are looking at the ELL data and periodic assessments and on a monthly basis. From the results, administration, teachers, ESL teacher, and guidance counselor review the data, the curriculum and lesson plans to make modification to address the particular needs of the ELL, ELL-SWD, and SIFE students.

4c. According to the Regents results, 3 out of 7 ELL students passed the Algebra Regents, 1 out of 2 passed the Earth Science, 3 out of 4 passed the Global, 1 out of 8 passed the Living Environment, none of our ELL students passed the English, Chemistry, or US History Regents. The teachers, ESL teacher, and guidance counselor will continue to work with the ELLs to ensure mastery academic achievement, language and social development, reading comprehension, and writing. With the additional support given to our ELL students, such as tutoring, small classroom instruction, AIS services, and emotional/psychological support for both our ELLs and their family, they scored better on the US History Regents than our non-ELL students. Through the periodic assessments, the ESL teacher and academic teachers look at data for the ELL students and SIFE students and create a plan for each ELL student to provide the academic support they need to maximize student learning and language acquisition in order to master the content in each subject area. There is a strong focus on reading comprehension and writing for all students, particularly the ELLs and SIFE students, to help them master the content and pass the English Regents, and be prepared for higher level English classes (i.e. honors English, and AP English).
5. Describe how your school uses data to guide instruction for ELLs within the Response to Intervention (RtI) framework (for grades K-5). (see [RtI Guide for Teachers of ELLs](#).)
N/A
6. How do you make sure that a child's second language development is considered in instructional decisions?
All teachers receive their ELL students information through the RNMR report from ATS, and are provided with their students biographical excel list of parents name, address, telephone numbers, student and parent home language. The information will help teachers prepare communication for the families in their native language. Glossaries and bilingual dictionaries are provided in each academic classroom, to meet the standards that are expected in the ELLs core content area. Teachers, support staff, and the ESL teacher meet on a weekly basis to discuss and review the ELLs, former ELLs, SIFE students, and ELL-SWDs progress towards their mastery in the English language, social development, and academic achievement. Core teachers provide instruction that prepares students to think critically, solve problems and communicate in the language of instruction and interventional support services are

made available to every students. At the end of each Interim Assessment, teachers and the ESL teacher review the test data and identify the students who are in the bottom third of each core class, including the ELL students. Teachers review their curriculum maps with the Principal and their peers and make necessary revisions and adjustments to their curriculum and lesson plans to address the academic needs of our students, particularly our ELL students.

7. For dual language programs, answer the following:
 - a. How are the English-proficient students (EPs) assessed in the second (target) language?
 - b. What is the level of language proficiency in the second (target) language for EPs?
 - c. How are EPs performing on State and City Assessments?

N/A

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

The success of our ELL program will be determined by the results of the NYSESLAT, Regents examination results, NYSESLAT interim assessments. To increase testing results and increase student learning, the ESL teacher will collaborate with the core teachers to look at the ELL data, student work, align lesson plans and curriculum to the Common Core Learning Standards. The guidance counselor and support staff will continue to work with the ELLs to improve their scholarship, attendance, attend after-school tutoring, decrease behavior problems with the PBIS program, and continue communication with the family and students.

Part IV: ELL Identification Process

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

1. Describe the steps followed for the initial identification of ELLs. These steps must include administering the Home Language Identification Survey (HLIS) which includes the informal oral interview in English and in the native language, and the formal initial assessment. Identify the person(s) responsible, including their qualifications, for conducting the initial screening, administering the HLIS, the LAB-R (if necessary), and the formal initial assessment. (Refer to [ELL Policy Brief](#) and [EPIC](#).)

