



**Department of
Education**

Dennis M. Walcott, Chancellor



2013-2014

**SCHOOL COMPREHENSIVE EDUCATIONAL PLAN
(SCEP)**

School Name: HIGH SCHOOL FOR YOUTH AND COMMUNITY DEVELOPMENT

DBN (i.e. 01M001): 17K537

Principal: MARIE PRENDERGAST

Principal Email: MPRENDE@SCHOOLS.NYC.GOV

Superintendent: KAREN WATTS

Network Leader: ALEXIS PENZELL

School Leadership Team (SLT) Signature Page

Use this page to identify SLT members and confirm their participation in the development of this School Comprehensive Educational Plan (SCEP), which includes goals and action plans, a summary of Academic Intervention Services (AIS), and the Parent Involvement Policy (PIP). The signatures of SLT members indicate their participation in the development of the SCEP and serve as confirmation that consultation has occurred to align funding in support of educational programs. The SLT must include an equal number of parents and staff and have a minimum of 10 and a maximum of 17 members, in accordance with the Chancellor’s Regulation A-655, available on the NYC DOE Web site.

Directions:

1. List each SLT member in the left-hand column on the chart below. Specify any position held by the team member, e.g., Chairperson, SLT Secretary and the constituent group represented, e.g., parent, staff, student, or CBO. Core mandatory SLT members are indicated by an asterisk*.
2. Ensure that SLT members review this document and sign in the right-hand column in blue ink. If an SLT member does not wish to sign this plan, he/she may attach a written explanation in lieu of his/her signature**.
3. Add rows as needed to ensure that all SLT members are listed.
4. The original copy, along with any written communications pertaining to this page, is to remain on file in the principal’s office and be made available upon written request.
5. Names of SLT members must be added to this form for posting. The signed original documents must be maintained on file at the school.

Name	Position and Constituent Group Represented	Signature
Marie Prendergast	*Principal or Designee	
Jacob Baty	*UFT Chapter Leader or Designee	
Chris Reckly	*PA/PTA President or Designated Co-President	
Lindell Mitchell	DC 37 Representative, if applicable	
James Tanis	Student Representative (<i>optional for elementary and middle schools; a minimum of two members required for high schools</i>)	
	CBO Representative, if applicable	
Sara Larosiliere	Member/ Student	
George Mungai	Member/ Teacher	
Elsa Ortiz	Member/ Teacher	
Chantal Desdunes	Member/ Parent Coordinator	
James Cochran	Member/ Teacher	
Ms. Thom	Member/ Parent	
	Member/	

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

School Comprehensive Education Plan (SCEP) Requirements

Which Schools Need to Complete the SCEP?

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

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

- Include an analysis of the achievement of the goals contained in the 2012-13 school year SCEP.
- Include the strategies and activities that are aligned to the six tenets, from the list of allowable expenditures and activities approved by NYSED.
- Include the strategies and activities that will satisfy the Priority and Focus school allocation and parent engagement set-aside requirements.
- Explicitly delineate the school's plan for annually increasing student performance through comprehensive instructional programs and services as well as the plan for enhancement of teacher and leader effectiveness. The strategies and activities should include a focus on the accountability subgroup(s) and measures for which the school has been identified.
- Address how the school will use its full range of resources (which may include but is not limited to Title I, Title II, and/or Title III, 1003(a) and/or 1003(g) School Improvement, Race to the Top, School Innovation or local funds) to support improvement efforts for the identified sub-group(s) on the identified accountability measures.
- Develop the SCEP in consultation with parents, school staff, the School Leadership Team (SLT), and others in accordance with the requirements of Chancellor's Regulations A-655 to provide a meaningful opportunity for stakeholders to participate in the development of the plan and comment on the SCEP before it is approved.
- Set aside 1% of their school's Title I, Part A allocation to support parent involvement activities and programs. Focus and Priority schools must also set aside 1% of their Title I Focus and Priority School allocation for Parent Engagement programs. Refer to FY 14 SAM # 86 [HERE](#).
- Align the identified goals to the strategies and activities in your Parent Involvement Policy (PIP). The PIP template is provided on pages 15 and 16. Your school is encouraged to use the template as it is provided, or align it in accordance with your school's goals, or replace it entirely with a Parent Involvement Policy created by your school that meets federal requirements. You may use or amend relevant sections of your PIP so they directly align to the parent involvement activities that support each goal and action plan. All schools should cite strategies to increase parent involvement that align to the goal when applicable. Title I schools should reference these strategies and activities in the school's Title I Parent Involvement Policy (PIP).

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

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

Guidance for Developing Completing the Annual Goals and Action Plan Section

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

- Your school should identify a goal based on Tenets 2-6 of the DTSDE. The response to Tenet 1 will be promulgated by Central. Please refer to the complete description of the Statements of Practice (SOP), for Tenets 2-6, located: [HERE](#).
 1. District Leader and Capacity- (The response to this tenet will be promulgated centrally)
 2. School Leader Practices and Decisions
 3. Curriculum Development and Support
 4. Teacher Practices and Decision
 5. Student Social and Emotional Developmental Health
 6. Family and Community Engagement
- Goals should be aligned with the current citywide instructional expectations.
- Goals should be "SMART" - specific, measurable, achievable, realistic, and time-bound.

- Goal development should be based on an assessment of your school's needs, derived from the recommendation from your most recent intervention. Cite the page number from your most recent intervention. Copy and paste the recommendation into your action plan. If your school has **not** received an intervention during the 12-13 school year, you should demonstrate the use of both quantitative and/or qualitative data when providing the rationale for each goal. You should cite data from the other sources such as the Progress Report, School Survey, etc.
- Select the HEDI rating for the associated Statement of Practice (SOP) that was earned by the school during its most recent intervention. Schools that did not receive an Integrated Intervention Team (ITT) visit in 2012-13 should use the rating from their most recent intervention using the QR/Alt QR cross walk provided [HERE](#).
- Indicate the SOP being addressed by marking the box to the left of the SOP description. Select the specific SOP(s) that correspond to the intervention recommendation and the school's priorities.
- Enumerate the strategies and activities that will be implemented to achieve each goal.
- Identify all fund sources that will be used for the completion of each activity.
- List the projected timeline for completion of each activity, including the start and end date of each activity.
- Ensure the matching fund source and P&F program dropdown menu in Galaxy align to the SOPs selected in the SCEP.
- Describe the programmatic details (e.g. number of sessions, number of hours, number of teachers, etc.) and resources that will be used for each instructional strategy and activity described for each goal. Do not include the cost for each line-item-expenditure for the strategies and activities listed within the action plans.

School Receiving Title I Funds

School Wide Program (SWP) and Targeted Assistance (TA) Schools receiving Title I funds are required to complete the Title I Information Page (TIP) located on page 14 of the SCEP.

SCEP Checklist

All Schools

Indicate that a section has been completed by marking an "X" in the box to the left of each section	
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)

Priority Schools Only

X	Expanded Learning Time (ELT) Program Description
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School Information Sheet for 17K537

School Configuration (2013-14)					
Grade Configuration	09,10,11,12	Total Enrollment	347	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	1	# Integrated Collaborative Teaching	24
Types and Number of Special Classes (2013-14)					
# Visual Arts	10	# Music	11	# Drama	N/A
# Foreign Language	23	# Dance	N/A	# CTE	N/A
School Composition (2012-13)					
% Title I Population	71.7%	% Attendance Rate			85.3%
% Free Lunch	81.7%	% Reduced Lunch			6.0%
% Limited English Proficient	10.5%	% Students with Disabilities			20.2%
Racial/Ethnic Origin (2012-13)					
% American Indian or Alaska Native	1.0%	% Black or African American			87.4%
% Hispanic or Latino	8.1%	% Asian or Native Hawaiian/Pacific Islander			1.3%
% White	1.6%	% Multi-Racial			0.3%
Personnel (2012-13)					
Years Principal Assigned to School	0.12	# of Assistant Principals			1
# of Deans	N/A	# of Counselors/Social Workers			3
% of Teachers with No Valid Teaching Certificate	N/A	% Teaching Out of Certification			7.7%
% Teaching with Fewer Than 3 Years of Experience	16.0%	Average Teacher Absences			5.8
Student Performance for Elementary and Middle Schools (2012-13)					
ELA Performance at levels 3 & 4	N/A	Mathematics Performance at levels 3 & 4			N/A
Science Performance at levels 3 & 4 (4th Grade)	N/A	Science Performance at levels 3 & 4 (8th Grade)			N/A
Student Performance for High Schools (2011-12)					
ELA Performance at levels 3 & 4	66.0%	Mathematics Performance at levels 3 & 4			50.5%
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			68.0%
6 Year Graduation Rate	65.3%				
Overall NYSED Accountability Status (2012-13)					
Reward		Recognition			
In Good Standing		Local Assistance Plan			
Focus District	X	Focus School Identified by a Focus District			
Priority School	X				

Accountability Status – Elementary and Middle Schools

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

Accountability Status – High Schools

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

SCEP Overview

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

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

Reflecting upon the 2012-13 SCEP

Answer the following questions regarding the 12-13 SCEP

Describe the strengths of your school's 12-13 SCEP.

- Clearly articulated goals and specificity of recommendations and instructional strategies that are closely aligned with data from prior quality review and observation data from Talent Management Pilot.
- Increased levels of student engagement noted in observations.
- Internal mechanism created to engage lead teachers in providing ongoing peer feedback to teachers in need of improvement in specific competency 3C.

Describe the areas for improvement in your school's 12-13 SCEP.

- Teacher alignment is evident in improved lesson plans/units across the school. However, additional SOPs must be added to support analysis of Enacted Lesson Plans and the data that is generated from misalignment between stated plans and enacted plans.
- Mechanism need to check for alignment in shared theories of action and the beliefs underlying teacher resistance to areas of improvement (questioning and discussion, in particular)
- Benchmark calendar to coordinate with data collection and assessment calendars to ensure progress in stated goals.

Describe the barriers and challenges encountered while developing and implementing your school's 12-13 SCEP.

