



**Department of  
Education**

*Dennis M. Walcott, Chancellor*



**2013-2014**

**SCHOOL COMPREHENSIVE EDUCATIONAL PLAN  
(SCEP)**

**School Name:** WADLEIGH SECONDARY SCHOOL FOR VISUAL AND PERFORMING  
ARTS

**DBN (i.e. 01M001):** 03M415

**Principal:** TYEE CHIN

**Principal Email:** TCHIN2@SCHOOLS.NYC.GOV

**Superintendent:** ANTHONY LODICO

**Network Leader:** MICHAEL MEHMET

**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
Tye Chin	*Principal or Designee	
Beverly McNeely	*UFT Chapter Leader or Designee	
Demetria James	*PA/PTA President or Designated Co-President	
Denise Faust	DC 37 Representative, if applicable	
Beatrice Genfi Arlin Medina	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
Betty Davis	CBO Representative, if applicable	
Etta Covington	Member/ teacher	
Sharlotte Williams	Member/ teacher	
Cheryl White	Member/ Parent	
Phyllis Williams	Member/ Parent	
Carl Pressley	Member/ Parent	
Beverly McNeely	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 14 and 15. Your school is encouraged to use the template as it is provided, or align it in accordance with your school's goals, or replace it entirely with a Parent Involvement Policy created by your school that meets federal requirements. You may use or amend relevant sections of your PIP so they directly align to the parent involvement activities that support each goal and action plan. All schools should cite strategies to increase parent involvement that align to the goal when applicable. Title I schools should reference these strategies and activities in the school's Title I Parent Involvement Policy (PIP).

## **Guidance for Developing Completing the Annual Goals and Action Plan Section**

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

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

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

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

### **School Receiving Title I Funds**

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

## SCEP Checklist

### **All Schools**

Indicate that a section has been completed by marking an "X" in the box to the left of each section	
<b>x</b>	<b>School Leadership Team Signature Page</b>
<b>x</b>	<b>The SCEP Overview</b>
<b>x</b>	<b>Action Plans 1 – 5: Each of the five Action Plans must contain the following elements-</b>
	• 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)	
<b>x</b>	<b>Academic Intervention Services (AIS)</b>
<b>x</b>	<b>Title I Information Page (TIP) (Only for Priority or Focus schools receiving Title I funding)</b>
<b>x</b>	<b>Parent Involvement Policy (PIP)</b>

### School Information Sheet for 03M415

School Configuration (2013-14)					
Grade Configuration	06,07,08,09,10,11,12	Total Enrollment	531	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	N/A
Types and Number of Special Classes (2013-14)					
# Visual Arts	36	# Music	19	# Drama	11
# Foreign Language	19	# Dance	9	# CTE	N/A
School Composition (2012-13)					
% Title I Population	76.6%	% Attendance Rate		83.6%	
% Free Lunch	100.0%	% Reduced Lunch		0.0%	
% Limited English Proficient	7.3%	% Students with Disabilities		16.8%	
Racial/Ethnic Origin (2012-13)					
% American Indian or Alaska Native	N/A	% Black or African American		57.2%	
% Hispanic or Latino	39.7%	% Asian or Native Hawaiian/Pacific Islander		1.7%	
% White	0.7%	% Multi-Racial		N/A	
Personnel (2012-13)					
Years Principal Assigned to School	0.72	# of Assistant Principals		3	
# of Deans	N/A	# of Counselors/Social Workers		3	
% of Teachers with No Valid Teaching Certificate	N/A	% Teaching Out of Certification		13.2%	
% Teaching with Fewer Than 3 Years of Experience	11.1%	Average Teacher Absences		8.5	
Student Performance for Elementary and Middle Schools (2012-13)					
ELA Performance at levels 3 & 4	2.7%	Mathematics Performance at levels 3 & 4		0.0%	
Science Performance at levels 3 & 4 (4th Grade)	N/A	Science Performance at levels 3 & 4 (8th Grade)		44.0%	
Student Performance for High Schools (2011-12)					
ELA Performance at levels 3 & 4	52.3%	Mathematics Performance at levels 3 & 4		37.7%	
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		43.5%	
6 Year Graduation Rate	66.1%				
Overall NYSED Accountability Status (2012-13)					
Reward		Recognition			
In Good Standing		Local Assistance Plan			
Focus District	X	Focus School Identified by a Focus District		X	
Priority School					

### Accountability Status – Elementary and Middle Schools

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

### Accountability Status – High Schools

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

## SCEP Overview

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

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

### ***Reflecting upon the 2012-13 SCEP***

Answer the following questions regarding the 12-13 SCEP

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

The 2012-12 SCEP aligned resources well to support instructional goals as stated in the Quality Review. The main focus was to provide each department the ability to purchase textbooks and resource materials necessary for each core and elective classes. These resources assisted teachers in developing and aligning common assessments with state assessment. Using priority focus funding, the school purchased Achieve 3000 (ELA), literature for MS students (as suggested by EngageNY), Math XL (a Prentice Hall Integrated Algebra and Geometry package – textbook and software) and Neverware software and additionally provided professional development to staff members, using NYUSteinhardt. The purchasing of these resources was instrumental in providing the students access to appropriate materials. This was evident in the improved score on the Quality Review and on the Progress Report for "Closing the Achievement Gap" and "College and Career readiness".

Per session funds were allocated using priority focus funding to help create and align the curriculum maps to the CCLS in Mathematics, ELA and Social Studies. Staff members were given an electronic version of the curriculum maps, using Dropbox and flash drives. Our data specialist provided the staff with data from Acuity and scholarship reports (STARS) and ATS (item analysis from Regents' results) to help staff analyze the effectiveness of changes implemented as compared with prior years' scholarship reports.

Using the SBO process and Circular 6R, 100% of the staff members participated in common planning, inquiry team and professional development activities. Teachers met three times per week during the school day to review students' work, analyze critical data, develop instructional strategies, and evaluate the impact teachers' work has had on students' learning outcomes. All members of the inquiry team documented their work using portfolios with protocols of their choosing. The inquiry data showed that a significant number of students had attendance issues and problems with providing textual evidence in their writing. Strategies were implemented to improve attendance and provide the students with support for writing. The average attendance increased from 77.7% to 80.1% in the 2012-13 school year.

Priority focus funding was additionally allocated for extensive professional development during the 2012- 13 school year. Lead department teachers participated in Network professional development on CCLS and participated in the NYC Leadership Academy retreat (seven teachers, the principal and the leadership mentor). The NYC Leadership Academy provided the opportunity for the Academic Task Force to plan for Common Core implementation and curriculum mapping. Additionally, best teaching practices were discussed during faculty, department and professional development sessions. At the end of each session, staff members were asked to complete an evaluation of the session. All sessions received highly effective ratings from the staff. A weekly newsletter from the principal was distributed and included teaching strategies to improve academic rigor, differentiation (by readiness), assessment, DOK, student engagement, questioning, lesson planning, etc. Per-session funds were allocated for staff members to develop curriculum maps to align the NYS and CCLS standards. Each curriculum map identified specific content, skills, pre-requisite, vocabulary and suggested activities/learning tasks and assessments. Funds were also allocated to the Apollo Oral History Project and the annual school musical show. Both projects were very successful in engaging parents and students' participation in the school community. This was evident in the improvement in the school's Progress Report in the area of "School Environment". The survey showed significant growth in both parent and student response. The "School Environment" response for the High School showed an increase from 6 to 7.2 per cent in the 2013 school year and the Middle School parent and student response showed an increase from 2.9 to 4.9 per cent.

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

The 2012 – 13 SCEP areas for improvements are: data analysis, best teaching practices and common planning. Although the staff was provided with data from STARS and ARIS, the majority of the teachers were not able to analyze the data effectively and make the necessary adjustments in curriculum planning to target the needs of their students. Most teachers still used various processes for measuring student progress towards attaining course-specific goals. The staff members were also unable to design common assessments based on the data provided and the curriculum map. Teaching strategies and best practices were discussed during the observation conferences, common planning sessions and professional development. However,

implementation was at the developing stage as noted in the Quality Review. Teachers' practices still lack consistent implementation of rigorous academic tasks as outlined in the curriculum maps. The common planning sessions are at the developing stage. Staff members need additional time to analyze and accurately assess student learning. This was evident in the Scholarship Report, Regents results and the "Student Progress" on the Progress Report. As noted in the Quality Review, teachers' inconsistent practice of checks for understanding limits teacher-student intervention in areas of concerns. This delays students and teachers from taking effective actions to improve student achievement.

