



**Department of
Education**

Dennis M. Walcott, Chancellor



2013-2014

**SCHOOL COMPREHENSIVE EDUCATIONAL PLAN
(SCEP)**

School Name: CLARA BARTON
DBN (i.e. 01M001): 17k600
Principal: DR RICHARD FORMAN
Principal Email: RFORMAN@SCHOOLS.NYC.GOV
Superintendent: KAREN WATTS
Network Leader: NANCY DIMAGGIO

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
Dr. Richard A. Forman	*Principal or Designee	
Marcy Licari	*UFT Chapter Leader or Designee	
Wilvonne Henry	*PA/PTA President or Designated Co-President	
Paul Renwick	DC 37 Representative, if applicable	
Tashawn Dunbar Sabrina Fidelis Tayesha McLean	Student Representative (<i>optional for elementary and middle schools; a minimum of two members required for high schools</i>)	
	CBO Representative, if applicable	
Shawn Adams	Member/ Parent	
Alison Barclay	Member/ Title I PAC Chairperson	
Ellen Brody Kirmss	Member/ Teacher	
Sandra Eisenstark	Member/ Teacher	
Walter McIntyre	Member/ PTA Vice President	
Matthew Meyerson	Member/ Assistant Principal	
Aubrey Phillips	Member/ Parent	
Lynette Clarke-Peters	Member/ PTA Treasurer	
	Member/	

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

School Comprehensive Education Plan (SCEP) Requirements

Which Schools Need to Complete the SCEP?

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

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

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

Guidance for Developing Completing the Annual Goals and Action Plan Section

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

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

of both quantitative and/or qualitative data when providing the rationale for each goal. You should cite data from the other sources such as the Progress Report, School Survey, etc.

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

School Receiving Title I Funds

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

SCEP Checklist

All Schools

	Indicate that a section has been completed by marking an "X" in the box to the left of each section
	School Leadership Team Signature Page
	The SCEP Overview
	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)
	Academic Intervention Services (AIS)
	Title I Information Page (TIP) (Only for Priority or Focus schools receiving Title I funding)
	Parent Involvement Policy (PIP)

School Information Sheet for 17K600

School Configuration (2013-14)					
Grade Configuration	09,10,11,12	Total Enrollment	1525	SIG Recipient	N/A
Types and Number of English Language Learner Classes (2013-14)					
# Transitional Bilingual	13	# Dual Language	1	# Self-Contained English as a Second Language	6
Types and Number of Special Education Classes (2013-14)					
# Special Classes	115	# SETSS	13	# Integrated Collaborative Teaching	64
Types and Number of Special Classes (2013-14)					
# Visual Arts	27	# Music	10	# Drama	1
# Foreign Language	54	# Dance	N/A	# CTE	99
School Composition (2012-13)					
% Title I Population	68.6%	% Attendance Rate			87.0%
% Free Lunch	72.5%	% Reduced Lunch			8.2%
% Limited English Proficient	9.9%	% Students with Disabilities			12.1%
Racial/Ethnic Origin (2012-13)					
% American Indian or Alaska Native	0.4%	% Black or African American			90.7%
% Hispanic or Latino	5.1%	% Asian or Native Hawaiian/Pacific Islander			1.9%
% White	0.8%	% Multi-Racial			0.1%
Personnel (2012-13)					
Years Principal Assigned to School	5.74	# of Assistant Principals			9
# of Deans	N/A	# of Counselors/Social Workers			4
% of Teachers with No Valid Teaching Certificate	3.3%	% Teaching Out of Certification			21.5%
% Teaching with Fewer Than 3 Years of Experience	2.2%	Average Teacher Absences			6.6
Student Performance for Elementary and Middle Schools (2012-13)					
ELA Performance at levels 3 & 4	N/A	Mathematics Performance at levels 3 & 4			N/A
Science Performance at levels 3 & 4 (4th Grade)	N/A	Science Performance at levels 3 & 4 (8th Grade)			N/A
Student Performance for High Schools (2011-12)					
ELA Performance at levels 3 & 4	81.3%	Mathematics Performance at levels 3 & 4			45.6%
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			72.3%
6 Year Graduation Rate	80.3%				
Overall NYSED Accountability Status (2012-13)					
Reward		Recognition			
In Good Standing		Local Assistance Plan			
Focus District	X	Focus School Identified by a Focus District			X
Priority School					

Accountability Status – Elementary and Middle Schools

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

Accountability Status – High Schools

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

SCEP Overview

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

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

Reflecting upon the 2012-13 SCEP

Answer the following questions regarding the 12-13 SCEP			
Describe the strengths of your school's 12-13 SCEP.			
The strengths of our 2012-2013 SCEP were that we were able to get more parents involved, through workshops, phone master, newsletter, etc. We were also able to lower our suspension rate by promoting positive behavior and intervening in a timely manner when a situation arose.			
Describe the areas for improvement in your school's 12-13 SCEP.			
The academic areas were not supported well enough for the graduation rate and credit accumulation numbers to rise as much as we anticipated.			
Describe the barriers and challenges encountered while developing and implementing your school's 12-13 SCEP.			
We are trying to get more professional development for teachers at a level that they feel comfortable so that they are able to change, implement new strategies, and adjust to the needs of their students more readily.			
Describe the degree to which your school's 12-13 SCEP was successfully implemented.			
The SCEP was moderately successful. The success with our parents is encouraging and the drop in suspension rates indicates a more comfortable respectful environment where students feel safe and free to learn.			
Were all the goals within your school's 12-13 SCEP accomplished?		Yes	No
If all the goals were not accomplished, provide an explanation.			
Our graduation rate and credit accumulation strategies produced an increase but not our expected outcome. Our goal was a 78% graduation rate and we only achieved a 72.3%. We also were striving for 76% of 9 th graders accumulating 10 credits or more and our actual number was 68.8%.			
Did the identified activities receive the funding necessary to achieve the corresponding goals?	<input checked="" type="checkbox"/>	Yes	No

Developing the 2013-14 SCEP

Answer the following questions regarding the 13-14 SCEP			
Describe the anticipated barriers and challenges in developing and implementing your school's 13-14 SCEP.			
Some possible barriers we have this year are that summer school will not be counted towards this year's graduation rate which will make it more difficult to hit our goal. We will use a different strategy and other resources to help students graduate in June rather than in August.			
List the 13-14 student academic achievement targets for the identified sub-groups.			
The lowest third will be given remediation to successfully attain credits, student not on track for graduation will be given extra credit bearing classes including a new blended learning program, ELL's will have extra help after school and on Saturday as well as Achieve 3000 to help with literacy skills, and special education students will be prepared more fully to take regents exams.			
Describe how the school leader(s) will communicate with school staff and the community.			
School leaders will talk to the school staff through meeting, memos, trainings, and common planning time etc. The community will receive newsletter, phone calls, and attend meetings at the school.			
Describe your theory of action at the core of your school's SCEP.			
Our theory of action is that improved teacher practice will contribute to an academic improvement in our students, to use common planning time, scaffold instruction to meet the needs of the students and increase academic success.			
Describe the strategy for executing your theory of action in your school's SCEP.			
We will use funds, to a large extent, for professional development and collaboration to improve teacher practice. We will also offer after school and weekend classes for additional support.			
List the key elements and other unique characteristics of your school's SCEP.			
To collaboratively work with principals, administrators, parents and teachers to understand students learning abilities and collaborate and infuse rigorous tasks that will help students obtain knowledge and succeed in their courses.			
Provide evidence of your school's capacity to effectively oversee and manage the improvement plan.			
The development of a new data position to assist teachers in obtaining the necessary data that will help to modify instruction and implement common core learning standards into all classroom activities.			

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).							
1.1 Design engaging, rigorous, and coherent curricula, including the arts, physical and health education, for a variety of learners and aligned to key State standards.							
1.2 Develop teacher pedagogy from a coherent set of beliefs about how students learn best that is informed by a research-based, common teaching framework and is aligned to curricula, engaging and meets the needs of all learners so that all students produce meaningful work products.							
4.2 Engage in structured professional collaborations on teams using an inquiry approach that promotes shared leadership and focuses on improved student learning.							
Review Type:	Quality Review	Year:	2012-2013	Page Number:	7	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
X	2.4 School leader’s use of resources	X	2.5 Use of data and teacher mid-management effectiveness

Annual Goal #1

Describe the identified goal for the year based on the recommendation, tenet, and SOP(s) selected. Refer to the directions and guidance for assistance in developing your goals.
By June 2014 in the effort to increase graduation rate, four-year graduation rate, for the cohort P will be 80% as compared to our August 2013 graduation rate of 72.3% as evidenced in the progress report.

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. Used data to identify the students with the greatest needs in the school, in the graduating cohort, the lowest third, English language learners, and special education. (SOP 2.5)
2. Counselors created lists of the students in cohort P who are in the greatest need of extra credits for graduation and they will create individual graduation plans. (SOP 2.3)
3. Blended learning program for students who are cohort P and need credits in a major subject area in order to graduate. (SOP 2.3 & 2.5)
4. Students in cohort P who need numerous credits and /or regents for graduation are given classes after school and on Saturdays in major subjects. (Algebra, Global History, US History, Living Environment, and English) (SOP 2.3)
5. Our network offers free common core workshops and professional development. We will have them in our school twice monthly to work with teachers. We will also facilitate workshops on special education topics (IEP’s behavior, instructional supports, and transition) biweekly and teachers will meet to develop highly effective lessons according to Danielson’s Framework for Teaching. (SOP 2.4 & 2.3)
6. Teachers will attend professional development to support common core and teacher effectiveness, which is offered by the NYCDOE. Special education and ELL teachers will attend workshops on various topics through the Division of Students with Disabilities and English Language Learners, which offers professional development in areas such as, inclusive practices, literacy, special education services, quality IEP’s, behavior supports, etc. These workshops are offered several times a month throughout the year. (SOP 2.2 & 2.4)
2. Key personnel and other resources used to implement each strategy/activity
1. AP Admin and Guidance will analyze data and determine students with the greatest need based on credit accumulation and regents scores.
2. Guidance Counselors will create individual graduation plans for students in cohort P who need assistance to assure graduation.
3. Two teachers to facilitate blended learning classes, 4 hours a week, (and grade assignments in their subject area), as well as three teachers, three hours a week, (one in each content area) to grade work.
4. 8 teachers to facilitate extended day classes (art, 2 PE, English, Algebra, Living Environment, US History and Global) along with support personnel such as school aides and paraprofessionals as necessary for special education students.
5. We will need personnel from the NYCDOE and our network scheduled to come in and perform professional development as well as selected teachers to attend these professional development workshops in house.

