



**Department of
Education**

Dennis M. Walcott, Chancellor



2013-2014

**SCHOOL COMPREHENSIVE EDUCATIONAL PLAN
(SCEP)**

School Name: THE HENRY STREET SCHOOL FOR INTERNATIONAL STUDIES

DBN (i.e. 01M001): 01M292

Principal: CHRISTINE LOUGHLIN

Principal Email: CLOUGHL@SCHOOLS.NYC.GOV

Superintendent: ANTHONY LODICO

Network Leader: KATHY PELLER

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
Christine A. Loughlin	*Principal or Designee	
Michael Tarasovic	*UFT Chapter Leader or Designee	
Dorothea Cody	*PA/PTA President or Designated Co-President	
	DC 37 Representative, if applicable	
Aaron Cody; Elijah Arocho	Student Representative (<i>optional for elementary and middle schools; a minimum of two members required for high schools</i>)	
	CBO Representative, if applicable	
Dorothea Cody	Member/ Parent	
Beverly Warner	Member/ Parent	
Cynthia Bonano	Member/ Parent	
Daniel Ellis	Member/ Teacher	
Michael Tarasovic	Member/ Teacher	
	Member/ Teacher	
	Member/	

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

School Comprehensive Education Plan (SCEP) Requirements

Which Schools Need to Complete the SCEP?

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

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

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

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

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

Guidance for Developing Completing the Annual Goals and Action Plan Section

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

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

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

School Receiving Title I Funds

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

SCEP Checklist

All Schools

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

Priority Schools Only

x	Expanded Learning Time (ELT) Program Description
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School Information Sheet for 01M292

School Configuration (2013-14)					
Grade Configuration	06,07,08,09,10,11,12	Total Enrollment	323	SIG Recipient	N/A
Types and Number of English Language Learner Classes (2013-14)					
# Transitional Bilingual	N/A	# Dual Language	N/A	# Self-Contained English as a Second Language	N/A
Types and Number of Special Education Classes (2013-14)					
# Special Classes	N/A	# SETSS	N/A	# Integrated Collaborative Teaching	63
Types and Number of Special Classes (2013-14)					
# Visual Arts	5	# Music	9	# Drama	6
# Foreign Language	27	# Dance	N/A	# CTE	N/A
School Composition (2012-13)					
% Title I Population	71.8%	% Attendance Rate	84.7%		
% Free Lunch	82.7%	% Reduced Lunch	2.6%		
% Limited English Proficient	21.1%	% Students with Disabilities	28.6%		
Racial/Ethnic Origin (2012-13)					
% American Indian or Alaska Native	1.3%	% Black or African American	27.6%		
% Hispanic or Latino	54.9%	% Asian or Native Hawaiian/Pacific Islander	12.6%		
% White	2.1%	% Multi-Racial	1.0%		
Personnel (2012-13)					
Years Principal Assigned to School	0.31	# of Assistant Principals	1		
# of Deans	N/A	# of Counselors/Social Workers	1		
% of Teachers with No Valid Teaching Certificate	N/A	% Teaching Out of Certification	4.6%		
% Teaching with Fewer Than 3 Years of Experience	22.9%	Average Teacher Absences	5.8		
Student Performance for Elementary and Middle Schools (2012-13)					
ELA Performance at levels 3 & 4	1.2%	Mathematics Performance at levels 3 & 4	3.5%		
Science Performance at levels 3 & 4 (4th Grade)	N/A	Science Performance at levels 3 & 4 (8th Grade)	14.3%		
Student Performance for High Schools (2011-12)					
ELA Performance at levels 3 & 4	60.6%	Mathematics Performance at levels 3 & 4	32.6%		
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	57.6%		
6 Year Graduation Rate	67.5%				
Overall NYSED Accountability Status (2012-13)					
Reward			Recognition		
In Good Standing			Local Assistance Plan		
Focus District	X	Focus School Identified by a Focus District			
Priority School	X				

Accountability Status – Elementary and Middle Schools

Met Adequate Yearly Progress (AYP) in ELA (2011-12)			
American Indian or Alaska Native	N/A	Black or African American	N/A
Hispanic or Latino	No	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 Mathematics (2011-12)			
American Indian or Alaska Native	N/A	Black or African American	N/A
Hispanic or Latino	No	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 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	No		

Accountability Status – High 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	No	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 Mathematics (2011-12)			
American Indian or Alaska Native	N/A	Black or African American	N/A
Hispanic or Latino	No	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	N/A
Hispanic or Latino	Yes	Asian or Native Hawaiian/Other Pacific Islander	N/A
White	N/A	Multi-Racial	N/A
Students with Disabilities	N/A	Limited English Proficient	N/A
Economically Disadvantaged	No		

SCEP Overview

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

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

Reflecting upon the 2012-13 SCEP

Answer the following questions regarding the 12-13 SCEP			
Describe the strengths of your school's 12-13 SCEP.			
Goals were aligned to instructional shifts and drove the Professional Development Plan. Goals were SMART and the document continually evolved as a means to monitor and adjust our supports. 100% of our teachers implemented 2 units of study aligned to Common Core Learning Standards (CCLS) and gained a greater understanding of CCLS. We made marked change in our school culture in the first year by partnering with our parents. We accomplished the goal of creating and building tradition to positively change school culture and improve parental/community involvement. For example, in the first year, we implemented the following: School wide Curriculum Night, Thanksgiving Day Feast, Grade 6 and 9 Orientation, Winter/Spring Concert – Showcase our talented High School Band Program, Talent Show – Showcase our talented students' grades 6-12, Dancing with the Teachers – to build team relationship between student and teacher, Chinese New Year Celebration – celebrate diversity and extended learning, Monthly Newsletter communication – Consistent and pertinent monthly communication with parents, School Messenger –consistent communication about attendance, lateness, and events, Student Government and student council elected, Career Day – sponsored by the Henry Street Settlement. “Wow-abrations” in the Middle School – reward students for Respectful, Responsible, Organized, and Safe behavior (RROS), School Wide Spring Musical – “In the Heights”			
Describe the areas for improvement in your school's 12-13 SCEP.			
Improvement in the area of student progress and performance is a continued area of focus. Grade teams meet weekly to monitor progress in the high school evidenced by credit accumulation and regents pass rate. In the Middle School, we are monitoring progress through scholarship data and assessment data. We are focusing on literacy in both the Middle School and High School, as 30% of our school's population is SWD (Students With Disabilities) and 20% are ELL's (English Language Learners). Our High School graduation increased 7% points, but we are approaching on 57%. In the Middle School we made significant gains in the area of progress (23% in ELA and 17% in Math). However, proficiency in ELA and Math remain low.			
Describe the barriers and challenges encountered while developing and implementing your school's 12-13 SCEP.			
While the goals were SMART, and attainable, there was a need to delve deeper in the areas of goal 2 - curriculum development and support and goal 3 - Teacher practices and decisions. While we accomplished these goals in our 2012-2013 SCEP, student progress and performance remain low. The root cause analysis shows that students are not making progress due to low attendance, low proficiency levels, and the high number of students transferring mid-year who are under-credited. In addition, the triangulation of student achievement where assessment, curriculum development and delivery of instruction were not aligned in many cases. The triangulation of these critical entities are an area of focus for the 13-14.			
Describe the degree to which your school's 12-13 SCEP was successfully implemented.			
The SCEP of 2012-2013 drove our PD plan, and we consistently referred to the goals and tenants during teacher collaboration time. We accomplished most of the goals of our SCEP last year. Goal 1 - In June 2013, students in the lowest third will make a 5% gain in progress compared to the 2012 progress report. We surpassed this goal in our Middle School and met this goal with our 10 th grade cohort, but fell short in our 9 th and 11 th grade cohorts. Goal 2 - 100% of teachers will implement two units of study aligned to Common Core Learning Standards (CCLS). Successfully Implemented. Goal 3 - Develop Teacher effectiveness through the lens of competency 3b (effective questioning and discussion techniques). Successfully Implemented. Goal 4 - Launch a common language around self-reflection and empathy using (Respect, Responsibility, Organized, and Safe) for the purpose of supporting the social and emotional growth of individual students, as well as the community as a whole. Successfully Implemented. Goal 5 - Create structures and systems, create and build tradition to positively change school culture and to improve parental/community involvement. Successfully Implemented.			
Were all the goals within your school's 12-13 SCEP accomplished?			x
If all the goals were not accomplished, provide an explanation.			Yes
Goal 1 - In June 2013, students in the lowest third will make a 5% gain in progress compared to the 2012 progress report. We surpassed this goal in our Middle School and met this goal with our 10 th grade cohort, but fell short in our 9 th and 11 th grade cohorts. We fell short in the third year because 55% of the students in the lowest third were not present in school for the year. They were either Long Term Absences (LTA's) or discharged. We needed to focus more of our attention in the area of student progress. We need to individually track progress of each of our students, and work to insure that more parent outreach around is happening around progress, more teacher collaboration around progress, and more guidance workshops around progress. We			

also need to focus on the root causes that stand in the way of why students are not making progress (attendance, under-credited, literacy and math proficiency rates, parent involvement), and respond accordingly. In addition, we also identified that triangulation of student achievement is an area for concern. The three components that directly impact student achievement – assessment, curriculum development, and delivery of instruction were not aligned. For instance, teachers did not receive support and professional development on how to access the curriculum for all learners. This year, our goals will support all components so that we see increases in student achievement.

Did the identified activities receive the funding necessary to achieve the corresponding goals?	x	Yes		No
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Developing the 2013-14 SCEP

Answer the following questions regarding the 13-14 SCEP

Describe the anticipated barriers and challenges in developing and implementing your school’s 13-14 SCEP.

Given that the area for improvement for the 2012-2013 academic school year, we’ve identified root causes of why students are not earning sufficient credit, passing optimal regents exams. The barriers are in the high number of students who’ve been discharged and/or Long Term Absences (LTA’s) who we cannot reach, despite our efforts. We are accountable for their progress even though they do not attend.

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

- Student Progress, identified by earning 10 or more credits per year in the high school
- Passing Regents Exams compared to peer group

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

School leaders, including Principal and three A.P’s communicate to faculty each night on a google.doc (Calendar, Daily Update), DOE Email, Weekly Common Planning, Advance Training). Assistant Principals hold monthly workshops with parents. In HS the A.P. facilitates workshop on high school requirements and college application process. The Guidance Counselor holds monthly workshops on an array of topics from Freshman Acclimation, HS requirements, and college application process. We communicate around attendance through phone messenger and daily personal phone calls to homes of late students. In the Middle School, A.P works closely with parents whose children are struggling. Each week, the AP holds parent meetings regarding student progress.

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

“If our school creates safe and respectful learning environments, teachers design coherent instruction to meet the needs of all learners, and student learning is evaluated and monitored, students will take ownership of their learning and achieve.”