When students entering the NYC DOE for the first time, the guidance counselor or ESL teacher administers the Home Language Identification Survey (HLIS), which indicates which language(s) are spoken at home. An interview is conducted with a teacher and/or guidance counselor and a translator with the parent and child. The HLIS is placed in the student's permanent record and is kept on file in the main office. If the information on this questionnaire indicates that the student speaks any other language at home other than English, the ESL teacher administers the Language Assessment Battery-Revised (LAB-R) to determine the English proficiency level of the student. The LAB-R is administered within 10 school days of the initial enrollment as per CR Part 154. The ATS report "Reminder to Administer the LAB-R," which is generated once a week facilitates this phase of the ELL Identification process. The results of the LAB-R indicate whether or not the student needs ESL services, and if so, how much service time is required as outlined by New York State. The ESL teacher scores and determines the proficiency level of the student. If a student scores below proficiency on the LAB-R, he/she becomes eligible for state-mandated services for ELLs. The school sends an Entitlement Letter, in the native language, to the parents of students who is eligible for ELL services.
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.

After reviewing and discussing the Parent Survey and Program Selection Form with the family, both in English and their native language through translators, and the parents have viewed the orientation video, the ESL teacher, administrator, and/or guidance counselor discusses the different program choices the DOE offers for their child. We explain to the family that the Freestanding ESL is the only program that is offered at our school.
3. Describe how your school ensures that entitlement letters are distributed and Parent Survey and Program Selection forms are returned, and secured/stored. (If a form is not returned, the default program for ELLs is Transitional Bilingual Education as per CR Part 154 [\[see tool kit\]](#).)

When a newly enrolled ELL is administered the LAB-R, within 10 days of enrollment and scores below proficiency Ms. Wang, ESL Teacher mails an Entitlement Letter to the parent, in their native language, followed by a Placement Letter. If a student scores above proficiency on the LAB-R a Non Entitlement Letter is mailed to the parent's home, in their respective language. Ms.

Gordon, Family Paraprofessional and Ms. Hatzivasilis, Data Specialist keep a of the Entitlement letters in the main office and the original is placed in the student's cumulative records. If an ELL student scores below proficiency on the NYSESLAT Ms. Wang, ESL Teacher mails a Continued Entitlement letter to the parent's home and a copy is placed in student's cumulative record, and if they score proficiency on the NYSESLAT the Non Entitlement/Transition Letter is mailed to the home. The collection of data is in alignment with the New York State accountability requirements.

Properly maintaining and storing parent information ensures that we honor parent choice and follow the mandates of providing a parent orientation. Entitlement Letter, Parent Survey and Program Selection forms are stored in the ESL file cabinet, in the main office for easy access to the administrator, teachers, ESL teacher, and guidance counselor. The attendance coordinator reviews the school ATS report in ELLs to ensure that the home language, grade level, and program matches the HLIS, LAB-R, and other information.

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.

During the parent orientation, Ms. Wang, ESL Teacher and translator explain to the parent that ESL is the instructional program that is offered in our school. If the newly enrolled student scores below proficiency, then student is immediately placed in ESL classes, and an Entitlement Letter is mailed to the home, a copy is placed in the cumulative records, and a copy is filed in the mail office.

If a parent insists on a bilingual program for their child, the teacher explains to the family that once we receive 20 requests in the same grade for a bilingual program, then we will open up a bilingual class. If they insist on a bilingual program, then we offer them the option of transferring their child to another school where the parent's choice is currently available. The teacher sends an e-mail to ELLProgramTransfer@schools.nyc.gov requesting to transfer the student. While we are awaiting a response, the student begins ESL classes.

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.

As mandated by the State Education Department, each spring, all ELLs, newly identified ELLs, ELL-SWD, and SIFE are administered the New York State English as a Second Language Achievement Test (NYSESLAT) to identify their English proficiency. The following ATS reports are run: RNMR, RHSP, and RLER to determine who is eligible to take the NYSESLAT examination. ELL students and parents are notified of the administration of the NYSESLAT examination, and inform the family that the test is designed to show how well they can listen to, read, write, and speak the English language. Ms. Wang, ESL Teacher explains to the students the general types of questions they should see on the test and the procedures that should follow in recording their answers. The ELL students continue to take the NYSESLAT examination until they score proficient.