- Financial: shifting priorities and striking a balance in supporting after school regents driven program and literacy initiative.
- Implementation: Level of teacher buy-in regarding best practices and effective monitoring of teacher buy-in and development over time.
- Student Attendance and its impact on learning
- Parent Involvement despite continued outreach

Describe the degree to which your school's 12-13 SCEP was successfully implemented.

- Progress noted in all areas of SCEP: **Goal #1:** With support from the Talent Management Pilot staff, each teacher will have a minimum of 2 partial period focused observations and 1 full period observation each semester. Each of these observations will be followed by a post-observation conference, during which teachers will receive targeted feedback, with particular attention paid to competency 3C, engaging students in learning. Applying this feedback, at least 80% of teachers will improve their rating under competency 3C. *Goal has been met. 80% of teachers have demonstrated effective practices in improving student engagement as observed during partial and full period observations made by administration, lead teachers and in conversations with students during classroom visits. Progress in Questioning and Discussion data indicates further development is needed. This foci is aligned to city-wide expectations and has proven to be a difficult competency to master on a city-wide level.. **Goal #2:** All teachers will receive an effective rating on competency 1E, designing coherent instruction, resulting in more uniform planning and implementation of lessons. Goal was met as observed in curriculum plans (units and daily lesson plans.) The challenge this year is bridging the gap between planning the lesson and *enacting* the planned lesson. **Goal #3:** In prior years, a small group of teachers at the school engaged in work with the Literacy Design Collaborative (LDC) in partnership with the Gates Foundation and New Visions for Public Schools to create common core aligned modules resulting in quality student work products with much success, as evidenced through the featuring of their work at several academic conferences. This year, this small group will collaborate across content and grade levels with at least 9 of their colleagues on to spread these practices throughout the school. Each of the nine teachers will create at least two common core aligned tasks and will teach these tasks in their classes and will complete a cycle of inquiry around the efficacy of the task. *Goal has been met as observed by unit plans and student performance tasks. All ELA, Social Studies, and Science teachers at YCD are engaged in LDC unit plan development. Teachers collaborate on a weekly basis (every

Monday at 2pm) and targeted periods during the school day. **Goal #4:** Building upon the success noted above, the school will partner with the Graduate, Prepare Succeed (GPS-NYC) to provide mentoring, counseling, and support services to students with poor attendance. These efforts will lead to a 0.5% increase in overall attendance for the year, moving from 87.5% to 88%. Goal partially met. While attendance did not improve to 88%, the academic success of students involved in the GPS program improved across grade levels. **Goal #5:** Building upon the success notes above, through targeted practices to increase parent involvement and knowledge of student progress, 40% of students that are identified as being “almost on track” will move to “on track” by the end of the school year. Goal was met as evidenced by number of students identified as “almost on track” moved to on track which led to a slight dip of 1% in the four year graduation rate despite early indicators of a more significant drop.

Were all the goals within your school’s 12-13 SCEP accomplished?		Yes	X	No
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If all the goals were not accomplished, provide an explanation.

Across the school (and DOE) teachers continue to struggle in teaching practices regarding questioning and discussion. The school has designed professional development activities and resources for teacher development in this component.

Did the identified activities receive the funding necessary to achieve the corresponding goals?	X	Yes		No
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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.

- Financial constraints are severe and impact ability to provide per session, expand common planning time, support external professional and leadership development.
- A small number of teachers demonstrate competency in planning, but have difficulty in sustaining best practice during the actual enactment of their lesson plan.

List the 13-14 student academic achievement targets for the identified sub-groups.

Identified Sub Groups (5)

- ELLs
- Lowest 1/3
- Economically Disadvantaged
- Instructional Support
- Over-Aged/Under-credited

student academic targets (13)

- Increase Credit Accumulation
- Increase Regents pass rate in ELA
- Increase Regents pass rate in Algebra
- Increase Regents pass rate in Algebra/Trig
- Increase Regents pass rate in Chemistry
- Increase in Regents pass rate in Global and US History
- Increase in college readiness metrics in ELA
- Increase in college readiness metrics in Math
- Increase in regents diplomas for Instructional Support Students
- Increase in Advanced regents diplomas for Instructional Support Students

Increase in SAT metrics

Increase in 4 year graduation rate

Increase in 6 year graduation rate for over-aged/under-credited students

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

- Weekly Monday Meetings supported by SBO
- Extensive use of Google Docs
- Memos and Letters (translations for parent community)
- Parent Newsletter

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

- Improvement in teacher capacity through research-based professional development has a direct impact on student capacity.
- A teacher expectation of their own capacity is reflected in the expectations teachers have for the progress and achievement of their students.
- Collaboration across the school increases capacity of staff

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

- Focused, differentiated recommendations and support for teachers
- Align resources to support ongoing teacher planning time and peer observations to support enactment of lesson plans
- Distributive Leadership through Lead Teachers in the area of observations

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

- Peer to peer observations by teachers to inform areas of strengths and improvement. Collaborative feedback is at the core of this process. Continued support for teacher collaboration through inquiry at the cohort level. Also, the continuation of mid-year conversations for each teacher.

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

- Principal and APs focused on successful implementation of new teacher evaluation system (evidence-ongoing "norming" walks with Talent Management Coach, PSO Coach and Principal)
- Professional development to improve capacity for observing best practices is built into Admin schedules (see PD plan for Administration)
- Distributive Leadership to ensure Lead Teacher participation in observation and feedback loop.(see informal observations conducted by Lead Teachers)
- Expansion of operational leadership opportunities to free up time for admin to focus on instruction. (see Teacher roles and responsibilities)

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).			
<ul style="list-style-type: none"> According to the school’s most recent School Quality Review (SQR), one area of growth for the school is in the providing of “actionable feedback to teachers on effective instructional strategies that improve pedagogical practices and increase students’ performance”(5). In the SQR the evaluators noted that “there was only minimal growth in effectively engaging students in learning thereby limiting students academic achievement”(p. 5). 			
Review Type:	SQR	Year:	2012
Page Number:	5	HEDI Rating:	D

Tenet 2: School Leadership Practices and Decisions

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

Annual Goal #1

Describe the identified goal for the year based on the recommendation, tenet, and SOP(s) selected. Refer to the directions and guidance for assistance in developing your goals.	
<ul style="list-style-type: none"> With support from the Advance staff, each teacher will have a minimum of 3 partial period observations and 1 full period observation or six partial period observations each year. Each of these observations will be followed by a post-observation conference, during which teachers will receive targeted feedback, with particular attention paid to competency 3C, engaging students in learning. Applying this feedback, at least 85% of teachers will improve their rating under competency 3C. 	

Instructional Strategies/Activities

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve this goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. Include the corresponding SOP(s) for each strategy/activity enumerated in part A. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.	
1. Strategies/activities that encompass the needs of identified subgroups	
1. Teachers who did not receive improve their rating on 3C will be assigned a lead teacher to observe and mentor them in regards to improving their performance on 3C	
2. Key personnel and other resources used to implement each strategy/activity	
1. Lead Teachers in Literacy and Math	
3. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity	
1. Teachers will receive a midyear mark on 3C and will receive targeted feedback for improvement	
4. Timeline for implementation and completion including start and end dates	
5. Observations begin in early September after IPCs are complete. Midyear conversations occur in early February and final ratings are given in early June	
6. Describe programmatic details and resources that will be used to support each instructional strategy/activity	
1. Per session funds will support professional development administered by lead teachers in regards to teacher improvement of competency 3C	

Budget and Resource Alignment

Indicate using an “X” the fund source(s) that your school is using to support the instructional goal.							
	PF Set Aside		Tax Levy	X	Title IA		Title IIA
							Title III
							Grants
List any additional fund sources your school is using to support the instructional goal below.							
TL MOSL funds							
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	X	PF Supporting Great Teachers & Leaders

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

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

Major Recommendation

Cite the Major Recommendation in the space below from your latest intervention (DTSDE Review, QR, or Alt DQR) which will form the basis of your needs assessment. Include the review
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type, year, page number, and HEDI rating (“H” = Highly effective, “E” = Effective, “D” = Developing, “I” = Ineffective, “NA” = Not Applicable).							
<ul style="list-style-type: none"> According to the SQR, the school needs to refine “teaching strategies and questioning techniques to foster high levels of peer discussions and students’ ownership of learning so that student achievement [will] increase”(p. 4). The evaluators went on to note that while the school strives to use the workshop model uniformly, “the use of the workshop model was inconsistent because most lessons began without explicit teaching in a mini-lesson that would offer all students entry into the lesson”(p. 4). As a result of this, “students were unable to meaningfully contribute and participate during classroom discussions”(p. 4). 							
Review Type:	SQR	Year:	2012	Page Number:	4	HEDI Rating:	D

Tenet 3: Curriculum Development and Support

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

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

Annual Goal #2

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

85% of teachers will receive an improved rating on competency 3B, questioning and discussion techniques resulting in a deeper level of discussion across the school

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. Teachers who did not receive improve their rating on 3C will be assigned a lead teacher to observe and mentor them in regards to improving their performance on 3B

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

1. Lead Teachers in Literacy and Math

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

6. Teachers will receive a midyear mark on 3B and will receive targeted feedback for improvement

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

1. Observations begin in early September after IPCs are complete. Midyear conversations occur in early February and final ratings are given in early June

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

1. Per session funds will support professional development administered by lead teachers in regards to teacher improvement of competency 3B

Budget and Resource Alignment

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

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

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

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

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

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

Major Recommendation

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

- According to the SQR, the school needs to strategize “the use of...resources and scheduling so that cognitively engaging academic tasks result in high quality student work products”(p. 4). The evaluators noted that, while there are collaborative efforts towards “improvement of the quality of academic tasks” in most classrooms “students were not engaged in challenging tasks resulting in poor quality work products and only minimal improvements in student learning outcomes”(p. 5).