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

- There are several strategies to executing the theory of action:
- RROS (Respectful, Responsible, Organized, Safe communities) Creating and implementing expectations around what safe and respectful learning environment looks like. 2 deans, 2 COSA’s – Balancing a positive culture by keeping students accountable to the values of our school, and celebrating the areas for success. Deans are responsible for insuring a school culture where students are practicing RROS, and insuring consistency through disciplinary responses when norms are violated. The primary goal of our COSA’s is to get students involved in the culture of our school, and they do this by celebrating victories, engaging students in activities, hearing student voice, and taking action.
 - Teachers collaborating in content area and grade level teams, weekly to design instructional outcomes to meet the needs of all learners. Teachers participating in CFN lab sites, Instructional Rounds, Common Core PD, Advance Training, Teacher Evaluation and Development System.
 - Two thirds of students will be involved in extended learning opportunities (21st Century Grant, Future Project, Drama/Music Program)

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

Because of our 6-12 unique structure, we have an opportunity of 7 years to educate the whole child. Given that a student comes to us in 6th grade, we have 7 years to prepare and orient to the end goal – College and Career Readiness. In addition, because we have such a high need population, 30% SWD and 22% ELL, we must track the individual progress of our students through assessments and then use those assessments to drive individual instruction. At the same time, teachers have dedicated collaborative planning time with their co-teachers to best support the students they serve. We also need to develop a more intensive plan for those students who transfer to our school who are over-aged and under-credited. Of the 32 students who transferred last year to our HS, almost half were over-aged and under-credited, and their skills severely compromised. We are focusing on Literacy in all content areas, and infuse remedial literacy classes in the HS. Our Extended Learning Time (ELT), Program through the 21st Century has been developed to engage students in the school experience, and gain confidence and self-efficacy through be involved in the school experience.

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

The Principal oversees and manages the overall improvement plan. Three Assistant Principals and Principal develop teacher effectiveness through implementing the Teacher Effectiveness and Development System – ‘Advance’. Through consistent feedback, teachers work to implement feedback. There are 5 content area leaders who are responsible for meeting on a weekly basis with their team to support their development by sharing strategies, reviewing and revising curriculum and assessment. We have 1 SESIS support, who comes on a weekly basis to support ELA and SPED teachers on their co-planning and delivery of instruction. We currently are working with an ASCD Consultant on a bi-monthly basis. Her purpose is to work with us on our areas for improvement.

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).

- 62% of students earned 10+ credits in first year (2012-13 HS Progress Report)
- 47% of students in lowest third earned 10+ credits in first year
- 50% of students earned 10 + credits in third year (2012-13 HS Progress Report)
- 25% of students in lowest third earned 10+ credits in third year

Review Type:	HS Progress Report	Year:	2012-2013	Page Number:	2	HEDI Rating:	N/A
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Tenet 2: School Leadership Practices and Decisions

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

x	2.2 School leader’s vision		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, 65% of students in their first and third year, including students in the respective lowest third, will demonstrate a 7% increase in progress, evidenced by credit accumulation in ELA and Math Regents Exams.

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. Monitoring delivery of instruction through the implementation of Advance –Teacher Evaluation and Development System.
2. Grade Teams facilitated by leaders meet each week to monitor student progress through teacher scholarship data, where lowest third students are identified and an intervention plan is in place.
3. Monitor attendance through incentive process. Exemplary attendance is posted on a monthly basis and awards disseminated to recipients. Outreach is made faculty and staff members on a consistent basis. Long Term Absences (LTA) students are tracked and a ladder of specific protocols are used to re-engage families and students. Weekly Attendance Meetings where students are discussed, intervention plans put in place, and actionable items are followed up.
4. Saturday Senior Academy (6 Saturdays/ 5 hour days 3x per year) for Seniors who failed ELA and/or US History Regents Exam, and test prep for MS students.
5. Within our organizational structure, we have 5 instructional leaders (Mathematics, Science, Social Studies, English Language Arts, Arts) who lead weekly meetings with a focus on the triangulation of student achievement (Assessment, Delivery of Instruction, and Curriculum).
6. Special Education Support Intervention Support once a week (Victoria Fletcher) observes instruction and then gives feedback to co-teachers in ICT Humanities classes. She also provides PD during Common Planning Time to all members of faculty on best strategies to access all learners.
7. Weekly Advance Training Sessions facilitated by Admin. Team, co-facilitated by Teachers (period 6- Middle School, period 7 – High School). The purpose is to share effective practice in Danielson’s Framework.
8. After school tutoring on Tuesdays and Thursdays (50 minute blocks) with a focus on Regents Preparation for all students.
9. Parent Workshops on Credit Accumulation and Regents Credit 11/26 and 10/10
10. Triangulation PD with Allison Zmuda of student achievement – focus on Curriculum, Assessment, Delivery of Instruction
11. Guidance Workshops with ninth graders facilitated by A.P and Guidance Counselor

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

1. 2 Assistant Principals, Instructional Coach, Principal, weekly SESIS coach, Math Coach
2. 4 grade team leaders track student progress for the purpose of predicting outcomes. Each member of grade team are responsible to draft an intervention program for students who are at risk of not making progress. Meetings are held weekly on Tuesday during Common Planning Time (period 6- Middle School; period 7- High School)
3. A.P’s, Attendance Teacher, Guidance Counselors, School Aides, Teachers. Attendance meetings scheduled weekly. Exemplary Attendance will be posted on a monthly basis, and individual students are recognized for their efforts monthly.
4. Principal, Assistant Principals and 5 teachers organize and administer differentiated instruction for Saturday Academy. Analysis of baseline assessments.

5. 5 Instructional Leaders (Teachers) meet weekly with Administration to set agenda and then with their respective teams. The purpose is to triangulate student achievement (Delivery of instruction, Curriculum aligned to Standards, Assessment).
6. SESIS support (Victoria Fletcher) meets with Administration and provides a report on trends and patterns. Follow up/ and report and Admin. Team follows up.
7. Through 21st Century Grant, extended day Regents Preparation, three days a week.
8. Principal, Assistant Principal, parents, and students.
9. Guidance Counselors, Assistant Principals and students
10. Inter-visitations to classrooms (Teachers, A.P.'s, Instructional Coach).
11. Guidance Counselor, Assistant Principal, Students.

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

1. 100% of teachers will receive actionable feedback, and a focus on implementation of effective teaching strategies.
2. Through analysis of baseline assessments, student progress is monitored and adjusted according to interim assessment data.
3. Review attendance data each day to determine patterns and trends and assign faculty/staff with appropriate outreach.
4. Assessment Data driving instruction of Saturday Academy. Analysis of student work.
5. Through Agendas, Minutes, and Advance System
6. Incorporate Instructional strategies learned by SESIS support, Victoria Fletcher. Weekly check ins and follow ups
7. Mock Regents Exams and baseline/interim assessment data
8. Improvement in pass rate on report cards, credit accumulation in January and June.
9. Improvement in pass rate on report cards, credit accumulation in January and June.
10. Increase in the number of teachers rated effective; and increase in student progress evidenced by increase in credit accumulation, regents pass rate, college and career readiness.
11. 100% of 9th grade students have been provided with a symposium on student progress

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

1. Beginning 10/18/13-6/1/13
2. Common Planning Time – Grade Teams period 6; Middle School; Period 7 High School
3. Attendance Meetings – Wednesdays; period 2; CFN Support; Michelle Williams
4. Saturday Academy 12/7/13, 12/14/13, 1/04/14, 1/11/14, 1/18/14, 1/25/14, 3/8/14, 3/15/14, 3/22, 3/29/14, 4/5/14, 5/10/14, 5/17/14, 5/31/14, 6/7/14, 6/14/14
5. Content leads meet with Principal each Monday, period 7; and Wednesdays at 3:00 pm 5
6. Every Thursday
7. Every Wednesday; Periods 6 and 7
8. Every Tuesday and Thursday
9. Parent meeting/workshops Monthly basis
10. Allison Zmuda UBD Training 9/4/13, 11/20/13, 1/31/14, 3/5/14, 6/5/14
11. 4 workshops by end of year

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

1. Conduct 1 observation a day, and provide feedback within the week.
2. C6 Professional Activity is Common Planning Time. All teachers have a professional responsibility for Common Planning time, and it is structured in the following way for Middle School – Period 6, and High School – period 7. Mondays, Thursdays, Fridays – Co-Planning with SpEd and general education teachers, and co-planning with ESL teachers and general education teachers. Tuesdays – Grade Team Meetings. Wednesdays – Advance Training.
3. Attendance Teacher; Network Support Michelle Williams meets with Admin team and support staff weekly
4. 6 sessions + 5 hours + 2 teachers = 60 per session hours 2 A.P.'s +3 sessions each + 5 hours =30 per session hours (15 hours each). In OTPS, the purchasing of Prentice Hall Regents Review books, Xerox copies, IReady test prep books in MS.
5. 10 per session hours per month to 5 content area team leaders. 10 sessions + 1 hour + 9 months + 5 content leads (90 hours x 5 teachers= 450 hours
6. SESIS Support – Victoria Fletcher visits each Thursdays, observes and provides feedback. Provides Professional Development to Middle School Teachers on Thursdays, period 6 and High School Teachers on Thursdays, period 7.
7. Implementation of mock Regents exam in February and April. Coverages are necessary for programming and grading (5 teacher x 1 hour per-session x 3 days += 15 hours
8. All teachers in MS are ELA and Math tutors and they don't have more than 10 students assigned. In HS, teachers focus on Regents preparation including the Arts teachers.
9. 5 PD sessions were purchased through ASCD. 1 consultant x 5 days per year.

10. Through Assistant Principal outreach, monthly meetings and workshops are arranged for after school and during the school day. 1 AP+1 GC + 8 meetings + 2 hours = 32 per session hours
11. Per-session allocation for prep and planning. 1 GC + 5 sessions x2 hours = 10

Budget and Resource Alignment

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

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

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

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

.Refine and build upon the use of formative and summative assessments at the individual teacher and team levels to better inform needed adjustments to curriculum and instruction the meet the needs of all learners.

Review Type:	QR	Year:	2012-2013	Page Number:	5	HEDI Rating:	N/A
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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, 40% of teachers will demonstrate an increase in their HEDI ratings for domains 1 and 3, specifically in 1f and 3d as a means to ensure teachers develop curriculum resulting from consistent assessment practices.

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

- Through the Teacher Development Evaluation System (Advance) consistent feedback is provided and action steps are developed with teachers. Additionally, teachers are provided with weekly trainings and component studies on the Danielson Framework, where teachers co-facilitate the Professional Development. Also, teachers are provided with SESIS support from Victoria Fletcher, once a week, where teachers learn effective instructional strategies. (Guided Practice, Modeling, Collaborative Practice)
- Admin Team meets with the 5 content area leads to support their work with their respective content area teams. The purpose of these planning meetings are as follows - draft agendas, align instructional goals, discuss problems of practice, design actionable steps in creating unit plans, celebrating best practice, and consistent messaging.
- Content Leads meet on Wednesdays from 3 -3:40 pm with respective teachers to focus on the triangulation of student achievement. Best instructional practices are shared, revision of curriculum, and student work protocols are some examples of the weekly agenda.
- Special Ed Coordinator (Nationally Board Certified) meets weekly with teachers on developing strategies for UDL and this is evident in weekly SpEd meeting agendas. .
- Co-teachers meet 3 x a week during Common Planning Time (CPT) to plan instruction for ICT and ESL. The goal is to create lesson plans that meet the needs of all students
- 5 Content Leads will provide support in drafting, revising, and implementing tasks and unit plans aligned to CCLS and aligning assessments to the content standards.
- Inter-visitations in all content area allows teachers to observe instructional strategies, align curriculum to assessments and provide opportunity for teachers to receive feedback of

their peers as a means to improve student progress.