We notify parents via mail, in their native language, of the upcoming NYSESLAT examination, the dates of testing and the purpose of the test. Teachers and staff are provided with the schedule. ELL students with Disabilities are testing in accordance to the IEP testing recommendations. The NYSESLAT examination tests the ELL students English proficiency on Speaking, Listening, Reading, and Writing. The Speaking part of the NYSESLAT is administered to the ELLs, followed by the Listening, Reading, and the last part of the NYSESLAT examination is the Writing.

6. After reviewing the Parent Survey and Program Selection forms for the past few years, what is the trend in program choices that parents have requested? (Please provide numbers.) Are the program models offered at your school aligned with parent requests? If no, why not? How will you build alignment between parent choice and program offerings? Describe specific steps underway. 

After reviewing the Parent Survey and Program Selection forms for the past few years, the data indicates 92% of the parents requested freestanding ESL service for their child, followed by bilingual, and dual. We are a small school located in central Brooklyn, if our ELL population grows and we receive 20 requests for bilingual services in that respective grade, then we will honor the request of the parents. Until then, ESL is the program that is offered in our school.

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])?

All our ESL push-in classes are heterogeneously grouped. For Beginner Level ELL students, the ESL instruction is delivered in homogeneous double period ESL classes, and a single heterogeneous push-in class, equaling to 750 minutes of ESL instruction per week. The Intermediate Level ELL student receives one period of ESL and one period of push-in equaling 550 minutes of instruction per week. The Advanced Level ELL student receives either 1 period of push-in or 1 period of a free-standing ESL heterogeneous class everyday equaling 250 minutes of ESL instruction a week. Students receive the State mandated number of ESL classes per day, which includes three periods of ESL for beginner, 2 periods for intermediate, and 1 period for advanced. Intermediate and Advanced students also receive an ELA class, and our Beginner ELLs are enrolled in a writing course.

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)?

ESL instruction focuses on the four basic-language acquisition skills: listening, speaking, reading, and writing. ESL Instruction is provided by ESL classes as determined by English language proficiency levels and regulated by New York State CR Part 154 guidelines. ESL and ELA instructional strategies and methodologies are employed to teach Language Arts and Content areas which allow students to learn content and receive content credit while simultaneously developing English language skills and meeting or exceeding New York State and City standards. English Language Learners receive the New York State-mandated ESL/ELA allotted instruction time based on student proficiency level. Students scoring on a Beginner level on the NYSESLAT are programmed for a triple period of ESL, 2 periods of ESL and 1 period of push-in totaling a total of 750 minutes of ESL instruction. Students scoring on an Intermediate level receive 2 periods of push-in ESL or 1 period of free standing ESL and 1 push-in class, a minimum of 360 minutes a week. The advanced ELL students receive 1 period of ESL push-in instruction in one of their content areas or 1 free standing ESL, a minimum of 180 minutes per week.

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.

HSGC has high expectations for ELL student achievement, and the goal is to have all ELL students pass the NYSESLAT, all five Regents examinations, and attend a college/university post graduation. Instruction in all content areas is rigorous, strategies across all content areas include essay revision checklist, rubrics for every writing assignment, use scaffolding strategies for providing English language learners with support to enable them to successfully complete tasks requiring academic language proficiency by modifying language without simplification, modifying vocabulary, speed, stress and intonation, use activate students' prior knowledge, use the primary language to facilitate learning, contextualize language, use media, technology resources, and other visual supports, use formative and summative assessment and how to re-teach accordingly, and provide explicit instruction in content-specific skills, and embedding language in an understandable context.

HSGC focuses on writing, and the ELLs, former ELLs and SIFE students are provided with a writing course and an opportunity to attend after-school tutoring and enriched after-school ESL classes. additional services. ESL instructions is delivered in English, with a focus on vocabulary, writing, speaking, memorizing, and listening. ESL instructional methods are used to foster language development include modeling, creating an interactive classroom where ELL student are encouraged to speak and listen to one another, speaking clearly and slowly, use of vocabulary, word walls, learning to read graphs and maps, have pictures, etc. Our ESL teacher teacher collaborates with the content area teachers to provide ESL strategies and methodologies in their lesson plan and curriculum, which is aligned with the Common Core Learning Standards, and to strengthen language development for the ELL students.