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

The process of writing the SCEP was completely new to the school. In the past, we were required to write a CEP and it was not necessary to align the CEP to the tenets. Alignment of the budget to the tenets was also challenging. The school additionally lacks a clear, specific description and consistent method for improving students writing. Another major challenge was to achieve the mandate of having two to three inquiry teams meeting per week, Circular 6R assignments and common planning sessions. Staff members had difficulty in understanding how to align the Quality Review expectations with the Danielson Rubric and CIE. Although per session monies were set aside to provide assistance to teachers to work after school, it was difficult for the staff to attend the activities.

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

The 2012-13 SCEP was partially successful. The school developed a formal method to have teachers collaborate each Wednesday afternoon. Staff members were provided training on questioning techniques and student engagement. All teachers received the necessary resources and data to implement and analyze their students' learning base on the CLS. The Middle School Progress Report Card showed improvement in all areas.

<b>Were all the goals within your school's 12-13 SCEP accomplished?</b>		<b>Yes</b>	x	<b>No</b>
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**If all the goals were not accomplished, provide an explanation.**

Teachers are at the initial stage of using data effectively to identify and analyze students work.

<b>Did the identified activities receive the funding necessary to achieve the corresponding goals?</b>	x	<b>Yes</b>		<b>No</b>
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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.**

It will be difficult for teachers to develop grading rubrics to assess students for learning. This will be difficult with the new changes in the state assessment. Although EngageNY modules are extensive, teachers have no focus point as we have no idea of what will be on the new assessment.

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

Increase the attendance and progress of students identified as the lowest 1/3 of students in ELA and Math assessments, including students identified as SWD and ELLs in ARIS.

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

- School leaders will communicate with school staff by discussing the school's goals and SCEP during department meetings, faculty conferences and distributing a copy of the SCEP to each staff member
- Teachers will be required to align their professional goals and action plans to the SCEP.
- The goals will also be discussed during the Town Hall meetings, SLT meetings, Parent Association meetings and a summary of the goals will be additionally posted on the school's website.

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

By providing curriculum maps that are aligned to the CCLS with clear learning objectives and rigorous academic tasks, students will be engaged in the learning process and be motivated to attend and participate in classroom activities.

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

Teachers will be able to use student data for common assessments to adjust and revise curriculum to address student deficiencies.

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

- 6-12 grade model
- Arts School
- The school schedule is programmed to provide professional development on each Wednesday.
- The Hochman Expository Writing Program is utilized in the ELA program to address students' deficiencies.

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

The administration, the Network, the Academic Task Force, the instructional coach and the 21<sup>st</sup> Century partnerships support the school's focus on improving best teaching practices and student engagement.

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

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

### **Major Recommendation**

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

Ensure the consistent implementation of rigorous tasks and integrate the CCLS units of study that require higher order thinking skills, promote college and career readiness and cognitively engage all learners. (1.1)

<b>Review Type:</b>	Quality Review	<b>Year:</b>	2012 – 13	<b>Page Number:</b>	4	<b>HEDI Rating:</b>	D
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### **Tenet 2: School Leadership Practices and Decisions**

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

	<b>2.2 School leader’s vision</b>		<b>2.3 Systems and structures for school development</b>
<b>X</b>	<b>2.4 School leader’s use of resources</b>		<b>2.5 Use of data and teacher mid-management effectiveness</b>

### **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.

The number of students passing the Science and Math Regents will be increased 5% by improving the academic rigor in the classroom through student engagement and common assessments.

### **Instructional Strategies/Activities**

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

#### **1. Strategies/activities that encompass the needs of identified subgroups**

1. Professional development will be provided for teachers to develop lesson plans that motivate student engagement and incorporate questioning techniques into their daily lessons.
2. Assessments will be aligned to new content curriculum maps and the CCLS as found in the EngageNY materials.
3. ELA and Math units will be developed with common rubrics to focus on students providing text based evidence to justify their argument essays
4. Assessments will be differentiated to address SWD and ELL needs.
5. Inquiry teams and Common Planning sessions will be used to identify SWDs and ELLs areas of improvement.
6. Provide AIS/PM school and Regents review classes

#### **2. Key personnel and other resources used to implement each strategy/activity**

1. Principal, Assistant Principal, Instructional Coach, lead teachers
2. Assistant principals
3. ELA and Math teachers and the Instructional Coach
4. SPED teachers and the AP SPED
5. Lead teachers, Assistant Principal, Principal and the Instructional Coach
6. Science and mathematics teachers

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

1. Professional development will be provided once a month to teachers identified as needing assistance in developing effective lesson plans.
2. Student assessments will be analyzed to provide teachers with data to adjust curriculum and group students to address their needs.
3. Inquiry teams will review student performance in ELA and Math differentiated assessments.
4. Differentiated assessments will be analyzed to assess SWD and ELLs progress and reflected in the students’ IEP as required.
5. SWD and ELL student work will be analyzed to identify areas of growth and continued need.
6. Regents results for January and June 2014

#### **4. 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. September 2013 – June 2014
5. September 2013 – June 2014
6. September 2013 – June 2014

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

1. Columbia Teachers College, Tony Masco (grant funded teacher professional development) on the first Wednesday of the month
2. Supervisors, EngageNY
3. Common Planning sessions on the second Wednesday of each month
4. Common Planning sessions on the third Wednesday of each month
5. Inquiry teams on the fourth Wednesday of each month
6. PM school and Regents review classes (Monday, Tuesday, Thursday and Saturday)

**Budget and Resource Alignment**

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

	<b>PF Set Aside</b>	<b>X</b>	<b>Tax Levy</b>		<b>Title IA</b>		<b>Title IIA</b>		<b>Title III</b>		<b>Grants</b>
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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.

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

**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).

Develop consistent practices across classrooms to effectively utilize on-going checks for understanding and school-designed common assessments to better measure student progress across grades and subject areas. (2.2)

<b>Review Type:</b>	Quality Review	<b>Year:</b>	2012 - 13	<b>Page Number:</b>	5	<b>HEDI Rating:</b>	Developing
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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.

	<b>3.2 Enact curriculum</b>		<b>3.3 Units and lesson plans</b>
<b>x</b>	<b>3.4 Teacher collaboration</b>		<b>3.5 Use of data and action planning</b>

**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.

All departments will utilize common assessments to accurately analyze and evaluate students' progress in alignment with the CCLS as measured by an 80% increase in staff members assigning common pre-assessment, mid-term and final assessments. Additionally, all teachers will be expected to incorporate questions and assessments that utilize DOK or Hess's Cognitive Rigor Matrix into their lesson plans.

**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. All teachers will meet during the Common Planning sessions to design common assessments that are aligned to the content specific curriculum map and Scope and Sequence.
2. Departments will create data binders that include curriculum maps, assessments, unit plans, best teaching practices, pacing calendars and resources

to supplement their lessons in DropBox.

