



**Department of
Education**

Dennis M. Walcott, Chancellor



2013-2014

**SCHOOL COMPREHENSIVE EDUCATIONAL PLAN
(SCEP)**

School Name: HIGH SCHOOL OF GRAPHIC COMMUNICATION ARTS
DBN (i.e. 01M001): 02M625
Principal: BRENDAN LYONS
Principal Email: BLYONS@HSGCA.ORG
Superintendent: DENISE HALLETT
Network Leader: STEVEN CHERNIGOFF

School Comprehensive Education Plan (SCEP) Requirements

Which Schools Need to Complete the SCEP?

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

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

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

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

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

Guidance for Developing Completing the Annual Goals and Action Plan Section

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

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

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

School Receiving Title I Funds

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

SCEP Checklist

All Schools

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

Priority Schools Only

x	Expanded Learning Time (ELT) Program Description
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School Information Sheet for 02M625

School Configuration (2013-14)					
Grade Configuration	09,10,11,12	Total Enrollment	735	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	29	# SETSS	19	# Integrated Collaborative Teaching	64
Types and Number of Special Classes (2013-14)					
# Visual Arts	64	# Music	N/A	# Drama	N/A
# Foreign Language	22	# Dance	N/A	# CTE	N/A
School Composition (2012-13)					
% Title I Population	72.7%	% Attendance Rate			73.8%
% Free Lunch	99.8%	% Reduced Lunch			0.1%
% Limited English Proficient	7.9%	% Students with Disabilities			18.5%
Racial/Ethnic Origin (2012-13)					
% American Indian or Alaska Native	0.3%	% Black or African American			30.7%
% Hispanic or Latino	63.2%	% Asian or Native Hawaiian/Pacific Islander			2.7%
% White	2.4%	% Multi-Racial			N/A
Personnel (2012-13)					
Years Principal Assigned to School	1.17	# of Assistant Principals			7
# of Deans	N/A	# of Counselors/Social Workers			10
% of Teachers with No Valid Teaching Certificate	4.1%	% Teaching Out of Certification			34.4%
% Teaching with Fewer Than 3 Years of Experience	36.1%	Average Teacher Absences			4.4
Student Performance for Elementary and Middle Schools (2012-13)					
ELA Performance at levels 3 & 4	N/A	Mathematics Performance at levels 3 & 4			N/A
Science Performance at levels 3 & 4 (4th Grade)	N/A	Science Performance at levels 3 & 4 (8th Grade)			N/A
Student Performance for High Schools (2011-12)					
ELA Performance at levels 3 & 4	58.2%	Mathematics Performance at levels 3 & 4			35.6%
Credit Accumulation High Schools Only (2012-13)					
% of 1st year students who earned 10+ credits	N/A	% of 2nd year students who earned 10+ credits			N/A
% of 3rd year students who earned 10+ credits	N/A	4 Year Graduation Rate			59.3%
6 Year Graduation Rate	62.8%				
Overall NYSED Accountability Status (2012-13)					
Reward		Recognition			
In Good Standing		Local Assistance Plan			
Focus District	X	Focus School Identified by a Focus District			
Priority School	X				

Accountability Status – Elementary and Middle Schools

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

Accountability Status – High Schools

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

SCEP Overview

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

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

Reflecting upon the 2012-13 SCEP

Answer the following questions regarding the 12-13 SCEP			
Describe the strengths of your school's 12-13 SCEP.			
The strengths were its focus on improving graduation results which exceeded our expectations by 3 % points. The reason for this increase was due to our focus in this year on teacher observations, our continued effort to align student programming with student academic goals as well as a focus upon credit accumulation.			
Describe the areas for improvement in your school's 12-13 SCEP.			
Areas for improvement included improved graduation rates, Common Core Learning Standards alignment, pre-Danielson exposure to targeted feedback based upon a teaching rubric, as well as small learning community development.			
Describe the barriers and challenges encountered while developing and implementing your school's 12-13 SCEP.			
The barriers encountered were time constraints and staff buy-in to SCEP reforms proposed.			
Describe the degree to which your school's 12-13 SCEP was successfully implemented.			
Our SCEP was implemented to a high degree in all major areas: -Senior Focus: providing high quality advisors and mentors to graduating seniors resulted in a higher graduation rate than previously reported, -Attendance Outreach: advisory was used to have classroom teachers make direct connections with students and families, -Credit Accumulation: greater success in credit accumulation by placing structures in place to ensure that struggling students are counseled and provided meaningful supports prior to marking period end dates.			
Were all the goals within your school's 12-13 SCEP accomplished?	x	Yes	No
If all the goals were not accomplished, provide an explanation.			
Did the identified activities receive the funding necessary to achieve the corresponding goals?	x	Yes	No