6. Teachers will attend professional development through the Division of Students with Disabilities and English Language Learners office to learn strategies such as inclusive practices, literacy, special education services, quality IEP's, and behavior supports.
3. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity
1. Targeted students will meet with their counselors regularly to make sure students are on track to their goal and assess progress. 2. Teachers and counselors work together to keep the students on track and to make sure they are making adequate progress towards goals on their graduation plans. 3. Teachers will work together to assess the work of the students in school and out and discuss strategies to further assist students. 4. Teachers and counselors will communicate to discuss the progress of the students and contact parents. 5. During formal and informal observations teachers will be monitored to see if they are incorporating new strategies into their practice, such as multiple entry points, text dependent questioning, and improved rigor. 6. Monitoring of teacher practice through observation and assessment of student progress through grades, teacher assessments, and midterm/final exams.
4. Timeline for implementation and completion including start and end dates
2. Students in cohort P in need of credits for graduation have been identified and the remaining will be identified by 12/1/2013. 3. Beginning 11/18/2013 counselors will make graduation plans to be completed by 12/13/2013. 4. Blended Learning will start 12/9/13 and run twice a week for a total of 26 weeks through 6/12/14. 5. Extended day started 10/5/13 and will run 4 hours a week for each subject (8 subjects total) through 1/25/14. 6. In house professional development will begin the week of 12/2/13 and run through the week of 6/9/14. Groups of eight teachers will be covered to attend training on the common core which the NYCDOE offers for one period twice a week. 7. Two teachers from each department (6) will attend professional development each month starting the week of 12/2/13 and continuing through 6/9/14. Professional development will be focused on special education and ELL students and strategies to help raise the graduation rate of students in these categories.
5. Describe programmatic details and resources that will be used to support each instructional strategy/activity
1. Guidance counselors and administrators will assess data during school paid through tax levy. 2. Guidance counselors will meet regularly with the identified students tax levy. 3. In order to run blended learning we will pay teacher per session and purchase supplies. Teacher Per Session: 14 teachers (4 hours a week) for 26 weeks @ 41.98 = \$61122.88 (AIS 4.5) OTPS: Paper, Posters= \$10,000 (AIS 4.4) 4. Extended day supervisors, school aides and paraprofessionals for students who need it. Ed Para: 3 paras @ 3 hours a week for 25 weeks = \$5910.75 (ELT 4.4) School aides: 3 school aides 3 hours each for 20 weeks = \$2916.0 (ELT 5.4) Supervisor Per Session: 22 hours per week for 29 weeks @ 43.93 = \$28027.34 (AIS 2.3) 5. Prep Period Coverage for teachers attending in house professional development. Per Diem: 8 teachers 2 times a week for 21 weeks = \$11857.44 (Common Core 4.5) 6. Coverage for teachers to attend off site professional development. Per Diem: 12 teacher days a month for 6 months = \$11157.84 (Supporting Great Teachers 4.2)

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
List any additional fund sources your school is using to support the instructional goal below.										
Indicate using an "X" the P&F activity categories from the P&F program dropdown in Galaxy used to support the activities listed in part A.										
X	PF AIS		PF CTE		PF College & Career Readiness	X	PF Common Core			
X	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 type, year, page number, and HEDI rating (“H” = Highly effective, “E” = Effective, “D” = Developing, “I” = Ineffective, “NA” = Not Applicable).

- 3.1 Establish a coherent vision of school improvement that is reflected in a short list of focused, data-based goals that are tracked for progress and are understood and supported by the entire school community.
- 4.2 Engage in structured professional collaborations on teams using an inquiry approach that promotes shared leadership and focuses on improved student learning.
- 5.1 Evaluate the quality of school-level decisions, making adjustments as needed to increase the coherence of policies and practices across the school, with particular attention to the CCLS.

Review Type:	QR	Year:	2012-2013	Page Number:	7	HEDI Rating:	D
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Tenet 3: Curriculum Development and Support

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

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

Annual Goal #2

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

By June 2014, 76% of all ninth grade students will earn ten plus credits for the promotion to the tenth grade, as compared to August 2013 when 68.8% of our ninth grade students earned ten plus credits, as evidenced in the 2013-2014 Progress Report

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 of the 9th grade small learning community collaborate four days a week to discuss the progress of their students. They discuss how to infuse rigor, higher order questions, and text dependent questions into their daily lessons, while assessing student work based on established rubrics. (SOP 3.4 & 3.3)
2. Guidance counselors and deans conference with teachers and students, afterschool and on Saturdays to support ninth graders in measures for positive behavior. (SOP 3.5)
3. All teachers receive targeted professional development on Mondays for the entire year. Topics include: differentiated instructional strategies, rigor, higher order questioning, literacy, and curriculum revision and mapping based as well as, text dependent questions in order to assist students in drawing inferences from text, write arguments and support with evidence from text, as per the Common Core State Standards rubric. (SOP 3.3)
4. The principal holds parent meetings monthly to address the needs of all 9th graders who are failing four or more classes. (SOP 3.5)
5. Students are offered tutoring in the major subject areas. Teachers (6 total: English, Algebra, Living Environment (2), Global History (2)) will be available to help them with content area knowledge and completing any classwork or homework that they need assistance on. This support is after school and on Saturdays to help assure that they are attaining the knowledge and skills they need to attain the necessary credits. (SOP 3.5)
6. Teachers collaborate on adjusting curriculum to reflect the Common Core State Standards, especially incorporating text dependent questions, argumentative writing and supporting statements with evidence from complex text. This includes the CFN achievement coach working with staff as well as workshops provided through the NYCDOE. (SOP 3.2 & 3.4)
7. Teachers receive professional development in curriculum and lesson planning for implementing text dependent questions, argumentative writing, and using evidence from text. The DOE central office offers a series of professional development, “6-12 Math and Literacy in ELA, Science, and Social Studies” which teachers from the each department attend. (SOP 3.3)
8. Teachers plan 9th grade assemblies to build school spirit. Assemblies include events such as poetry reading, dance, motivational speakers, informational speakers and extra/co-curricular student activities and events to motivate students to succeed. (SOP 3.5)

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

1. Teachers, supervisors, and network professional developers will meet four times a week during 5th period.
2. Guidance counselors and deans will meet with students weekly.
3. Teachers and supervisors will receive professional development weekly.
4. Principal will meet with students and have meetings with parents in the evenings.
5. Teachers for tutoring after school and on Saturdays.

6. Teachers will collaborate to develop curriculum and receive training from professional developers from the network as well as workshops provided by the NYCDOE.
7. Teachers will attend professional development.
8. Teachers, supervisors, and guidance will work together to plan and host motivational activities for students.

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

1. Student work is assessed through, tests, report cards, teacher assessment and discussion. Teachers in the 9th grade small learning communities will use the Common Core State Standards to assess student work to determine if students are meeting the standards and determine next steps.
2. Daedalus is used to monitor students by counselors. They view the incidents and support students who are continually behaving inappropriately. We monitor incidents to see if they drop to know if additional interventions are necessary.
3. The success of the professional development is assessed during teacher observations to assure they are incorporating differentiation strategies, rigor, higher order thinking skills, questioning, and literacy and making modifications as needed.
4. The principal meets with students biweekly and speak to them about their progress and report cards.
5. Guidance counselors monitor the credit accumulation of the 9th grade students who need support in attaining ten credits. Counselors have meetings with these 9th grade students to discuss their goals, grades, and any referrals they have received.
6. As teachers modify their curriculum and lessons to demonstrate rigor and high expectations they collaborate and reflect on the success of the lesson and making further modifications to incorporate strategies for argumentative writing and evidential support.
7. During teacher observations the level of higher order thinking, rigor, and argumentative writing will demonstrate if the professional development is helping teachers to incorporate these parts of the common core learning standards.
8. Dean's office and guidance monitor the behavior, suspensions, and attendance of the students participating in extracurricular activities.

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

1. Teacher meetings started the week of 9/16/13 and will continue until 6/16/14 (during their fifth period in the conference room) to discuss students' progress and the implementation of the common core learning standards, including higher order questioning, rigor, argumentative writing, etc.
2. Guidance counselors started meeting with targeted students after school and on Saturday's on 11/18/13 and continue through 5/30/14.
3. Monday professional development started the first week of school and will take place every Monday until the end of the school year.
4. The principal meets with targeted 9th graders (failing more than four classes) twice monthly beginning 11/18/13 and continuing through 6/1/14.
5. Tutoring for 9th grade students who need help with credit accumulation started 11/18/13 (4 hours per week per subject) and continue until 6/13/14.
6. Curriculum and lesson development began weekly for all teachers to begin implementing higher order questioning, rigor, text dependent questions and argumentative writing.
7. Teacher professional development in curriculum and lesson planning for implementing text dependent questions, argumentative writing, and using evidence from text started on 11/15/13 and will continue to the end of the school year.
8. Teachers and students will plan a monthly assembly for 9th graders to build school spirit beginning in December 2013 and continuing through May.

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

1. Teachers meet as their professional period assignment one period a day and after school to develop small learning community curriculum, paid with tax levy.
2. Guidance counselors after school and on Saturday
Guidance Counselor Per Session 3 guidance counselors a total 6 hours weekly for 18 weeks = \$4874.04 (Positive Behavior 5.5)
3. Monday professional development takes place during school hours, tax levy.
4. The principal will meet with students and parents. There will be information dispersed at meetings and through mailings sent to homes.
OTPS: postage = \$4000.00 (Parent Engagement 6.5)
OTPS: Posters= \$6568.00 (Supporting Great Teachers 4.4)
5. 9th grade tutoring after school and on Saturdays.
Teacher Per Session: 6 teachers totaling 12 hours weekly for 21 weeks = \$10578.96 (AIS 5.5)
Supervisor Per Session: 8 hours a week for 17 weeks = \$5974.48 (Inquiry 4.5)
6. Teachers need coverage to collaborate on curriculum and lessons.
Per Diem: 7 periods per week for 23 weeks @ 35.29 hourly = \$5681.69 (Common Core 3.4)
7. Teacher professional development for offsite curriculum, Danielson, etc.
Per Diem: 14 teacher days monthly for 4 months @ 154.97 a day = \$8678.32 (AIS 5.5)
8. Teachers will plan with students after school 2 days a week.
Teacher Per Session: 2 teachers @ 4 hours weekly for 19 weeks = 6380.96 (Positive Behavior 5.3)

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
List any additional fund sources your school is using to support the instructional goal below.											
Priority/Focus Schools											
Indicate using an "X" the P&F activity categories from the P&F program dropdown in Galaxy used to support the activities listed in part A.											
X	PF AIS		PF CTE		PF College & Career Readiness	X	PF Common Core				
	PF ELT	X	PF Inquiry Teams		PF NYS Standards and Assessments	X	PF Parent Engagement				
X	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).											
1.1 Design engaging, rigorous, and coherent curricula, including the arts, physical and health education, for a variety of learners and aligned to key State standards.											
1.2 Develop teacher pedagogy from a coherent set of beliefs about how students learn best that is informed by a research-based, common teaching framework and is aligned to curricula, engaging and meets the needs of all learners so that all students produce meaningful work products.											
2.2 Align assessment to curricula, use on-going assessment and grading practices, and analyze information on student learning outcomes to adjust instructional decisions at the team and classroom levels.											
Review Type:	QR	Year:	2012-2013	Page Number:	7	HEDI Rating:	D				

Tenet 4: Teacher Practices and Decisions

Indicate using an "X" the Standard(s) of Practice (SOP) that aligns to the recommendation from above. The SOP selected should align to the goal and inform the development of the activities selected to address the goal.											
X	4.2 Instructional practices and strategies				X	4.3 Comprehensive plans for teaching					
	4.4 Classroom environment and culture				X	4.5 Use of data, instructional practices and student learning					

Annual Goal #3

Describe the identified goal for the year based on the recommendation, tenet, and SOP(s) selected. Refer to the directions and guidance for assistance in developing your goals.											
By June 2014 we will better prepare our students for life after high school as evidenced by the college and career readiness metric on the 2013-2014 Progress Report.											