3. Teachers will also use the common planning time to analyze data from STARS and ARIS and review the common assessments to make the necessary adjustments in the curriculum and implement individual instructional strategies.
4. During informal and formal observations, the administration will focus on assessment and questioning techniques.
5. Differentiated professional development will be provided by Columbia Teachers College personnel, the direct supervisor and/or the instructional coach to teachers with demonstrated need in implementing DOK and/or Hess' Cognitive Rigor Matrix into their daily instructional practices. The Academic Task Force members will provide feedback to their departments on the effectiveness and impact of strategies on student performance.
6. Additional textbooks will be purchase for each department

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

1. All teaching staff members
2. DropBox, department supervisors and the principal.
3. School technology personnel, the Mouse Squad Coordinator- Neverware software will be used to update our technology infrastructure.
4. Principal and assistant principal will conduct informal and formal observations and provide timely feedback
5. Academic Task Force members, principal and assistant principals, Columbia Teachers College personnel: 15 professional development sessions.
6. Assistant Principal of Instruction and Assistant Principal of Organization

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

1. Common assessments for midterm and final exams in each department
2. Data binders will be posted in each teacher's DropBox and a hard copy submitted to the principal
3. The school's curricula will reflect best practices around assessment and instructional practice that improve instruction across all grade levels. Scholarship reports from STARS will reflect a 5% increase in students' performance on state assessment for June 2014 as compared to June 2013 across all grade levels.
4. Informal and formal observations will reflect the effectiveness and implementation of designing coherent instruction, using rigorous questioning, engaging students in discussion and using assessments.
5. Professional development sessions will be designed from an analysis of observation reports and around the recommendations from the teachers and the Academic Task Force. Targeted teachers will be identified through the observation reports.
6. All students will have the required textbooks for each class.

**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. September 2013 - June 2014
5. September 2013 - June 2014
6. September 2013 – June 2014

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

1. Common planning time is scheduled for all teachers on Wednesday afternoons.
2. Teachers will create data binders and provide electronic copies in DropBox.
3. Common planning is scheduled on Wednesday afternoons for all teachers.
4. Principal and assistant principals will schedule informal and formal observations.
5. Veronica Holly and Dr. Morrell from Columbia Teachers College will provide professional development to staff on improving questioning techniques, and student assessment using DOK, Hess's Cognitive Rigor Matrix, Writing and Language standards from the CCLS one Wednesday per month after school. The Academic Task Force will influence decisions made in common planning and professional development on Wednesdays.
6. AP Instruction and APO will meet periodically to update and submit book orders base on each department needs.

**Budget and Resource Alignment**

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

	<b>PF Set Aside</b>	<b>x</b>	<b>Tax Levy</b>	<b>x</b>	<b>Title IA</b>		<b>Title IIA</b>		<b>Title III</b>	<b>x</b>	<b>Grants</b>
List any additional fund sources your school is using to support the instructional goal below.											
21 <sup>st</sup> Century Grant & FSF											
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.											
	<b>PF AIS</b>		<b>PF CTE</b>		<b>PF College &amp; Career Readiness</b>	<b>x</b>	<b>PF Common Core</b>				
	<b>PF ELT</b>		<b>PF Inquiry Teams</b>		<b>PF NYS Standards and Assessments</b>		<b>PF Parent Engagement</b>				
	<b>PF Positive Behavioral Management Programs</b>				<b>PF RTI</b>	<b>x</b>	<b>PF Supporting Great Teachers &amp; Leaders</b>				

### **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).											
Improve implementation of teaching strategies, including questioning and discussion, which foster consistent engagement with rigorous tasks and provide opportunities for students to demonstrate critical thinking skills. (1.2)											
<b>Review Type:</b>	Quality Review	<b>Year:</b>	2012 - 13	<b>Page Number:</b>	5	<b>HEDI Rating:</b>	Developing				

#### **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.											
<b>x</b>	<b>4.2 Instructional practices and strategies</b>				<b>4.3 Comprehensive plans for teaching</b>						
	<b>4.4 Classroom environment and culture</b>				<b>4.5 Use of data, instructional practices and student learning</b>						

#### **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.											
All ELA and Social Studies teachers will incorporate the Hochman Expository Writing method in their daily teaching practices to increase the number of students passing the <i>Global and ELA Regents</i> by 7%.											

#### **Instructional Strategies/Activities**

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

1. All teachers will meet during 8th period every Wednesday to participate in professional development, lesson planning and data analysis.
2. The Middle School Inquiry Team will review acuity results and state assessment in preparation for the PARCC assessment and its connection to teacher assessment. The Inquiry Team will be assign two students to each member to provide assistance and monitor these students' progress.
3. The first Wednesday of every month will be focused on professional development for student engagement, questioning techniques and assessment. This professional development will include classroom visits to help support the implementation of strategies discussed.
4. The second and third Wednesday Common Planning sessions of each month will be dedicated to data analysis (state assessment, acuity, teacher assessment and credit accumulation) and will directly support the work of the Inquiry Teams.
5. The fourth Wednesdays will be dedicated to evaluating students' work by the Inquiry Team to address students' deficits.
6. Staff will use the following books: "Data Wise" by Boudett and "Getting Excited about Data" by Holcomb to help focus conversations on data analysis.
7. Best practices will be discussed during faculty, department and professional development sessions. A weekly newsletter from the principal will include teaching strategies to improve academic rigor, differentiation (by readiness), assessment, DOK and student engagement.
8. The ELA and Social Studies department will receive intensive training on using the Hochman Expository Writing method to improve students' performance on the ELA and Social Studies Regents. Each curriculum map will be revised to identify specific content, skills, pre-requisite, vocabulary, suggested activities/learning task and assessment.
9. Provide AIS/PM school and Regents review

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

1. The data specialist will complete item analysis (ATS) and distribute Acuity results to all staff.
2. Lead teachers (members of the academic taskforce) from each department (math, science, art, ELA, social studies, special education, instructional coach)
3. Columbia Teachers' College Institute
4. Lead teachers
5. Content teachers (all ELA and Social studies teachers)
6. Lead teachers
7. The principal, assistant principals and the instructional coach
8. The assistant principal, the Instructional coach, ELA and Social Studies teachers.
9. Social studies and ELA teachers

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

1. During each marking period, students' progress will be monitored during Inquiry Team meetings and Common Planning sessions using the data provided.
2. Inquiry Teams (grade level) will meet once per month. Inquiry teams will begin by looking at attendance, SWD, ELLs, Regents and State results.
3. School supervisors will periodically visit each Inquiry team for updates on the team's process.
4. The supervisors will review and implement strategies to address the students' achievements and scholarship reports at the end of each marking period, during the cabinet meeting. This will lead to an increase in students' attendance and performance on State assessments, an increase in credit accumulation and an improved score on schools' NYC progress report giving the school a rating of "C".
5. The next Quality Review will give a rating of proficient in the QI 1.2. This will lead to better results in the student surveys by parents and students. There will be an increase from 7.2 on the academic expectation to 8.0 by parents and students.
6. Teachers will develop protocols and inquiry cycles to review student data and identify areas of student deficiencies.
7. Teachers will participate in professional development to develop best teaching practices each month. Teachers will provide the principal of an evaluation of the professional development.
8. The ELA and Social Studies teachers will participate in Hochman Writing Method training sessions and implement the practice beginning January 2014.
9. Regents results for January and June 2014

**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. September 2013 - June 2014
5. September 2013 - June 2014
6. September 2013 - June 2014
7. September 2013 - June 2014
8. December 2013 - June 2014
9. September 2013 - June 2014

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

1. The Data specialist will distribute item analysis, scholarship reports, ATS and acuity results to teachers assistant principal and instructional coach will supervise the after school curriculum revision
2. The Inquiry Team and the Academic Task Force
3. Supervisors
4. Supervisors
5. Teaching staff
6. Teaching staff

7. Teaching staff
8. ELA and Social Studies teachers and the instructional coach
9. PM school and Regents review classes (Monday, Tuesday, Thursday and Saturday)

**Budget and Resource Alignment**

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

<b>PF Set Aside</b>	<b>x</b>	<b>Tax Levy</b>	<b>x</b>	<b>Title IA</b>		<b>Title IIA</b>		<b>Title III</b>		<b>Grants</b>
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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.

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

**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).

Engagement: Do students feel engaged in an active and vibrant partnership to promote learning?  
 Most adults at my school care about me (6.8)  
 At my school most adults treat all students with respect. (5.9)

<b>Review Type:</b>	NYC School Survey	<b>Year:</b>	2012 - 13	<b>Page Number:</b>	10	<b>HEDI Rating:</b>	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.