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

Newly arrived students with limited English are administered the LAB-R, and for Spanish speaking students, the Spanish the LAB-R. If the students are ELLs then they take the NYSESLAT in the Spring. ELL students are given extended time during formal and informal examinations, and they have an option of testing in in their native language on State assessments.

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

ESL instruction focuses on the four language acquisition skills: listening, speaking, reading, and writing. The ESL teacher administers the NYSESLAT interim assessments, performance assessments, and to the ELL students to track and support their progress and measures their English language proficiency level based on their results. From the results, ESL and content area lesson plans and curriculum mapping is revise to meet the needs of the ELL student, which is an on-going process based on these results. The ESL teacher collaborates with the core teachers to ensure student achievement is met in all four modalities.

6. How do you differentiate instruction for ELL subgroups?

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

6a. The SIFE students are provided with small group instruction by the ESL teacher pushing-in to the core classes. Guidance counsleros also provide social emotional support to the SIFE stduents. ESL instruction is differentiated for SIFE students through the use of audio books, phonics, guided reading, level based reading materials, using sentence strips, assign daily journal writing, plan role play activities, use interview and questionnaires, have students present information with visual illustrations, etc.

6b. Instruction for ELLs who are new to the US schools, less than three years, will focus on vocabulary development, phonics, technology programs that convert text in the native language, blocked programming, role playing, audio-visual, hand-on demonstrations.

6c. ELL students with 4-6 years of ELL services will continue to meet demands of the core subject classes and be able to pass their classes and Regents examination. They are programmed for a one free standing ESL class, teaching content specific vocabulary, academic language, pronunciation, grammar, vocabulary, following directions, listening, making a brief presentation in class, social communication, and functional communication.

6d. Long-term ELLs will continue to receive social-emotional support, ESL teacher and academic teachers will continue to differentiate instruction, have student sttend higher level classes, such as AP and Kaplan SAT.

6e. Former ELL students, will be able to receive additional services by attending after-school enrchnment programs, use of English language software programs. The goal for the former ELL student is to be able to pass all their Regents requirements and attend Advanced Placement classes. ELL strategies will continue in all subject are classes, small group instruction, use of glossaries, and teacher/adminitration continue to monitor the former ELL student progress.

7. What instructional strategies and grade-level materials do teachers of ELL-SWDs use that both provide access to academic content areas and accelerate English language development?

The ELL-SWDs are served as per their IEP, ESL/ELA teachers collaborate and ensure the students languaeGLE learning needs are

being met. Instruction will be differentiated.

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?

The ESL teacher, Special Education teacher, and content area teacher work together to ensure that the ELL-SWD are achieving their IEP goals, by following the IEP recommendations. Our ELLs, ELL-SWD, and SIFE students are placed in regular education classes, with push-in services in the core classes, with the exception of the Beginner and Intermediate ELL students who receive a double period of ESL instruction (beginner) and a single period of ESL instruction (intermediate). We ensure that appropriate testing accommodations, time extensions, separate location, bilingual dictionaries and glossaries is provided to the ELL-SWD student.

Courses Taught in Languages Other than English ⓘ

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

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

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

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

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

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

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

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

Native Language Usage and Supports

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



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

B. Programming and Scheduling Information--Continued

9. Describe your targeted intervention programs for ELLs in ELA, math, and other content areas (specify ELL subgroups targeted). Please list the range of intervention services offered in your school for the above areas as well as the language(s) in which they are offered.