Review Type:	SQR	Year:	2012	Page Number:	5	HEDI Rating:	D
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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.			
X	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.
<ul style="list-style-type: none"> In prior years, a small group of teachers at the school engaged in work with the Literacy Design Collaborative (LDC) in partnership with the Gates Foundation and New Visions for Public Schools to create common core aligned modules resulting in quality student work products with much success, as evidenced through the featuring of their work at several academic conferences. Last year, this small group collaborated across content and grade levels with 9 of their colleagues on to spread these practices throughout the school. Each of the nine teachers created at least two common core aligned tasks and taught these tasks in their classes and will completed a cycle of inquiry around the efficacy of the task. This year, the work will be expanded with all teachers in ELA, Social Studies, and Science participating in the identification of skill deficits, creation of common core aligned tasks that address said skill deficits and cycles of inquiry to test the efficacy of the interventions. Each teacher will complete at least 2 cycles of inquiry in this regard.

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. Teachers taking the lead in this work including a New Vision’s coach, and two lead teachers, will oversee and mentor teams and individual team members to ensure that all who struggle with completing the cycles of inquiry receive additional support to help build competency around student work protocols and task creation.
B. Key personnel and other resources used to implement each strategy/activity
1. New Visions coach and lead teachers. Grant funds from New Vision to support teacher growth in inquiry process
C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity
1. Cycles of inquiry will occur on six week cycles at which time teachers will reflect on the efficacy of their work, making adjustments and creating actionable goals for the next cycle of inquiry. Progress and effectiveness evaluation are built into each cycle.
D. Timeline for implementation and completion including start and end dates
1. Work will begin in September and continue throughout the school year. By January each team will have completed one cycle of inquiry and reflected and created goals for the next cycle. The process will then continue in the Spring with the goal of completing at least one more cycle.
E. Describe programmatic details and resources that will be used to support each instructional strategy/activity
1. Grant funds from New Visions will be used to support teacher leaders in the planning and implementation of the cycles of inquiry. Likewise, as the work progress teacher teams will be provided per session funds from said Grant to broaden the scope of their inquiry.

Budget and Resource Alignment

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

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).
<ul style="list-style-type: none"> The SQR noted that the school staff “has a clear understanding of students’ needs” which “drives supports to strengthen students’ social emotional learning and their

desire to succeed”(p. 3). This is in part because of the “extensive youth development supports” that the school offers.

Review Type: SQR	Year: 2012	Page Number: 3	HEDI Rating: D
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Tenet 5: Student Social and Emotional Developmental Health

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

X	5.2 Systems and partnerships	X	5.3 Vision for social and emotional developmental health
	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.

- Building upon the success noted above, the school will partner with the Graduate, Prepare Succeed (GPS-NYC) to provide mentoring, counseling, and support services to students with poor attendance.
- These efforts will lead to a 0.5% increase in overall attendance for the year, moving from 86.2% to 86.7%.

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. Students will receive art therapy, counseling, mentoring, incentives, and parental outreach by the GPS-NYC program.

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

1. GPS will have a social worker, counselor, and art therapist on staff at the school site

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

1. At weekly attendance meetings, members of GPS-NYC and administration will review attendance totals and individual student cases to ensure that the neediest students are receiving services

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

1. On-going throughout the year.

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

1. GPS-NYC provides all services for the school in this regard. If the need be, additional per session funds (both TL and Title I) will be provided to support parent outreach of students with poor attendance

Budget and Resource Alignment

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

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

Indicate using an “X” the P&F activity categories from the P&F program dropdown 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
X	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 SQR noted that the school staff “uses electronic and other communication tools to provide timely information to families about students’ progress and performance”(p.4).

Review Type: SQR	Year: 2012	Page Number: 4	HEDI Rating: D
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Tenet 6: Family and Community Engagement

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

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

Annual Goal #5

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

- Building upon the success notes above, through targeted practices to increase parent involvement and knowledge of student progress, 40% of students that are identified as being "almost on track" will move to "on track" by the end of the school year.

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. Cohort teams will identify students who are "almost on track" through analysis of credit accumulation and regents scores.
2. Each cohort team member will be responsible for contacting parents of these students to inform them of the areas of growth for that student.
3. Through mailings, phone calls, and one on one conference, teachers will ensure that parents are informed of student progress.
4. Teachers will post grades on the Skedula application and parents, at PTA meetings and during Parent Teacher Night and Afternoon, will be given instruction on how to access their student's progress reports.

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

1. Cohort teams, data specialist, and administration will work together to ensure that all students identified as "almost on track" have a high level of parental involvement in their progress.
2. Teachers, who make up the cohort teams, will be integral in the implementation of the increased parent outreach and will have ready access to phone lists, student data, and per session opportunities to increase parent outreach.

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

1. Progress reports and report cards throughout the year (6 times) will be analyzed to track student subgroup progress

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

1. Ongoing throughout the year, but student data will be analyzed at the end of each marking period to ensure that students are moving from "almost on track" to "on track"
2. Every two week, cohort team leaders will collect data from teachers about student progress

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

1. Per session funds will be made available to support teachers and guidance counselor involvement in increased parent outreach of students in identified target groups. Cohort meetings will take place during 6th periods twice a month and be supported with coverage payments for teachers who are unable to be relieved of administrative duties on those days.

Budget and Resource Alignment

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

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

5. Per session funds (both TL and Title I) will be utilized to support teacher involvement in parent outreach. Likewise Title I funds, 1% total, have been earmarked for parental outreach, including workshops, speakers, and other incentives to encourage parents to attend PTA meeting.

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

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

Expanded Learning Time (ELT) Program Description

PRIORITY SCHOOLS ONLY

ELT Work Plan

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

Program Goals

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

1. Increase student attendance by 0.5 percent by the end of the school year from the previous year.
2. 80% of students repeating either the Global, ELA, US History, Living Environment, or Integrated Algebra Regents will receive a 65 or better

Activities

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

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

According to Ed.gov (2013) the 21st Century Community Learning Center model “helps students meet state and local student standards in core academic subjects, such as reading and math; offers students a broad array of enrichment activities that can complement their regular academic programs; and offers literacy and other educational services to the families of participating children.” This additional time for academics and enrichment activities will aid in the academic development and social emotional wellbeing of students in the school community aiding in college readiness and engagement across the school.

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

The Leadership Program CBO has partnered with us to create an array of after school enrichment and academic remediation activities across the school.

4. **Identify the target population to be served by the ELT program.**

While activities are open to all students, those that are in the lowest one third as well as those that receive instructional services are targeted for these additional services.

Budget and Resource Alignment

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

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

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

N/A

Community Partnerships

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

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

The Leadership Program has planned and implemented an array of enrichment activities each day of the week as well as during lunch time.

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

NA

ELT Program Narrative

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

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

The Leadership Program has developed a slew of activities for student including hand on activities such as jewelry making and music and video production. Likewise, the program is offering high interest activities such as basketball and double dutch. In addition the program offers history enrichment and acting courses. The school has supplemented these with Spanish remediation, Social Studies remediation, ELA remediation, and Math remediation.

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

According to The Leadership Program (2013) the goal of their program is to provide students with a “sense of empowerment and connectedness” to create “positive change in schools.” They go on to note that they “accomplish this through a wide variety of services that appeal to youth, teachers, and parents and are tailored to meet the needs of inner-city elementary, middle and high schools.” Further they relate that they have “worked for over 15 years with researchers, administrators, teachers and

students to create a variety of high quality programming that has been shown to change student behaviors and attitudes towards violence, gang involvement and substance abuse.” Their work, coupled with the academic remediation offered by the school leads to many opportunities for students to improve their academic, social, and emotional outcomes.

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

By offering a wide variety of enrichment activities the program is tailored to meet the needs of the diverse student population. For example, the basketball program is very popular with male students teaching them team work and there are aspects of the program such as the Herstory acting class that is tailored to appeal to female students in the school. Likewise, the art options meet the needs of students who desire to work on hands on project as well as students that want to work with electronic media.

5. Are the additional hours mandatory or voluntary?

Mandatory

X

Voluntary

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

High interest enrichment programs are offered to all and a high number of students are expected to attend. Likewise, the academic remediation piece is programmed and put onto student schedules so part of the program is mandatory, ensuring a high percentage of participation.

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

At bi-weekly cohort meetings, student data is reviewed and recommendations are made for intervention services. Students in need of support are assigned to additional services and directed towards enrichment activities to increase engagement.

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

Yes

X

No

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

At the end of each marking period, student progress is tracked and analyzed by cohort teams. Students involved either mandatorily or involuntarily in the ELT program will be tracked to look for evidence of progress in credit accumulation and overall GPA. Likewise, the school will employ satisfaction surveys to ensure that students are enjoying the enrichment activities. If problems arise, school administration will collaborate with CBO to revamp services to better meet students social, emotional, and academic needs.

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	1. ELA Regents Tutoring (literacy instruction, practice exams, targeted instruction)	1. Small group instruction 2. Small group instruction/Tutoring	After school T-F/Saturday School
Mathematics	1. Algebra tutoring 2. Geometry peer tutoring 3. Trigonometry peer tutoring	1. Small group instruction 2. One on one 3. One on one and small group	After school T-F/Saturday School
Science	1. Living Environment Tutoring 2. Chemistry tutoring	1. Small group instruction/Tutoring 2. Small group instruction/Tutoring	After school T-F/Saturday School
Social Studies	1. Global History Tutoring 2. US History tutoring	1. Small group instruction/Tutoring 2. Small group instruction/Tutoring	After school T-F/Saturday School
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	1. Graduation workshops 2. Mandated counseling 3. Crisis interventions	1. Student/Parent workshop 2. One on one counseling 3. One on one	After school periodically during semester During school day as needed

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

2. All elements of the *All Title I Schools* section must be completed*.
2. School Wide Program (SWP) schools must also complete the *SWP Schools Only* section.
3. 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.
Partner with HR representatives from New Visions and The New Teacher Collaborative to access candidates with high quality training. Expanding our school based recruitment team to attend Hiring events, review resumes and participate in hiring process.

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 engage in professional development on a weekly basis that includes double sessions on a monthly basis. There are two broad strains in PD that are interwoven with each other. Curriculum/Performance Task planning to ensure that we meet our goals surrounding the school-wide focus on literacy and evidence. Teachers rotate this training with Cohort data analysis and skill acquisition analysis. We are also engaged in a reading initiative that is in the pilot stages.