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

**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.

Students will be provided with support from advisors, mentors, Guidance Counselors, members of the inquiry team, Apollo Oral History Project members and the attendance committee to decrease the suspension rate by 20%, to increase the students' attendance rate by 5% and increase the student survey results on the NYC Progress report from 6.6% to 8% on the safety and emotional development questions

**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. All targeted students will meet a designated advisor one Wednesday per month during 8<sup>th</sup> period to discuss various issues, identified from the school developed survey results from student, their teachers or their advisors.
  2. Student government will have student representatives that will meet once per month with the Principal to discuss issues.
  3. Students with low attendance, long term absences, recidivist reports (behavior issues from the Dean's office) and 407 students will be assigned to a member of the attendance team.
  4. Guidance Counselors will frequently meet with their students based on referrals, course selections and counseling on college and career readiness.
  5. Workshops and Town Hall Meetings will be held to address various student issues such as cyber bully and Respect for All.
  6. Student survey results will be discussed during the administrative cabinet meeting, Academic Taskforce meetings and faculty conferences.
  7. The Apollo Oral History Project (partnership with the Apollo theatre) will develop students social and emotional awareness through media
- B. Key personnel and other resources used to implement each strategy/activity**

1. Identified student advisors
2. COSA, student representatives and the principal
3. The Attendance Team
4. Grade specific Guidance Counselors
5. Student Government representatives and the Security AP
6. The Academic Taskforce (consisting of 6 teachers: Mathematics, Science, Visual Arts, ELA, Social Studies, Special Education) administrators, Student Government representatives and school staff
7. Selected 11<sup>th</sup> graders and 8<sup>th</sup> graders, Apollo Theatre participants

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

1. This will result in a 20% decrease of incidents reported in OORs and an improvement in the school survey by students from 6.6 to 8.
2. High School and Middle school ELA and Social studies students will be given the opportunity register for the Apollo theatre project that help develop students vision for social and emotional development.
3. Regular survey will be done with the students and staff to provide feedback on effectiveness of implemented changes. The results from the survey will be discussed periodically at the academic taskforce meeting every Monday after the faculty meeting.
4. Neverware – to enhance and update the performance of the technology in the building, this could only be possible with the priority focus funding
5. Town Hall Meetings are held once a month
6. An increase in the number of students completing the survey
7. 11<sup>th</sup> graders will produce an Apollo Oral History project documentary; MS students will complete a project

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

1. October 2013 – June 2014
2. September 2013 – May 2014
3. September 2013 – June 2014
4. September 2013 – June 2014
5. September 2013 – June 2014
6. October 2013 – May 2014
7. January 2014 – May 2014

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

1. Assistant Principal of Organization will allocate the funds in the budget for the Apollo Project, Neverware software and additional supplies
2. Students will be selected for the Apollo Project by the Guidance Counselors
3. Students will be elected to the Student Government and supervised by the school's COSA
4. Assistant Principal of security will organize the school safety meetings to review the OORs reports
5. Funding source: Per Session – 2 Guidance Counselor x 20 hrs each
6. OPTS – Apollo project – priority focus (College and Career)
7. Supplies – Title 1 and FSF

**Budget and Resource Alignment**

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

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

21<sup>st</sup> Century Grant

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

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

## Goal and Action Plan #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).

Engagement:

How often during this school year have you: been invited to an event at your child’s school (program workshop, performance, etc.)? **(5.3)**

<b>Review Type:</b>	NYC School Learning Survey	<b>Year:</b>	2012 – 13	<b>Page Number:</b>	6	<b>HEDI Rating:</b>	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.

<b>6.2 Welcoming environment</b>	<b>x</b>	<b>6.3 Reciprocal communication</b>
<b>6.4 Partnerships and responsibilities</b>		<b>6.5 Use of data and families</b>

### **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.

The number of parents taking the school survey will increase by 10% and the number of parents participating in parent teacher conferences will increase by 15%. This will also result in an increase in the NYC survey in the area of communication from 7.1% to 8.4%.

### **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. The school will continue using its website through EChalk, the electronic grade book Engrade, phone messaging systems and additionally host academic and social events to celebrate the students’ successes and accomplishments.
2. Information will be distributed through a monthly newsletter to parents and posting of events on the school’s website through EChalk.
3. Communication to parents/guardians will be provided to give adequate notices regarding after school and academic intervention services, including parents of SWD and ELLs.
4. The number of individual parent, student and teacher conferences will increase regarding behavioral issues including lateness, inappropriate behavior and the importance of a positive learning environment
5. The Art Department will provide multiple opportunities for students and parents to participate in events such as the school performance (musical), art show case, choir and dance performance which will not be possible without the priority focus funding.

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

1. The data specialist, teachers and Parent Coordinator
2. Parent Coordinator
3. The PTA and Parent Coordinator
4. The Guidance Counselor Members of the PTA and volunteers
5. All members of the performing and visual arts department will participate in organizing and presenting the school’s musical, displays and performances. Additionally, the Culinary Department will provide refreshments.

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

1. 100% of all instructional staff will be enrolled in “Engrade” to help parents and students understand and track their academic performance. All instructional staff will be required to distribute a course syllabus/outline with a student-parent contract accompanied by an Engrade access code at the beginning of every semester.
2. All school constituents will receive the school newsletter
3. More students will participate in after school and academic intervention services

4. Attendance will increase and fewer incidents will be necessary to report on OORS
5. The school will host a minimum of two performances a year.

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

1. September 2013 – June 2014
2. September 2013 - June2014
3. September 2013 – June 2014
4. September 2013 – May 2014
5. September 2013 – May 2014

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

1. Data specialist
2. Parent Coordinator and principal
3. Parents and PTA memebers
4. Network 405 will coordinate with the assistant principal of operation, guidance counselors and parent coordinator
5. Appropriate funding and personnel will be available for productions

***Budget and Resource Alignment***

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

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

21<sup>st</sup> Century Grant for the spring musical

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.

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

### 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**

<b>Type of Academic Intervention Service (AIS)</b>	<b>Type of Program or strategy (e.g. repeated readings, interactive writings, etc.)</b>	<b>Method for delivery of service (e.g. small group, one-to-one, tutoring, etc.)</b>	<b>When the service is provided (e.g. during the school day, before or after school, etc.)</b>
<b>ELA</b>	<ul style="list-style-type: none"> <li>• For middle school students, the Academic Intervention Program includes double periods during the school day (where differentiated instruction is provided in small-group settings by teachers through the Accelerated Reader program – Achieve 3000).</li> <li>• Middle School students are also provided 1 hours of academic enrichment three days after school.</li> <li>• These programs help to minimize the occurrence of low performing students who lack the knowledge, skills, reading and comprehension skills and may experience, test anxiety, and low expectations for success.</li> <li>• For high school students, Academic intervention is provided for students failing a Regents exam via a Regents review during lunch and after school. PM school is offered to students who fail classes and repeater classes are offered during each semester to assist with credit accumulation.</li> </ul>	Small group instruction and tutoring for level 1 and 2 students.	During lunch period 1 – 2 days per week
<b>Mathematics</b>	<ul style="list-style-type: none"> <li>• For Middle school students, Academic Intervention Program includes a double period block during the school day (where differentiated instruction is</li> </ul>	Small group instruction and tutoring for level 1 and 2 students.	During lunch period 1 – 2 days per week

	<p>provided in small-group settings). Students are also provided 1 hour of instruction three times per week after school.</p> <ul style="list-style-type: none"> <li>For High School students, lower level students will be scheduled for ICT classes or double period classes. After school PM class will be offered to students to assist with credit accumulation. Regent review will be offered after school. Math XL will be used to help differentiate classroom instruction.</li> </ul>		
<b>Science</b>	<ul style="list-style-type: none"> <li>For middle school, students are scheduled for 5 periods of instruction per week instead of the required 4 periods per week to include lab time, which is provided by their regular Science teacher. After school homework help is made available through our Literacy/Homework help program as well as through our CBO, the New York City Mission Beacon Program.</li> <li>For high school, academic intervention takes place during the school day in small groups and during class periods with differentiated instruction. After school PM class will be offered to students to assist with credit accumulation. Regents review classes will be offered after school.</li> </ul>	Whole class & small groups	Classroom instruction
<b>Social Studies</b>	<ul style="list-style-type: none"> <li>For middle school, the Academic Intervention Program consists of small group instruction based on our instructional strategy, the Workshop Model.</li> </ul>	Whole class & small groups	Classroom instruction