8. Special Education School Intervention Specialist support (Victoria Fletcher) provides Professional Development to faculty on delivery of instruction and accessing all learners. She observes ICT models in English Language Arts with Assistant Principals and provides timely feedback.

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

1. Admin Team consisting of 1 Principal and 3 Assistant Principals, SESIS support, Curriculum Consultant, Math Coach,
2. Admin. Team and 5 content area leads (Math, Science, Social Studies, Science, English, Arts. Working lunch once a week
3. Admin. Team and 5 content area leads meet once a week on Wednesdays 3-3:40 pm.
4. SpEd Coordinator and Assistant Principal meets biweekly with SpEd faculty to model best practice and attend to compliance issues on Wednesdays 3-3:40 pm
5. Common Planning Time is the c6 professional for all teachers, and SpEd teachers are paired with general education counterpart 3x a week (Mondays, Thursdays, and Fridays).
6. Content leads are provided with 10 hours of per-session funds monthly to create agendas and action plans that support their goals
7. Teachers, Assistant Principals, Curriculum Consultant. Coverages are provided so that teachers can participate and debrief about the process.
8. Victoria Fletcher SESIS support engages the faculty weekly (Every Thursday).

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

1. 35% increase in HEDI rating evidenced by the Advanced System.
2. Admin Team observes and gives feedback to content leads after observing weekly meetings (Wednesday Afternoons) Evidence in agendas and minutes
3. Admin Team meets with Content Leads regarding agenda and message to respective departments (Monday, Period 7) Evidence in agendas and minutes
4. Special Education Team meets weekly to share instructional strategies (Wednesday Afternoons) Evidence in agendas and minutes
5. Common Planning Time (Mondays and Fridays – MS – PD 6, HS- PD 7) Evidence of effective ICT planning strategies presented at meetings (agendas), and evidence in classroom.
6. End product resulting in units of study and performance task aligned to CCLS, rubrics, 3 lesson plans from units, annotated pieces of student work (3 high, 3 medium, 3 low). Agendas and Minutes.
7. Identify 20% of effective teachers in certain components, and have them lead PD so that teachers who are developing and/or ineffective are targeted..
8. SESIS support targets ICT teams in English Language Arts.

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

1. 10/15/13-06/01/13
2. 9/6/13 –6/10/14 Wednesdays; period 9 – Content Team Meeting
3. 9/13-6/14- Mondays; period 7 – Standing meeting with Admin Team and Content Leads
4. 10/13, 11/5/13 1/14/14, 2/7/14, 3/14 – Special Education Coordinator works with SpEd faculty on incorporating strategies that are UDL
5. 9/13-6/14 – Mondays and Fridays for Co-planning (ICT and ESL Partnerships
6. Benchmarks for submission of 1 exemplar unit 12/15/13, and revision is due on 1/15/14.
7. Weekly agendas and minutes.
8. Monthly Department Inter-visitations
9. Every Thursday (8:30-3:00 pm)

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

1. Standard Cabinet Meetings; Tuesdays for 1 hour – Instructional; Thursday for 1 ½ - Administrative
2. 10 per session hours per month to 5 content area team leaders. 10 sessions + 1 hour + 9 months + 5 content leads (90 hours x 5 teachers= 450 per session hours
3. Working lunch with Content Area teams. Because we are meeting during their lunch I’m allocating the resource of purchasing their lunch.
4. Curriculum maps/unit plans/lessons are submitted for feedback and reviewed. Admin Per Session 3 A.P x 4 sessions x 2 hours = 24 per session hours. In addition, Library books purchased to provide enrichment and remediation – Examples of books –, The Metamorphosis, Romeo and Juliet, St. Lucy’s Home for Girls Raised by Wolves, The Awakening
5. Professional Development time is organized so that SpEd Teachers. AP and SpEd coordinator facilitate; Wednesdays at 3:00-3:40 pm .
6. 10 per session hours per month to 5 content area team leaders. 10 sessions + 1 hour + 9 months + 5 content leads (90 hours x 5 teachers= 450 per session hours
7. Create structure for Inter-visitation; 5 coverages for debrief + 3x a year = 15 per session hours
8. Structure Thursdays so that SESIS support can be in classrooms and provide feedback to teachers. SESIS support is provided through the state for no cost from the school.

Budget and Resource Alignment

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

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

Indicate using an "X" the P&F activity categories from the P&F program dropdown 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	x	PF Inquiry Teams	X	PF NYS Standards and Assessments		PF Parent Engagement
	PF Positive Behavioral Management Programs				PF RTI		PF Supporting Great Teachers & Leaders

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

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

Major Recommendation

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

Students are not consistently engaged in rigorous and challenging work across all classrooms and therefore are unable to produce meaningful work

Review Type:	Quality Review	Year:	2012-2013	Page Number:	5	HEDI Rating:	N/A
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Tenet 4: Teacher Practices and Decisions

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

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

Annual Goal #3

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

By June, 2014, by June 2014, 100% of teachers and administrators will possess a normed understanding of Domains 1 and Domain 3 from the Charlotte Danielson’s Framework for Teaching as a means to strengthen lesson design, questioning, and discussion techniques to improve pedagogical delivery

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. Implementation of the new teacher evaluation and development system – Advance. Teachers will be observed according to their selection at Initial Planning Conferences. Admin. Team has divided the teachers according to areas of specialization. Post-observation conferences are conducted within a week of observations and actionable steps are clearly defined.
2. Principal and three Assistant Principals deliver Professional Development on each Danielson components on Wednesdays periods 6 and 7, during CPT. Feedback from teacher surveys are reviewed by Admin. Team after each session to gauge teacher understanding and our next steps.
3. Principal and Assistant Principal receives coaching from ASCD (Allison Zmuda) on how to give feedback in a positive way, where teachers are more inclined to receive.
4. Talent Coach, Freddie Torres, provides Professional Development to Admin Team on how to norm, and deliver feedback through the lens of the framework.
5. Principal receives coaching from consultant at MJK Executive, Matthew Kaplowski on how effectively manage. Using strategies with Assistant Principals, and strategies on how to engage faculty in reflective discussions. Training on how to have difficult conversations through tapping into leadership principles.
6. Teachers are provided with Special Education School Instructional Support by Victoria Fletcher from the state, once a week, where teachers learn effective instructional strategies. (Guided Practice, Modeling, Collaborative Practice) that supports their work.
7. 4 teachers are attending CFN lab-sites with a focus on components 2c, 3b, and 3d. Teacher reflects on learned strategies and how to implement into their own practice
8. 3 teachers attending Instructional Rounds where teachers solve problems of practice in another network school.

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

1. Admin Team, Talent Coach, Teachers
2. Admin Team and effective teachers co-lead Advance Training with teachers
3. Admin. Team, ASCD Curriculum Consultant; Allison Zmuda, teachers
4. Admin. Team, Freddie Torres; Talent Coach, teachers

5. Principal and MJK Exec; Matthew Kaplowitz – builds leadership capacity with Principal through Assessments and coaching
6. SESIS support, Victoria Fletcher
7. 4 teachers, Kalisha Robinson; CFN Support
8. 3 teachers, Oni Hutchinson; CFN Support

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

1. Teachers, Tracking in Advance, targeted feedback, weekly discussions around teacher tracking
2. Monitor the effectiveness of each teacher on the Advance website
3. Teacher improvement on the continuum of the Teacher Development and Effectiveness – Advance System
4. Admin. Team are norming in the same quadrant of effectiveness
5. Principal is managing Admin. Team effectively and is yielding optimal results in the instructional outcomes.
6. SESIS support, Victoria meets with 3 teachers weekly and provides feedback. 1 x per week targets 100% of teachers through PD on component 3c.
7. 4 Teachers have a clear understanding of what effective practice looks like in a particular component
8. 6 times per year per year, 6 teachers take part in solving a problem of practice and learn to implement effective strategies .

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

1. Throughout the year 10/24/13—6/1/14
2. Every Wednesday – Period 6 Middle School, Period 7 High School
3. 5 x per year 9/4/13,11/20/13, 1/31/14, 3/7/13, 6/5/14
4. 3x per year
5. 3 sessions per month
6. Every Thursday – Period 6 Middle School, Period 7 High School. Coaching with individual teachers during teacher preps
7. 6x per year with (fall 3 sessions; spring 3 sessions, 6 teachers)
8. 4 sessions per year; 3 teachers

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

1. Admin. Team commits to observe 4 teachers per week, and actionable feedback is provided within a week. Instructional supplies are provided to teachers in the form of chart paper, markers, notebooks, folders, pens/pencils, post-it notes,
2. Assistant Principals prepare and plan after school or Saturdays for this PD (12 per session hours a month x 3 Assistant Principals = 36 per session hours.
3. ASCD Curriculum Development line in OTPS
4. Freddie Torres leads PD for Admin Team 3 x per year for half day sessions provided by CFN 112.
5. Principal Coaching, Leadership Assessments and areas for improvement. OTPS – Professional Development; 3 sessions per month x 9 months.
6. SESIS support allocated each week; Thursdays.
7. Teachers attend CFN Support Professional Development; 3 teachers attend Instructional Rounds 4 x per year. Per-session/Per-diem for substitute coverage. 4 teachers attending Lab site where best practice is shared through the lens of Danielson. 4 teachers x 6 sessions. Per-session/Per-diem line for substitute coverage
8. Inter-visitations 5 coverages per session x 6 = 30 coverages

Budget and Resource Alignment

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

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

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

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

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

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

Major Recommendation

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

- 40% of students reported that most of the teaching staff does NOT make me excited about learning.
- 39% of students reported my school offers a wide enough variety of programs, classes, and activities to keep me interested.

Review Type: LE	Year: 2012-13	Page Number: 5 & 9	HEDI Rating: N/A
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Tenet 5: Student Social and Emotional Developmental Health

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

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

Annual Goal #4

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

By June 2014, 75% of all students participate in extended learning time school activities, including time before and after school.

Instructional Strategies/Activities

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

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

1. The Future Project – a school based mentoring program where students (fellows) are matched with young enthusiastic professionals (Coaches). On site dream director working coordinates dream projects. The purpose is for students to see the fruits of their labor and experience self-efficacy and to practice meta-cognition. In the first year, students have built solid relationships with their coaches and dream director and have reported that they enjoy school, as a result.
2. Through 21st Century Grant – We have several community based organizations providing extended learning time to our students - Leadership Program, Hall of Science, Henry Street Settlement, and Vaughn College create programs that provide learning experiences that are outside the standard curriculum (Flag football, Step, Student Government, Book Club, Math through Card Play, Poetry Club, Drama Club).
3. Band Program elective offerings (Middle/High School); Spring Concert
4. 2 Drama classes in High School; 6-12 Spring Musical
5. RROS is the language our community uses to communicate with one another. Students are asked by faculty and staff to reflect on their behavior and to take personal inventory about whether their actions/words are respectful, responsible, organized, and safe. Students are recognized with spot light on success when they have consistently demonstrated positive RROS. 2 dances per year, Honor Roll lunches, Senior Luncheon, and Teacher Appreciation Luncheon
6. Elected Student Government officials on November 13th. Each grade level represents their grade in meetings and makes recommendations to the Admin. Team. The purpose is for student voice to be heard in all school decision making.
7. Two deans trained in RROS language and approach student discipline from a proactive stance. Students are clear around the expectations and disciplinary responses of infractions. Deans support arrival and dismissal of students each day.
8. Hired additional support in the area of student guidance so that our full time guidance counselor can work with upper grades to insure students are College and Career Ready.
9. Chinese New Year. Celebrating diversity and extended learning.
10. An additional College Counselor on staff to provided 1:1 college counseling for all students.
11. Two Coordinators of Student Affairs to advertise and create after-school experiences that will enrich student life.