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. Tutoring and extra support for students in College Ready classes to assure they will receive the appropriate grade on their corresponding college level exams. (SOP 4.5)											
2. Offering extra Advanced Placement (World History and European History) classes after school to allow more students the opportunity to take them. (SOP 4.2 & 4.3)											
3. Administration will give timely feedback to teachers regarding instructional strategies (SOP 4.2)											
4. Developing and beginning the process of getting more classes (i.e., forensics) classified as college ready. (SOP 4.2)											
B. Key personnel and other resources used to implement each strategy/activity											
1. Teachers of College Ready classes who can provide tutoring after school and on Saturday.											
2. Teachers to work after school and teach AP classes (World and European History).											
3. Teachers and assistant principals will work on instructional strategies.											
4. Supervisors and teachers to begin the application process for college ready classes.											
C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity											
1. We monitor the amount of students who are attending tutoring and give mock exams to see how student grades are progressing.											

2. We assure that all students who were unable to take the class during the day are scheduled for the classes and attending regularly. The teacher assess if students need extra tutoring to achieve the necessary score on the AP exams.
 3. Assistant principals will assess teachers during observations and monitor strategies.
 4. We evaluate by monitoring the number of college and career ready classes we are offering and increasing the number as we get more classes approved.
- D. Timeline for implementation and completion including start and end dates**
1. Tutoring for college and career ready classes began on 11/18/13 and continue through 5/1/14 for AP classes and 6/9/14 for regents classes. Each class will have four hours of tutoring a week (Trigonometry, chemistry, physics, AP Biology, Calculus, and US History).
 2. Advanced placement classes began 10/1/13 (8 hours weekly) and will run until 5/1/14 when the AP exam takes place.
 3. Assistant principals have been observing and implementing strategies since the beginning of the year and continue until the end of the year.
 4. We will begin filling out the forms and identifying possible classes 12/2/13 and have courses approved as college and career ready for the 2014-15 school year.
- E. Describe programmatic details and resources that will be used to support each instructional strategy/activity**
1. Per Session for AP teachers and tutoring (Trigonometry, Physics, AP classes (3), Chemistry).
Teacher Per Session: Tutoring 12 hours per week for 20 weeks = \$10075.20 (College and Career 4.5)
Teacher Per Session (Curriculum): 10 teachers (6 hours a week) for 12 weeks =\$30225.60 (College and Career 3.4)
 2. Per Session for AP history classes.
Teacher Per Session: AP classes 8 hours per week for 25 weeks =\$8396. (College and Career 3.2)
 3. AP's will work to assess and develop instructional methods with teachers.
Supervisor Per Session: 8 hours a week for 17 weeks =\$5974.48 (College and Career 3.5)
 4. AP supervision will fill out the paperwork and plan new classes, tax levy.

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

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

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

Major Recommendation

Cite the Major Recommendation in the space below from your latest intervention (DTSDE Review, QR, or Alt DQR) which will form the basis of your needs assessment. Include the review type, year, page number, and HEDI rating ("H" = Highly effective, "E" = Effective, "D" = Developing, "I" = Ineffective, "NA" = Not Applicable).			
5.1 Evaluate the quality of school- level decisions, making adjustments as needed to increase the coherence of policies and practices across the school, with particular attention to the CCLS.			
5.5 The school leader and student support staff work together to develop teachers ability to use data to responds to students social and emotional developmental health needs, so students can become academically and socially successful.			
Review Type:	QR	Year:	2012-2013
Page Number:	7	HEDI Rating:	D

Tenet 5: Student Social and Emotional Developmental Health

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

Annual Goal #4

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

By June 2014 there will be a 10% reduction of principal and superintendent suspensions as evidenced in OORS.

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. A list of recidivist students is used, throughout the year, to monitor attendance, disciplinary records, credit accumulation, and Regents pass rate by content area. (SOP 5.5)
2. Beginning in October, attendance teachers began visiting the homes of students with chronic attendance issues throughout the year. (SOP 5.2 & 5.5)
3. Each guidance counselor will implement a "target promotion in doubt" plan to monitor, counsel, and provide extra help to engage these students in classroom activities that promote learning. (SOP 5.3 & 5.5)
4. Guidance counselors and deans will identify students with multiple suspensions and a record of academic failure; they will be programmed into an Overcoming Obstacles Course. (SOP 5.3, 5.4, & 5.5)
5. Daedalus was purchased and is used throughout the year as a tool to provide up-to-date information to administrators and faculty to inform parents of student progress and behavior issues. (SOP 5.5)

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

1. The data specialist, attendance personnel, and Dean's office work together to identify students with disciplinary problems.
2. The attendance teachers visit homes of students who are long term absent from school.
3. Guidance counselors monitor student transcripts and counsel failing students.
4. Guidance counselors and Dean's office recommend students for the Overcoming Obstacles after school class (1 teacher).
5. Dean's office enters information into Daedalus so the entire school can monitor problems with student behavior.

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

1. We continually identify and add students to our list of behavior challenged students and hope to remove others from the list when they are on track.
2. We track student attendance to see if they improve and regularly attend school.
3. We monitor the progress of students with promotion in doubt and help them with tutoring and extra classes to assist in moving their progress to the next level.
4. The students placed in the Overcoming Obstacles class will be monitored and their report cards and teacher evaluations will be used to assess progress.
5. Assessing that all incidents are entered into Daedalus and being followed up.

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

1. Identification of students began at the beginning of the year and will continue until June.
2. Visitation of students with chronic attendance issues began 9/15/13 and will continue through 6/1/14.
3. Guidance counselor monitoring the promotion of students began September 9th and will continue through June 15th.
4. Overcoming Obstacles will begin 2/1/14 and run through 6/20/14.
5. Daedalus use began in September and will continue through June.

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

1. The data specialist and counselors will develop and maintain lists, tax levy.
2. The attendance teacher visits homes, tax levy.
3. Guidance counselors monitor promotion in doubt, tax levy.
4. Overcoming Obstacles will require one teacher 3 days a week.
Teacher Per Session: 1 teacher 6 hours a week for 15 weeks = \$3778.20 (Positive Behavior Management 4.4)
5. Daedalus computer system, tax levy.

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
List any additional fund sources your school is using to support the instructional goal below.							
Priority/Focus Schools							
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).

- 3.1 Establish a coherent vision of school improvement that is reflected in a short list of focused, data-based goals that are tracked for progress and are understood and supported by the entire school community.
- 5.1 Evaluate the quality of school-level decisions, making adjustments as needed to increase the coherence of policies and practices across the school, with particular attention to the CCLS.
- 6.4 The entire school community partners with families and community agencies to promote and provide professional development across all areas (academic and social and emotional developmental health) to support student success.

Review Type:	QR	Year:	2012-13	Page Number:	7	HEDI Rating:	D
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Tenet 6: Family and Community Engagement

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

X	6.2 Welcoming environment	X	6.3 Reciprocal communication
X	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.

During the 2013-2014 school year we will increase the points earned for the school environment survey metric by 3 points to 13.7, with an increase 20% in the amount of completed parent surveys. On our 2012-2013 Progress Report we received 10.7 points for the school environment survey and 13% of parents filled out the survey.

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

- Throughout the school year, provide materials and training to help parents work with their children to improve their achievement level, i.e., literacy, math and use of technology. (SOP 6.3 & 6.4)
- Increase parent involvement by producing a monthly newsletter previewing parent/student activities and events for the next month, in addition to receiving instructional/pupil personnel/Department of Education updates. Additional postage was made available to ensure on-going communication with parents. Parents whose students have been identified with academic and/or pupil personnel issues will receive earlier preventative communication from teachers, counselors, related service personnel, deans, and assistant principals. Parents of students who are members of the following cohorts will be invited to attend special parent/student/teacher after-school forums to receive up-to-date information pertaining to curricular, college career, and summer internship/externship opportunities: Health Careers, Gateway, English Language Learners, Special Needs, Temporary Housing and NCLB Transfers. SAT preparation books, SAT flash cards, and Regents review books across subject areas are being distributed to parents. (SOP 6.2 & 6.5)
- Parents are given metrocards to attend meetings as well as SAT prep and other books for their children. (SOP 6.2, 6.3 & 6.4)

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

- Principal, Assistant Principal, teachers and parent coordinator will help parents by providing information to assist students to succeed.
- The principal will work with assistant principals and teachers to create the newsletter.
- Principals, assistant principals and staff disseminate materials and information.

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

- All parents needing or requesting information to help their monitor their child's success.
- The monthly newsletter is distributed to all students in the school with specialty letters given to programs and/ or grade level.
- Increased parental participation on the school environment survey and attendance at parent teacher conferences and other events will be monitored.

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

1. Meetings have been taking place as needed since September and will continue to June.
2. Meetings began in October and will take place monthly through June.
3. Parents are given metrocards for each meeting and books will be dispersed as necessary.

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

1. Use of PTA or PAC meetings to incorporate technology skills and classes for parents, tax levy.
2. Postage and paper will be needed for the newsletters.
OTPS: paper and postage: \$7600
3. Purchase of books and metrocards.
OTPS: books/ metrocards/supplies: \$4068

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.