	<ul style="list-style-type: none"> <li>• For high school, academic intervention takes place during the school day in small groups and during class periods using differentiated instruction.</li> <li>• Students also have the opportunity to work with teachers on their circular 6 periods. After school PM class will be offered to students to assist with credit accumulation. Regent review classes will be offered after school.</li> </ul>		
<p><b><i>At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)</i></b></p>	<ul style="list-style-type: none"> <li>• Mandated counseling will be provided, one to one or in a group setting is provided to students at risk.</li> <li>• Attendance dropout prevention intervention services are also provided.</li> <li>• Students are referred by teachers for one to one tutorial services.</li> <li>• Students are counseled and tutored so that placement in the least restrictive environment is the ultimate option.</li> <li>• Academic testing, referral initial evaluation or re-evaluation is available for special education services. Placement in the least restrictive environment is the ultimate option.</li> <li>• Initial evaluation and one to one and/or group counseling.</li> </ul>	<p>Small groups &amp; individual</p>	<p>Instructional day</p>

**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.			
<b>x</b>	<b>School Wide Program (SWP)</b>		<b>Targeted Assistance (TA) Schools</b>
			<b>Non-Title I</b>

**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.

- Recruitment is based on the Open Market process
- Teachers are provided assistance in designing meaningful unit and lesson plans and rubrics.
- Teachers are helped with content knowledge and pedagogy through consistent low-inference observations with immediate and effective feedback.
- Teachers are encouraged to pursue courses that lead to administrative licenses and are allowed to do their internship under the schools' existing administrative team. These teachers are given opportunity to take the lead in curriculum design, common core learning standards protocol and professional development.
- Teachers are provided a mentor their first year teaching. Teachers with an unsatisfactory rating are required to meet once per week with their direct supervisor and/or the instructional coach to assist them with lesson planning.
- The school has created a teacher resource room for instruction purposes, planning and professional development. This room is equipped with a smart board, computers and printers.
- The teachers' resource room has an instructional coach available to assist teachers with lesson planning.

**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).

**Professional development is provided**

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

Describe how the coordination and integration of Federal, State, and/or local funds are used to meet ***the intent and purpose*** programs whose funds are consolidated ( i.e., services for Students in Temporary Housing (STH), violence prevention programs, housing programs, Head Start, etc.).

**The Principal and Assistant Principal of administration allocate funds in galaxy to provide services for students in temporary housing and individual counseling for students who are experiencing the negative effects of bullying and abuse. Monies are also set aside for the Parent coordinator to provide workshop on violence prevention and social issues being faced by families.**

**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.

Administrative team, Common Planning sessions , Inquiry Team

**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).



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## **Parent Involvement Policy (PIP)**

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 1<sup>st</sup> 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 1<sup>st</sup> 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 <b>3</b>	Borough <b>Manhattan</b>	School Number <b>415</b>
School Name <b>Wadleigh Secondary School for Performing</b>		

### 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 <b>Tyee Chin</b>	Assistant Principal <b>Jennifer Rozmus</b>
Coach <b>Esther Shali-Ogli</b>	Coach
ESL Teacher <b>Ellen Bunker-Lopez</b>	Guidance Counselor <b>Louis Romain</b>
Teacher/Subject Area <b>Dulyne Desmangles/English</b>	Parent <b>type here</b>
Teacher/Subject Area	Parent Coordinator <b>Eunice Paul</b>
Related Service Provider <b>type here</b>	Other <b>type here</b>
Network Leader(Only if working with the LAP team) <b>type here</b>	Other <b>type here</b>

### 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.	<b>1</b>	Number of certified bilingual teachers <u>not</u> currently teaching in a bilingual program	<b>0</b>	Number of teachers who hold both content area and ESL certification	<b>1</b>
Number of certified bilingual teachers currently teaching in a bilingual program	<b>0</b>	Number of certified NLA/foreign language teachers	<b>2</b>	Number of teachers who hold both a bilingual extension and ESL certification	<b>0</b>
Number of certified ESL teachers <u>not</u> currently teaching in the ESL program	<b>0</b>	Number of teachers currently teaching a self-contained ESL class who hold both a common branch license and ESL certification	<b>0</b>	Number of special education teachers with bilingual extensions	<b>0</b>

### D. Student Demographics

Total number of students in school (Excluding Pre-K)	<b>537</b>	Total number of ELLs	<b>32</b>	ELLs as share of total student population (%)	<b>5.96%</b>
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## Part II: ELL Demographics

### A. ELL Programs

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

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

This school offers (check all that apply):

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

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

ELL Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Total #
<b>Transitional Bilingual Education</b> (60%:40% → 50%:50% → 75%:25%)														0
<b>Dual Language</b> (50%:50%)														0
<b>Freestanding ESL</b>														
self-contained										9	9	2	6	26
Push-In							2	2	2					6
<b>Total</b>	0	0	0	0	0	0	2	2	2	9	9	2	6	32

### B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	32	Newcomers (ELLs receiving service 0-3 years)	12	ELL Students with Disabilities	14
SIFE	6	ELLs receiving service 4-6 years	7	Long-Term (completed 6+ years)	13

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	12	3	1	7	3	3	13		10	32
Total	12	3	1	7	3	3	13	0	10	32

Number of ELLs who have an alternate placement paraprofessional: 2

### C. Home Language Breakdown and ELL Programs

Transitional Bilingual Education														
Number of ELLs by Grade in Each Language Group														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
SELECT ONE														0
SELECT ONE														0
SELECT ONE														0
<b>TOTAL</b>	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
<b>TOTAL</b>	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
<b>TOTAL</b>	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	9	1	6	25
Chinese														0
Russian														0
Bengali								1		1				2
Urdu														0
Arabic														0
Haitian										1				1
French							1			1		1		3
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other										1				1
<b>TOTAL</b>	0	0	0	0	0	0	2	2	2	9	9	2	6	32

## 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					1	2

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	5	4		4	15
Advanced (A)							1	1	1	4	5	1	2	15
Total	0	0	0	0	0	0	2	2	2	9	9	2	6	32

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

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

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

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

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
Comprehensive English	5			
Integrated Algebra	9			
Geometry				
Algebra 2/Trigonometry				
Math				
Biology				
Chemistry	1			
Earth Science	1			
Living Environment	6			
Physics				
Global History and Geography	1	2	1	
US History and Government	3	1		
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.  
The school used the performance assessment data to develop a plan to address the needs of our ELL students. Raw scores ranged from zero 13.5, indicating that our students need instruction that focuses on critical reading of non fiction text and writing an argument essay. To address the writing needs, we are using the Hochman method to teach writing, sentence development, and grammar.
2. What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?  
Our data indicates that 64% of our students who took the test in consecutive years stayed within the same proficiency level. While 32% of our students moved to a higher proficiency level, 2% of our students moved to a lower level regardless of grade. Our biggest challenge is moving students who are at the Beginner level and are SIFE.
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](#))  
Paste response to question here:
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?According to last year's data, we did not have an ELL student pass a Regents exam, regardless of whether it was taken in English or in their native language. Our school does not administer the ELL Periodic Assessment.
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.](#))  
Paste response to question here:
6. How do you make sure that a child's second language development is considered in instructional decisions?  
Instructional decisions are based on students' proficiency levels and ongoing assessment methods. Currently our classes are programmed heterogenously, but student work is differentiated and scaffolded to meet their needs.
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?Paste response to questions here:
8. Describe how you evaluate the success of your programs for ELLs (e.g. meeting AYP for ELLs, etc.).  
We evaluate success using data from the NYSESLAT. Although we focus our attention on meeting AYP, it is also important to evaluate the proficiency levels to determine growth in the different modalities. If we are unable to make adequate growth within a proficiency level, we change our instructional approach to provide more support for the students.