English Language Learners are programmed for our academic intervention services (AID), which are aligned with the New York State Standards and are congruent with those of the regular classroom. In addition, student support services are also provided as needed in order to address barriers to improved academic success. Students that are at-risk of not meeting the State Standards in ELA, mathematics, social studies, and science are mandated to attend an after-school program that offers additional support in order to bridge the gap in achieving the NY State Standards. The ELL students and parents are notified of the intervention programs and strategies we have in place and encourage our ELL students to participate in the after-school programs. Intervention strategies to help our ELLs include small group instruction, individual instruction, push-in ESL services in the core classes. ELL students use glossaries, bilingual dictionaries to help them master the content in the specific academic class. Every six weeks the teachers and ESL teacher administer the Interim Assessments to determine the growth and mastery of the content area. The data is shared with the students and parents via mail and a phone call. Translators are available should a parent request to speak to the teacher in their native language.

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 push-in ESL instruction is aligned with the content teachers curriculum, to ensure that the ELL students are prepared to pass the NYSESLAT and Regents examination, and master the core content. The self-contained ESL classes will be evaluated in the spring by looking at the interim assessment and determine if there was a growth in language acquisition from the previous examinations given this school year.

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

Due to the increase in ELL students, we will be purchasing Achieve 3000 and opening a Summer Enrichment Program for our ELL students.

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

As our ELL population continues to grow in number, we plan on increasing our ESL program and adding additional after-school and Saturday programs.

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

All students, including ELLs are afforded equal access to all programs, by attending after-school tutoring, taking advanced placement classes, registering for College Now classes, SAT Prep classes, etc.

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

ESL teacher provides glossaries, word-to-word dictionaries in the ELLs native language, use of classroom library, and technology software to assist students in accelerating their language acquisition process.

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

ESL teacher provides glossaries, word-to-word dictionaries in the ELLs native language.

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

Individual counseling is provided by their guidance counselor, school social worker to the ELLs.

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 ELLs receive one-on-one counseling, peer buddy-up, after-school tutoring, and technology software programs.

18. What language electives are offered to ELLs?

Spanish is the foreign language elective that is offered to our ELLs.

19. For schools with dual language programs:

- How much time (%) is the target language used for EPs and ELLs in each grade?
- How much of the instructional day are EPs and ELLs integrated? What content areas are taught separately?
- How is language separated for instruction (time, subject, teacher, theme)?
- What Dual Language model is used (side-by-side, self-contained, other)?
- Is emergent literacy taught in child's native language first (sequential), or are both languages taught at the same time (simultaneous)?

N/A

C. Professional Development and Support for School Staff

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

1. The Special Education Teachers, Lead Teachers, and the support from Network 603 provide staff development and one-on-one professional development sessions to develop and align their curriculum and lesson plans with Common Core Learning Standards and best practice of the Danielson Framework, the New Teaching Standards, Differentiating Instruction and Goal Setting.

2. All teachers and support staff attend monthly professional development with the focus on Curriculum and Lesson Plan Design, with an emphasis on vocabulary development and Critical Reading Skills for the ELLs, former ELLs, and SIFE students. The LEAD teachers schedule inter-visitations in the classroom, and meet with the teachers to discuss the lessonplan observed. In addition, the ESL teacher attends weekly meetings with the academic teachers, during Common Planning Time and Grade team Meetings to address the ELL strategies with the focus on components 3C: Engaging Student Learning, 2B: Establishing a Culture for Learning and 1E: Designing Coherent Instruction for ELL students, including the SIFE students.

3. All core teachers and the ESL teacher have attended outside professional development offered by the Office of English Language Learners, PD offered by the DOE, and the Network. Our Mathematics teachers are began their six session series on CCLS Mathematics Institute for Secondary Teachers of ELLs. Our ESL teacher attends on-going professional development related to the NYSESLAT and the NYSITELL.

4. The training for the 7.5 hours will focus on how how to increase language acquisition for the ELLs, and increase academic achievement. Instructional strategies that all academic and the ESL teacher will use is scaffolding, integration of language and literacy in all academic content. Teachers will engage students in hands-on learning by creating picture dictionaries, flash cards, teaching a mini-lesson, create a rich environment where students are motivated to learn by having word walls, classroom expectations, rubrics. Teachers will build on literacy instruction in order to master proficiency in English by having a pre and post reading strategies, use graphic organizers, reading logs, and journal writing. Teachers will looking at data and develop lessons based on the ELLs proficiency level.