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

Describe how the coordination and integration of Federal, State, and/or local funds are used to meet <i>the intent and purpose</i> programs whose funds are consolidated (i.e., services for Students in Temporary Housing (STH), violence prevention programs, housing programs, Head Start, etc.).
All funds are earmarked in the budget with the appropriate program title (i.e. Parent Involvement, Temp Housing etc.). At meetings of the SLT, the use of these funds is discussed and logged in the minutes to ensure proper record keeping. Likewise, the

SWP Schools Only

Transition Plans to Assist Preschool Children (Elementary Schools Only)

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

Measures to Include Teachers in Decisions Regarding Assessments

Describe the decision making process that teachers participate in regarding the use and selection of appropriate multiple assessment measures and the professional development provided regarding the use of assessment results to improve instruction.
<ul style="list-style-type: none"> • Teachers designed and implemented school-wide grading policy. • Teachers designed and voted on SBO allowing for common planning time to allow for teacher collaboration around such issues.

TA Schools Only

Use of Program Resources

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

TA Coordination with the Regular Program

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

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

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

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

SCHOOL PARENTAL INVOLVEMENT POLICY

2013-2014

PART I: GENERAL EXPECTATIONS

The **High School for Youth and Community Development** agrees to implement the following statutory requirements:

- The school will put into operation programs, activities and procedures for the involvement of all parents of Title I eligible students consistent with *Section 1118-Parental Involvement* of the Elementary and Secondary Education Act (ESEA). The programs, activities and procedures will be planned and operated with meaningful consultation with parents of participating children.
- In carrying out the Title I, Part A parental involvement requirements, to the extent practicable, the school will provide full opportunities for the participation of parents with limited English proficiency (LEP), parents with disabilities, and parents of migratory children. This will include providing information and school reports required under *Section 111-State Plans* of the ESEA in an understandable and uniform format and, including alternative formats upon request, and, to the extent practicable, in a language parents understand.
- The school will involve the parents of children served in Title I, Part A program(s) in decisions about how the Title I, Part A funds reserved for parental involvement is spent.
- The school will carry out programs, activities and procedures in accordance with this definition of parental involvement:

Parental involvement means the participation of parents in regular, two-way, and meaningful communication involving student academic learning and other school activities, including ensuring-

- that parents play an integral role in assisting their child's learning;

- that parents are encouraged to be actively involved in their child’s education at school;
- that parents are full partners in their child’s education and are included, as appropriate, in decision-making and on advisory committees to assist in the education of their child;
- the carrying out of other activities, such as those described in Section 111-8-Parental Involvement of the ESEA.

PART II: DESCRIPTION OF HOW THE SCHOOL WILL IMPLEMENT THE REQUIRED SCHOOL PARENTAL INVOLVEMENT POLICY COMPONENTS

The **High School for Youth and Community Development** will take the following actions to involve parents in the joint development of the District Parental Involvement plan (contained in the RDCEP/DCEP Addendum) under Section 1112-Local Educational Agency Plans of the ESEA:

1. To convene our Title I Parent Advisory Council at least three times a year, so as to advise parents as to the Title I programs, and to their right to be involved in the creation and implementation of the District Parental Involvement plan.
2. To inform parents about regularly scheduled parent association meetings, and to make it possible for all parents to attend.

The **High School for Youth and Community Development** will take the following actions to involve parents in the process of school review and improvement under Section 1116-Academic Assessment and Local Educational Agency and School Improvement of the ESEA

1. To provide parents with information concerning extra-curricular programs during the school day, as well as after school and on weekends.
2. To provide parents with a written assessment of their children’s progress at least six times a year.
3. To provide parents with copies of the School Report Card and other reports indicating the school’s progress.
4. To ensure School Leadership Team activities and learning opportunities about standards of academic performance and promotion standards.

The **High School for Youth and Community Development** will coordinate and integrate parental involvement strategies in Title I, Part A with parental involvement strategies under the following other programs: (Head Start, Reading First, Even Start, Parents As Teachers) by:

1. Ensuring a parent’s ability to participate in school wide activities (Head Start, Reading First, Even Start, Parents as Teachers) by advertising these activities and programs during parent workshops, SLT councils, professional development activities etc.
2. Providing informative training for parents.
3. Providing instruction in citizenship, values and civic responsibilities coordinated with Title I, Part A activities.

The **High School for Youth and Community Development** will take the following actions to conduct, with the involvement of parents, an annual evaluation of the content and effectiveness of this parental involvement policy in improving the quality of its Title I, Part A program. The evaluation will include identifying barriers to greater participation by parents in parental involvement activities (with particular attention to parents who are economically disadvantaged, are disabled, have limited English

proficiency, have limited literacy, or are of any racial or ethnic minority background). The school will use the findings of the evaluation about its parental involvement policy and activities to design strategies for more effective parental involvement, and to revise, if necessary (and with the involvement of parents) its parental involvement policies.

1. During meetings of the Title I Parent Advisory Council a review will be conducted of the parental involvement policy. Programs and activities that are funded with Title I funds will be presented by the school administration. In conjunction with the Parent Advisory Council the administration will review pertinent statistics (attendance, number of participants, relevancy of the program, goals of the program etc.). After the analysis, programs will be evaluated and programs assessed as successful will be continued and/or expanded. Programs whose value is questionable will be terminated and/or scaled down.
2. The person overall in charge of assessing the programs will be Marie Prendergast, Principal.
3. Parent involvement in the programs and activities is critical to the success of the programs. Parents should receive postcards and letters informing them about all the programs and activities offered by the school. A phone messenger will be run a day before the program is to commence to remind the parents about ongoing activities.

The **High School for Youth and Community Development** will build the parents' capacity for strong parental involvement, in order to ensure effective involvement of parents and to support a partnership among the school involved, parents, and the community to improve student academic achievement, through the following activities specifically described below:

- The school will provide assistance to parents of children served by the school, as appropriate, in understanding topics such as the following, by undertaking the actions described in this paragraph –
 - the State's academic content standards;
 - the State's student academic achievement standards;
 - the State and local academic assessments including alternate assessments;
 - the requirements of Title I, Part A;
 - how to monitor their child's progress; and
 - how to work with educators.
- 1. In state and out of state workshops and conferences deemed necessary for training and continuous updating of skills by staff participating in the program will be attended by school personnel. Sufficient Title I funds will be set aside for the trips and meetings.
- 2. List of supplies needed for each of the activities and programs will be ordered by staff conducting the activity and program. The list will be evaluated by the Title I Parent Advisory Council and Title I funds will be allocated.
 - The school will provide materials and training to help parents work with their children to improve their children's academic achievement, such as literacy training, and using technology, as appropriate, to foster parental involvement, by: organizing weekend and PM computer classes, conducting workshops on immigration and citizenship issues. During PTA meeting the guidance staff will explain to the parents the requirements for graduation and evaluate each individual child's progress.
 - The schools will, with the assistance of the district and parents, educate its teachers, pupil services personnel, principals and other staff, in how to reach out to, communicate with and work with parents as equal partners, in the value and utility of contributions of parents, and in how to implement and coordinate parent programs and build ties between parents and schools by: conducting training for staff and having staff meet with representatives of the Lead Partner Organization for the school: Community Counseling Mediation (CCM).
 - The school will, to the extent feasible and appropriate, coordinate and integrate parental involvement programs and activities with Head Start, Reading First, Even Start, the Parents as Teachers Program and other programs, and conduct and/or encourage participation in activities, such as Parent Resource Centers, that support parents in more fully participating in the education of their children by widely advertising the programs and activities and doing

everything possible to guarantee the largest possible participation in the program. Parents will be informed about the educational, social and economic benefits achieved by students who participate in the programs.

- The school will take the following actions to ensure that information related to the school and parent-programs, meetings, and other activities, is sent to the parents of Title I participating children in an understandable and uniform format, including alternative formats upon request, and, to the extent practicable, in a language the parents can understand: Efforts will be made to inform the parents about the programs running at the school through letters sent to homes, postcards and phone messengers.

PART III: DISCRETIONARY SCHOOL PARENTAL INVOLVEMENT POLICY COMPONENTS

Other activities may include:

- involving parents in the development of training for teachers, principals, and other educators to improve the effectiveness of that training;
- providing necessary literacy training for parents from Title I, Part A funds, if the school district has exhausted all other reasonably available sources of funding for that training;
- paying reasonable and necessary expenses associated with parental involvement activities, including transportation and child care costs, to enable parents to participate in school-related meetings and training sessions;
- training parents to enhance the involvement of other parents in order to maximize parental involvement and participation in their children's education, arranging school meetings at a variety of times, or conducting in-home conferences between teachers or other educators, who work directly with participating children, with parents who are unable to attend those conferences at school;
- adopting and implementing model approaches to improving parental involvement;
- participating in a District Parent Advisory Council to provide advice on all matters related to parental involvement in Title 1, Part A programs;
- developing appropriate roles for community-based organizations and businesses, including faith-based organizations, in parental involvement activities; and
- providing other reasonable support for parental involvement activities under *Section 1118-Parental Involvement*, as parents may request.

This School Parental Involvement Policy and the School-Parent Compact has been developed jointly with, and agreed on with, parents of children participating in Title I, Part A programs, as evidenced by minutes from School Leadership Team meetings.

This policy was adopted by the **High School for Youth and Community Development** on **6/28/13** and will be in effect for the period of 1 year. The school will distribute this policy to all parents of participating Title I, Part A children on or before **9/16/13**.

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

The High School for Youth and Community Development and the parents of the students participating in activities, services, and programs funded by Title I, Part A of the Elementary and Secondary Education Act (ESEA) (participating children), agree that this Compact outlines how the parents, the entire school staff, and the students will share the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership that will help children achieve the State's high standards.

This School-Parent Compact is in effect during school year 2013-2014.

PART I - REQUIRED SCHOOL-PARENT COMPACT PROVISIONS

School Responsibilities

The High School for Youth and Community Development will:

- 1. Hold parent-teacher conferences during which important matters will be discussed as it relates to the individual child's achievement. Specifically, those conferences will be held:**

The High School for Youth and Community Development will convene our Title I Parent Advisory council at least three times a year, so as to advise parents as to the Title I programs, and to their right to be involved in the creation and implementation of such programs

The High School for Youth and Community Development will inform parents about regularly scheduled parent association meetings, and to make it possible for all parents to attend.