## Part IV: ELL Identification Process

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

1. Describe the steps followed for the initial identification of ELLs. These steps must include administering the Home Language Identification Survey (HLIS) which includes the informal oral interview in English and in the native language, and the formal initial assessment. Identify the person(s) responsible, including their qualifications, for conducting the initial screening,

administering the HLIS, the LAB-R (if necessary), and the formal initial assessment. (Refer to [ELL Policy Brief](#) and [EPIC](#).)

When parents first enroll their parents, they are administered the HLIS to determine the child's home language. At the time of enrollment, the guidance counselor does an informal interview in English. Based on the informal interview, the assistant principal or a licensed ESL teacher completes the HLIS with the parent and conducts an interview with the parent and the child. If the parent indicates on the HLIS that the student uses a language other than English, then the assistant principal or a licensed ESL teacher administers the LAB-R to determine the English proficiency level. Students who score below proficiency on the LAB-R are eligible for state-mandated English as a Second Language services. The LAB-R Assessment Administration Memo provides cut scores and eligibility, including designations of Beginner, Intermediate, and Advanced. A student who scores below proficiency and has indicated Spanish as a home language is administered the Spanish LAB to determine language dominance. An entitlement letter is sent to the parents/guardians of each student who is eligible for ELL services.

2. What structures are in place at your school to ensure that parents understand all three program choices (Transitional Bilingual, Dual Language, Freestanding ESL)? Please describe the process, outreach plan, and timelines.

When a new ELL enrolls, schools must inform parents of the three instructional models available in New York City. Parents watch the Parent Orientation Video in their language of preference. When the parent is done viewing the video, they are given the Parent Survey and Selection Form to choose the program that they choose for their child. The form is stored in the student's cumulative folder and the choice is entered in ATS on the ELPC screen. ELLs must be placed in the parents' program of choice within ten days of enrollment.

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](#)].)

After reviewing the RNMR and RLAT data, the assistant principal sends the entitlement letters to the parents and invites them to an orientation meeting. Entitlement letters are stored in student cumulative folders. The program selection forms are stored in the student's cumulative folder. All forms are returned because we are able to place a phone call to reach out to the parents as a reminder.

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.

After students take the LAB-R and eligibility is determined, a parent meeting is conducted. To ensure that parents fully understand the programs offered in NYC, the assistant principal shows them the video on the department of education's Internet page. After the viewing, the parent is provided with the choice letter. If a parent chooses TBE or DL, I inform them that we currently only have ESL, but if more parents make the same request that they did, the program will be implemented. Family interpretation needs are provided primarily by the Translation and Interpretation Unit of the NYCDOE with additional services provided in-house by teachers and staff for smaller interpretation needs. Following the request of approximately twenty-five parents in the Fall of 2004 and requisite number of students, a transitional bilingual program was created at Wadleigh Secondary School. This program had fewer than twenty interested parents in the 2005-2006 school year, but continued to function. By the Fall of 2006, there were eight students left in the program, and the parents requested that they be placed in a freestanding ESL program. We currently do not have any parents requesting a bilingual program, but if parent choice indicates the need for one, it will be reinstated.

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.

After the test coordinator reviews the RLER, a letter is sent to the parents prior to testing to inform them of the testing window and dates. The test coordinator prepares a schedule and teachers are trained on procedures and responsibilities. Students are scheduled for the speaking subtest since it is administered individually, and someone other than the student's teacher is assigned to administer. The listening, reading, and writing subtests are group administered. Accommodations are made for students with IEPs with two exceptions: the reading subtest is not read to the students, and during the writing subtest administration, students do not receive assistance with spelling, grammar, paragraphing, and punctuation. Students who are absent are provided an opportunity to take the test during the make up window. Phone calls are placed to parents and guardians to remind them that their child missed the test and in rare instances, the family worker travels to the home when phone contact cannot be made. A system is also in place to flag students when they swipe their identification card in the morning and the test coordinator is contacted.

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.  Over the past few years, 100% of the parent surveys and program selections have selected the freestanding ESL program. This is

in alignment with the program offering at Wadleigh. However, if need dictates a bilingual program, we will reinstate the program that existed eight years ago.

The bilingual program had fewer than 20 interested parents in the 2005-2006 school year, but continued to function. By the Fall of 2006, there were eight students left in the program, and the parents requested that they be placed in a freestanding ESL program.

## 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])?

In the middle school, students are provided services through the push-in and pull-out models. In the high school, students are programmed for a self-contained ESL class where they are heterogeneously grouped.

In the middle school general education classes, the teacher pushes -in the the ELA class. These students are also programmed for a pull-out class with the ESL teacher and ESL students with disabilities who also require more mandated instructional minutes. The ESL teacher pushes in to the self-contained writing class to work with students who do not have their mandated minutes met in the pull-out period. The middle school programs are heterogeneously grouped.

High school students participate in a pull-out model and students are ungraded and heterogeneously grouped.

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)?

Native language supports are systemic and not limited to the ESL classroom. Students are provided with up to 25% of native language supports in our free standing ESL program through the use of glossaries, dictionaries, and materials in their native language. Beginning and Intermediate middle school students are programmed for at least 360 minutes per week, and Advanced students receive at least 180 minutes of ESL and 180 minutes of English Language Arts. Beginning high school students are programmed for at least 540 minutes per week, Advanced students receive at least 360 minutes and Advanced students receive at least 180 minutes of ESL and 180 minutes of English Language Arts.

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 Wadleigh's push-in model for the middle school, the ESL teacher co-teaches and provides support through differentiated strategies in English Language Arts and Writing classes. In the pull-out class, the teacher is providing reading and writing supports using ESL strategies. Because the students are mixed levels and ungraded, students are differentiated by ability, but the proficiency is used as a guide. The high school has three pull out ESL classes to accommodate the students' mandated number of units of support as specified in CR Part 154. Two of the classes are an ELA based class using traditional ESL methodologies to help students with literature, writing, and language. The third pull-out class supports the majority of Beginner and Intermediate students with reading and vocabulary that will benefit students in content area classes.

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

Students are permitted to work on some activities in groups of students who speak the same language. Students can then demonstrate learning in their native language.
5. How do you ensure that ELLs are appropriately evaluated in all four modalities of English acquisition throughout the year?

The Common Core Learning Standards address all four modalities of English acquisition. Because our students are challenged with a rigorous curriculum that is aligned to the standards, students are evaluated against these standards through different tasks, projects, and assessments throughout the year.
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).

Currently, all students use Achieve 3000 either in their English, Science or Social Studies class. Because this program differentiates instruction with different supports (lexiles, option to have materials read, vocabulary) SIFE, newcomers, ELLs and former ELLs are exposed to content area reading material at their entry point. Wadleigh currently has six SIFE students and collaboration among content teachers is evident. While the student is in the ESL class, differentiation occurs to meet the individual needs of the student through the Balanced Literacy approach. Within this methodology, students receive explicit instruction in knowledge of the alphabet and letter sounds/blending, comprehension strategies that promote analysis, evaluation, synthesis, connections, inferences and inquiry, context clues

and vocabulary development, and phonemic awareness. Newcomers are taught in a scaffolded, purposeful manner because language acquisition is best taught when systematic and slow. In total, seven of our students fall in the four to six year designation. Three are SIFE and three are SWDs. Much emphasis will be placed on evaluating where these students fall within each modality so that their instruction is differentiated to meet their needs and address areas of concern before they become long-term ELLs. Additionally, these students are monitored closely to ensure that they are taking and passing their regents and are provided the opportunity to attend after school. The majority of our students are long term ELLs and all but three are designated SWDs. However, none of these students are SIFE. These students are given supports in the classroom that emphasize basic reading and writing skills as an effort toward remediation and closing the learning gap that they have. Students are encouraged to take the Regents and are provided additional instruction in the content area to prepare. For students who test proficient on the NYSESLAT, supports remain in place to transition their education. They are entitled to testing accommodations, supplemental ELL programs, and support with the ELL teacher in years one and two of testing proficient.

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?

Students have access to content material with appropriate lexile levels through Achieve3000. Teachers were also invited to participate in the ELL Literacy and Leadership Institute that was offered through the department of education. Teachers who attended were required to turn key useful information, methodologies, and strategies during professional development.