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. HSGC conducts 3-4 ELL parent orientation throughout the year by the administration, teachers, ESL teacher . Parents of ELLs, former ELLs and SIFE students are invited to attend the freshman orientation, where they receive a copy of the student handbook, discipline and safety (in their native language), health information through the NYU College of Nursing Mobile Van Program, academic expectations, new graduation requirements, requirements for all programs in our school, including the Advanced Placement classes, College Summit, CUNY At-Home, and ESL classes. If parents are not able to attend the orientation, they have another opportunity to meet the HSGC staff the 3rd week of school at Meet Your Child's Teacher night. At the meeting, ELL parents receive Pupil Path access (in their native language), where they can view their child's academic progress, daily attendance, homework, classwork, and be able to correspond with their child's teachers. Pupil Path is able to convert the information in the parents' native language. If a parent is not able to attend either meeting, the material is mailed to the home. Our Peer Leaders and students are present at the meetings and assist the parents, by serving as translators or directing the families to the appropriate people based on their concern and needs. We have teachers and staff who are able to communicate with the families in their native language. Communication with ELL parents are in their home language, and all material are translated in the parents home language. If there is not a staff member or translator available, the school utilized the Translation and Interpretation Unit, where over-the-phone interpreters are available to assist the ELL parents.
 2. To strengthen the connection and support of the parents/guardians of our ELL and former ELL students, our school actively involves parents in planning and decision-making in support of their child's education. Parents are encouraged to participate on the School Leadership Team and Parent Association Meetings. Parent issues and concerns are addressed and shared at the PA and SLT meetings, and are shared via e-mail with the HSGC staff. At the first parent association meeting, parents requested to have e-mails and text messages sent, as well as daily wake-up calls by 6:00 AM, and the following day we began to send out text messages and e-mails to the families. Text and e-mails are sent to the homes through their native language. Parents receive daily phone calls from the support staff, through their child's teachers, and monthly mailings are sent to the homes. Topics discussed at PTA meetings are disseminated to parents via e-mail, mail, and Pupil Path. Parents of ELLs can reach out to the Office for Family Engagement and Advocacy (OFEA) should they wish to attend additional professional development opportunities.
 3. We evaluate the needs of the ELL parents through surveys, feedback, on-going interviews, and phone calls to the parents home.
 4. Once we identify the needs of the ELL parents, then we address the concerns as quickly as possible, through meetings, events, in-house and outside counseling, provide outside resources to parents, such as the Children's-Aid Society Legal Unit, free legal immigration services, adult ESL services in the local area, etc. Parents of ELLs, former ELLs, and parents of SIFE students are encouraged to participate and attend special events that the school holds throughout the year, such as International Night, award ceremonies, Breast Cancer Walk, Blood Drives, etc. Parents are encouraged to attend school trips and volunteer during the day, by assisting in the main office and guidance team. HSGC is partnered with Global Kids, College Summit, New York Cares, and At Home in College. These partnerships have particularly helped our ELL students increase their Regent scores and improve on their overall academics.

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.

Part VI: LAP Assurances

School Name: HS for GLocal Citizenship

School DBN: 17K528

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Michelle Rochon	Principal		11/12/13
Kabeya Mbuyi	Assistant Principal		11/12/13
	Parent Coordinator		
Rui Xue Wang	ESL Teacher		11/12/13
	Parent		
	Teacher/Subject Area		
	Teacher/Subject Area		
	Coach		
	Coach		
Vera Clarke	Guidance Counselor		11/12/13
Lawrence Pentergast	Network Leader		
Kalli Hatzivasilis	Other <u>Data Specialist</u>		11/12/13
	Other		
	Other		
	Other		

LANGUAGE TRANSLATION AND INTERPRETATION 2013-2014 TO 2014-2015

Requirement under Chancellor's Regulations – for all schools

DBN: 17k528 School Name: High School for Global Citizenship

Cluster: 6 Network: N603

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.