- 2. Provide high-quality curriculum and instruction in a supportive and effective learning environment that enables the participating children to meet the State's student academic achievement standards as follows:**

The High School for Youth and Community Development will provide computer access to all students, so that they may be prepared adequately for college and/or a career.

The High School for Youth and Community Development will guarantee high quality instructions provided by fully licensed teachers that meets all the State's standards.

- 3. Provide parents with frequent reports on their children's progress. Specifically, the school will provide reports as follows:**

The High School for Youth and Community Development will provide parents with a written assessment of their children's progress at least six times a year. The High School for Youth and Community Development will provide the parents with copies of the School Report Card.

- 4. Provide parents reasonable access to staff. Specifically, staff will be available for consultation with parents as follows:**

The High School for Youth and Community Development will provide parents with access to any staff member if the request is submitted 24 hours in advance. The meeting will be arranged in the Principals' Conference Room.

The High School for Youth and Community Development will conduct bi-annual Open School Night/Afternoon meetings where parents will meet with all their children's teachers.

The High School for Youth and Community Development will hold Parent Teacher Conferences once a month during which teachers from various departments will discuss their department's goals and progress.

5. Provide parents opportunities to volunteer and participate in their child's class, and to observe classroom activities, as follows:

The High School for Youth and Community Development will provide parents with information concerning programs during the school day, as well as after school and on weekends. Parents will be informed in writing about opportunities to observe their children's classes, participate in after school activities and meet with the child's teachers.

Parent Responsibilities

We, as parents, will support our children's learning in the following ways such as:

- supporting my child's learning by making education a priority in our home by:
 - making sure my child is on time and prepared every day for school;
 - monitoring attendance;
 - talking with my child about his/her school activities every day;
 - scheduling daily homework time;
 - providing an environment conducive for study;
 - making sure that homework is completed;
 - monitoring the amount of television my children watch;
- volunteering in my child's classroom;
- participating, as appropriate, in decisions relating to my children's education;
- promoting positive use of my child's extracurricular time;
- participating in school activities on a regular basis;
- staying informed about my child's education and communicating with the school by promptly reading all notices from the school or the school district either received by my child or by mail and responding, as appropriate;
- reading together with my child every day;
- providing my child with a library card;
- communicating positive values and character traits, such as respect, hard work and responsibility;
- respecting the cultural differences of others;
- helping my child accept consequences for negative behavior;
- being aware of and following the rules and regulations of the school and district;
- supporting the school's discipline policy;
- express high expectations and offer praise and encouragement for achievement;

PART II OPTIONAL ADDITIONAL PROVISIONS

Student Responsibilities

We, as students, will share the responsibility to improve our academic achievement and achieve the State's high standards. Specifically, we will:

- come to school ready to do our best and be the best;
- come to school with all the necessary tools of learning- pens, pencils, books, etc.
- listen and follow directions;
- participate in class discussions and activities;
- be honest and respect the rights of others;
- follow the school's/class' rules of conduct;
- follow the school's dress code;
- ask for help when we don't understand;

- do our homework every day and ask for help when we need to;
- study for tests and assignments;
- read at least 30 minutes every day outside of school time;
- read at home with our parents;
- get adequate rest every night;
- use the library to get information and to find books that we enjoy reading;
- give to our parents or to the adult who is responsible for our welfare, all notices and information we receive at school every day.)

ADDITIONAL REQUIRED SCHOOL RESPONSIBILITIES (REQUIREMENTS THAT SCHOOLS MUST FOLLOW, BUT OPTIONAL AS TO BEING INCLUDED IN THE SCHOOL-PARENT COMPACT)

The High School for Youth and Community Development will:

- provide information to parents of participating students in an understandable and uniform format, including alternative formats upon the request of parents with disabilities, and, to the extent practicable, in a language that parents can understand;
- provide to parents of participating children information in a timely manner about Title I, Part A programs that includes a description and explanation of the school's curriculum, the forms of academic assessment used to measure children's progress, and the proficiency levels students are expected to meet.
- involve parents in the planning, review, and improvement of the school's parental involvement policy, in an organized, ongoing, and timely way;
- involve parents in the joint development of any school wide program plan, in an organized, ongoing, and timely way;
- hold an annual meeting to inform parents of the school's participation in Title I, Part A programs, and to explain the Title I, Part A requirements, and the right of parents to be involved in Title I, Part A programs. The school will convene the meeting at a convenient time to parents, and will offer a flexible number of additional parental involvement meetings, such as in the morning or evening, so that as many parents as possible are able to attend. The school will invite to this meeting all parents of children participating in Title I, Part A programs (participating students), and will encourage them to attend;
- on the request of parents, provide opportunities for regular meetings for parents to formulate suggestions, and to participate, as appropriate, in decisions about the education of their children. The school will respond to any such suggestions as soon as practicably possible;
- provide to each parent an individual student report about the performance of their child on the State assessment in at least English language arts and mathematics; and
- provide each parent timely notice when their child has been assigned or has been taught for four (4) or more consecutive weeks by a teacher who is not highly qualified within the meaning of the term in section 200.56 of the Title I Final Regulations (67 Fed. Reg. 71710, December 2, 2002).

OPTIONAL SCHOOL RESPONSIBILITIES

To help build and develop a partnership with parents to help their children achieve

To better meet the State's high academic standards, the **The High School for Youth and Community Development** will:

- recommend to the local educational agency (LEA), the names of parents of participating children of Title I, Part A programs who are interested in serving on the State's Committee of Practitioners and School Support Teams
- notify parents of the school's participation in Early Reading First, Reading First and Even Start Family Literacy Programs operating within the school, the district and the contact information;
- work with the LEA in addressing problems, if any, in implementing parental involvement activities in *Section 1118- Parental Involvement* of Title I, Part A.
- work with the LEA to ensure that a copy of the SEA's written complaint procedures for resolving any issue of violation(s) of a Federal statute or regulation of Title I, Part A programs is provided to parents of students and to appropriate private school officials or representatives.

SIGNATURES

School Staff-Print Name	Signature	Date
Ms. Marie Prendergast, Principal		
Parent(s)- Print Name(s)		
Student (if applicable)- Print Name		

**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 537
School Name HS for Youth and Community Development		

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 Marie Prendergast	Assistant Principal Stanley Chapman
Coach Daniel Landberg	Coach
ESL Teacher Emily Donbeck	Guidance Counselor Gretchen Lernihan
Teacher/Subject Area Genina Burnett/Social Studies	Parent type here
Teacher/Subject Area Corlin Allrich/Science	Parent Coordinator Chantal Desdunes
Related Service Provider Juanito Hingpis	Other
Network Leader(Only if working with the LAP team) type here	Other type here

C. Teacher Qualifications

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

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

D. Student Demographics

Total number of students in school (Excluding Pre-K)	360	Total number of ELLs	43	ELLs as share of total student population (%)	11.94%
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Part II: ELL Demographics

A. ELL Programs

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

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

This school offers (check all that apply):

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

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

ELL Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Total #
Transitional Bilingual Education (60%:40% → 50%:50% → 75%:25%)														0
Dual Language (50%:50%)														0
Freestanding ESL														
self-contained										3	2	1		6
SELECT ONE														0
Total	0	0	0	0	0	0	0	0	0	3	2	1	0	6

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	43	Newcomers (ELLs receiving service 0-3 years)	18	ELL Students with Disabilities	4
SIFE	16	ELLs receiving service 4-6 years	16	Long-Term (completed 6+ years)	9

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	18	5	0	16	4	2	9	7	0	43
Total	18	5	0	16	4	2	9	7	0	43

Number of ELLs who have an alternate placement paraprofessional: 2

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										3	2	2	1	8
Chinese														0
Russian												1		1
Bengali														0
Urdu														0
Arabic												1	1	2
Haitian										5	7	5	7	24
French										1	1	2	2	6
Korean														0
Punjabi												1		1
Polish														0
Albanian														0
Other													1	1
TOTAL	0	0	0	0	0	0	0	0	0	9	10	12	12	43

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)										3	2	1	0	6

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)										3	6	5	4	18
Advanced (A)										3	2	6	8	19
Total	0	0	0	0	0	0	0	0	0	9	10	12	12	43

NYSESLAT Modality Analysis														
Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
LISTENING /SPEAKING	B										1	1	0	0
	I										2	2	1	2
	A										4	3	4	3
	P										2	4	7	7
READING/ WRITING	B										3	2	1	1
	I										3	2	5	4
	A										3	4	6	7
	P										0	2	0	0

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	13		2	
Integrated Algebra	29		19	
Geometry	0		0	
Algebra 2/Trigonometry	0		0	
Math				
Biology	0		0	
Chemistry	0		0	
Earth Science	0		0	
Living Environment	28		11	
Physics	0	0	0	0
Global History and Geography	21		9	
US History and Government	11		3	
Foreign Language				
Other				
Other				
NYSAA ELA				
NYSAA Mathematics				
NYSAA Social Studies				
NYSAA Science				

Native Language Tests								
	# of ELLs scoring at each quartile (based on percentiles)				# of EPs (dual lang only) scoring at each quartile (based on percentiles)			
	Q1 1-25 percentile	Q2 26-50 percentile	Q3 51-75 percentile	Q4 76-99 percentile	Q1 1-25 percentile	Q2 26-50 percentile	Q3 51-75 percentile	Q4 76-99 percentile
ELE (Spanish Reading Test)								
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?
Analyses of data patterns indicate that LEP students in the 11th and 12th grades are more likely to test at an intermediate or advanced level of English proficiency across all modalities. Otherwise, it is likely that the number of students tested at our school each year does not constitute a large enough sample to generate any other meaningful conclusions.
3. How will patterns across NYSESLAT modalities—reading/writing and listening/speaking—affect instructional decisions? How does your school use information about Annual Measurable Achievement Objectives? What does the data reveal? (see [SED memo](#) and [AMAO tool](#))
Patterns across NYSESLAT modalities are analyzed by the ESL teacher each year and then communicated to the content area teachers in the form of an Individual Improvement Plan for each student. The plan identifies the child's weakest modality and offers suggestions as to how this particular modality can be emphasized and targeted in each of the content areas.
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?

a. All ESL students are offered a glossary and/or a copy of the exam in their native language (if available). We do not have bilingual classes. Test result data suggests that students of lower English proficiency have greater success in passing Math Regents (i.e. Algebra) in their first years of English language learning than they do of passing more written text heavy exams, such as Global History, Living Environment and English. These exams are often passed once the student has been living in the country and receiving ESL instruction for at least one to two years. However, students whose NL is Haitian Creole and/or French are often successful in passing the French Regents on the first attempt. Beginning-level ELLs across all grade levels often successfully pass the Math Regents Exams in their native language on the first attempt. Science and History Regents are typically passed in ESL students' second year of attending classes across the grade levels, while incoming ELLs at the intermediate and advanced-levels of ESL (across all grade levels) are more likely to pass Science and History Regents Exams, as well as the math exams, during their first year with the assistance of referring to the exams in their native languages and their usage of bilingual word-word translations. Both the content area teachers and the ESL teacher are involved in the process of preparing students for the exams, as well as administering, grading and later examining the results. The results are examined at both the departmental levels and grade levels.