Developing the 2013-14 SCEP

Answer the following questions regarding the 13-14 SCEP			
Describe the anticipated barriers and challenges in developing and implementing your school's 13-14 SCEP.			
Anticipated barriers are historic low levels of parent engagement at our school as well as challenges faced by an experienced teaching staff that is now expected to radically alter their established teaching pedagogy to be more in alignment with ADVANCE and with CCLS shifts.			
List the 13-14 student academic achievement targets for the identified sub-groups.			
Graduation rate increase Parent engagement increase Rigorous instruction enhancement Credit Accumulation Attendance rate increase			
Describe how the school leader(s) will communicate with school staff and the community.			
Biweekly staff meetings, Common Planning Time per department, SLT announcements, email,			
Describe your theory of action at the core of your school's SCEP.			
The theory of action at the core is the idea that frequent, targeted feedback to teacher's based upon direct classroom observations alongside data driven instruction and inquiry will identify the areas of concern and provide more successful alternatives for teachers resulting in better student achievement metrics.			
Describe the strategy for executing your theory of action in your school's SCEP.			
Strategy is to work with network to establish monthly goals and mile-stones in conjunction with frequent feedback and supervision of administrative instructional leaders.			
List the key elements and other unique characteristics of your school's SCEP.			
The key elements are: Common Core alignment, social and emotional inquiry and data investigation, as well as attendance initiative.			
Provide evidence of your school's capacity to effectively oversee and manage the improvement plan.			
We have a balanced leadership team that with key point people directing the growth of our instruction as well as enhanced leadership in the administrative and support departments of our school.			

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).

“Extend the use of the school’s observation tool to encourage teachers to reflect on their practice and professional growth to establish a coherent school culture.”

Review Type:	Quality Review	Year:	2010-11	Page Number:	4	HEDI Rating:	Ineffective
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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.

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

Annual Goal #1

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

By June 2014, 75% of classroom teachers will have moved at least 1 HEDI level on Danielson Components 3.b, 3.c, and 3.d compared to their initial rating on these components in Fall Semester 2013

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

Strategy: All teachers will participate in a structured process of professional growth that shift teaching practices.

1. Activity-A minimum of 4 classroom observations to observe practices across competences of Danielson Rubric with a major focus on 3.b, 3.c, and 3.d
2. Activity-teachers will receive a series of Professional Development on Danielson Rubric with major focus upon:
 - a. Designing coherent lessons
 - b. Questioning Techniques
 - c. Using formative and summative assessments to inform instruction
3. Activity-teams of teachers in subject area teams will analyze on a weekly basis examples of student work

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

1. Principal, AP’s, lead teachers, teachers, data specialist, talent coaches, and network instructional team
2. Principal, AP’s, lead teachers, teachers, data specialist, talent coaches, and network instructional team
3. Principal, AP’s, lead teachers, teachers, data specialist, talent coaches, and network instructional team

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

1. School leaders and teachers will observe and debrief a minimum of 4 classroom observations. Teachers and school leaders will also examine teacher competency ratings as averaged across the three or more ratings to date at least 1 time per year.
2. All teachers will conduct a baseline evaluation by October 25th, 2013, a mid-year review on or about February 1st, 2014, and final evaluation no later than June 26th, 2014.
3. Other evidence will be gathered from:
 - a. Observation reports
 - b. Teacher feedback and teacher evidence collected during CPT and observations
 - c. Sample student work with next steps
 - d. Teacher self reflection logs
 - e. Sample of lesson plans showing the implementation of feedback.