The High School for Global Citizenship (HSGC) gathers data through ATS system and the Home Language Surveys to determine the written translation and oral interpretation of our parents. The emergency blue cards are cross references with the Home Language Survey to ensure accuracy in the data collected.

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.

23.83% of our Parent/Guardian population speaks a language other than English in the home, with Spanish and French/Haitian-Creole being the greatest need, followed by Arabic. During our first faculty meeting, an announcement is made to staff making them aware of families with limited proficiency in English. All staff are aware of the available interpreters and are able to translate by phone or parent/teacher conference should they need an interpreter.

Part B: Strategies and Activities

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

Translation versions of military opt-out letters, condon availability letters, lunch forms, parent guides, citywide standards of intervention and discipline measures and similar forms in the native language are mailed to parents homes. Report cards and progress reports are generated in the families native language and mailed to the homes.

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.

It is very important for parents/guardians with limited proficiency in English to be able to communicate with teachers and school staff. At HSGC we have teachers who are fluent in Arabic, Chinese, French/Haitian-Creole, Greek, and Spanish and are able to provide oral interpretation services to the families. Having teachers provide oral translation services to the families helps bridge the communication gap between school and home.

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>.

Signs are posted by the main office, guidance office, and dean's office indicating that translation and interpretation services are available in the school for parents whose primary language is not English, especially for Spanish and French/Haitian-Creole speaking parents. Documents regarding parent rights in relationship to translation and interpretation services will be available and distributed during incoming student orientation and parent-teacher conferences. Additionally, parents are provided with school documents, such as report cards, transcripts, and letters in their home language. An interpreter will be available for parents/guardians safety and discipline matters, academic, health, and any Special Education and/or English Language Learners academic program.

2013-14 Comprehensive Education Plan (CEP)

Title III Supplemental Program for ELLs

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

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

For more information on Title III requirements, please see the [School Allocation Memo #44](#) or contact your [Senior ELL Compliance and Performance Specialist](#). Submit this form to your Senior ELL Compliance and Performance Specialist by October 30.

Part A: School Information	
Name of School: HS for GLocal Citizenship	DBN: 17K528
This school is (check one): <input checked="" type="checkbox"/> conceptually consolidated (skip part E below) <input type="checkbox"/> NOT conceptually consolidated (must complete part E below)	

Part B: Direct Instruction Supplemental Program Information
The direct instruction component of the program will consist of (check all that apply): <input type="checkbox"/> Before school <input checked="" type="checkbox"/> After school <input type="checkbox"/> Saturday academy <input type="checkbox"/> Other:
Total # of ELLs to be served: 34
Grades to be served by this program (check all that apply): <input type="checkbox"/> K <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 <input checked="" type="checkbox"/> 9 <input checked="" type="checkbox"/> 10 <input checked="" type="checkbox"/> 11 <input checked="" type="checkbox"/> 12
Total # of teachers in this program: 2
of certified ESL/Bilingual teachers: 2
of content area teachers:

Part B: Direct Instruction Supplemental Program Information

Describe the direct instruction supplemental program here and include the

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

Begin description here: The Title III language instructional program will focus on reading comprehension and writing for our current ELL, ELL-SWD, SIFE, and former ELL students. The beginner, intermediate and advanced ELLs in grades 9, 10, 11 and 12 will receive direct instruction from our ESL teacher during the regular school day and after-school. The duration of the after-school program will begin November 12, 2013 through June 2014 from 3:10 PM - 5:00 PM servicing 40 ELL, ELL-SWD, SIFE, and former ELL students. Students in the after-school program will receive instruction in English with the focus on ELA, Social Studies, and Mathematics. ELLs will work with Visions textbook and materials, 4AESL.org computer software, material from the core English, Social Studies, and Mathematics classroom.