 - b. N/A.
 - c. N/A.
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?
Communication between content area teachers and the ESL teacher is consistent throughout the year. In addition to the students Individual Improvement Plans, the ESL teacher provides content area teachers with a list of all current ELLs and former ELLs, their native language, and options to consider for using the native language throughout instruction. These options include but are not limited to bilingual dictionaries, translated texts and materials, texts in the students' native languages, and native language tutors.
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.).
Our self-contained program for ELLs is evaluated on an ongoing basis through both formal and informal means of assessment. Formally, teachers and administration examine NYSESLAT results regarding both movement across levels and passing. In addition, Regents Exam scores are considered, as well as graduation rates when evaluating the success of our ESL program. Informally,

content area teachers and the ESL teacher communicate regularly through student inquiry meetings at both the grade and department levels in which the progress of target populations, such as ELLs, is tracked.

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](#).)
All ESL students are identified as such through the Home Language Survey, an informal interview conducted by a pedagogue (in the student's native language, if necessary) at the time of the new student's enrollment, and ultimately the LAB-R examination, which is administered to all immigrant children whose home language is not English, as determined by the Home Language Survey and the interview. The LAB-R is administered within the first ten days of the student's arrival. Students who score below minimum proficiency are targeted for ESL services, and their parents are contacted to attend an ELL parent orientation, if this was not done on the day of registration. Beginner level students are programmed for three 45 minutes periods of ESL instruction per day five times per week, intermediate level students receive two 45 minutes periods per day, and advanced level students receive one 45 minutes period of ESL per day in addition to an English Language Arts class. Each year, identified children are reassessed using the NYSESLAT examination. Because most of the ESL students are non-Spanish speaking ELLs, the Spanish LAB-R is rarely administered. In the case that a Spanish-speaking ELL is admitted to the school, the Spanish LAB-R is administered as a means of assessing the students' native language literacy for teachers' informational purposes. The results do not affect student placement as per the LAB-R results, especially since there are no bilingual classes offered. Every year, the ESL teacher and testing coordinator refer to the RLER and RLAT reports in order to ensure that all students who qualify for the NYSESLAT have been identified as needing tested. Then, the ESL teacher designs a schedule to individually administer the Speaking portion of the NYSESLAT to each eligible student once materials have been received and testing allowed to begin. The ESL teacher notifies each student and their teachers of this schedule through daily memos leading up to the testing date. School aides assist the ESL teacher on the testing days in tracking down students to be tested for the speaking portion. In case students are absent on the day for which they are scheduled, make-up dates are provided. The Reading, Writing and Listening portions of the NYSESLAT are given to whole groups of ESL students according to their ESL class schedules. In the case that students are absent for any portion of the test, several make-up dates are provided to ensure all students are tested.
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.
Normally, the ESL teacher is able to conduct the parent orientation and LAB-R on the first day of the student's arrival. However, if the parent is not available, the ESL teacher calls and writes a letter to invite the parent in for a parent orientation as soon as the LAB-R results are known. At the orientation, parents view the orientation video (in their preferred language) in which they learn about the programs offered to English language learners. At High School for Youth and Community Development, we only offer a free-standing ESL program. We cannot offer a bilingual or dual language program because we do not have enough requests to do so for students of one ethnicity; however, records of parent program requests are kept and monitored should the need to create these programs develop.
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](#)].)
All forms (with the exception of entitlement letters which are sent home by the ESL teacher) are administered and collected by the Guidance Counselor and an available pedagogue (preferably the ESL teacher) on the day of registration. After Entitlement/Non-entitlement/Continued Entitlement Letters/Parent Selection Forms have been distributed, the ESL teacher calls the student's parents to ensure the return the necessary forms as soon as possible. Usually, the forms are all returned at the ELL parent

orientation session, but sometimes phone calls must be made until the forms are finally returned. The parent coordinator sometimes assists in this process. Copies of all entitlement letters (non-, continued, etc.) and parent selection forms are securely kept on file in the ESL teacher's classroom.

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.
The only ESL program offered at High School for Service and Learning (HSSL) is the Self-Contained ESL model. If parents request dual language or transitional programs at the parent orientation the parent selection forms are kept on file to be monitored. The parent orientation is conducted in the parents' preferred spoken language and translation services are provided when necessary. Within the school, there are translators for Spanish, Russian, French and Haitian-Creole. Otherwise, the DOE translation services are requested. Our self-contained ESL program serving the 38 students is organized to maximize and challenge each child's linguistic strengths in an environment that is both encouraging and supportive. This type of environment is essential for ELLs, as the students have to know that they are "safe" to take risks in order to meet the rigorous standards, such as critical thinking, that our academic programs promote. In order to ensure that this is achieved we have insisted that the class size remain small so that each student receives personalized instruction that meets their individual needs. To facilitate the personalization of instruction our classes are also organized into learning environments that support and include whole-class, small group and individual work projects.
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.
Using the RLAT and RLER ATS reports, the ESL teacher and guidance counselors ensure that all students who qualify for the NYSESLAT are identified. Students are informed of their scheduled dates to take the NYSESLAT exam via notes from the ESL teacher, 3rd period content teachers, and phone calls home in English and their native languages. In addition to the scheduled appointments, several opportunities are given for make-ups of any part of the exam.
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. 
With one exception, parents have chosen the free-standing ESL program offered by our school. Any different requests will continue to be filed should a dual or transitional bilingual program be in demand.

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])?
 - a. We use the self-contained ESL model.
 - b. In the ninth grade, students are block scheduled. In upper grades, each student carries an individual program designed specifically to meet the needs of the child. Students of similar English language proficiency levels are placed in the same class.
2. How does the organization of your staff ensure that the mandated number of instructional minutes is provided according to proficiency levels in each program model (TBE, Dual Language, ESL)?
 - a. How are explicit ESL, ELA, and NLA instructional minutes delivered in each program model as per CR Part 154 (see table below)?

Students are programmed specifically to ensure that all required minutes are met, and ESL classes are designed in such a way that all mandates are met in full. Advanced ESL students are also programmed for an ELA class that specifically meets the needs of English Learners. NL instruction is not explicitly provided; however, supports such as bilingual glossaries, dictionaries, and exams are utilized. All self-contained ESL classes are scheduled as mandated, and by definition these classes guarantee that students' content area needs are met.

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.

Both the ESL teacher and content area teachers use a range of instructional methods to ensure that comprehension of content is achieved coupled with English language enrichment. These include, among others, scaffolding of lessons, use of visual aids, infusing art into the curriculum, drawing upon students personal interests and backgrounds, independent reading, journaling, vocabulary development, read-alouds, think alouds, access to native language materials, and direct literacy strategy instruction. Although all instruction (with the exception of FL instruction) is delivered in English, NL supports are provided and encouraged.

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

All students who are ELLs are given the opportunity to complete NYS Regents Exams (with the exception of ELA) in their native languages. These exams are graded by a faculty member who is fluent in that language. Either the Spanish LAB-R or an informal assessment in another language (designed in-house by a native speaker of that language) is given to newly admitted students in addition to the LAB-R when there is reason to believe the student's native language literacy is minimal. Results of these assessments are communicated to all teachers, as well as possible strategies and scaffolds to implement in class.
5. How do you ensure that ELLs are appropriately evaluated in all four modalities of English acquisition throughout the year?

Literacy is a focus for all content area teachers, including math. A writing, reading, listening and speaking component is part of every designed lesson.
6. How do you differentiate instruction for ELL subgroups?
 - a. Describe your instructional plan for SIFE.
 - b. Describe your plan for ELLs who have been in US schools less than three years (newcomers)..
 - c. Describe your plan for ELLs receiving service 4 to 6 years.
 - d. Describe your plan for long-term ELLs (completed 6+ years).
 - e. Describe your plan for former ELLs (in years 1 and 2 after testing proficient).

a. Educational interventions are written and implemented for all SIFE at YCD based on the consistent communication between content area teachers, guidance counselors, and the ESL teacher in regards to the students' ongoing academic development. The students' strengths are drawn upon in planning curriculum and designing differentiated means

of

assessment in the students' classes so that the students are able to experience and exhibit significant amounts of success

throughout their academic careers. In addition, these students are given the resources of extra tutoring during and after school.

- b. Newcomers participate in our Balanced Literacy program at YCD. Beginners have three periods of ESL every day; Intermediates have two periods of ESL; and Advanced Students have one period of ESL and an English Language Arts

class.