Priority/ Focus Schools

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

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	Annotative Reading; Rereading; Close Reading; Guided Reading; Guided Writing; Modeled Writing; Point of View Writing; Reading and Writing to Question the Author and or the Text; Building Academic and Content Area Vocabulary; and Using PSAT/SAT Vocabulary to produce effective writing.	Whole Group Instruction; Small Group Instruction; Paired Student Activity; One-to-one tutoring; Lecture; and Peer tutoring	Services are provided during the regular school day, after school and on Saturdays.
Mathematics	Basic, intermediate and advanced mathematics skills are taught to narrow the achievement gaps among the low performing students to help them with problem solving and conceptual understanding. Strategies include using calculators, Promethean Active Boards, Think-Pair- Share, looking for patterns, logical reasoning, drawing pictures, using a formula and eliminating possibilities.	One-to-one tutoring: All mathematics teachers offer individualized attention to the students for one to two hours twice a week during the after school tutoring. Purposeful students groups within the classrooms are determined based on the comprehensive item Analysis of the Uniform Regents Based Interim Unit Assessments are given to assess the strengths and weaknesses of students in various content areas.	Services are provided during the regular school day, after school and on Saturdays.
Science	Exam item analysis and review of student work will be used to identify specific areas of deficiency in science-related skills and conceptual understandings. Graph, diagram and data-table interpretation, review and reinforcement of science process and reasoning skills, critique of experimental procedures and validity of conclusions, test-taking skills, science literacy and reading comprehension strategies for non-fiction	Whole group instruction, small group and one-to-one tutoring, and peer tutoring is available.	Services are provided during the regular school day, after school and on Saturdays.

	texts.		
Social Studies	<p>Exam item analysis and review of student work will be used to identify specific areas of deficiency in social studies-related conceptual understandings.</p> <p>Graph, diagram and data-table interpretation, review and reinforcement of reasoning skills, critique of DBQ questioning and validity of conclusions, test-taking skills, social studies literacy and reading comprehension strategies for non-fiction texts.</p>	Whole group instruction, small group and one-to-one tutoring, and peer tutoring is available.	Services are provided during the regular school day, after school and on Saturdays.
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	<p>Guidance Counseling, Psychologist, Social Worker and other Health-related services (physical therapy, occupational therapy, vision and hearing services, speech and language therapy, life skills training and transitional services for physically handicapped students). Travel training.</p>	<p>Guidance Counselor provides individual and/or small group sessions one or more times a week pull-out services. School Psychologist provides individual session one or more times a week pull-out services. Social Worker provides individual and/or small group sessions one or more times a week pull-out services. Health-related services provide individual and/or small group sessions one or more times a week pull-out services. We provide: physical therapy, occupational therapy, vision and hearing services, speech and language therapy, life skills training and transitional services for physically handicapped students. We also provide travel training for those who need it, and health paraprofessionals for those who need them as per their IEP.</p>	Services are provided during the regular school day, after school and on Saturdays.

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

5. All elements of the *All Title I Schools* section must be completed*.
5. School Wide Program (SWP) schools must also complete the *SWP Schools Only* section.
6. 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.
<ol style="list-style-type: none"> 1. Ongoing throughout the 2013-2014 year, as positions for certified teachers become available, postings and interviews will consider only candidates who are highly qualified in the area specific to the vacancy (monitored by APO and Principal). Attendance of Principal and Assistant Principals Supervision at New York City Hiring Fairs. 2. By October 2013, current staff not meeting highly qualified standards will be targeted for intensified training to meet highly qualified status (monitored by APO and Principal). Teachers are invited to enroll in CUNY courses to meet New York City/State Subject licensure requirements. Provision of online professional development programs for teachers. 3. Targeted teaching staff will be required to attend training in order to meet HQT status by a targeted date determined by the Principal. Teachers in this program will be required to submit documentation of completion of required training to APO (monitored by APO and Principal). Teachers receive information pertaining to HOUSSE certification. 4. By June 2014, teaching staff not meeting HQT status will be subject to review and potential removal based on established targets (monitored by Principal). 5. Professional Development is offered by Assistant Principals Supervision and CFN Network Achievement Coach's for teachers currently teaching one or two classes out of license while collegiate certification process is ongoing. 6. Recruitment of Health Care Professionals by Principal and Assistant Principal Health Careers through NYC DOE CTE meetings, conferences and outreach to hospital and community health career facilities centers.

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).
<ol style="list-style-type: none"> 1. The NYCDOE central office is offering professional development ongoing throughout year and in all major subjects. Teachers will attend these workshops to improve their knowledge and practice with the Common Core State Standards. 2. The NYCDOE also offers in house professional development for teachers on different aspects of the common core which will be held throughout the year. 3. Principals and Assistant Principals attended various workshops over the summer and continually throughout the year which they use to turnkey further information to their staff. 4. Assistant Principals work with paraprofessionals and staff to convey the importance of the Common Core State Standards and how they can attribute to the success of students.

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.).
Federal, state, and local funds are used to afford extra counseling services for students along with opportunities for credit recovery and classes offered after school and on Saturdays. These students receive help with fees such as school supplies and college applications.

SWP Schools Only

Transition Plans to Assist Preschool Children (Elementary Schools Only)

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

Measures to Include Teachers in Decisions Regarding Assessments

Describe the decision making process that teachers participate in regarding the use and selection of appropriate multiple assessment measures and the professional development provided regarding the use of assessment results to improve instruction.
Teachers participate in inquiry teams and common planning time once a week where they determine the assessments and

benchmarks that will be used for students in regards to individual subjects and content areas. The measures of student learning baseline assessments were used to get a diagnostic on students and teachers per subject area are creating periodic assessments to assess progress throughout the year.

TA Schools Only

Use of Program Resources

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

TA Coordination with the Regular Program

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

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

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

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

Parent Involvement Policy (PIP) Template

Title I Parent Involvement Policy and Parent-School Compact for Clara Barton High School for Health Professions (K600)¹

Section I: Title I Parent Involvement Policy

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

1. providing materials and training to help parents work with their children to improve their achievement level (e.g., literacy, math and use of technology);
2. providing parents with the information and training needed to effectively become involved in planning and decision making in support of the education of their children;
3. fostering a caring and effective home-school partnership to ensure that parents can effectively support and monitor their child's progress;
4. providing assistance to parents in understanding City, State and Federal standards and assessments;

¹ This template was designed by the Office of School Improvement in collaboration with the New York State Education Department, Office of School Improvement and Community Services (NYC) and the Office for Family Engagement and Advocacy. This template is aligned to fully comply with the parent involvement requirements as outlined in Title I, Part A, Section 1118 of the No Child Left Behind (NCLB) Act.

5. sharing information about school and parent related programs, meetings and other activities in a format, and in languages that parents can understand; and

6. providing professional development opportunities for school staff with the assistance of parents to improve outreach, communication skills and cultural competency in order to build stronger ties between parents and other members of our school community;

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

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

- actively involve and engage parents in the planning, review and evaluation of the effectiveness of the school's Title I program as outlined in the Comprehensive Educational Plan, including the implementation of the school's Title I Parent Involvement Policy and School-Parent Compact;
- engage parents in discussion and decisions regarding the required Title I set-aside funds, which are allocated directly to schools to promote parent involvement, including family literacy and parenting skills;
- ensure that the Title I funds allocated for parent involvement are utilized to implement activities and strategies as described in our Parent Involvement Policy and the School-Parent Compact;
- support school-level committees that include parents who are members of the School Leadership Team, the Parent Teacher Association and Title I Parent Advisory Council. This includes providing technical support and ongoing professional development, especially in developing leadership skills;
- maintain a ²dedicated staff person to serve as a liaison between the school and families. The Parent dedicated staff person will provide information based on the assessed needs of the parents of children who attend our school and will work to ensure that our school environment is welcoming and inviting to all parents. The dedicated staff will also maintain a log of events and activities planned for parents each month and file a report with the Central Office for Family Engagement and Advocacy (OFEA);
- conduct parent workshops with topics that may include: parenting skills, understanding educational accountability grade-level curriculum and assessment expectations; literacy, accessing community and support services; and technology training to build parents' capacity to help their children at home;
- provide opportunities for parents to help them understand the accountability system (e.g., NCLB/State accountability system, student proficiency levels, Annual School Report Card, Progress Report, Quality Review Report, Learning Environment Survey Report);

² Please note that only New York City Public schools that have attained a student population of two-hundred (200) or more will receive funding to hire a Parent Coordinator.

- host the required Title I Parent Annual Meeting on or before December 1st of each school year to advise parents of children participating in the Title I program about the school's Title I funded program(s), their right to be involved in the program and the parent involvement requirements under Title I, Part A, Section 1118 and other applicable sections under the No Child Left Behind Act;
- schedule additional parent meetings (e.g., quarterly meetings, with flexible times, such as meetings in the morning or evening, to share information about the school's educational program and other initiatives of the Chancellor and allow parents to provide suggestions;
- translate all critical school documents and provide interpretation during meetings and events as needed; and
- conduct an Annual Title I Parent Fair/Event where all parents are invited to attend formal presentations and workshops that address their student academic skill needs and what parents can do to help.

Clara Barton High School for Health Professions will further encourage school-level parental involvement by:

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

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

Section II: School-Parent Compact

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

School Responsibilities:

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

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

Support home-school relationships and improve communication by:

- conducting parent-teacher conferences each semester during which the individual child's achievement will be discussed as well as how this Compact is related;
- convening a Title I Parent Annual Meeting (prior to December 1st of each school year) for parents of students participating in the Title I program to inform them of the school's Title I status and funded programs and their right to be involved;

- arranging additional meetings at other flexible times (e.g., morning, evening) and providing (if necessary and funds are available) transportation, child care or home visits for those parents who cannot attend a regular meeting;
- respecting the rights of limited English proficient families to receive translated documents and interpretation services in order to ensure participation in the child's education;
- providing information related to school and parent programs, meetings and other activities is sent to parents of participating children in a format and to the extent practicable in a language that parents can understand;
- involving parents in the planning process to review, evaluate and improve the existing Title I programs, Parent Involvement Policy and this Compact;
- providing parents with timely information regarding performance profiles and individual student assessment results for each child and other pertinent individual school information; and
- ensuring that the Parent Involvement Policy and School-Parent Compact are distributed and discussed with parents each year;

Provide parents reasonable access to staff by:

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

Provide general support to parents by:

- creating a safe, supportive and effective learning community for students and a welcoming respectful environment for parents and guardians;
- assisting parents in understanding academic achievement standards and assessments and how to monitor their child's progress by providing professional development opportunities (times will be scheduled so that the majority of parents can attend);
- sharing and communicating best practices for effective communication, collaboration and partnering with all members of the school community;
- supporting parental involvement activities as requested by parents; and
- ensuring that the Title I funds allocated for parent involvement are utilized to implement activities as described in this Compact and the Parent Involvement Policy; and

- advising parents of their right to file a complaint under the Department’s General Complaint Procedures and consistent with the No Child Left Behind Title I requirement for Elementary Secondary Education Act (ESEA) and Title I programs;

Parent/Guardian Responsibilities:

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

Student Responsibilities:

- attend school regularly and arrive on time;

- complete my homework and submit all assignments on time;
- follow the school rules and be responsible for my actions;
- show respect for myself, other people and property;
- read at least 30 minutes every day outside of school time;
- give to parents or the adult who is responsible for our welfare all notices and information received by us from our school every day;
- try to resolve disagreements or conflicts peacefully; and
- always try my best to learn

This Parent Involvement Policy (including the School-Parent Compact) was distributed for review by Allison Barclay PAC Title 1 Chairperson on Tuesday November 12, 2013

This Parent Involvement Policy was updated on Saturday, October 19, 2013

The final version of this document will be distributed to the school community on December 10, 2013 and will be available on file in the Parent room 119.