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

1. All teachers will be observed (formally and informally) a minimum of 6 times between start date of October 25th, 2013 and June 26th, 2014.
2. Baseline conducted prior to October 25th, 2013; Mid-Year Review conducted on or about February 1, 2014; Final Evaluation Self-Assessment prior to June 26th, 2014
3. One student assessment protocol by February 1, 2014; second student assessment protocol by June 1, 2014
4. Teachers will complete modified lesson delivery on a rolling basis with a target of once for Fall Semester and once for Spring Semester

E. Describe programmatic details and resources that will be used to support each instructional strategy/activity
<ol style="list-style-type: none"> 1. No cost associated with this activity 2. Common Planning Time embedded in school day enables all teachers to complete this activity within structured school day 3. Common Planning Time embedded in school day enables all teachers to complete this activity within structured school day 4. Common Planning Time embedded in school day enables all teachers to complete this activity within structured school day

Budget and Resource Alignment

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

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

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

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

Goal and Action Plan #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 rigorous and coherent curricula based on State Standards that is consistent across the school."

Review Type:	Quality Review	Year:	2010-2011	Page Number:	4	HEDI Rating:	ineffective
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Tenet 3: Curriculum Development and Support

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

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

Annual Goal #2

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

By June 2014, all teachers will have an updated CCLS/NYS aligned curricula binder which have been tuned and refined, including but not limited to :

- Curricula maps,
- Pacing guide,
- Units of study,
- Lesson plans,
- Assessments,
- Rubrics
- Samples of student work.

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

Strategy: all teachers will demonstrate professional growth practices resulting in a school wide CCLS aligned curricula

1. Activity—Set Baseline Curricula: all teachers will create and publish a baseline CCLS aligned curricula for courses in their teaching load by December 1
2. Activity—Provide Growth Opportunities: all teachers will experience targeted professional development to enhance their delivery and design of CCLS aligned instruction

3. Activity—Develop Curricula: all teachers will experience one-on-one coaching support specifically to align their individual curricula with new CCLS via TMI consultants
 4. Activity—Alignment: all teachers will present their CCLS curricula for a supervisory review twice per year in February and June for feedback and development from administrative staff and curricula consultations.
 5. Activity—have subject area teams revise curricula looking at examples of student work and give feedback following a selected Student Work Review protocol
- B. Key personnel and other resources used to implement each strategy/activity**
1. TMI Consultants and admin staff
 2. TMI Consultants, admin staff, subject area coach(es)
 3. TMI Consultants, admin staff, subject area coach(es), network instructional staff
 4. Admin staff
- C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity**
1. By February 1st, 2014, all teachers will submit their 1st Draft curricula binder to admin staff aligned to CCLS for review.
 2. Ongoing throughout 2013-2014 including Common Planning Time, internal and external professional development, DOE and Network sponsored learning opportunities with the target of ensuring that all teachers have access to professional development opportunities that culminate in a well-designed CCLS aligned body of curricula.
 3. Target of producing by June 26th, 2014, for all teachers a year-long CCLS aligned curricula.
 4. Target of auditing all CCLS curricula submissions from all teachers prior to September 2014
- D. Timeline for implementation and completion including start and end dates**
1. Ongoing from September to June 2014
- E. Describe programmatic details and resources that will be used to support each instructional strategy/activity**
1. We will use Title 1 Priority Focus money in the amount of \$50,000 to purchase extended professional development services from TMI, Inc., substantially increasing their existing positive benefit to teacher planning and preparation with emphasis on CCLS alignment as well as with Danielson.

Budget and Resource Alignment

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

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

We will use Title 1 Priority Focus money in the amount of \$50,000 to purchase extended professional development services from TMI, Inc., substantially increasing their existing positive benefit to teacher planning and preparation with emphasis on CCLS alignment as well as with Danielson.

In addition, we will allocate AP per session at the rate of 2 Aps*1 hr/week*20weeks*\$52.75/hr = \$2110
 In addition, we will allocate Teacher per session at the rate of 41 Teachers*2hrs*20 weeks*\$50.41/hr = \$41,336
 For Tenet 3, we are also including curricula materials in alignment with CCLS for student use from Carnegie "Cognitive Tutor"
 Software = 499 licenses * \$27.20 each = \$13,573
 Student Consumables = 499 * \$16.02 = \$7,994
 Teacher Texts = 5 texts * \$98.00 = \$490

Total: \$22,057

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

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

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

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

Major Recommendation

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

"Expand differentiation practices to ensure that all lessons adjust content materials and work products based on data to meet all student needs."