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

1. Dream Director – Maritiza Alcoran
2. 21st Century grant manager – Audrey Tindale; Leadership Program – Catherine Herra, On Staff coordinator; Henry Street, Kasha Henri, Ms. Aliya – Student Leadership, Ms. Nicky – Step; Spoken Word - Ms. Claudine
3. Mr. Gunther –new instruments through grant (Henry Street)
4. Ms. Marino and company; Drama culminates in a school-wide production
5. Full faculty and students
6. The leadership program, Coordinator of Student Affairs, Teachers, Admin. Team, and students
7. MS dean – Jose Escudero; HS dean – Daniel Ellis
8. Guidance Counselors – Teresa Goudie F-status 2x per week – Middle School; Maurice Engler – Full time high school
9. College Advisor - Sho Toulou; Henry Street Settlement
10. Daisy Guo – Mandarin Teacher and students

11. Nicole Marino and Harold Garcia – Coordinators of student affairs
C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity
<ol style="list-style-type: none"> 100% of student population is impacted by Future Project. Impact would be on improvement in overall attendance evidenced by increase in monthly attendance rates. Successful arts program evidenced by participation in the programs and the success of the shows Participation in the program and desire to participate 10% decline in the # of incidents More student participation in the school 10% decline in the # of incidents Student satisfaction evidenced in student survey and less # of disciplinary incidents Student participation and satisfaction evidenced by surveys Increase in the # of student applying to colleges More student activities offered and more participation
D. Timeline for implementation and completion including start and end dates
<ol style="list-style-type: none"> September 2013- June 2014
E. Describe programmatic details and resources that will be used to support each instructional strategy/activity
<ol style="list-style-type: none"> In OTPS in the area of transportation, snacks are afforded (pizza) 4 x per month for 50 students 21st Century Grant provides students with a robust enrichment program after school. 5x per week + 7 clubs + Programming to allow arts as enrichment Programming arts as enrichment RROS initiatives – Celebrations for citizenship, academics, and culture building – 10 events per year, involving students and faculty Student Government works with Leadership program after school. HS dean and MS dean – 5 x per week per session hours for 40 weeks x 2 deans Ms. Goudie F status 2x per week for 20 weeks. A.P., Teachers, College Advisor Chinese Teacher – College Advisor services students 4x per week through Henry Street Grant

Budget and Resource Alignment

Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.											
	PF Set Aside	x	Tax Levy		Title IA		Title IIA		Title III	x	Grants
List any additional fund sources your school is using to support the instructional goal below.											
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	x	PF College & Career Readiness		PF Common Core				
x	PF ELT	x	PF Inquiry Teams	x	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 #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).

92% of parents responded satisfied or better to the following question, "How satisfied are you with the following? The education my child has received this year."

Review Type:	Learning Environment Survey	Year:	2012-2013	Page Number:	5	HEDI Rating:	N/A
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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.

By 2014, 95% of parents will report that they are satisfied or better with their child's education, as per the learning environment 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

1. Create conditions for increased parental/community involvement
 - School wide Curriculum Night
 - Thanksgiving Day Feast
 - Grade 6 and 9 Orientation
 - Spring Concert – Showcase our talented Upper School Band Program.
 - Talent Show – Showcase our talented students' grades 6-12.
 - Dancing with the Teachers – to build team relationship between student and teacher.
 - Chinese New Year Celebration – celebrate diversity and extended learning.
 - Student Government and student council established
 - Career Day – sponsored by the Henry Street Settlement. “
 - Wow-abrations” in the Lower School – reward students for Respectful, Responsible, Organized, and Safe behavior (RROS)
 - School Wide Spring Musical – “Create a Welcoming Environment in the school beginning with the Main Office
 - Holds monthly meetings with parents.
2. Communicate with families on a consistent basis and students about attendance, academic progress, and citizenship
 - school messenger and designating staff to call parents of late and absent students.
 - celebratory boards and luncheons to honor students for their citizenship, attendance and academics
 - welcoming environment in office where staff was trained in RROS
3. Support the social and emotional needs of the Middle School by hiring an F status Guidance Counselor.
4. College Advisor to counsel students about college application process, and all steps involved.
5. Workshops with high school parents about student progress.

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

1. PA President, all officers, teachers, students,
2. 2 Coordinator of Student Affairs (COSA), Assistant Principals, teachers, and students.
3. F status Social Worker/Guidance Counselor to serve mandated Middle School Students to free up HS Guidance Counselor for the purpose of focusing on the performance and progress of Upper School students 2 days a week
4. Through 21st Century, College Advisor provides college counseling to Upper School students 4 x per week.
5. Assistant Principal, Guidance Counselor, College Advisor, 2 teachers, students, and parents.

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

1. Parent participation in all events.

2. 90% or more of parents report that they are satisfied with the education child is receiving
3. 10% increase in attendance at PA meetings
4. 15% increase in parent attendance at events at our school
5. 100% of parents have the opportunity to have an in depth understanding about graduation, and college & career readiness.

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

1. September 2013- June 2014
2. September 2013- June 2014
3. September 2013- June 2014
4. 4 x per week
5. 12/10/13, 12/17/13, and 2 dates in the spring

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

1. Through 21st Century Grant, the Leadership Program provides family workshops, called “building family” is designed to strengthen the bond between parents their child’s school’ enhance parent/child relationships; and provide meaningful, informative, and fun workshops for parents’ personal development a child’s success. The Leadership Program provides all staff and materials necessary for the successful implementation of these workshops and all materials are offered in both English and Spanish. These workshops coincide with PA meetings on these dates from 5-7 pm (11/19/13, 12/17/13, 1/21/14, 2/18/14, 3/18/14, 4/28/14)
2. Incentives for attendance and academic achievement through host a Thanksgiving day feast at the PA meeting in November; hosting honor roll lunches for students celebrating successes. Purchase certificates, awards, movie tickets, and snacks.
3. F Status Guidance Counselor 2x per week x 22 weeks of per diem
4. Fully funded College Advisor who collaborates with Guidance Counselor two x per week
5. 1 AP + 1 GC + 2 teachers x 2 per session hours x 4 sessions per year

Budget and Resource Alignment

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

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

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

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

Expanded Learning Time (ELT) Program Description
PRIORITY SCHOOLS ONLY

ELT Work Plan

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

Program Goals

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

By June 2014, 50% of our Extended Learning Time students will demonstrate a 5 % increase in attendance.

Activities

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

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

1. **Inquiry based learning through Hall of Science. Tutors work with alongside science teachers to engage students in inquiry approach of learning. The purpose is to have students make inquiries and predictions based on evidence and outcomes**
2. **Student Conferencing with College Advisor as a means to define goals, and action steps to insure students are applying to college and**
3. **Student voice through student government and check-ins with Admin to insure their voice is heard.**
4. **The implementation of after-school activities, such as, book club, spoken word, step/dance, math through card play, soccer, flag football, PSAL boys basketball, has given students opportunities to be involved and engaged in extra-curricular activities. All students have the opportunity to join clubs and teams so they are supported and engaged in the school culture. These activities invest students in school and give them a reason to be connected that extends the general curriculum.**
5. **Saturday Academy serving high need students who have yet to pass Regents Exams in American History and ELA in the fall. .**

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

1. **The Leadership Program, Vaughn College, Henry Street Settlement, Hall of Science**

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

1. **Targeting 100% of the population through the ELT program, and we are shooting for 85% participation.**

Budget and Resource Alignment

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

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

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

Henry Street Settlement grant

Community Partnerships

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

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

The Leadership Program, Vaughn College, Henry Street Settlement, Hall of Science,

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

ELT program is structured as an in-school and after-school program. Henry Street Settlement funds a full time college advisor who works to expose students to college and career readiness through college trips, college application process, and FAFSA. She also works with students on college essays, as well. Leadership Program offers a range of student activities. The Leadership program provides 8 days per week. Leadership program is linked to the school day and able to support our students interest around after school clubs

ELT Program Narrative

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

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

1. NY Hall of Science – Designed to provide an interactive age-appropriate science experience that meets the NYC Scope and Sequence, NY State and National Standards.
2. Vaughn College – Provides preliminary school-year visits to assess and build student partnerships followed by STEM-based summer field trips for students; Committed to creating an environment that cultivates personal growth and leadership in preparation for successful technical and aviation careers.
3. Leadership Program – Aligns the academic standards and social-emotional development of our students, with evidence-based programming, which is carefully structured to meet the unique needs of schools. For their family literary outreach, the Leadership Programs series of family workshops to strengthen the bond between parents and their child’s school
4. Henry Street Settlement – Emphasizes academic success while promoting social skills, leadership qualities and emotional well-being. The focus is on college and career readiness programming. Focuses on educating, encouraging, and enriching lives of the young person and his/her support network

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

1. NY Hall of Science - Students will be participating in 4 units of Science Inquiry; Oobleckian Science, All Charged Up , Sporty Nutrition
2. Vaughn Science - Provides preliminary school year visits to assess and build partnerships; provides outreach efforts to Middle and High school during the academic year by providing them with financial aid workshops
3. Leadership Program - engages learning partner committed to the academic and social-emotional development of students, with evidence-based programming, which is carefully structured to meet the unique needs of schools.
4. Henry Street – emphasizes the importance of academic success while promoting social skills, leadership qualities and emotional well-being Focus on educating, encouraging and enriching live of the young person and his/her support network

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

1. Hall of Science - Through Inquiry Learning; Small Groups, Hands on Learning
2. Vaughn Science – Expeditionary Learning
3. Leadership Program – Exploratory Learning
4. Social and Emotional Learning

D. Are the additional hours mandatory or voluntary?		Mandatory	x	Voluntary
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E. If the additional hours are voluntary, describe how you are ensuring that 50% or more of the students (or 50% of students’ receiving AIS if the school is not receiving 1003(g) SIG Funds) are participating.

Every **Wednesday**, The Leadership Program pushes in to the all Middle School classes, and the ninth grade to provide support. This is not a voluntary program is it is part of the SS and Sci curriculum on Wednesdays for these grades. This service is provided to our students according to this program and schedule.

Violence Prevention through Leadership Program

Period 1 – 8:30-9:16 Mr. Hussain

Period 2 – 9:18-10:04 Ms. Hasandras

Period 8 – 2:04-2:50 Mr. Hussain

Organized for Life

Period 1 – 8:30-9:16

Period 4 – 10:54-11:40

Period 5 – 11:42-12:28

Period 8 – 2:04-2:50

After School Activities are scheduled **every day** Monday-Friday according to this schedule:

Mondays and Fridays – 3:00-5:30

Tuesday, Wednesday, Thursday – 3:45-5:30

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

We are monitoring the attendance very closely as we have a dedicated director on staff who monitors data and adjusts. Through the leadership program, we have increased parental communication as we have several parent workshops scheduled for the school year during PA meetings. We message important communications through phone messenger and grade teams meet with parents of students who struggle on a weekly basis. We’ve invited students to parent workshops and continue to do so throughout the year.