A copy of the final version of this policy will also be submitted to the Office of School Improvement as an attachment to the school's CEP and filed with the Office for Family Engagement and Advocacy.

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

**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 600
School Name Clara Barton High School		

B. Language Allocation Policy Team Composition NOTE: The following staff members should be on the LAP team: principal, assistant principal (where applicable), at least one bilingual teacher from each subject area (where there is a bilingual program), at least one ESL teacher, and one parent.

Principal Dr. Richard Forman	Assistant Principal Ms. Vera Leykina
Coach n/a	Coach n/a
ESL Teacher Mr. Habib Cherif	Guidance Counselor Mr. Keith Holgate.
Teacher/Subject Area Mr. Evan Malachowsky, Sp. Ed.	Parent Ms. Mayerline Joseph
Teacher/Subject Area Dr. Cauvin Paul, Haitian NLA	Parent Coordinator Ms. Shaundel Lawson
Related Service Provider Ms. August Holder, Speech	Other Ms. Linda Shalom, ESL Teacher
Network Leader(Only if working with the LAP team) type here	Other Mr. Henry Douglas, ESL teacher

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.	3	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	7
Number of certified bilingual teachers currently teaching in a bilingual program	3	Number of certified NLA/foreign language teachers	0	Number of teachers who hold both a bilingual extension and ESL certification	0
Number of certified ESL teachers <u>not</u> currently teaching in the ESL program	0	Number of teachers currently teaching a self-contained ESL class who hold both a common branch license and ESL certification	0	Number of special education teachers with bilingual extensions	0

D. Student Demographics

Total number of students in school (Excluding Pre-K)	1530	Total number of ELLs	161	ELLs as share of total student population (%)	10.52%
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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 checked="" type="checkbox"/>	No <input type="checkbox"/>	If yes, indicate language(s): Haitian Creole
Dual language program	Yes <input checked="" type="checkbox"/>	No <input type="checkbox"/>	If yes, indicate language(s): Haitian Creole

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%)										6	6	6	5	23
Dual Language (50%:50%)												6	6	12
Freestanding ESL														
self-contained										5	5	3	1	14
SELECT ONE														0
Total	0	0	0	0	0	0	0	0	0	11	11	15	12	49

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	161	Newcomers (ELLs receiving service 0-3 years)	91	ELL Students with Disabilities	31
SIFE	121	ELLs receiving service 4-6 years	39	Long-Term (completed 6+ years)	31

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	67	41		44	37	0	17	40	0	128
Dual Language				2		2	8	3	8	10
ESL	8	0		7		7	8		8	23
Total	75	41	0	53	37	9	33	43	16	161

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
Haitian										48	24	28	22	122
SELECT ONE														0
SELECT ONE														0
TOTAL	0	48	24	28	22	122								

*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																		
SELECT ONE																			0	0
SELECT ONE																			0	0
SELECT ONE																			0	0
TOTAL	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
Haitian							7	8	7	8
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	7	8	7	8

This Section for Dual Language Programs Only

Number of Bilingual students (students fluent in both languages): <u>15</u>	Number of third language speakers:
Ethnic breakdown of EPs (Number):	
African-American: <u>15</u>	Asian: <u> </u>
Hispanic/Latino:	Other:
Native American: <u> </u>	White (Non-Hispanic/Latino): <u> </u>

Freestanding English as a Second Language

Number of ELLs by Grade in Each Language Group

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish										6	2	0	0	8
Chinese														0
Russian														0
Bengali										1	2	1	0	4
Urdu														0
Arabic											1			1
Haitian										51	34	27	25	137
French										3	3		1	7
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other										4				4
TOTAL	0	0	0	0	0	0	0	0	0	65	42	28	26	161

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)										20	3	5	0	28

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)										37	13	9	5	64
Advanced (A)										8	20	17	24	69
Total	0	0	0	0	0	0	0	0	0	65	36	31	29	161

NYSESLAT Modality Analysis														
Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
LISTENING /SPEAKING	B										16	8	8	9
	I										10	7	4	2
	A										21	10	6	11
	P										18	11	13	5
READING/ WRITING	B										51	14	9	9
	I										12	13	10	12
	A										2	9	12	6
	P										0	0	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	22	0	6	0
Integrated Algebra	59		22	
Geometry	29		6	
Algebra 2/Trigonometry	7		0	
Math				
Biology				
Chemistry				
Earth Science	17	2	0	2
Living Environment	38	3	14	3
Physics				
Global History and Geography	46	2	17	2
US History and Government	18		11	
Other <u>FRENCH</u>		5		4
Other <u>HAITIAN CR</u>		6		6
NYSAA ELA	15		15	
NYSAA Mathematics	15		15	
NYSAA Social Studies	15		15	
NYSAA Science	15		15	

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.

We assess literacy skills of all our ELLs with Achieve 3000 Level Set on-line individualized assessment tool in September. 98% of our ELLs score below 6th grade reading level. 16% score below first grade reading level. These are then assessed through the RIGOR assessment process. At the end of the year, the same assessment tools are combined with NYSESLAT results to determine the progress the students made.

In analyzing the assessment data interesting patterns were revealed. Our ELLs progressed much quicker in listening and speaking than reading and writing. This is consistent with numerous studies suggesting that reading and writing, as parts of academic level of second language development, take much longer, up to 7 years, than listening and speaking, which takes up to 3 years. According to the NYSESLAT data, the majority of our ELLs are in the Intermediate stage of English language learning. They tend to spend more than one year in this stage. Since we began using Achieve 3000 and RIGOR, a number of students accelerated their learning, so we have 6 students who progressed from the BEGINNING to ADVANCED level. Generally, all our beginners are newcomers and SWDs on alternative assessment track.

LAB-R results put our newcomers into reading and writing deficits category. Reading and writing skill development is addressed through the use of differentiated instruction based assignment design by ESL teachers who are devoted to the ELLs.

The analysis of patterns across NYSESLAT modalities revealed that most ELLs have higher listening/speaking score than reading/writing score. This is consistent with our inquiry team findings and reflects the need to deepen academic language development. To address this need we modified curricula in every content area and ESL class to include vocabulary-reinforcing activities and assessment tools. This year, we are expanding our work in addressing the evolving NYS Common Core Standards, particularly Standard 1 in Reading and Writing for grades 9-12. Every teacher working with ELLs receives a copy of the NYSESLAT modalities report and uses it as a guide in designing differentiated lessons and curriculum maps.

For the standardized assessment, our ELLs and former ELLs are offered to take Math, Science, and Social Studies tests in their native languages if available. They are provided with two versions of the test, one in English, and another is in language of their choice. In addition, they use glossaries and take advantage of the extended time accommodation. Most students prefer to submit their tests in English. This year we will have many more ELLs and former ELLs eligible for Regents examinations. A large number of them will take these examinations for the first time. We intend to focus on Regents preparation and test taking tutorials in our during- and after- school tutorial sessions.

Our dual language program participants are being Alternately Assessed according to their IEPs. They successfully fulfill their PORTFOLIO requirements.

2. What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?

In analyzing LAB-R and NYSESLAT assessment data the following patterns were revealed. Our ELLs progressed much quicker in listening and speaking than in reading and writing. This is consistent with numerous studies suggesting that reading and writing, as parts of academic level of second language development, take much longer, up to 7 years in comparison to listening and speaking, which takes up to 3 years. According to the NYSESLAT data, the majority of our ELLs are in the Intermediate stage of English language learning. They tend to spend more than one year in this stage. Since we began using Achieve 3000 and RIGOR, a number of students accelerated their learning, so we have 6 students who progressed from the BEGINNING to ADVANCED level. Generally, all our beginners are newcomers and SWDs on alternative assessment track.

LAB-R results put our newcomers into reading and writing deficits category. Reading and writing skill development is addressed through the use of differentiated instruction based assignment design by ESL teachers who are devoted to the ELLs.

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

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. Analysis of the patterns across modalities by grade revealed the following tendencies:
 - 1) The percentage of Beginners in Listening and Speaking varies little between grades 9 and 12. It declines from 25% to 22%; then climbs to 38% and declines to 33%. The percentage of Beginners in Reading and Writing declines sharper. The biggest drop occurs between 9th and 10th grade, from 78% to 39%. As it is with Listening and Speaking modality, it increases slightly to 33% in 11th grade, but then drops to 33% in the 12th grade .
 - 2) The percentage of Intermediate ELLs in Listening and Speaking varies . Among the 9th graders, there are 15% of Intermediate students. This number drops to 11% for the 10th graders; then climbs steadily to 19% in 11th grade; and then drops to 7% for the 12th graders. The tendency is different in Reading and Writing. The percentage of Intermediate 9th graders is 18%. It increases in the 10th grade to 57%; then drops to 36% in 11th grade; and then increases to 44% in the 12th grade.
 - 3) The percentage of ADVANCED ELLs in Listening and Speaking also varies. Among 9th graders, there are 32% of Advance students. This number grows to 15% for the 10th graders; then climbs steadily to 29% in 11th grade; and to 41% for the 12th graders. The tendency is different in Reading and Writing. The percentage of Advanced 9th graders is 3%. It increases in the 10th grade to 25; then to 29% in 11th grade; and then drops to 22% in the 12th grade.
 - 4) No ELLs achieved a passing score on the Reading and Writing modality.
 - 5) On the Listening and Speaking modality, 29% of 9th graders achieved a passing score, but this number drops to 17% in the 10th grade; then climbs to 62% in the 11th grade; and drops to 19% in the 12th grade.
The numbers of students who take content area tests in their native language are very low. However, all of them passed their exams.
 - b. Periodic assessment for ELLs is administered twice a yer. The results are delivered on-line, and analyzed by the gaps in four main language skills and several academic subskills such as making comparisons, supporting arguments, pragmatics, and distinguishing between facts and opinions. For each ELL, these revealed gaps, a linked to specific Units and assignments on Achieve 3000, DOE - approved on-line solution. The results of the Periodic assessment for ELLs ara analyzed during the action research team discussions and affect instructional decsions and selection of instructional interventions.
 - c. The analysis of periodic Assessment for ELLs revealed that we need to target annotating skills; distinguishing between facts and opinions skills; and skills in presenting on arguments supported by the evidence from the text.
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?
The whole faculty is being trained in second language development regularly. At least 6 hours of in-house PD is delivered to each member of the faculty. In addition, members of every department are encouraged to participate in the OELL - conducted all day workshops at least once a month.
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?
 - a. Our dual language program is for the NYSAA SWDs. They are assessed with the SANDI and NYS Portfolio assessment. Our Haitian Creole bilingual teacher of Special Education, Ms. Belony assesses EP students in this program with developmentally-appropriate informal instruments she designed specifically for each individual learner.
 - b. The level of the oral and social language proficiency of EPs in the dual language program is higher than their level of academic language proficiency in both languages. They communicate with each other and with their teacher in both languages based on their developmental level.
 - c. All EP participants in this program achieved a score of 4, which is the highest score on their NYS Portfolio assessment.
8. Describe how you evaluate the success of your programs for ELLs (e.g. meeting AYP for ELLs, etc.).
Our ELL program evaluation is based on multiple instruments. We look at the students achievement in second language acquisition

through the NYSESLAT and at content area and NLA progress through the final grades analysis, Regents results, teacher-conducted portfolio evaluations, results of formal and informal observations, and self-reflective survey of teachers. All these pieces of data allows us to determine the success of our program. School administration and teachers meet every Monday for the Inquiry Hour. They conduct formal action research and collaboratively develop a set of steps to address the gaps revealed. During these sessions, the results of Periodic Assessment for ELLs are being accessed on-line. The gaps in specific subskills for each child are being linked to the appropriate Achieve 3000 assignment, and the ESL teachers collaboratively plan how to use these suggested assignments in class.