In ESL class, the teacher models reading strategies for 10 minutes at the beginning of each reading session. The students have to practice these reading strategies individually or in pairs to improve their reading comprehension skills. A library consisting of several genres for beginners, intermediates, and advanced students is easily accessible in the classroom. Students read these books in class and they take them home to read and complete story maps. Students also improve their writing skills by writing memoirs, science fiction, and realistic fiction pieces. Again, the teacher models for the students

before

they are asked to write. Whenever possible, art and music are included in the ESL curriculum. In addition, Saturday Academy courses are offered to students who would like to earn more credits and better prepare themselves for the standardized exams given in June and January, as well as after school tutoring and Regents prep classes. Many class activities and assignments are modeled after the ELA Regents tasks at the intermediate and advanced levels of ESL; however, the tasks are scaffolded in a way that allows for students to build both linguistic and academic proficiency simultaneously.

- c. In addition to using the Balanced Literacy Program, these students (4-6 years of ESL) are tracked academically by both the ESL and content area teachers in order to determine the student's overall achievement. In addition, both the student's ESL and ELA teachers identify the student's weakest linguistic modality--reading, writing, speaking or listening--via the NYSESLAT

results

and additional formal and informal class assessments. Once the area in need of development is identified, the teachers differentiate lessons and activities to specifically target that student's weakness.

- d. Programs have been created to help long-term ELLs achieve academic success. After-school classes are offered for the

content

area courses, such as history, English, and science. There is also an SAT class on Tuesday and Thursday afternoons. Students are informed in writing and orally about these important programs that will prepare them for Regents exams. They are encouraged to attend by their ESL and content area teachers. In addition, Saturday Academy classes are offered to students who need extra support in their core academic classes. These classes run from 9AM to 12PM on Saturdays.

- e. Former ELLs stay in regular contact with the ESL teacher and still benefit from the ESL testing accommodations. Furthermore, many of the former ELLs volunteer as tutors or mentors to newcomers in the third section of the beginner level ESL class.

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?

Both the ESL and content area teachers implement a variety of instructional strategies, resources and programs designed for this particular group of students. Within every lesson, delivery of instruction and the student product for assessment are differentiated as appropriate using visual aids, computer programs (such as Castle Learning), modeling, and student choice. The school ensures ELL-SWDs whose IEP mandates bilingual instruction receive an appropriate program through scheduled meetings with the ESL teacher, IEP distributions and notifications and regular communication on each student's progress.

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?

ELL-SWDs will receive a paraprofessional who will provide assistance if they are eligible. Scaffolding techniques are used to help them achieve academic excellence. Lessons that target their strengths as well as their weaknesses are utilized to help them become proficient in English. They are included in all aspects of our school as well as in our ESL classes.

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

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

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

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

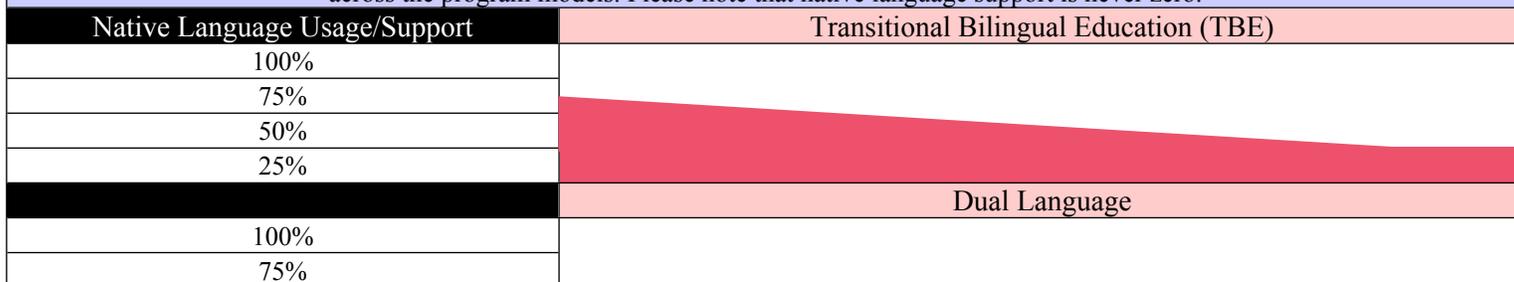
	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS: Native Language Arts	45 minutes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

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

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

Native Language Usage and Supports

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



50%			
25%			
	Freestanding ESL		
100%			
75%			
50%			
25%			
TIME	BEGINNERS	INTERMEDIATE	ADVANCED
TBE and dual language programs have both native language arts and subject areas taught in the native language; ESL has native language supports.			

B. Programming and Scheduling Information--Continued

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

We offer after school tutoring to all ELLs on top of the self-contained ESL classes. Students also have access to peer tutors in their native languages (e.g. Haitian Creole, French, Spanish, Arabic, etc.) throughout the day to aid in their acquisition of the necessary skills and language to be able to thrive in various content areas. In every class, bilingual dictionaries in the students' native languages are available for use and when possible, native language resources and references in the content areas are provided to aid in student understandings for projects, essays, etc. Student use of computers to access native language materials is highly encouraged. ESL students are given continual access to resource materials. In addition, students are provided pertinent data on their progress so as to self-monitor and self-motivate through the assistance of grade-level inquiry teams. One to two times a month, grade-level inquiry teams of teachers meet to discuss student grades, classwork, participation, attendance records, graduation/college readiness and Regents readiness. Outreach is done for the students identified as "in danger" of one of the aforementioned categories. Each teacher by grade level, including the ESL teacher, becomes responsible for a handful of students with whom they communicate on a regular basis regarding a plan of action and development.

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 current program continues to effectively move students up in both NYSESLAT and Regents Exam scores. Because the content area teachers and ESL teacher are in regular communication regarding ELLs and their needs, all teachers are aware that they are teachers of ELLs. Although the ESL teacher often assists ELLs in completing work for their content area classes during lunch and tutoring hours, this is only after the content area teachers have spent time scaffolding and instructing the student on the assignment.

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

There are currently no new programs being considered for the upcoming school year. As it is the current ESL teacher's fourth year of teaching at this school, she is still focusing on fine-tuning the programs currently in place.

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

There only specific change that was made this year was the discontinuation of using Achieve3000. In its place, teachers are utilizing the Castle Learning computer program with both ELL and non-ELL students.

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 are offered and afforded access to all available programs (including clubs (e.g. drama club, music, and dance) sporting teams, leadership committee, after school class and regents prep, etc.) at YCD. The ESL teacher assists in the responsibility of communicating the activities and programs available at the school via an information posting board in her classroom to which all ELLs have daily access and she regularly calls attention to as part of her daily instruction. Many of the activities are offered campus-wide due to the fact that there are five schools on the Erasmus Campus. Therefore, the numerous activities are communicated to all students via flyers, letters home, and daily announcements. Announcements are broadcast during the third period for which the ESL teacher is with the beginning-level ESL students, so she regularly translates or asks a pedagogue fluent in the students' native language to translate the announcements for these students. When flyers are designed for various events, the ESL teacher has these translated into the students' various home languages and distributed in a timely fashion. The ESL teacher is highly supportive of students' participation in extra-curricular activities and serves as an advocate for these students to participate when talking to both parents and coaches. Many of the ELLs participate on the soccer and football teams, the after-school band and chorus, the leadership team, and in various academic activities.

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

We use a variety of materials to support the learning of ELLs. We have a leveled library consisting of the following genres: informational, realistic fiction, biography, autobiography and memoir, poetry, traditional literature, historical fiction, and careers. We also have audio-books that are used during reading workshop. Whenever possible, art, music and video are added to enrich reading and writing workshops. Books that come with software are also available for student use. We use power point presentations to facilitate ELL's learning. Students view short films from other cultures to increase their multicultural background knowledge. Likewise, SmartBoard technology is used across the curriculum. The materials required by the different subgroups often differ according to perceived need. For example, intermediate and advanced students often request bilingual dictionaries to aid their comprehension, while beginner students often require fully translated materials or abridged versions of texts.

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

Native language support is delivered in the self-contained ESL model through the strongly encouraged use of bilingual dictionaries and supplemental materials (e.g. textbooks or novels in the native languages) when necessary. Some students who are struggling beginners are given the resource of a tutor in their native language. The tutors are often former ELLs and meet with the tutees during common lunch periods in the ESL classroom..

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

All required services, support and resources used are appropriate for high school students, from beginner to advanced levels of English language proficiency.

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.

Prior to the beginning of the school year, the ESL teacher contacts incoming ELLs and their parents/guardians, if the contact information is available. This initial contact is attempted in order to welcome new students and their families to the school; to introduce herself (the ESL teacher); to answer any questions they may have; to notify them of upcoming school events, such as new student orientation; and to inform them of available services, such as translation services.

18. What language electives are offered to ELLs?

Spanish is currently offerent to ELLs as a language elective.

19. For schools with dual language programs:

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

N/A

C. Professional Development and Support for School Staff

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

1. The professional development programs are based on the belief that all teachers are teachers of language arts and that English as a Second Language is a natural extension of English language arts. All teachers who teach ELLs are offered to attend several professional development workshops in ESL methodology throughout the course of the year. Among these workshops have been: ELA Regents Support for ELLs, QTEL Workshops, Differentiated Instruction for ELLs, Strategies for the Success of Secondary ELLs, and Targeting and Identifying SIFE. The information acquired at these workshops is then shared with all other teachers at collaborative meetings where the new information and strategies are turn-keyed, discussed and then implemented. The majority of ELL professional development occurs more informally during Monday meetings and common planning time. The ESL teacher meets either one on one with a teacher who has requested assistance and training for ELLs or with one particular academic department, such as the social studies teachers. In these Monday meetings, teachers discuss the students specifically, the target material to be learned, and the various strategies that can be implemented to support the ESL students in achieving comprehension and academic ability.

2. The ESL teacher works closely with ELA teachers in common planning time to engage in current work with the Common Core Standards and align her ESL curriculum plans to the standards. The veteran guidance counselors are continually searching for available outside supports and opportunities of which they inform all ELLs, often through the ESL teacher. Many of our ELLs have attended free off-campus SAT preparation classes for ELLs and college-readiness workshops as a result.

3. All 9th grade teachers receive professional development at the beginning of the year on aiding incoming students from middle school with the transition process to high school. This is particularly important and effective for working with ELLs, as it suggests that more scaffolding, repetition, and modeling may be required for these students as they become acclimated to the high school environment.