Review Type: QR	Year: 2010-2011	Page Number: 4	HEDI Rating: Ineffective
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Tenet 4: Teacher Practices and Decisions

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

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

Annual Goal #3

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

By June 2014, all classroom teachers will receive at least two sessions of professional development on UDL, with follow up walkthroughs school-wide to track evidence of implementation of teaching strategies.

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

Strategy: classroom teachers will learn new teaching skills and "best practices" relating to UDL strategies that will enable teachers to individualize instruction for all students in an effective manner.

1. Activity: provide two comprehensive professional development sessions that seek to incorporate UDL strategies for all teaching staff.
2. Activity: engage staff in "job embedded" professional development and planning activities with subject area teams during common planning

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

1. TMI consultants, admin staff, subject area coaches, network curricula consultants
2. Teaching staff, admin staff, consultation staff

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

1. Target will be to identify the routine use of UDL strategies in lesson plans
2. Target will be to gather 2 pieces of evidence of new lesson plans and projects created by teachers reflecting UDL comprehension

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

September through February 2014

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

1. Common Planning Time, TMI Consultants, afterschool per session opportunities
2. Inquiry teams comprised of 2-3 members per team meeting 2 X month X 9 months for a minimum of two hours each

Budget and Resource Alignment

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

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

We will use Title 1 Priority Focus money to purchase extended professional development services from TMI, Inc., substantially increasing their existing positive benefit to teacher planning and preparation with emphasis on CCLS alignment as well as with Danielson.

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

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

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

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

Major Recommendation

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

"Establish the practice of using data to set differentiated learning goals in all subjects for students."

Review Type:	QR	Year:	2010-11	Page Number:	5	HEDI Rating:	Ineffective
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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.

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

Annual Goal #4

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

By June 2014, we will reduce the percentage of student suspensions by 25% from 512 incidents in 2012-13 to approximately 384 incidents for 2013-2014.

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

Strategy: teachers and safety staff will implement specific strategies on a case by case basis to be proactive in preventing recidivist students from getting re-suspended.

1. Activity—Guidance and safety staff will implement best practices for struggling students
2. Activity—Safety Team and Guidance Team will proactively identify students with multiple suspensions and actively intervene with these students to prevent future suspensions

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

1. Admin staff, teachers and Guidance Counselors
2. Guidance Team, Safety Team, Social Worker(s)

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

1. Target is to create a protocol-driven intervention that generates actionable "next steps" for struggling students
2. Target is to have individual action plans for students with multiple suspensions that proactively prevent and limit further student suspensions

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

1. September to June 2014

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

1. 100 hours each of per session for AP and Head Dean
2. 200 total hours of per session for Guidance Counselors.
3. PD sessions for Guidance and safety on how to address children with multiple suspensions, offered by Network: 5 hrs for each of above

Budget and Resource Alignment

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

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

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. .

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

Goal and Action Plan #5 Family and Community Engagement (Tenet 6)

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

Major Recommendation

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

Attendance rate for 2012-13 school year is 69% which is 18% points lower then citywide average.

Review Type:	Progress Report (unofficial) 2012-2013	Year:	2012-2013	Page Number:	4	HEDI Rating:	Ineffective
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Tenet 6: Family and Community Engagement

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

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

Annual Goal #5

Describe the identified goal for the year based on the recommendation, tenet, and SOP(s) selected. Refer to the directions and guidance for assistance in developing your goals.
 Increase attendance rate of school from 69% to 74%.

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

Strategy: establish an operational school-wide attendance team which meets on a weekly basis to revise and implement new strategies. It is the responsibility of this team to implement new attendance procedures and initiatives.

1. Activity: Daily monitoring of attendance in terms of absences and cutting of class with follow up by automated or personal phone call to parents.
2. Activity: Establish a monthly reward system for perfect attendance and make the system public to the entire school community
3. Activity: Have teachers reach out to parents of students who are absent two or more times a week and have them establish their own reward system to increase attendance in their classes.
4. Attendance team to work directly with Guidance Team to accelerate the planning interview process and identify transfer schools for LTA students.
5. Weekly monitoring of the attendance teacher, teacher and student absences
6. Periodic parent workshops and meetings to integrate parents into the school and address attendance issues.