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](#).) Initial identification is performed at the time of admission by Ms. Leykina, Assistant Principal of ISS for ELLs & SWDs. All new to the NYC public schools children and their parents are interviewed by her with assistance of our Haitian bilingual guidance counselor, Ms. Boney, or Spanish speaking guidance counselor, Ms. Finn if necessary. The informal oral interview is followed by the parents filling out the HLIS in the language of their choice. The answers to the survey questions are analyzed by Ms. Leykina on the spot, and the determination is made whether or not the new admit needs to be LAB-R tested. At this point the LAB-R test is administered by Ms. Leykina. If the child is found to be eligible for services, the parents participate in the informational session about all programs available for their child at Clara Barton HS and in NYC public schools. An informational video in the language of their choice is streamed directly from the NYC DOE OELL website at this point. The family then is being assisted if further clarification is required. All communication is being conducted in English and the home language of the family of a new admit. The parents have a choice to make a program selection. They are informed that if they make no program selection their child will be placed in the transitional bilingual program.
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. If the child is found to be eligible for services for ELLs based on the informal oral interview and HLIS responses they provided. After that, the parents are invited to participate in the informational session about all programs available for their child at Clara Barton HS and in NYC public schools. If they decline to participate at the time of admission, they are invited to additional informational sessions within the first 10 days of admission. During the informational session, an informational video in the language of their choice is streamed directly from the NYC DOE OELL website at this point. The family then is being assisted if further clarification is required. All communication is being conducted in English and the home language of the family of a new admit. The parents have a choice to make a program selection. They are informed that if they make no program selection their child will be placed in the transitional bilingual program.
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 program entitlement letters, Parent Surveys and Program Selection Forms are given to the families at the time of admission in their home language and in English. Ms. Leykina and the admitting guidance counselor go over each form with the families. If the parents prefer to take these forms home, they are given this choice, but are reminded that the child needs to be placed within the first 10 days after being admitted. A self-addressed stamped envelope is also given to the parents so the forms may be mailed once they are filled out. The parents are reminded that their child will be placed in the transitional bilingual program if they make no choice within the ten days from the admission date. Each form contains Ms. Leykina's contact information in case the parents have additional questions.

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.
If the child is found to be eligible for services for ELLs based on the informal oral interview and HLIS responses they provided. After that, the parents are invited to participate in the informational session about all programs available for their child at Clara Barton HS and in NYC public schools. During the initial information session, and during the following monthly parental meetings, Ms. Leykina, ESL and bilingual teachers explain to the parents how the Free-standing ESL and Transitional Bilingual program are similar and different, and what are the advantages of both. All written and oral communication is taken place in English and in the home language of the parents. The parents have numerous opportunities to ask questions, and some prefer to visit the classes in both programs.
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.
All students listed in the Current ELLs ATS report are scheduled to take NYSESLAT. Ms. Drossos, the exam coordinator, and Ms. Leykina, AP of ISS for ELLs & SWDs, create a special NYSESLAT schedule for all 4 parts of the examination. All ESL teachers administer each part of the examination within the prescribed NYS time span. The families receive a phone message and a letter in two languages about the upcoming exam. Personal invitations for the exam are hand delivered to each student. Several make-up sessions are scheduled, and the make-up invitations are also hand delivered to those who missed one part of the examination.
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. 
All parents of new admits usually select Transitional Bilingual program. The majority of our ELLs are not new admits to the NYC public schools by the time they come to us.

Part V: ELL Programming

A. Programming and Scheduling Information

1. How is instruction delivered? (see [*The Practitioners' Work Group for Accelerating English Language Learner Student Achievement: Nine Common Features of Successful Programs for ELLs*](#))
 - a. What are the organizational models (e.g., departmentalized, push-in [co-teaching], pull-out, collaborative, self-contained)?
 - b. What are the program models (e.g., block [class travels together as a group], ungraded [all students regardless of grade are in one class], heterogeneous [mixed proficiency levels], homogeneous [proficiency level is the same in one class])?

79 percent of our ELLs participate in the TBE program. All ELLs receive the number of ESL classes based on their latest NYSELAT/ LAB-R results. Beginners have 3 periods of ESL instruction, Intermediate students – 2 period of ESL instruction, and advanced students – 1 period of ESL and one period of ELA instruction every day. Our ELLs who are also SWDs are receiving services in two categories. Those of them who are diploma-bound students participate in ESL classes together with non-disabled ELLs. These classes are taught by certified ESL teachers assisted by paraprofessionals. ELLs with IEPs requiring alternative assessment participate in specifically designed self-contained ESL classes with curriculum and methodology appropriate to meet their needs.

Besides appropriate number of ESL classes, our bilingual program participants receive one period of Haitian Creole Native Language Arts every day. We have 4 yearly cycles of Haitian Native Language Arts available. At the end of the 3rd yearly cycle the students take LOTE examination. If they pass it, and we have had a 100% passing rate for the last 3 years, they receive a Foreign Language Regents credit. The curriculum and approaches in this class mirror those of the ELA classes and prepare Haitian students to transfer their skills into English when they eventually take ELA regents examination. Those students who do not achieve a passing score on the NYSELAT but pass Haitian LOTE examination participate in the fourth NLA cycle, Haitian Creole Theater Arts, developed a creative writing and public speaking course in Haitian.

Besides NLA classes, bilingual students also participate in Math, Science, and Social Studies instruction in both languages. Math and Science classes are taught by certified teachers whose native language is Haitian Creole. In these classes, the amount of native language instruction is determined by the teacher based on the individual needs of students. When necessary, Haitian bilingual paraprofessional and/or peer tutors assist the students in the classroom. For the Global History classes, where our students show weaknesses in academic language and content much more, we make sure that two educators are present in every class; one of them is a certified teacher of Social Studies who is a native speaker of Haitian, and another is our Haitian Creole NLA teacher.

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

ESL instruction is delivered according to the CR Part 154 to all ELLs, including ELLs who are SWDs requiring 15:1 classes according to their IEPs. Beginner have three 45 minute-long periods of ESL classes a day; Intermediate students have two 45 minute-long periods of ESL instruction a day; Advanced students receive one 45 minute-long period of ESL instruction a day and one 45 minute-long period of ELA instruction a day. All these classes are taught by NYS Certified ESL teachers. ELA classes are taught by the NYS Certified ELA teachers.

All bilingual students receive one 45 minute-period of NLA instruction a day.

All English Proficient students in the Dual Language Program receive one 45 minute period of Haitian Creole as a Second Language instruction a day. These classes are taught by the NYS Certified teachers.

Students in ESL program receive instruction in content area classes only in English.

Students in transitional bilingual program receive content area instruction in a combination of English and Haitian Creole based on their learning needs. Beginners have at least 25% of their content area instruction taught in English, and 75% in Haitian Creole. Intermediate students have 50% of their content area instruction taught in English and 50% taught in Haitian Creole. Advanced students have at least 75% of their content area instruction delivered in English and 25% of their content area instruction delivered in Haitian Creole.

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.

All content area classes in a transitional bilingual program are taught by a NYS Certified content area Haitian Creole bilingual teachers. In bilingual Global Studies classes, our Haitian Creole NLA State Certified teacher is being pushed in to reinforce linguistic instruction delivered by the bilingual Social Studies teacher.

Student participating in the ESL program receive all their content area instruction only in English, delivered by the NYS Certified content area teachers.

Our Haitian Creole Dual Language program participants receive 50% of content area instruction in Haitian Creole, and 50% of content area instruction in English. All instruction is delivered by the NYS Certified Haitian Bilingual teacher of Special Education, Ms. Belony. These students spend Mondays and Tuesdays in their classroom and Wednesdays, Thursdays, and Fridays in the NYS Downstate or Kings County Hospital worksite working on their health profession-related job skills. When at school, these students receive instruction in both languages every day. When in the hospital, the students receive instruction from their teacher, Ms. Belony and their paraprofessionals in Haitian Creole and English and from the hospital personnel only in English. They communicate with hospital patients in two languages.

4. How do you ensure that ELLs are appropriately evaluated in their native languages throughout the year?
Since no Haitian Creole NYS or NYC standardized assessment is available, our Haitian Creole bilingual teachers in cooperation with the Haitian Native Language Arts teacher developed a series of formative assessment tools geared to assess the learning needs of ELLs in every content area. These tools are utilized by the teachers at least 3 times each semester. Data gathered with these tools is analyzed by the teachers during the action research and used to develop targeted instructional interventions in all content area classes where ELLs learn.
5. How do you ensure that ELLs are appropriately evaluated in all four modalities of English acquisition throughout the year?
All ELLs are evaluated in Listening, Speaking, Reading, and Writing by their ESL teachers at least 5 times a semester. Our ESL team developed a series of formative assessment tools geared to evaluate student progress in each modality. Data gathered with these tools is analyzed by the ESL and bilingual teachers during the action research every Monday and used to develop targeted instructional interventions in all content area classes, all ESL classes, and all ELA classes where our ELLs learn. During the NYSESLAT testing, all ELLs are personally invited to be tested for each of the four modalities. A careful attendance is taken by the proctors during each testing session. Students who were not present at the initial testing session for any of the 4 modalities are identified immediately after the testing. These students are tracked and invited to the make-up testing sessions scheduled at least 4 times within the permitted time by the NYS regulations testing window of time.
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).

Newly arrived ELLs with very low English literacy skills participate in the after-school RIGOR-based small-size sessions. These sessions run twice a week from 3:30 to 5:30 p.m. on Tuesdays and Thursdays. Math tutorial sessions specifically designed for the beginners are run for two days a week at the same time on Wednesdays and Fridays. These sessions utilize Destination Math on-line solution and Castle Learning on-line solution and allow the teacher to individualize intervention services.

Our intermediate and advanced ESL learners work on bridging similar gaps in the Achieve 3000 afterschool sessions running 4 times a week at the same time. All these sessions are funded by the Title III money.