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

Meeting with partners each week to collaborate and to discuss students. The program has only been in full swing for two months, so we continue to advertise the extended learning opportunities and do outreach to parents and students we want to target. We advertise through vibrant displays in the halls. We have culminating celebrations planned for end

of the year.

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	<ul style="list-style-type: none"> • Senior Saturday Academy in January • Independent Reading in MS • Independent Reading • Regents Preparation in June Saturday Academy • 	<ul style="list-style-type: none"> • US History Regents Preparation; Group Instruction; • Whole Class instruction 	Saturdays (12/7/13, 12/14/13, 1/4/13, 1/11/14, 1/18/14, 1/25/14) 5x per week 5/31/14, 6/7/14, 6/14/14, 6/21/14
Mathematics	Targeted Instruction in Mathematics Regents Preparation in January and May/June	<ul style="list-style-type: none"> • Pull out Mathematics in MS 	Tuesdays and Thursdays AIS, after school 1/4/13, 1/11/14, 1/18/14, 1/25/14 5/31/14, 6/7/14, 6/14/14, 6/21/14
Science	Targeted Instruction in Science Regents Preparation in May/June Saturday Academy	<ul style="list-style-type: none"> • Hall of Science; offering Science enrichment during the school day • AIS 	Tuesdays and Thursdays AIS, after school During the School Day 1/4/13, 1/11/14, 1/18/14, 1/25/14 5/31/14, 6/7/14, 6/14/14, 6/21/14
Social Studies	Senior Saturday Academy Targeted Instruction in Global and US	US History Regents Preparation; Group Instruction	Tuesdays and Thursdays AIS, after school Saturdays 12/7/13, 12/14/13, 1/4/13, 1/11/14, 1/18/14, 1/25/14 5/31/14, 6/7/14, 6/14/14, 6/21/14
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	Counseling Services provided by GC and on site outside agency, turning points	Group and Individual	Tuesdays and Thursdays AIS, after school 3x per week during school

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

- All elements of the *All Title I Schools* section must be completed*.
- School Wide Program (SWP) schools must also complete the *SWP Schools Only* section.
- Targeted Assistance (TA) Schools must also complete the *TA Schools Only* section

*If a required component is addressed elsewhere in this plan, you may refer to the page number(s) where the response can be found.

Title I Status

Indicate with an "X" your school's Title I Status.			
X	School Wide Program (SWP)		Targeted Assistance (TA) Schools
			Non-Title I

All Title I Schools

Highly Qualified Teachers (HQT)

Describe the strategies and activities including strategies for recruitment, retention, assignments, and support including high quality professional development that ensures staff is highly qualified.
This is an area of strength at our school. To date, 100% of our teachers are HQT by definition. Our hiring process requires prospective teachers to read articles and provide a reflection. Interview questions are vetted from 'Star Teacher, Pedagogy of Poverty.' It's important that the teachers hired understand the expectations and that they must nurture the whole child. Professional development is a strength as 90% of our teachers reported on the LES (2012-2013) that they are provided with effective Professional Development opportunities.

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).
Currently, we provide teachers with Professional Development opportunities two days per week. On Wednesdays, Advance training is co-facilitated by admin and teachers on a Danielson component of study. On Thursdays, SESIS PD is provided where teachers are taught ICT strategies and have opportunity to share the success of their implementation. This has strengthened the co-teacher partnerships, therefore the varying needs of students with disabilities are met.

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 <u>the intent and purpose</u> programs whose funds are consolidated (i.e., services for Students in Temporary Housing (STH), violence prevention programs, housing programs, Head Start, etc.).
We currently have 10 students in temporary housing, and we use these funds to insure that trips, college applications, and all expenses relating to the school are absorbed and compensated, We have delegated a guidance counselor to meet with them on a regular basis to determine how we can meet their individual needs. Through the Leadership Program, we have two Middle School classes that are provided with an anti-bullying curriculum. Dean and Guidance Counselor participate in 4 Professional Developments per year about race sensitivity in student suspense incidents. Also, A.P and 2 teachers participated in RTI training on how to empower the bystander.

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 meet 3 times a week with their respective co-teacher to plan for the assessments of their students. In that time, teachers have graded the MOSL and planned instruction based on the baseline. Also, in the high school, our teachers planned and organized mock regents exams in November and March for the purpose of driving their instruction.

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).

Parent Involvement Policy (PIP) Template

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

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

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

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

- actively involve and engage parents in the planning, review and evaluation of the effectiveness of the school's Title I program as outlined in the Comprehensive Educational Plan, including the implementation of the school's Title I Parent Involvement Policy and School-Parent Compact;
- engage parents in discussion and decisions regarding the required Title I set-aside funds, which are allocated directly to schools to promote parent involvement, including family literacy and parenting skills;
- ensure that the Title I funds allocated for parent involvement are utilized to implement activities and strategies as described in our Parent Involvement Policy and the School-Parent Compact;
- support school-level committees that include parents who are members of the School Leadership Team, the Parent Association (or Parent-Teacher Association) and Title I Parent Committee. This includes providing technical support and ongoing professional development, especially in developing leadership skills;

- maintain a Parent Coordinator (or a dedicated staff person) to serve as a liaison between the school and families. The Parent Coordinator or a dedicated staff person will provide parent workshops based on the assessed needs of the parents of children who attend our school and will work to ensure that our school environment is welcoming and inviting to all parents. The Parent Coordinator will also maintain a log of events and activities planned for parents each month and file a report with the central office.;
- conduct parent workshops with topics that may include: parenting skills, understanding educational accountability grade-level curriculum and assessment expectations; literacy, accessing community and support services; and technology training to build parents' capacity to help their children at home;
- provide opportunities for parents to help them understand the accountability system, e.g., NCLB/State accountability system, student proficiency levels, Annual School Report Card, Progress Report, Quality Review Report, Learning Environment Survey Report;
- host the required Annual Title I Parent Meeting on or before December 1st of each school year to advise parents of children participating in the Title I program about the school's Title I funded program(s), their right to be involved in the program and the parent involvement requirements under Title I, Part A, Section 1118 and other applicable sections under the No Child Left Behind Act;
- schedule additional parent meetings, e.g., quarterly meetings, with flexible times, such as meetings in the morning or evening, to share information about the school's educational program and other initiatives of the Chancellor and allow parents to provide suggestions;
- translate all critical school documents and provide interpretation during meetings and events as needed;
- conduct an Annual Title I Parent Fair/Event where all parents are invited to attend formal presentations and workshops that address their student academic skill needs and what parents can do to help;

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

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

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

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

I. School Responsibilities

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

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

Support home-school relationships and improve communication by:

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

Provide parents reasonable access to staff by:

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

Provide general support to parents by:

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

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

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

Part I: School ELL Profile

A. School Information

District 01	Borough Manhattan	School Number 292
School Name Henry Street School for International St		

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 Christine Loughlin	Assistant Principal Ms. Bonner Ms. Hasandras
Coach	Coach
ESL Teacher Edward Lentol	Guidance Counselor Maurice Engler
Teacher/Subject Area Lorraine Levey/ESL	Parent
Teacher/Subject Area Rena Chicklas/ESL	Parent Coordinator
Related Service Provider	Other Mr. Garcia, SS Teacher
Network Leader(Only if working with the LAP team)	Other

C. Teacher Qualifications

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

Number of certified ESL teachers currently teaching in the ESL program.	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	0
Number of certified bilingual teachers currently teaching in a bilingual program	0	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)	325	Total number of ELLs	64	ELLs as share of total student population (%)	19.69%
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Part II: ELL Demographics

A. ELL Programs

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

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

This school offers (check all that apply):

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

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

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

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	64	Newcomers (ELLs receiving service 0-3 years)	31	ELL Students with Disabilities	12
SIFE	8	ELLs receiving service 4-6 years	18	Long-Term (completed 6+ years)	15

Enter the number of ELLs by years of identification and program model in each box. Enter the number of ELLs within a subgroup who are also SIFE or SWD. [?](#)

ELLs by Subgroups		
ELLs (0-3 years)	ELLs (4-6 years)	Long-Term ELLs (completed 6 years)

	All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD	Total
TBE	0	0	0	0	0	0	0	0	0	0
Dual Language	0	0	0	0	0	0	0	0	0	0
ESL	31	4	1	18	1	1	15	3	10	64
Total	31	4	1	18	1	1	15	3	10	64

Number of ELLs who have an alternate placement paraprofessional: 1

C. Home Language Breakdown and ELL Programs

Transitional Bilingual Education														
Number of ELLs by Grade in Each Language Group														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
SELECT ONE														0
SELECT ONE														0
SELECT ONE														0
TOTAL	0	0	0	0	0	0	0	0	0	0	0	0	0	0

*EP=English proficient student

Dual Language (ELLs/EPs*)																						
K-8																						
Number of ELLs by Grade in Each Language Group																						
	K		1		2		3		4		5		6		7		8		TOTAL			
	EL	EP	EL	EP																		
SELECT ONE																				0	0	
SELECT ONE																					0	0
SELECT ONE																					0	0
TOTAL	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	

Dual Language (ELLs/EPs)										
9-12										
Number of ELLs by Grade in Each Language Group										
	9		10		11		12		TOTAL	
	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP
SELECT ONE									0	0
SELECT ONE									0	0
SELECT ONE									0	0

**Dual Language (ELLs/EPs)
9-12**

Number of ELLs by Grade in Each Language Group

	9		10		11		12		TOTAL	
	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP
TOTAL	0	0	0	0	0	0	0	0	0	0

This Section for Dual Language Programs Only

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

Freestanding English as a Second Language

Number of ELLs by Grade in Each Language Group

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish							1	1	2	5	11	11	7	38
Chinese								1	2	4	3	3	8	21
Russian														0
Bengali														0
Urdu											1			1
Arabic								1				1		2
Haitian														0
French														0
Korean														0
Punjabi										1				1
Polish														0
Albanian														0
Other											1			1
TOTAL	0	0	0	0	0	0	1	3	4	10	16	15	15	64

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)								1	3	1	5	1	2	13

OVERALL NYSESLAT* PROFICIENCY RESULTS (*LAB-R FOR NEW ADMITS)														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Intermediate(I)							1		1	4	4	8	7	25
Advanced (A)								2		6	6	6	6	26
Total	0	0	0	0	0	0	1	3	4	11	15	15	15	64

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

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

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
4	1				2				3
8	4		5		2				11
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	17		0	
Integrated Algebra	44		17	
Geometry	12		6	
Algebra 2/Trigonometry	5		1	
Math				
Biology				
Chemistry				
Earth Science	15		5	
Living Environment	29		10	
Physics				
Global History and Geography	30		12	
US History and Government	22		4	
Foreign Language				
Other				
Other				
NYSAA ELA				
NYSAA Mathematics				
NYSAA Social Studies				
NYSAA Science				

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

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

1. Describe what assessment tool your school uses to assess the early literacy skills of your ELLs (e.g., ECLAS-2, EL SOL, Fountas and Pinnell, DRA, TCRWP). What insights do the data provide about your ELLs? How will this data help inform your school's instructional plan? Please provide any quantitative data available to support your response.