4. All teachers who teach ELLs are trained in the Balanced Literacy workshop model. They teach the students reading and writing strategies in every lesson. Subject area teachers are introduced to textbooks that are at the reading levels of ELLs. Teachers learn effective methods of teaching ELLs new vocabulary words. Teachers of humanities work cooperatively to create an interdisciplinary curriculum for ELLs. Thus, the reading and writing strategies that students are learning in history, ESL, foreign language, and English classes are reinforced. Science and math teachers also work cooperatively to create an interdisciplinary curriculum. In addition, teachers learn about the students' cultures at professional development workshops. This knowledge is used by teachers to better communicate with newcomers, as well as to help students adapt to American culture. Records of staff professional development, including Monday meeting small groups PDs, are kept on file by both department and grade-level teams.

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. Parents/guardians of all students are invited to attend a PTA meeting approximately once a month. In addition to letters home, a phone messenger system is used to inform the parents of ESL students of upcoming meetings. The parent coordinator, Ms. Desdunes (fluent in French and Haitian Creole), as well as Ms. Dufresne (Haitian Creole and Spanish), assist in parent communication both prior to and during the parent meetings for translation needs in these languages. When translations are needed in any other languages, a student or parent of a student who speaks the target language is called upon for assistance. Otherwise, the available DOE interpretation and translation services are utilized. All informative handouts for parents are available in English, Spanish, French, Haitian Creole, Bengali, Russian and Arabic. At the meetings, parents are informed about their children's workload, academic goals, and progress, as well as how they can assist the children in meeting their goals and/or in making the adjustment to an English speaking environment as easy as possible. This information is presented in both English and the representative native languages.
 2. Information for adult education classes is on hand at PTA meetings and at the initial parent orientation for new ELLs and for parents who are interested in pursuing their own education, particularly English and technology classes. In addition, the ELL instructor provides this information in English and parents' native languages at parent-teacher conferences throughout the year. The parent coordinator is actively involved in ensuring parents are both aware of and made to feel welcome in attending the PTA meetings by calling home to personally invite parents. If it is indicated that a language besides English is spoken by the parents at home, the parent coordinator utilizes our available translators as proxies to make the calls home to parents.
 3. The needs of the parent are often communicated within the context of PTA meetings or parent orientations. However, the ESL teacher (with the assistance of bilingual personnel) does extend an open line of communication to all parents through initial contact at the beginning of the year, as does the parent coordinator in her outreach to parents regarding PTA meetings.
 4. At the meetings, parents are informed about their children's workload, academic goals, and progress, as well as how they can assist the children in meeting their goals and/or in making the adjustment to an English speaking environment as easy as possible. Through having such open lines of communication between the ESL teacher, parent coordinator, and parents, the parents' need to understand the role they can play in their child's education is met. It has been experienced that the more active role the parent plays in their child's education, the more chances of success the child has in school academically, socially, and emotionally.

E. Additional Information

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

Paste response to question here:

Part VI: LAP Assurances

School Name: _____

School DBN: _____

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

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

LANGUAGE TRANSLATION AND INTERPRETATION 2013-2014 TO 2014-2015

Requirement under Chancellor's Regulations – for all schools

DBN: 537 School Name: HS Youth & Community Development

Cluster: 05 Network: 563

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.

There are two main types of translation needs at our school:

a. Written: Documents - birth certificates, transcripts, health records, court documents etc.

These documents are translated by school staff fluent in the language. In cases of transcripts where the amount of credits and subject area is often not clear, documents are faxed to approved NYCDOE Translation and Interpretation Unit for processing.

b. Oral: Spoken translation for non-English speaking adults and students.

Many of the parents and students arriving from non-English speaking countries speak only their native language. Upon entering the school, the guidance counselor identifies the language spoken by the family and enrolls the help of a translator. At present, we have native speakers of Haitian-Creole, French, Spanish, Russian and Urdu.

Another important aspect of our translation needs is the fact that we do not have a bilingual program (not enough students in any grade level). Students are taught in core subject areas in English and many times other students translate for newcomers.

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.

Every year there are some parents who are unable or uncomfortable to fully communicate in English. Their home languages are most often Spanish, French or Haitian Creole. Based on the current need, staff members and parents have been contacted prior to the beginning of the school year to volunteer as oral interpreters when needed. Usually, the translated materials provided by the Department of Education cover our need for written materials; however, should an unanticipated need arise, parents and staff members are again contacted to volunteer their services as writing translators to non-native English speakers.

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.

The materials provided by the Department of Education for vital information are most often sufficient tools in meeting the needs of non-native English speaking students and parents. Based on the data that informs us of our population's needs, the appropriate documents are prepared prior to the beginning of the school year and are kept on file. In addition, in-house staff members and volunteers have been identified as translators in Haitian Creole, French, Spanish, Urdu and Russian. In the rare case that an in-house staff member or volunteer cannot meet the student and parent needs, an outside vendor is requested.

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.

At all times staff members (school aides, paraprofessionals, teachers, guidance counselors) are available to translate for parents/guardians visiting the school or bringing children to be registered. In emergency cases (accidents, safety violations, family emergencies), the same staff is asked to assist. In extreme situations (after regular school hours), other students may be used to translate or calls are made to homes of appropriate staff member interpreters who translate over the phone. The school provides each parent, whose primary language is a covered language and who requires language assistance services, with written notification of their rights regarding translation and interpretation services in the appropriate covered language and instructions on how to obtain such services.

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

The ESL teacher and office staff provide each parent, whose primary language is a covered language and who requires language assistance services, with written notification of their rights regarding translation and interpretation services in the appropriate covered language, and instructions on how to obtain such services.

2012-13 Comprehensive Education Plan (CEP)

Title III Supplemental Program for ELLs

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

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

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

Part A: School Information

Name of School: [HS for Youth and Community Dev](#) | DBN: 17K537

This school is (check one): conceptually consolidated (skip part E below)
 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):

Before school After school Saturday academy Other:

Total # of ELLs to be served: 40

Grades to be served by this program (check all that apply):

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

Total # of teachers in this program: 3

of certified ESL/Bilingual teachers: 1

of content area teachers: 2

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 Program this year will be functioning as a continuation of last year's Title III program design which was comprised of both after school tutoring sessions and the Saturday Academy for ELLs and former ELLs who would benefit from further support and instruction in the modalities of reading and writing. As annually indicated on the RNMR, the majority of our students score approximately one proficiency level lower on the NYSESLAT in reading and writing than they do on speaking and listening. In addition, our students have consistently expressed that both the ELA Regents and the US/Global History Regents (all substantial writing-focused assessments) provide the greatest challenge and concern for them as they make their way towards graduation status. Based on this data, we have created a reading and writing program that will be held two days a week after school, from 3:00pm to 5:00pm on Wednesday and Friday, and on Saturdays, from 9:00am to 1:00pm. The after school and Saturday programs will be offered the entire school year of 2012-2013. The program is open to all ELLs at the school, as well as former ELLs of up to two years since passing the NYSESLAT. The after-school program will consist of direct reading and writing instruction in English, reading and writing language activities, and the publication of two student-designed, edited and produced literary collaborations of the students' own writing throughout the year. Because student writing (and reading) is the major focus of the after-school program, we will continue partnering with various writing programs throughout the New York City area, including the NaNoWriMo Young Writers Program, the NYC National Writing Project, which our ESL instructor attended for the entire month of July 2011, and 826NYC in Brooklyn who hosts a tutoring center in partnership with the Brooklyn Public Library, offers field trips to their writing center, and sponsors one to four week school in-services in which students are given the opportunities to improve their writing and to work side by side with community volunteers. The Saturday program will be conducted in tandem with the Saturday Institute at YCD, in which the ESL teacher will collaborate with the History, Math and Science teachers at the Institute by pushing-in to their classes and providing ESL support and strategies for teaching writing across the content areas. The materials required for both the after-school and Saturday programs include various literary texts, some new hardware and resources for creating student publications.

Part C: Professional Development

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

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

Begin description here: Beginning in November, high quality Professional Development related to the programs we have created for ELLs will be provided throughout the school year to all faculty and staff at YCD. The professional development will be designed and conducted by the ESL teacher (although external professional development is currently being scouted for as well) and will be based on the

Part C: Professional Development

rationale for the Title III programs--that the reading and writing modalities continue to be the biggest struggle for ELLs and former ELLs in meeting high school-level academic standards and expectations in English and therefore that literacy should be a curriculum focus in every content area. Topics to be covered include: Scaffolding Instruction for ELLs, The Additive Approach (How to Incorporate Students' Native Languages in the Classroom), Engaging Newcomers, and How the Common Core State Standards Can Support the Success of ELLs. The goal is to have at least three two hour professional development sessions throughout the year.

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: In addition to the initial parent orientation during the ELL identification process and the four school-sponsored parent-teacher nights/afternoons throughout the year, parents of ELLs will be invited to participate in two "Evenings with the Authors" at which students will perform readings of their original writings created in the after-school program. The students will MC and host the event (with the guidance and support of the ESL teacher). In addition, refreshments will be served and copies of the students' publication distributed to celebrate the students' writing achievements. These events help to encourage ongoing communication between parents and teachers regarding their students' progress, and the students are given opportunities to celebrate their successes.

Part E: Budget

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

Allocation Amount: \$0

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Professional salaries (schools must account for fringe benefits) <ul style="list-style-type: none"> • Per session • Per diem 	<u>\$8,200.00</u>	<u>In addition to the per session salaries for the teachers involved in After School Reading & Writing and the Saturday academy, per session will also be paid for professional development sessions that provide teachers with training on academic language instruction and research-based strategies to help improve instruction for ELLs. Teachers will attend the trainings where they will review student data (grades, Regents Scores, and NYSESLAT test scores)</u>

Part E: Budget

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

Allocation Amount: \$0

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
		<u>and share instructional strategies and/or lesson plans. Additional trainings will be provided based on teachers' feedback and needs.</u>
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. 	<u>\$3,000.00</u>	<u>After-school class sets of 4 novels plus teacher additions, field trips, and student publication resources.</u>
Educational Software (Object Code 199)		
Travel		
Other		
TOTAL	<u>\$11,200.00</u>	