The ESL teacher meets with the regular classroom teachers to assess the specific needs of our ELL population. The Title III funds are used to enhance the quality of the educational materials and professional development provided to the ESL teacher and academic teacher, particularly Math and English. The ESL teacher provides small group instruction, by pushing into the academic classes and servicing the ELL students. The ESL teacher provides after-school ESL services 3-4 times a week for additional support to our ELLs. Information related to the project and student achievement is shared with the classroom teacher on a weekly basis during Grade Team Meetings and Common Planning Meeting.

The ESL teacher and academic teacher provide meaningful standard-based instruction in all content areas, aligned with the ELL students proficiency level. After reviewing the NYSESLAT data, Regents scores, progress reports, and interim assessments, it is apparent that the focus will relay on writing and reading comprehension for our ELL students. Our ESL teacher will push-in to academic classes for beginner, intermediate, and advanced ELL students, and ensure that our ELL students are meeting the same state academic standards. Beginning November through mid-June, both our ELL and former ELL students will partake in the after-school program, with the focus on Math, English, and Social Studies. The language of instruction will be in English with ESL methodologies. There will be a co-teaching model with an ESL teacher and a general education teacher in the classroom to build on writing skills and reading comprehension. The after-school program will use supplemental materials to support language acquisition. A formal evaluation of each student's progress will be made at the end of each school year, by reviewing the interim assessment data, Regents results, and NYSESLAT results.

Part C: Professional Development

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

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

Part C: Professional Development

Begin description here: The academic teachers and ESL teacher will participate in professional development with the focus on multiple entry points to Common Core Learning Standards for ELLs and former ELLs. The rationale for the professional development is to help the teachers align their written and taught curriculum with Common Core Learning Standards and researched-based best practices of ELL instruction to address the needs of ELLs and former ELLs in their classrooms. Professional development will be offered through the Office of English Language Learners, Danielson’s Framework, and Shane Purse Associates, Inc. Professional development will be conducted outside of school, during the school day, and after-school. Shane Purse Associates, Inc. will conduct whole school workshops, facilitate collaborate planning and common planning, and job imbedded modeling of best practices. Professional development workshops will consist of one full day classroom based professional development per month, starting in September through June, and one three hour workshop per month with the focus on best practices of ELL instruction. Aligning instruction to Common Core Standards, aligning instruction to instructional shifts, and imbedding best practices of ELL instruction in literacy and mathematics, and teachers will be trained to address Instructional Shift #3: Staircase of Complexity.

Part D: Parental Engagement Activities

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

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

Begin description here: To strengthen the connection and support of the parents/guardians of our ELL and former ELL students, our school actively involves parents in planning and decision-making in support of the education of their children. Parents are encouraged to actively participate on the School Leadership Team and Parent Association meetings. Our school will support parents and families of ELL students by providing materials and training to help parents work with their children to improve their literacy, math and use of technology, by fostering a caring and effective home/school partnership to ensure that parents can effectively support and monitor their child’s progress through Skedula, provide assistance to parents in understanding the NY City and NY State standards and assessments, and sharing information about school and parent related programs in their naïve language. In September, during our Meet Your Teacher night, parents are given a user name and password for Skedula, which parents can interactively communicate with their child’s teachers, and provide parents with their child’s progress, daily attendance, and report card, which is converted in their native language. For parents who are not able to attend the session, letters are mailed to the homes, in their native language, with directions on how to use Skedula.

Part E: Budget

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

Allocation Amount: \$

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
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Part E: Budget

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

Allocation Amount: \$

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Professional salaries (schools must account for fringe benefits) <ul style="list-style-type: none"> • Per session • Per diem 		
Purchased services <ul style="list-style-type: none"> • High quality staff and curriculum development contracts. 		
Supplies and materials <ul style="list-style-type: none"> • Must be supplemental. • Additional curricula, instructional materials. • Must be clearly listed. 		
Educational Software (Object Code 199)	\$	
Travel		
Other		
TOTAL		