Achieve 3000 has been used to determine the reading levels of our students in the Middle School (Grades 6-9).

In the High School, teacher generated assessments inform the reading levels of students in Grades 9 - 12.

Our overall data supports the need to differentiate instruction according to reading level.

Our ELLs, in particular, need strategies to build fluency and comprehension in reading and vocabulary to improve upon their writing skills.

Our assessment data of reading levels drives our instruction.

Key components to our instructional plan include: Explicit and Context Embedded Vocabulary Development and Independent Reading.

Our instructional plan includes: building comprehension through scaffolding strategies, increasing academic vocabulary through a context-rich curriculum, and explicit writing strategies.

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

See Below:

3. How will patterns across NYSESLAT modalities—reading/writing and listening/speaking—affect instructional decisions? How does your school use information about Annual Measurable Achievement Objectives? What does the data reveal? (see [SED memo](#) and [AMAO tool](#))

Questions #2 and #3 and #4a:

The data patterns across proficiency levels reveal:

Grades 6 - 8:

Beginners: 4 out of 64 (6%)

Intermediate: 2 out of 64 (2%)

Advanced: 2 out of 64 (2%)

Grades 9 - 12:

Beginners: 9 out of 64 (14%)

Intermediate: 23 out of 64 (36%)

Advanced: 24 out of 64 (38%)

The data patters across Modalities reveal:

Listening/Speaking:

Beginners: 12%

Intermediate: 33%

Advanced: 26%

Proficient: 29%

Reading/Writing:

Beginners: 26%

Intermediate: 50%

Advanced: 24%

Proficient: 0%

The results show the need to provide intensive instruction in reading comprehension and writing skills while also continuing to build

the capacity of students' listening and speaking skills.

Based upon the examination of the four modalities across proficiency levels and grades, our LAP and instruction must continue to focus on the two modalities of Reading and Writing to enable all ELLs to attain language proficiency and meet and exceed state and city standards in the core subject areas.

4. For each program, answer the following:
 - a. What are the patterns across proficiencies and grades? How are ELLs faring in tests taken in English as compared to the native language?
 - b. Describe how the school leadership and teachers are using the results of the ELL Periodic Assessments.
 - c. What is the school learning about ELLs from the Periodic Assessments? How is the native language used?

B. Currently, we do not administer the ELL Periodic Assessments.
5. Describe how your school uses data to guide instruction for ELLs within the Response to Intervention (RtI) framework (for grades K-5). (see [RtI Guide for Teachers of ELLs.](#))
N/A
6. How do you make sure that a child's second language development is considered in instructional decisions?
Wherever possible, students are provided instruction (including directions, content, assignments/tasks) translated in their Native Language as a means of instructional support.
7. For dual language programs, answer the following:
 - a. How are the English-proficient students (EPs) assessed in the second (target) language?
 - b. What is the level of language proficiency in the second (target) language for EPs?
 - c. How are EPs performing on State and City Assessments?

N/A
8. Describe how you evaluate the success of your programs for ELLs (e.g. meeting AYP for ELLs, etc.).
We regularly evaluate and reflect upon the success of our programs for ELLs by measuring individual progress in English Language Proficiency including reading levels, writing skills, use of academic vocabulary and performance on city and state assessments. We fully recognize the importance of planned intervention strategies that challenge and motivate our ELLs to think critically and creatively.

Part IV: ELL Identification Process

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

1. Describe the steps followed for the initial identification of ELLs. These steps must include administering the Home Language Identification Survey (HLIS) which includes the informal oral interview in English and in the native language, and the formal initial assessment. Identify the person(s) responsible, including their qualifications, for conducting the initial screening, administering the HLIS, the LAB-R (if necessary), and the formal initial assessment. (Refer to [ELL Policy Brief](#) and [EPIC](#).)
The initial process is conducted within the first two weeks (ten school days) of a student's enrollment and includes the following four steps:
 - a. Administration of the Home Language questionnaire is conducted by a licensed pedagogue to assist Mr. Engler, our School Counselor.
Generally, the licensed pedagogue who assists the School Counselor is Mr. Lentol, our ESL Coordinator who is a licensed ESL teacher. Mr. Lentol is fluent in English.
When the ESL Coordinator is not available, one of the two Assistant Principals, both of whom are fluent in English, assist the School Counselor with the administration of the Home Language questionnaire.

When the Home Language questionnaire requires a licensed pedagogue who speaks fluent Chinese, our Chinese teacher (Ms. Guo) assists the School Counselor.

When the Home Language questionnaire requires a licensed pedagogue who speaks fluent Spanish, our licensed Spanish teacher (Ms. Lasanta) or our licensed Special Education (Social Studies) teacher who speaks fluent Spanish (Mr. Rodriguez) assists the School Counselor.

b. In addition, an informal interview in English is conducted by Mr. Engler, our School Counselor.

Whenever necessary, an additional staff member who speaks the Native Language (if available) of the new registrant accompanies the School Counselor for the informal interview.

The School Counselor and ESL Coordinator then collaboratively review the Home Language Survey.

c. If the child is then determined eligible, he/she is administered the LAB-R or Spanish LAB by our ESL Coordinator within ten days to determine appropriate placement.

d. Placement in the appropriate instructional program begins after the administration of the LAB-R/Spanish LAB.

Based on those results, students are identified either as LEP/ELL or English proficient.

Students who are identified as English proficient enter a general education program.

Students who are identified as LEP/ELL are placed according to next steps described below in Question #2.

Mr. Lentol, our ESL Coordinator, collaborates with both the Assistant Principal and Programmer to place students as indicated by the LAB-R results.

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.

#2 and #3:

Once it has been established that a student is entitled to services, the parent is informed through an orientation.

The orientation is conducted by Mr. Lentol, our ESL Coordinator.

During orientation, parents view a video in their native language explaining each of the three options offered by the DOE.

The video is shown prior to the parent/guardian filling out the parent-choice form.

Parent choice forms are then collected and reviewed.

ELL information is always presented according to the native language of the parent.

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](#)].)

See above

4. Describe the criteria used and the procedures followed to place identified ELL students in bilingual or ESL instructional programs; description must also include any consultation/communication activities with parents in their native language.

The ESL Team consists of three licensed ESL pedagogues, one of whom also serves as the ESL Coordinator.

Mr. Lentol is the ESL Coordinator. Ms. Levey and Ms. Chicklas are both licensed ESL teachers.

By the end of September (upon receipt of annual NYSESLAT results), the ESL Team reviews the results to determine appropriate placement.

Collectively, the ESL Team determines which students are entitled to ESL services.

The ESL Coordinator prepares the appropriate placement letters.

The ESL Team then makes sufficient copies

Parents/guardians receive placement (including continued entitlement) letters at the beginning of each school year.

Some are sent home with students and some are mailed.

A log is maintained tracking all students who are given placement letters.

That log is kept in an ESL Binder.

5. Describe the steps taken to administer all sections of the New York State English as a Second Language Achievement Test (NYSESLAT) to all ELLs each year.

The following steps are taken:

The ATS report which identifies all students eligible to take the NYSESLAT is printed.

This report is used by our ESL Coordinator and cross-referenced with the class lists of all students enrolled in ESL instruction. Our ESL Coordinator then devises a comprehensive schedule indicating dates, time and location to administer all four components of the NYSESLAT Exam.

This schedule is collectively reviewed by the ESL Team.

The ESL Coordinator also shares the NYSESLAT testing schedule with the entire school community.

The NYSESLAT is then administered through the coordination of the ESL Team.

Immediate outreach of students absent from any of the four components of the NYSESLAT is done by any of the following personnel: ESL Coordinator; ESL Teachers; Assistant Principal; Guidance Counselor; School Aides; and/or Parent Coordinator.

The ESL Coordinator maintains a testing log which is "checked off" for every student to indicate that they have actually taken all 4 components of the exam.

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

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])?

The instruction is delivered in the ESL classes by proficiency level regardless of grade.

The free-standing ESL instruction is designed so that students can develop conceptual skills while building fluency to acquire the language.

With our free-standing ESL instructional model, ESL is the language arts instruction for our Beginners and Intermediate. Advanced students in our high school take a regular monolingual English Language Arts class in addition to their ESL class.
2. How does the organization of your staff ensure that the mandated number of instructional minutes is provided according to proficiency levels in each program model (TBE, Dual Language, ESL)?
 - a. How are explicit ESL, ELA, and NLA instructional minutes delivered in each program model as per CR Part 154 (see table below)?

In our free standing ESL program, students receive services based on their proficiency levels.

As a 6-12 school (Middle School & High School), our budgetary constraints do not allow us to separate the proficiency levels of middle and high school students.

Mandated number of instructional minutes are met as follows:

Students at the Beginners proficiency level receive 92 minutes of daily ESL instruction resulting in 460 weekly minutes.

Students at the Beginners proficiency level receive an additional 92 minutes of instruction weekly during our after-school AIS program.

Students at the Beginners proficiency level receive a total of 542 minutes of weekly ESL instruction.

Students at the Intermediate proficiency level receive 92 minutes of daily ESL instruction resulting in 460 weekly minutes.

Students at the Advanced proficiency level receive 46 minutes of daily ESL instruction resulting in 230 weekly minutes.

Students at the Advanced proficiency level also receive 46 minutes of daily ELA instruction resulting in 230 weekly minutes.
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.

In our free-standing ESL program, content is delivered in English.

Certified ESL teachers push in to content classrooms, providing support to ELL students.

Support can be provided in numerous ways: providing visual graphics for complex vocabulary; determining appropriate translations and interpretations of content material; using hand cues and gestures to clarify or repeat specific content and/or instructions, and designing graphic organizers for ELL students as a way to scaffold content being taught.

All of the supports mentioned above provide multiple entry points for ELL students for accessing content that is aligned with Common Core Learning Standards.

Through the structure of Common Planning Time, ESL and content area teachers co-plan two to three times weekly.

ESL teachers also confer with content area teachers during weekly Grade Team meetings.

During both co-planning and Grade Team meetings, ESL and content area teachers use student performance data to help determine next steps for meeting the needs of ELL students.
4. How do you ensure that ELLs are appropriately evaluated in their native languages throughout the year?

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

Periodic formative and summative assessments are administered by the individual ESL teachers in all four modalities to evaluate progress.

 - Listening: Oral dictation, Rosetta Stone
 - Speaking: Recitation, Group/Pair/individual presentations
 - Reading: Achieve 3000, Rosetta Stone
 - Writing: Performance tasks

These periodic formative and summative assessments take place on a monthly basis.