85 percent of our ELLs are SIFE. We also have a significant number of long-term ELLs. We address their needs through the SIFE grant after school and on Saturdays. The participants take part in Science, Social Studies, and ELA Regents – preparation sessions. ESL teachers provide push-in services during these sessions. During the school day, all ELLs receive content-based ESL instruction in their free-standing ESL classes and in their NLA class. Haitian Creole NLA lessons class mirrors ELA lessons, but utilize Haitian reading and writing to prepare the students for the ELA Regents examination. In their ESL classes, the students learn English through the content of various subject areas, mostly History and Science. For the participants in the Haitian Bilingual program, these ESL lessons reinforce

their learning in bilingual science and History classes. Bilingual content area teachers conduct their lessons in different combinations of Haitian Creole and English, depending on the linguistic needs of the students. To accelerate English language development, a certified teacher of ELA is being pushed into the ESL class for advanced learners. Our after school and Saturday sessions are enriched by the use of History Alive! , Castle Learning, and Achieve 3000 solutions.

All instruction for ELLs is tailored to address their individual needs. The teachers maintain portfolios of each ELL and systematically analyze the progress each students makes during the after-school weekly common planning time sessions each Monday from 2:10 TO 2: 50 PM.

30 ELLs, 10 of them are NYS Regents-Diploma bound SWDs, participate in the Nursing Home Internship program. Under the supervision of one teacher and 3 paraprofessionals, they work in the local nursing home primarily with the Haitian-speaking patients on Mondays from 1:30 to 5: 30 p.m, and on Saturdays from 8:30 a.m. to 1:30 p.m.

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?

NYS Regents-Diploma bound SWDs receive their instruction strictly according to their IEP recommendations. These students do not participate in the Transitional Biligual Program. They receive their content area instruction in the setting outlined in their IEP recommendations: SETTS, ICT, or 15:1 self-contained classes. They receive their ESL instruction according to their most recent NYSESLAT or LAB-R score. Beginners receive three 45-minute long periods of ESL instruction a day; and Intermediate students receive two 45-minute long periods of instruction a day. Currenty, we have no Advance level ELLs who are SWDs.

Our 15 ELLs who are NYS AA SWDs are all on the Beginning level of learning ESL according to their NYSESLAT scores. They receive three 45-minute long periods of ESL instruction a day in a 15:1 setting taught by the NYS Certified teacher of ESL, Mr. Cherif.

For all SWDs who are ELLs, Achieve 3000 and RIGOR materials are used extensively. These materials provide age- and developmentally- appropriate ESL , Haitian Creole, and content area instruction in academic language development

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?

At Clara Barton High School, Our ESL, bilingual, and Special Education teachers meet every Monday from 1:20 to 3:30 to examine gathered student data collected during the previous week, to develop instructional interventions, and to analyze and improve teaching practices for ELLs who are SWDs. They are joined by the related service providers and guidance counselors who work with ELLs and SWDs. All ELLs who are SWDs receive appropriate number of ESL classes in accorgdnce to their latest NYSESLAT score. These classes are taught by ta NYS certified ESL teacher. The setting in these classes correponds to the IEP recommendations of the students. For all 15 ELLs who are NYS AA SWDs, three 15:1 classes are being taught by this teacher.

Courses Taught in Languages Other than English ⓘ

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

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

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

Courses Taught in Languages Other than English 

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

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

Science:	Haitian Creole			
Nursing Home Internship	Haitian Creole			
Hospital Science for NYSAASWDs	Haitian Creole			
Life Skills for NYSAASWDs	Haitian Creole			

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.



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.

Newly arrived ELLs with very low English literacy skills participate in the after-school RIGOR small-size sessions. These sessions run twice a week from 3:30 to 5:30 p.m. on Tuesdays and Thursdays. Math tutorial sessions specifically designed for the beginners are run for two days a week at the same time on Wednesdays and Fridays. These sessions utilize Destination Math and Castle Learning on-line solution and allow the teacher to individualize intervention services.

Our intermediate and advanced ESL learners work on bridging similar gaps in the Achieve 3000 afterschool sessions running 4 times a week at the same time. All these sessions are funded by the Title III money.

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

Our current program is meeting the needs of ELLs in content and language development. We need to provide additional services for ELLs who are SWDs in helping them to achieve 10+ credits each year. We also need to expand our support to those ELLs and former ELLs who participate in our Health Professions major. Our needs analysis indicates they these children need extensive support on academic health-professions related language development in study skills, and in socio-emotional growth.

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

We will expand our Field experience in the nursing homes for the ELLs. Prior to this year, our ELLs received only ESL instruction during this program. Now, these students will receive also bilingual instruction.

Based on our needs assessment, we discovered that over 90% of our Haitian Creole Transitional Bilingual students are trilingual, and were educated in French in Haiti. As a result, we started providing additional LOTE class in French for these children every day.

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

None of the programs or services will be discontinued.

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

ELLs participate in all programs and extracurricular activities offered to the English proficient students. Besides, they are invited to participate in the after-school and Saturday credit bearing and non-credit bearing sessions in Academic English; in Health Career-related English; in Life Skills; in Native Language Literacy and Leadership; in Computer Literacy; and in the Nursing Home Field Experience. The parents of ELLs are invited for Family Nights combining informational sessions and social learning at least 6 times a year. These sessions are conducted in English and in the languages of the families.

Intensive Achieve 3000-assisted tutorial instructional sessions are also delivered on Tuesdays, Wednesdays, Thursdays, Fridays, and Saturdays. Weekly Teas with Teachers group counseling sessions are conducted with the ELLs, do address their social and emotional needs.

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 Achieve 3000, RIGOR, Destination Math, and History Alive!. We also collaborate with educational departments of Brooklyn Museum and Brooklyn Botanical Garden, and use their materials in our classrooms.

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

All transitional bilingual students are native speakers of French, Haitian Creole. They take Haitian Creole NLA classes and French LOTE classes. All other ELLs are taking either French or Spanish three-year sequences of courses commencing in Regents Examination. Dual Language program participants are NYSAA SWDs. They receive Haitian NLA/Haitian LOTE developmentally appropriate class delivered by their teacher.

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

All supports and services are designed based on the initial assessments, so they are individually tailored to address the needs of each ELL. We are using the Universal Design for Learning principles to make our services accessible for children of all ages and abilities.

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.

Before the beginning of the school year we conduct an orientation meeting for all newcomers. The interpreters in all main school languages are available during these meetings. We also have a trained staff member available to assist the newcomers during the

intake process, administer HLIS, and discuss educational placement options available in this school and transfer options to other schools in NYC.

18. What language electives are offered to ELLs?

Besides Haitian Creole and French, we offer Spanish and Russian.

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)?

a. Both languages are used all day for instruction.

b. None of the subjects are taught separately, every class is integrated.

c. Language is separated by the themes. Mostly, Haitian is used when the students are in school. English is used when the

students are in the Hospital, doing their internship.

d. Both languages are taught simultaneously.

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. All teachers working with ELLs are identified through the analysis of their class lists. We use ARIS, DAEDALUS, SESIS, and ATS to identify these teachers. Our ESL and bilingual teachers collaborate in designing a professional development plan based on the student data analysis in September. This plan allows us to work with all school personnel involved with ELLs at a minimum of one Monday a month for 3 hours. At least four Saturday workshops for teachers, each workshop is 5-hour long; are planned for the staff working with ELLs.

2. All staff members working with ELLs and former ELLs meet as a team every Monday. They plan together and discuss the progress of their students. In addition, they participate in numerous DOE run professional initiatives, i. e., QTEL institutes, NYS TESOL and SABE conferences, HABETAC and other BETAC sponsored workshops and lecture series devoted to the issues of first and second language acquisition, academic and cultural literacy, and teaching English through content area.

3. n/a

4. All faculty is participating in two full-day professional development initiatives, one in November and one in June, devoted to the needs of ELLs, SWDs and native speakers of English who experience literacy acquisition difficulties. Representatives from RIGOR and/or Achieve 3000 work on these days for several hours with a target group of teachers on approaches of utilizing these curricula in their classes to best suit the needs of the students.

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 are very active part of our school community. Parents of ELLs participate in all whole school parental functions. They are present at the PTA meetings and parent teacher conferences and actively participate in all of them. We provide translated versions of all documents created for and by the parents in Haitian Creole, French and Spanish. We also provide qualified interpreters for every parent who requests such service while communicating with individual staff members or participating in any group activities. For the parents of ELLs we provide additional services. Intergenerational Computer, Math and English Literacy classes , as well as SAT preparation classes for parents and their children are part of our Saturday Academy. We also conduct at least 3 meetings with the parents of ELLs devoted to the issues of academic and cultural adjustment of their children to new school and new country. At least twice a year we have an ELL FAMILY MOVIE NIGHT, where the families of our ELLs get together in the evening to watch and discuss a film relevant to their lives. It could be a film about their native country, or about the lives and struggles of immigrants in the United States.
 2. We invite representatives of Haitian BETAC and FLAMBAYANT community-based organization to present for our parents.
 3. We conduct surveys, phone and in-person interviews in Haitian Creole, French, and Spanish in order to assess the needs of the parents.
 4. Based on the needs assessment conducted last year we are planning parental activities for this school year. All parental activities directly address the needs of the parents.

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.

Our hold-over students requires assistance in academic language development; study skills development; and Regents test preparation. They receive specifically designed assignments developed by our certified teachers of ESL in collaboration with certified bilingual content area teachers and certified NLA teacher.

Our ESL and bilingual teachers collaborate in writing new ESL curriculum devoted to teaching academic English through Humanities and Sciences content.

The team meets every Monday from 1:20 to 3:30 to work on this project during our Inquiry and Common Planning time.

We also provide supplemental Academic and Social English Language Development Services after school and on Saturday.

We use Achieve 3000 and RIGOR literacy solutions, as well as assistance of community-based organizations to provide these services.

3. We attack deficits in listening skills from two different perspectives: as an essential part in social skills development and as an essential part in academic language development.

As a social skill, we incorporate listening activities into ESL instruction devoted to effective communication with adults and peers. Such instruction is being delivered during two types of lessons: lessons in social behavior, and lessons in effective group work.

Both types of lessons are designed by the ESL/Bilingual team of certified teachers and qualified paraprofessionals and delivered during ESL, NLA, and bilingual content area classes, and during the supplementary after school and Saturday services.

Additionally, we use recording features in our laptops recorders and computers with speakers to conduct a variety of listening comprehension activities in all during the day and after school classes. When working on individualized ACHIEVE 3000 sessions, the students also have access to the listening feature of the software and use headphones.

In the beginning of the school year, all ELLs who continue struggling with reading and/or writing are assessed with two standardized instruments: Achieve 3000 LEVEL SET assessment tool and Periodic assessment for ELLs. This assessment approach allows us to define specific reading subskills we need to attack for each individual ELL. Obtained individual assessment results, as well as, reading work samples from the students' portfolio collected during the previous school year, and the most recent NYSESLAT scores are used by ESL, bilingual, and NLA teachers to target specific reading difficulties and group learners by common reading subskills deficits within their classes.