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

For ELL-SWDs, two program models have been created. For middle school, an ESL teacher pushes into the writing class to help students access the materials and works with the teachers to ensure the ELL-SWD needs are met. For high school, the SWDs are programmed for free-standing ESL classes. In one period the ESL teacher teaches reading and vocabulary that will help the students in all their content classes. In the other period, the ESL teacher conducts an ELA based class using traditional ESL methodologies to help students with literature, writing, and language.

**Courses Taught in Languages Other than English **

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

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

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

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

	<b>Beginning</b>	<b>Intermediate</b>	<b>Advanced</b>
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**NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades K-8**

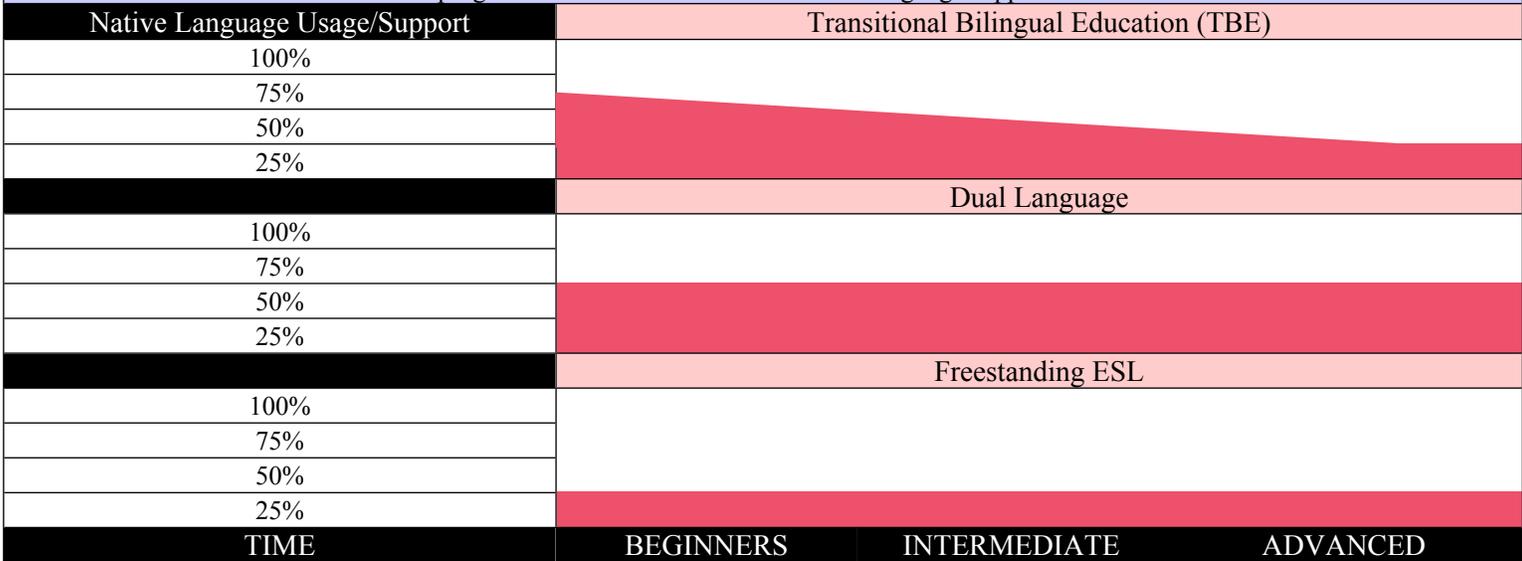
	<b>Beginning</b>	<b>Intermediate</b>	<b>Advanced</b>
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
<b>FOR TBE /DL PROGRAMS:</b> Native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

	<b>Beginning</b>	<b>Intermediate</b>	<b>Advanced</b>
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
<b>FOR TBE /DL PROGRAMS:</b> 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.

Paste response to questions 8-17 here

English Language Learners receive appropriately targeted services and instruction in all other content areas, i.e., Social Studies, Science, Technology, as well as, the Arts Studios (Dance, Drama, Music, and Visual Art). Specifically, Academic Intervention Services are provided to meet the needs of all students, in particular our ELL students, who require additional assistance to meet the State standards in ELA, mathematics, science and social studies. Through the AIS program, the most effective strategies for creating high-quality learning environments for diverse groups of students are used in an attempt to close the achievement gap for minority, low-income, and learners not yet proficient in English. Additionally, our after school program enables students to enhance, enrich and extend literacy and mathematics strategies acquired during the daily and after-school programs. During after school, students develop in-depth content knowledge that is inquiry based around topics taught throughout their instructional program. Students are involved in projects that require them to discuss ideas while working in various settings. Students do extensive reading to develop schema around specific topics, review mathematics concepts using technology, and practice test taking strategies. All intervention programs are given in English. In the transition time following obtaining proficiency on the NYSESLAT, students are provided with the ELL modifications on state exams. Additionally, the ESL teacher and administrator checks with the content area teachers on the progress of the former ELLs in their classes. ELLs are not only given access to all school programs, but are encouraged to participate in all programs that Wadleigh has to offer. Because we are a visual and performing arts school, ELLs can express themselves through music, art and dance in a way that they may not be able to in other schools.

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

The trend is that our students perform better on the speaking and listening portions of the NYSESLAT than they do on the reading and writing portions.

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

This year, the entire school is focused on using Achieve 3000 in ELA and some content area classes. We are also introducing the Hochman Writing method to strengthen writing skills, language acquisition, and word choice to improve student achievement.

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

The afterschool program that serviced ELL only students is discontinued at this time because we are unable to find a licensed ESL teacher who is available for extended hours. Although we have tried to hire a licensed ESL teacher by networking, interviewing ATRs, and contacting local colleges, we have been unsuccessful. Currently we are in the process of hiring a long term substitute who is awaiting reciprocity for her out of state license.

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

ELLs are given access and encouraged to attend all school programs. They receive program information in their native language, and when possible, follow up phone calls are made in their native language. As described above, after school and supplemental services are conducted in English, but language supports are available for use. Through technology and traditional learning methods, students are given additional instruction to enhance learning and prepare students for completion of state requirements for graduation.

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

Native language libraries are available for the students because instruction is delivered in English. Students also use tools such as google translate to use for support in content area classes, as well as bilingual dictionaries.

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

Native language support for ESL is 25% and it is delivered through resources such as dictionaries, literature and technology.

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

ELL students are programmed according to grade level. Differentiation occurs within the classroom based on readiness and proficiency levels. The resources in the room are age and grade appropriate and supports meet them at the appropriate entry point. In some instances, as with Achieve3000, students are reading content appropriate for their grade, but it is written for the level where they are currently reading.

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.

New ELLs are strongly encouraged to participate in our extended learning activities. Most of the activities are academic in nature, but other activities develop life skills, such as the culinary arts entrepreneur program or social skills through the drama or art club.

18. What language electives are offered to ELLs?

Students are offered French and Spanish.

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)?

Paste response to questions here:

### C. Professional Development and Support for School Staff

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

A minimum of seven and a half hours of professional development devoted to ELL requirements and instruction will be provided as per Jose P. for all staff members. Topics may include: Unveiling the Language Allocation Policy, concepts around academic vocabulary as presented by Kate Kinsella, and Better Practices & Strategies for teachers in contact with ELL students. Ms. Rozmus, the Assistant Principal for all academic subjects (except math) attended an ELL Literacy Workshop held on several Fridays through the year. She was accompanied by a social studies teacher who has ELL students. They will continue to turn key the information to all content area teachers at staff development throughout the year. ESL teachers attended a slightly different version of this workshop on Saturdays and will continue to participate in implementing the ideas and communicating the information to the remaining faculty. All new teachers serving ELLs, when applicable, are provided a mentor teacher to assist them in planning, delivery and assessment. The instructional coach works weekly with each new and continuing teacher to facilitate unit and lesson planning. Additionally, teachers continue to participate in outside vendor professional development offerings. To help support teachers of ELLs with respect to Common Core Learning Standards, teachers are provided ongoing professional development with regard to addressing the standards, lesson planning, unit planning, task writing, and scaffolding lessons to provide students with support. Staff is also provided guidance with providing ELL students with strategies that maximize their independence as they transition to high school.