6. How do you differentiate instruction for ELL subgroups?

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

a. SIFE students are part of our afterschool AIS groups as well as receive differentiated instruction within the ESL classrooms.

b. Newcomers receive push-in support for content areas from licensed ESL teachers, push-in support from teachers/paras of a common native language, use of Rosetta Stone language learning software, and ESL pull-out instruction with students at their proficiency level in English. Additionally, students at this level are permitted to use native language in their content area classes to evidence learning.

c. Students at this range receive push-in support for content areas from licensed ESL teachers, push-in support from teachers/paras of a common native language (as needed), use of Achieve 3000, and ESL pull-out instruction with students at their proficiency level in English.

d. LTELLs receive instruction appropriate to their linguistic level as well as individual/small group tutoring and instruction in test-taking strategies.

e. FELLs continue to be placed in content classes with ELLs, thereby benefitting from the supports offered to ELLs in those classes. They receive testing modifications equal to current ELLs and Academic Intervention Services provided by ESL teacher and content teachers as appropriate.

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?

Scaffolding, front-loading academic vocabulary, visuals, graphic organizers and Universal Design for Learning are all implemented to design support for ELL-SWDs.

Currently, the following programs are used:

Rosetta Stone

8. How does your school use curricular, instructional, and scheduling flexibility to enable diverse ELL-SWDs to achieve their IEP goals and attain English proficiency within the least restrictive environment?

Our Special Education Coordinator, Ms. Schneider, oversees the caseload assignment of all students with IEPs.

Caseload assignments are distributed appropriately amongst our Special Education teachers.

Annual reviews as well review of their academic performance goals are coordinated by our Special Education Coordinator.

Appropriate placement and necessary support services, all based on student IEPs, are done and coordinated by the Special Education Coordinator to ensure full compliance.

All student placements are designed to support students' academic and social success through the least restrictive environments.

Common Core aligned curriculum is modified to ensure that students can meet and/or exceed the performance goals identified in their IEPs.

Instructional practices are varied in order to allow multiple entry points for ELL-SWDs. Students additionally receive mandated services as per their IEP.

ICT class models and AIS allow teachers to serve students in ways best suited to meet their goals.

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

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

		Instruction	
Native Language Arts:	0		
Social Studies:	0		
Math:	0		
Science:			

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

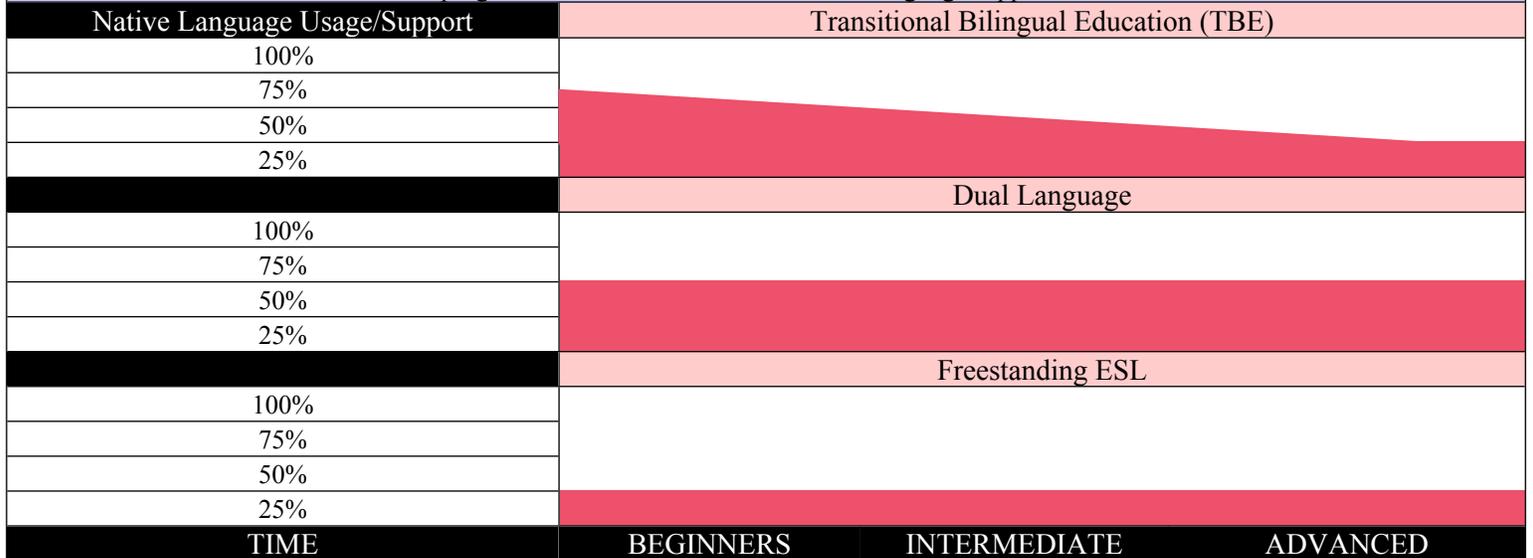
	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS: Native Language Arts	45 minutes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

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

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

Native Language Usage and Supports

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



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.

The targeted intervention programs for ELLs in ELA, Math and Social Studies are: Tutoring, Regents Preparation in English and/or their native language as well as English.

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

ELLs obtaining proficiency on the NYSESLAT are offered the two years transitional support mandated by the state. FELLs continue to receive testing modifications offered to ELLs.

Content teachers are encouraged to continue to use methodology appropriate for teaching students with limited English proficiency in order to maintain steady development linguistically and in content knowledge.

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

Our four-year weighted diploma rate is still below the citywide average for our ELL students.

For this current school year, we have incorporated AIS for Regents Preparatory support for High School students, including ELLs. For this current school year, we have incorporated AIS for Literacy and Mathematical Development for our Middle School students, including ELLs.

This is in direct response to the data indicating our ELL students are still challenged with meeting academic success.

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

None

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

Currently, our school provides after school academic support through AIS and after school extra-curricular activities.

Our after - school academic support meets twice a week for both the Middle and High School component.

In the middle school, all Middle School students meet for academic support focusing on literacy and mathematical skills.

In the High School, the academic support focuses on targeted Regents Prep courses.

Additionally, our Beginner ELL students work after school with two ESL teachers, Mr. Lentol and Ms. Chicklas, to develop their English proficiency.

Our after - school extra - curricular activities are provided through a 21st Century Grant.

Those activities include all of the following:

Soccer led by Mr. Rodriguez on Wednesday

Art Club led by Mr. Romanzi on Monday and Friday

Book Club led by Ms. Schattenkirk on Wednesday

Boxing led by Mr. Rodriguez on Tuesday and Thursday

Softball led by Ms. Reghay on Monday

Fitness led by Ms. Ashton-Reese on Tuesday and Thursday

Flag Football led by Mr. Ardito and Mr. Gamarra on Monday, Tuesday, Thursday, and Friday

Games led by Ms. Schattenkirk on Monday, Tuesday, Thursday, and Friday

Math through Card Play led by Mr. Engler on Friday

Student Leadership led by Ms. Aliya on Tuesday and Thursday

Step led by Ms. Nicky on Tuesday and Friday

Poetry/Spoken Word led by Ms. Claudine on Tuesday and Thursday

The entire student population is invited for after school academic support and extra-curricular activities.

ELL students are represented all throughout these after school academic supports and extra-curricular activities.

For some activities, huge numbers of ELLs participate based on the teacher-student relationships that have been developed with the ELLs (e.g. Boxing, Flag Football, Soccer).

14. What instructional materials, including technology, are used to support ELLs (include content area as well as language materials; list ELL subgroups if necessary)?
The instructional materials used with ELLs include: Content area books, content area glossaries, native language books in content areas (when available), Achieve 3000, Rosetta Stone and use of online English Language acquisition and translation sites.
15. How is native language support delivered in each program model (TBE, Dual Language, and ESL)?
In our free-standing ESL model, (where available) Native Language support is offered by bilingual teachers, paraprofessionals and students with a common native language.
16. Explain how the required services support, and resources correspond to ELLs' ages and grade levels.
Teachers deliver content knowledge and linguistic support through materials which are age and grade appropriate for students at all grade levels. Many materials are teacher-made.
17. Describe activities in your school that assist newly enrolled ELL students before the beginning of the school year. Please include activities for new ELLs who enroll throughout the school year.
Prior to the beginning of the school year, identified ELLs and their families are invited to orientation meetings at the school. They are offered the chance to meet and interact with teachers across the content spectrum as well as their ESL teachers. New ELLs enrolling during the school year are offered similar orientation and are paired with students of common native language in order to facilitate social interaction in positive ways.
18. What language electives are offered to ELLs?
Currently, we offer Chinese and Spanish language classes.
19. For schools with dual language programs:
 - a. How much time (%) is the target language used for EPs and ELLs in each grade?
 - b. How much of the instructional day are EPs and ELLs integrated? What content areas are taught separately?
 - c. How is language separated for instruction (time, subject, teacher, theme)?
 - d. What Dual Language model is used (side-by-side, self-contained, other)?
 - e. Is emergent literacy taught in child's native language first (sequential), or are both languages taught at the same time (simultaneous)?

n/a

C. Professional Development and Support for School Staff

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

QUESTION #1:

Our school's Professional Development Plan features various topics throughout the year to support teachers in (1) Common Core Learning Standards and (2) improving teacher practice through the lens of the Danielson Framework for Teaching.

All teachers of ELLs are part of this Professional Development.

Our speech therapist also attends these Professional Development workshops.

Our Parent Coordinator attends monthly workshops specifically designed for Parent Coordinators as facilitated by our Network's Director of Youth Development.

All Professional Development is designed to build the collective effective capacity of the entire school staff.

In addition, teachers of English Language Learners participate in the following PD topics:

DATE TOPIC/FOCUS

September:	ESL Placement Levels & Identifying Diverse ELLs
October :	General Instructional Practices for ELLS
November:	Supporting SIFE Students
December/January:	Scaffolding Strategies
February/March:	Addressing the Needs of Long Term ELLS
April/May:	NYSESLAT
June:	Curriculum Maps Review

QUESTION #2:

Professional Development topics include Differentiation; Scaffolding; Use of Graphic Organizers; Using Questioning & Discussion Techniques - all of which are useful to teachers of ELLs in determining appropriate instructional support to English Language Learners.

The topics mentioned above allow both ELL and content area teachers to develop "habits of mind" when designing and delivering Common-Core aligned instruction.

QUESTION #3

The transition from middle to high school is a challenging experience for all students, with added emphasis for English Language Learners.

Students are acclimated to the school culture through connections with various personnel connected to the ELL population – guidance counselors, personnel who speak the respective Native Language, administration, and teachers.

Guidance Counselors in particular provide an initial orientation to acquaint them with the school and the process by which to navigate the school system to meet their needs.

Our Guidance Counselor attends monthly workshops as facilitated by our Network's Director of Youth Development. Some of these workshops are particularly focused on how to support students in transition, including ELL students.

ESL teachers who provide instruction orient them to basic foundational knowledge of school norms, expectations etc.

All of this is done to ensure a smoother transition into the high school experience.