This permits teachers to differentiate ESL, Content Area, and NLA lessons based on specific reading difficulties experienced by individual students.

In ESL and NLA classes, we supplement reading instruction, with Achieve 3000 literacy solution for the Advanced and Intermediate ELLs, and RIGOR solution for the Beginning ELLs. We also use Castle Learning solution to supplement content area instruction.

Part VI: LAP Assurances

School Name: Clara Barton High School

School DBN: 17K600

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Dr. Richard A. Forman	Principal		11/27/13
Vera Leykina	Assistant Principal		11/27/13
Shaundel Lawson	Parent Coordinator		11/27/13
Mr. Habib Cherif	ESL Teacher		11/27/13
Ms. Mayerline Joseph	Parent		11/27/13
Dr. Caivin Paul, Haitian NLA	Teacher/Subject Area		11/27/13
Ms. Linda Shalom, Teacher, ESL	Teacher/Subject Area		11/27/13
n/a	Coach		11/27/13
	Coach		11/27/13
Mr. Keith Holgate	Guidance Counselor		11/27/13
Nancy DiMaggio	Network Leader		11/27/13
Mr. Henry Douglas	Other <u>ESL Teacher</u>		11/27/13
Ms. August Holder	Other <u>Speech Therapist</u>		11/27/13
	Other		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: 17K600 School Name: CLARA BARTON HIGH SCHOOL

Cluster: 2 Network: 2.02

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.

We employed several different strategies to compile a body of translation needs assessment data. These strategies are: interviewing teachers; interviewing parents; interviewing students; and analyzing the existent translated materials. In addition, information from each Home Language Survey is entered into ATS by the pupil personnel secretary and the data is summarized by the ELL Team to determine the language preferences for communicating with all parents. All documents sent home are available in the various languages spoken by our parents. All teachers receive a copy of the report which indicates the parent's language preference. School report cards are sent home in the home language (that the DOE provides) indicated on the home language survey. When the staff contacts a parent via phone, the Emergency Blue Cards indicate the language spoken and written at home. The staff uses the translation unit to communicate with individuals that do speak another language at home.

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.

The major findings of our translation needs assessment were reported to the school community twice: for the first time, during the June - 2012 faculty conference; and for the second time - during the June, 30, 2012 new students' and families orientation event. Language surveys are administered all year by our ESL teachers. The findings are reported to the school community through the parent newsletters, notices, and posted within our school statistical data which are available on the NYC Department of Education website. Also, our A.P. of instructional support services for ELLs, Ms. Vera Leykina, interviews all new admits to the school and gathers information from the parents and students about their home language.

According to the needs assessment, our written translation needs are: translating materials into Haitian Creole, French, Bengali and Spanish which are sent home, such as:

Letters about student progress;

Letters about student attendance;
Informative letters sent to parents about school events;
Flyers;
Posters and signs;
Students' Report cards.

Our oral interpretation needs are the following:

Oral translation at the orientation session of the parents of newly arrived bilingual students;
Oral translation at PTA meetings when necessary;
Oral interpretation when principal, guidance counselors, teachers or deans have a conference with parents;
Oral translation at Teacher-Parent Conferences and Open School Nights; and
The use of translators to make phone calls to parents when there is a need.

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.

Letters about students' progress;
Letters about students' attendance;
Informative letters sent to parents about school events, tutoring, or exams;
Flyers;
Posters;
Student's Report cards; and
Extended glossaries for content area classes.

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

The following interpretation services will be provided by our staff for Haitian Creole and Spanish:

- Oral translation at the orientation session of the parents of newly-arrived bilingual students;
- Oral translation at PTA meetings when necessary;
- Oral interpretation when principal, guidance counselors, teachers or deans when needed;
- Oral translation at Teacher-Parent and Open School Conferences; and
- Use of translators to make phone calls to parents when needed.

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>.

Our school will provide each parent who speaks another language and who requires language assistance services with written notification of their rights regarding translation and interpretation services, and instructions on how to obtain such services.

Our school posts in the lobby, next to the main entrance, a sign in Haitian Creole, Spanish, and Bengali, indicating the room where a copy of the written notification can be obtained.

Our school's Safety Plan contains procedures for ensuring that parents in need of language assistance services are not prevented from reaching the school's administrative services due to language barriers.

2013-14 Comprehensive Education Plan (CEP)

Title III Supplemental Program for ELLs

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

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

For more information on Title III requirements, please see the [School Allocation Memo #44](#) or contact your [Senior ELL Compliance and Performance Specialist](#). Submit this form to your Senior ELL Compliance and Performance Specialist by October 25.

Part A: School Information	
Name of School: Clara Barton High School	DBN: 17K600
This school is (check one):	
<input checked="" type="checkbox"/> conceptually consolidated (skip part E below) <input type="checkbox"/> NOT conceptually consolidated (must complete part E below)	

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

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 work of our Inquiry Team revealed that ELLs have serious gaps in academic language, which affects their achievement in English and other content area classes. In order to ensure that all ELLs meet the standards, besides the regular classroom instruction, we will implement a supplementary Title III academic language development program within a 25-week extended day program. There will be a two times/week, 2 hours of ESL and/or literacy instruction, for two groups of two different proficiency levels: intermediate and advanced students on Mondays, Tuesdays, Wednesdays, and Thursdays from 3:30 to 5:30 pm. The use of technology, specifically, Achieve 3000 on-line software, will be included in order to improve reading, writing, literary understanding and to boost the general knowledge of the students. We will use Achieve 3000 software in order to improve their academic language development. They will learn how to conduct Internet research in order to develop their general knowledge. The use of computers will help improving their literacy skills and enabling students and their families to communicate safely on line via the controlled environment of DOE - approved software. We plan to provide supplementary ESL instruction for a total of 165 students for both proficiency levels. Title III services will be delivered five days a week, Tuesday– Friday, from 3: 30 p.m. to 5: 30 p.m.; and on Saturdays from 8: 30 a.m. to 1:00 p.m. There will be six appropriately certified teachers: 3 ESL, 1 NLA/Haitian, and 1 Special Education teacher of ELA. We will provide the following services: (1) ELA Regents preparation course for ELLs (including the ELLs with IEPs): twice a week , on Tuesdays and Thursdays, from 3: 30 to 5:30; (2)Computer- assisted literacy course for the ELLs who are NYSAA SWDs Tuesday, Wednesday, Thursday, and Friday from 3:30 to 5:30, and on Saturdays from 8:30 to 1:00 p.m.; (3) College Bound Literacy course for ELLs taught by Ms. Shalom, a certified ESL teacher Monday-Friday 3:30 to 5:30 .

Title III After School Programs

1. Academic Language Development : 3: 30 - 5: 30 p.m on Mondays, Wednesdays, Fridays 45 students works with one ESL teacher at least once a week. Achieve 3000 is used as an instructional tool.

2. ELA Regents Supplementary Program: 3:30 p.m - 5: 30 p.m on Tuesdays and Thursdays one group of 15 ELLs work with one ESL teacher.

3. Computer Literacy Program for NYSSA SWDs (9-12 graders): 3: 30 P.M. - 5:30 P.M

4 DAYS A WEEK (Tuesday, Wednesday, Thursday, Friday) for a group of 15 students work with 1 Sp.Ed ELA - certified teacher on Tuesdays and Wednesdays and with 1 H. Creole NLA - certified teacher on Thursdays and Fridays; Achieve 3000 in English, Spanish, and Haitian Creole and RIGOR solution are used with these students.

Part B: Direct Instruction Supplemental Program Information

4. College Bound Literacy Program : 3: 30 P.M. - 5:30 P.M 4 DAYS A WEEK (Tuesday-Friday, 4 groups of 6 Students in each group MEET WITH 1 ESL- certified teacher once a week .

Title III Saturday Program

1 Academic Language Development :8:30 a.m - 1:00 p.m.(9-10th graders) - 25 students works with one ESL teacher . Achieve 3000 is used as an instructional tool with this group.

2. ELA Regents Supplementary Program: (11th -12th gaders) 8:30 a.m. - 1:00 p.m. - 25 ELLs work with one ESL teacher.

3. Computer Literacy Program for NYSSA SWDs (9-12 graders): 8:30a.m -1:00 p.m -15 students work with 1 ESL certified teacher. This group uses Achieve 3000 in Haitian Creole, Spanish, and English.

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:

All teachers working with ELLs will function as an inquiry team which will be engaged in participatory action research project. They will conduct weekly study groups analyzing student data and designing differentiated instructional solutions. The team will take part in the following learning initiatives:

- QTEL training for all teachers serving ELLs who did not have the opportunity to participate in it yet ;
- Literacy strategies for beginning ELLs;
- Using educational assessment strategies and data to inform and differentiate instruction;
- Using technology to enhance language learning;
- Training of Bilingual content area teachers in ESL strategies;
- PD for all monolingual teachers who educate ELLs, in ESL strategies ;
- Portfolio Assessment and practical uses of it:
- ☑Classroom management strategies for differentiated instructional practices;
- ☑Applying Multiple Intelligences Theory to instructional practices;

Part D: Parental Engagement Activities

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 the past, the parents were very reluctant to come to school on weekday evenings and/or weekends. We conducted a parent survey and discovered that most immigrant parents work late at night and/or on Saturdays. The parents of non-immigrant students, however, are much more active. According to the school Language Allocation Policy, we provide interpreters for all PTA meetings and activities. We have very active PTA president who scheduled most parental meetings on Saturdays. We are planning to run all our parental activities at that time and involve both parent coordinator and PTA president in planning and running of parental sessions. Parents of ELLs, include ELLs who are SWDs, will be engaged in a minimum of 20 hours of meaningful activities related to the academic learning and social/ emotional growth of their children during school year 2013-2014.

Parents will receive four hours of academic and parenting skills instruction each week at the Saturday Title I PAC Academy. Title III funds will provide push - in services for these sessions. The cooperating Title III staff member will assist Title I Academy in helping parents of ELLs and parents of those children who interact with ELLs dealing with issues of adjustment to the new school and new country.

Every fourth Saturday of the month, parents will participate in workshops exclusively devoted to the needs of immigrants. The Parent Coordinator and PTA President will also conduct workshops about such issues as graduation requirements, college preparation, etc. FLAMBAYANT Haitian CBO representatives will participate in these meetings.

Part E: Budget

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

Allocation Amount: \$

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Professional salaries (schools must account for fringe benefits) <ul style="list-style-type: none"> • Per session • Per diem 		
Purchased services <ul style="list-style-type: none"> • High quality staff and curriculum 		

Part E: Budget

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

Allocation Amount: \$

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
development contracts.		
Supplies and materials <ul style="list-style-type: none">• Must be supplemental.• Additional curricula, instructional materials.• Must be clearly listed.		
Educational Software (Object Code 199)		
Travel		
Other		
TOTAL		