## **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?

Parent involvement at Wadleigh is an ongoing endeavor. We encourage all parents, including parents of ELLs to come to PTA meetings, Parent-Teacher conferences and to visit the school, and attend their children's classes at any time. Wadleigh partners with the Mission Society and 21st Century Leadership to conduct workshops for parents through the year. Parents are asked what type of workshops they would find helpful and beneficial. Also, at the beginning of the school year, there is a school barbeque with translators available for parents. This allows families to meet the administration, faculty and staff of their child's new school. As always, translation services are also provided by staff during informal parent meetings and Parent-Teacher conferences.

## **E. Additional Information**

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

Paste response to question here:

## Part VI: LAP Assurances

**School Name: Wadleigh Secondary School for**

**School DBN: 03M415**

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Tyee Chin	Principal		1/14/14
Jennifer Rozmus	Assistant Principal		1/14/14
Eunice Paul	Parent Coordinator		1/14/14
Ellen Bunker-Lopez	ESL Teacher		1/14/14
	Parent		1/1/01
Dulyne Desmangles/English	Teacher/Subject Area		1/14/14
	Teacher/Subject Area		1/1/01
	Coach		1/1/01
	Coach		1/1/01
Louis Romain	Guidance Counselor		1/14/14
	Network Leader		1/1/01
	Other		1/1/01

**LANGUAGE TRANSLATION AND INTERPRETATION 2013-2014 TO 2014-2015**

*Requirement under Chancellor's Regulations – for all schools*

**DBN: 03M415 School Name: Wadleigh Secondary School for Perfo**

**Cluster: 4 Network: 405**

**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**

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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.

Translation and interpretation needs are referred to the Parent Coordinator a month in advance of needed services and are available for parent/teacher conferences, regional fairs and workshops, regional parent training sessions, suspension hearing and impartial hearings, citywide or regional parent meetings, and community education council meetings. The primary language spoken by each parent is determined by providing a variety of Home Language Identification Surveys. A pedagogue participates in the registration process. The information is recorded and maintained on ATS and the HLIS. The HLIS is kept with the student's records and a copy of which is maintained by the ESL coordinator

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.

Translation and oral interpretation services are required for individual parent conferences with teachers. Our records indicate that out of a total of 533 students, the primary language spoken at home by parents and guardians is English. However, 147 parents and guardians who care for our students are Spanish speakers, four speak Haitian Creole, three speak French, three speak Fulani and one parent speaks Bengali. During professional development opportunities in the school or meetings, teachers and staff are made aware of the home language needs of the parents and are provided with translation assistance as needed to facilitate communications.

## Part B: Strategies and Activities

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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.

Written translation services are provided primarily by the Translation and Interpretation Unit of the NYCDOE with additional services provided in-house by teachers and staff for smaller translation needs. Signage, noting the availability of translators and translated materials are posted in the school. Translated versions of the Bill of Parents Rights and Responsibilities are available (in all available languages) in both the parent coordinators office as well as the pupil personnel office

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

Oral interpretation needs are provided primarily by the Translation and Interpretation Unit of the NYCDOE with additional services provided in-house by teachers and staff for small interpretation needs.

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>.

Wadleigh will fulfill Section VII of Chancellor's Regulations A-663 in the following manner as per those regulations:

Provide parents whose primary language is a covered language and who require language assistance services with written notification of their rights regarding translation and interpretation services in the appropriate covered languages, and instructions on how to obtain such services. Post in a conspicuous location at or near the primary entrance of a school or office a sign in each of the covered languages indicating the office/room where a copy of such written notification can be obtained.

Translated signs are available as an attachment to Chancellors Regulation A-663 in all covered languages: Arabic, Bengali, Chinese, Haitian Creole, Korean, Russian, Spanish, and Urdu. Translated versions of the Bill of Parents Rights and Responsibilities are available (in all

available languages) in both the parent coordinators office as well as the pupil personnel office.

## 2012-13 Comprehensive Education Plan (CEP)

### Title III Supplemental Program for ELLs

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

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

For more information on Title III requirements, please see the School Allocation Memo or contact your ELL Compliance and Performance Specialist.

Part A: School Information	
Name of School: Wadleigh Secondary School for	DBN: 03M415
Cluster Leader: Christopher Groll	Network Leader: William Bonner
This school is (check one): <input checked="" type="checkbox"/> conceptually consolidated (skip part E below) <input type="checkbox"/> NOT conceptually consolidated (must complete part E below)	

Part B: Direct Instruction Supplemental Program Information
The direct instruction component of the program will consist of (check all that apply): <input type="checkbox"/> Before school <input checked="" type="checkbox"/> After school <input checked="" type="checkbox"/> Saturday academy <input type="checkbox"/> Other:
Total # of ELLs to be served: 41 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 checked="" type="checkbox"/> 12
Total # of teachers in this program: 5 # of certified ESL/Bilingual teachers: 2 # of content area teachers: 3

### Part B: Direct Instruction Supplemental Program Information

Describe the direct instruction supplemental program here and include the

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

Begin description here:

The supplemental program will consist of afterschool small group instruction with certified ESL teachers. We will also run a Saturday Academy program for Regents preparation using certified ESL and content area teachers. The rationale for the Regents preparation program is for our English Language Learners to master the content in order to demonstrate success on the exams. Furthermore, it is our goal that all students receive additional supports to show progress by either reaching the proficient level or moving a level.

Our afterschool program will run two hours each week from December through June. Students will be offered assistance with preparation for Regents and state exams. Additionally, they will participate in activities to strengthen the advancement toward college and career readiness. During team meetings, teachers will provide data and feedback to the ESL teachers so that they can best meet the needs of the students. The teachers will focus on using more multimedia and technology to engage the students of all grade levels. The after school program is also looking to purchase Achieve 3000 site licenses for our middle and high school English Language Learners to encourage non fiction reading. We are also looking to purchase new novels to use with our middle school English Language Learners.

### 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:

Much research is being done to strengthen the reading and writing skills of our English Language Learners. This year we are continuing our involvement with the New York City Department of Education's Office of English Language Learners by participating in the English Language Learners Literacy Institute. The assistant principal attends six sessions throughout the year. The first two give an overview and chance to formulate an action plan. The remaining four administrative sessions will be attended by the assistant principal and an English teacher who also teaches special education. A team of teachers representing all grade levels and content areas will attend four Saturday sessions. These sessions mirror the information from the Friday meeting, but focus on planning and implementation in the Title III and content area classrooms. The teachers and administration have the responsibility to turnkey the information to the faculty at team and departmental meetings and the Title III teachers. This professional development focuses on helping our ELLs meet the common core standards and literacy across the curricula, and include topics such as Demystifying ELL Data, Redefining Instructional Models to Promote English Language Learners' Language and Reading Skills, and Providing ELLs Access to Challenging Content: Distributed Responsibility for Developing Academic Language, to name a few.

**Part C: Professional Development**

All new teachers serving ELLs, when applicable, are provided a mentor teacher to assist them in planning, delivery and assessment. The instructional coach works weekly with each new and continuing teacher to facilitate unit and lesson planning. Additionally, teachers continue to participate in outside vendor professional development.

**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:

We encourage all parents, including parents of ELLs to come to PTA meetings, Parent-Teacher conferences and to visit the school and attend their children's classes at any time. Wadleigh partners with the Mission Society and The Leadership Program to conduct workshops for parents through the year. Parents are asked what type of workshops they would find helpful and beneficial. Title III will include will provide a workshop for the ELL parents titled College for Immigrants Workshop during the Spring of 2012 for approximately 30 parents to make them aware of scholarship programs and social aspects of college residential living on campus. The workshop will also serve to stress the pathway to college acceptance via academic preparation in high school. Also, at the beginning of the school year, there is a school barbeque with translators available for parents. This allows families to meet the administration, faculty and staff of their child's new school. Translators are provided at all workshops as per parent request.

**Part E: Budget**

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

Allocation Amount: \$

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

**Part E: Budget**

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

Allocation Amount: \$

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