QUESTION #4:

As per the Jose P. mandate, staff new to the system must be provided with 7.5 hours of Professional Development concerning English Language Learners. These hours are met through various scheduled times throughout the year that address the following:

- WHO ARE ELLS?
- HOW ARE THEY IDENTIFIED?
- WHAT DO THESE ACRONYMS MEAN: LEP/ELL/LTE
- WHAT TYPES OF REGULATIONS (STATE, FEDERAL, ETC.) ARE ASSOCIATED WITH ENGLISH LANGUAGE LEARNERS?
- ONCE THEY ARE IDENTIFIED, HOW DO WE MEET THEIR NEEDS HERE AT HSSIS?
- WHAT TYPES OF PROGRAMS FOR ELLS DOES HSSIS HAVE?
- HOW DO I KNOW IF I HAVE ELLS IN MY CLASSROOM?
- WHAT ARE SOME INSTRUCTIONAL STRATEGIES THAT ARE HELPFUL TO ELLS?
- DO ELLS RECEIVE ANY TYPE OF SPECIFIC TESTING ACCOMMODATIONS?
- DO ELLS RECEIVE ANY SPECIAL FUNDING? IF SO, WHAT?

All PD Workshops are recorded through Agendas and Attendance Sheets and maintained in a Binder.

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?

Question #1:

We understand that parents are essential to our overall school community.

In order to adequately support their child's academic and social progress, we believe that we must foster a positive relationship with parents.

We begin the year with a written correspondence welcoming parents to this established partnership.

Most parents of our ELL students need translated correspondence in Chinese and Spanish for any school mailings.

Additionally, early in the year, the school hosts "Curriculum Night" where parents get a first hand opportunity to understand the academic expectations in alignment with Common Core Learning Standards.

The Assistant Principals of both the Middle and High School conduct Attendance/Academic Meetings to work with parents on ways to improve student performance.

Parents of ELLs are included in these meetings.

A Spanish translator and a Chinese translator is always present for these meetings.

Our Parent Coordinator, in conjunction with the Parent Association, holds meetings with parents to discuss:

Open House

Curriculum Night

Orientation

Informing them of Citywide Meetings/Panels, etc.

Parents Participation in the School Leadership Team

Ways to Understanding Student Progress

Building Parenting Capacity

Etc.

Question #2:

See response in Question #4

Question #3:

Our school provides support in planning parental involvement activities that assist in improving students' academic and social progress as follows:

-In conjunction with the Parent Coordinator and Parent Association, we provide parents with needs assessment surveys during PA meetings

-In conjunction with the Parent Coordinator and Parent Association, we provide parent workshops based on survey results

-Appropriate correspondence is sent (and translated when necessary) for parents to attend "Curriculum Night"

Appropriate translators are available as needed for all meetings/workshops mentioned above

Question #4:

Most of the parents of our ELL students are in need of both written and oral interpretation in Spanish or Chinese.

These findings can be supported through the results of our Home Language Data.

Our Home Language Data Analysis indicates that 45% of all students' families do not speak English at home.

The three most predominant languages spoken at our school are English, Spanish, and Mandarin as follows:

English: 55%

Spanish: 30%

Mandarin: 6%

Other: 9%

Translated documents are sent home as needed.

Oral translation is provided at all meetings involving parents.

Posted right outside the entrance doorway to our Main Office is the DOE's official Welcome Sign representing the various languages of our NYC student population.

In conjunction with our 21st Century Leadership Program Grant, our school has a "Building Family Events" for 2013- 2014 providing over 20 workshops just for parents.

All parents, including parents of ELL students, are invited to participate in these workshops.

Some of the topics are:

- Effective Partnership with your Child's School
- Effective Time Management
- Annual Thanksgiving Dinner/"Let's Dance"
- Power of One: Single Parenting
- Responding to Challenging Behavior
- Scrapbooking
- Coping with Change
- Keeping it Cool: Managing Conflict and Anger
- High School Search (Parents of 7th & 8th Graders)
- College Search (Parents of 10th & 11th Graders)

E. Additional Information

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

Part VI: LAP Assurances

School Name: Henry Street School

School DBN: 01M292

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Christine Loughlin	Principal		12/19/13
Anita Bonner	Assistant Principal		12/19/13
	Parent Coordinator		12/19/13
Edward Lentol, ESL Coordinator	ESL Teacher		12/19/13
	Parent		12/19/13
Rena Chicklas/ESL	Teacher/Subject Area		12/19/13
Lorraine Levey/ESL	Teacher/Subject Area		12/19/13
	Coach		12/19/13
	Coach		12/19/13
Maurice Engler	Guidance Counselor		12/19/13
	Network Leader		12/19/13
Stephanie Hasandras	Other <u>Assistant Principal</u>		12/19/13
Mr. Garcia	Other <u>SS Teacher</u>		12/19/13
	Other		12/19/13
	Other		12/19/13

LANGUAGE TRANSLATION AND INTERPRETATION 2013-2014 TO 2014-2015

Requirement under Chancellor's Regulations – for all schools

DBN: 01M292 **School Name:** Henry Street School

Cluster: 01 **Network:** 112

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.

Our school uses the data culled from the ATS Home Aggregation Report (RHLA) to assess our school's written and oral translation needs. In addition, the parents of our students are provided with appropriate and timely information in their preferred language. Our Parent Coordinator works closely with our parents to continuously assess their language needs.

All new admits have been and will continue to be provided with Home Language Surveys. In addition, Parental Notification Letters in reference to NYSESLAT examination and results will continue to be distributed to parents in all available languages.

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.

At our school, our high incident languages are Mandarin and Spanish. Lower incident languages are Arabic and Urdu.

Our Administration, Parent Coordinator, and our Guidance Counselor provide the school community with information concerning parental preferred language needs. When school and/or community interpreters are not available, our faculty and staff are encouraged to use the DOE Interpretation Unit.

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.

Our school fully recognizes the importance of effective communication with the non English speaking parents of our students as well as recognizing the value of parents as partners in the educational success of our students. In order to ensure optimal communication, we will continue to provide translated materials through the Department of Education's Translation and Interpretation Unit and our qualified bilingual staff members.

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.

Our school is able to provide oral interpretation services for our high incident languages through our bilingual personnel. Lower incident language interpretations are provided via the school communitiy

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 fulfills Section V11 of the Chancellor's Regulations A-663 regarding parental notification requirements by posting the DOE sign in the front lobby of our school informing the parents of their rights regarding translation and interpretation services. Parents are also informed of their rights during the initial interview process via a trained pedagogue and during Parental Choice Meetings.

2011-12 Comprehensive Education Plan (CEP): Appendix 8

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 or contact your ELL Compliance and Performance Specialist.

Part A: School Information	
Name of School: Henry Street School for Intern	DBN: 01M292
Cluster Leader: RELLO ANSELM, CORINNE	Network Leader: Pellis, Kathy
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 checked="" type="checkbox"/> Before school <input checked="" type="checkbox"/> After school <input type="checkbox"/> Saturday academy <input type="checkbox"/> Other:
Total # of ELLs to be served: 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 checked="" type="checkbox"/> 6 <input checked="" type="checkbox"/> 7 <input checked="" type="checkbox"/> 8 <input checked="" type="checkbox"/> 9 <input checked="" type="checkbox"/> 10 <input checked="" type="checkbox"/> 11 <input 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: When our teachers present a new concept to ELLs it is essential that links are made to the students' background experiences or to past learning. This link should not be inferred but must be made explicitly. Teachers will work on making connections with what students are going to learn with what they have already learned. This will be done through KWL charts, student journals, reviews of previously learned information, and information charts. Teachers will develop background knowledge, deliver content that is contextualized, and use gestures, pictures and realia to make input comprehensible. The teachers will provide plenty of visual clues to meaning and assign "hands-on" tasks. Visuals include pictures, photographs, realia, maps, graphic organizers and charts. Hands-on activities that help ELLs are collaborative projects such as mobiles, murals, demonstrations, science experiments, timelines, and pictures with labels. All the teachers will give clear, simple directions to ESL students, break complex directions down into simple steps, and ask students to retell, in their own words, what the teachers are asking them to do before they attempt a task.

This program will take place before School and will target the development of basic communicative skills. Supplemental programming will take place on Tuesday, Wednesday, and Thursday mornings from 7:30 AM to 8:30 AM. Our newcomers will be supported in developing their BICS (Basic Interpersonal and Communicative Skills). Up to 20 students from grades 6-12 will work with two of our fully certified ESL faculty. The language of instruction will be in English with native language support. The Rosetta Stone interactive program and other online tools will be used to assist our students. The teachers will work directly with individual students to help them practice with their speaking skills. Our newcomer students are often timid in class and hardly participate. This program will give them an opportunity to speak and share their thoughts while developing their English skills.

The Title III program will commence in March. The classes will take place 3 days a week for one hour after school from 3:30-4:30 for a total of 36 sessions. This program will start in November and continue until the second week in June. These classes will give newcomers and beginners more confidence and more practice with content and basic communications. In addition to reviewing content with their teachers, the students will do various speaking activities that include, but are not limited to, role playing, oral presentations, interviews, and dialogues.

In addition to the PM program for beginner and intermediate ELL's, Regents Prep courses in Global History, U.S. History, and Living Environments team taught with ESL and content area faculty will be provided on Saturdays. The program will comprise two one hour sessions per week for 12 weeks. The program will consist of 24 total session and would require 5 total staff members.

Part B: Direct Instruction Supplemental Program Information

Students will also get an opportunity to have cultural experience by visiting various areas in New York City. These places will include Central Park, the Empire State Building, and South Street Seaport, Statue of Liberty, museums. Parents will also be invited to these activities. [REDACTED]

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: The School-based professional development centers around the expressed needs of our students as well as our ELL faculty. Collaborating with our ELL faculty, the administrative cabinet is charged with planning and structuring meaningful professional development that meets the needs of our faculty in the ELL department as well as all pedagogues responsible for delivering instruction to ELLs. All pedagogues are scheduled for a mandatory team-planning period, once a week, for professional development. Professional development topics to be addressed will include:

- Differentiating and scaffolding instruction
- Aligning performance standards for ESL, ELA, and NLA students
- Integrating ESL into the content areas, using the SIOP model
- Writing strategies for ELLs
- Use of graphic organizers
- Using assessment to guide instruction
- Classroom Strategies to use with Newcomers

All ESL faculty have attended QTEL as well as other relevant ELL professional development programs and regularly turnkey and lead ELL-centered professional development for school staff throughout the year. Content area teachers who work with our ESL population will get an opportunity to learn the skills and strategies developed from QTEL. This information will be shared by our ESL teachers. They will present a workshop on tools that can assist our ELL population. On a monthly basis, our ESL team will share strategies and ideas during the team-planning period. The topics that are bulleted above will be introduced during these meetings. In our team-planning meetings, grade level teachers, paraprofessionals and administrators are present. The ESL team will also attend professional development offered by the City to develop new strategies. The ESL team will research data-driven instructional tools to use in order to best assist this sub-group. Professional Development will not be paid with Title III funds.

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: Research indicates that parent engagement is essential for student success. In accordance with that, parent engagement activities that highlight ELL student achievement are the center pieces of our school's efforts. Two awards ceremonies (mid-year and year end) have been planned to specifically highlight the ELL programming and support services students receive and recognized the learning and achievements of our ELL student populations. These activities will be lead by school staff. Parents will be notified via translated invitations. An additional Parent Meeting will be held mid-June to inform parents of preliminary NYSESLAT testing outcomes and student programming for the following academic year.

Part E: Budget

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

Allocation Amount: \$12360

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

Part E: Budget

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

Allocation Amount: \$12360

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
(Object Code 199)		
Travel		
Other		
TOTAL		