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

1. AP Seyfried, Nicole Easley attendance coordinator
2. Admin Team, Attendance Team
3. AP Seyfried

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

1. Monthly evaluation of attendance

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

1. September to January on a monthly basis 2013 2014

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

1. Activities 1 through 5 in section A, above, are covered by the school's budget resources. Activity 6, purchase of items (e.g., t-shirts, certificates, etc.) to be provided to parents attending workshops and meetings.

Budget and Resource Alignment

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

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

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

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

Expanded Learning Time (ELT) Program Description
PRIORITY SCHOOLS ONLY

ELT Work Plan

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

Program Goals

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

The goals of our expanded learning time program are to provide enrichment opportunities for students academically and socially emotionally.

Activities

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

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

Under the 21st Century Community Learning Center grant, students will be able to participate in the following activities:

1. Promote literacy and language acquisition through the music production club, ROTC tutoring, web design club
2. Regents preparation: After-school math Regents prep tutoring.
3. STEM (Science, Technology, Engineering, Mathematics) through math tutoring, web design club, photography club.
4. Social and Emotional Development and Learning- through fitness club, hip hop club, capoeira club.
5. Monthly parent workshops during evening hours. Students are encouraged to attend.

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

Under the 21st Century Community Learning Center grant, there will be a partnership between the school and two Community Based Organizations (Urban Arts Partnership and Creative Connections). A DOE Educational Liaison (Ruthie Kalai-School Social Worker) will work collaboratively with these partnering agencies during Extended Learning Time.

1. DOE Educational Liaison and Urban Arts Partnership.
2. DOE Educational Liaison and Urban Arts Partnership.
3. DOE Educational Liaison and Urban Arts Partnership.
4. DOE (Social Worker) collaboration with partnering agencies (Creative Connections & Urban Arts Partnership).
5. Urban Arts Partnership.

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

Under the 21st Century Community Learning Center grant, the target population for each component of ELT will be:

1. Students in need of culturally relevant instruction of skill building in core academic areas.
2. Students who need to take one or more Regents exams.
3. Students in need of culturally relevant instruction of skill building in core academic areas.
4. Students struggling with a host of social/emotional issues such as homelessness, abuse, and incarceration.
5. Parents of students enrolled in ELT activities.

Budget and Resource Alignment

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

1-4	21st Century	Tax Levy	Title I SWP		Title I TA	Title I PF	C4E
	Title III	Title I SIG	PTA Funded	x	Grants	In Kind	

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

Community Partnerships

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

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

Under the 21st Century Community Learning Center grant, sections 1-4 described in part A of the *Activities* section involve partnerships with 2 outside Community Based Organizations (Creative Connections and Urban Arts Partnership). These 2 CBOs will facilitate a significant portion of the ELT activities (Dance, Music Production, Visual Arts, and Capoeira). Urban Arts Partnership will also conduct monthly parent workshops.

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

Under the 21st Century Community Learning Center grant, both community partners work collaboratively. Urban Arts Partnership provides a full time Site Coordinator who oversees the facilitation of both programs. The Site Coordinator is based in the school M-F, 10am-6pm and ensures that all aspects of the ELT program are being implemented on a daily basis. The ELT activities are conducted M-Th, from 3:30pm-5:30pm. All students participating in the program receive snack at the beginning of the extended day.

ELT Program Narrative

Priority Schools implementing a whole school reform model must provide evidence of the implementation of the ELT program.				
A. Describe how the ELT program is meeting the requirement to integrate enrichment opportunities, academics, and skill development, including hands-on learning activities and activities directed at improving students' social and emotional growth.				
The 21 st Century Community Learning Center grant provides the school with ELT opportunities to serve students and assist in their academic, social, and emotional development. Activities facilitated by Urban Arts Partnership (Capoeira, hip hop, visual arts, and music production) provide students with opportunities to increase literacy, build social/emotional development, and be exposed to STEM activities. Activities facilitated by DOE personnel (Regents prep, fitness, web design, photography, and ROTC tutoring) also provide enrichment of academic and social/emotional development. Urban Arts Partnership provide monthly parent workshops on various topics including ESL Classes for parents, Building Healthy Communication Skills, and College, Career & Legal Information.				
B. Describe the components of the program, including opportunities for enrichment programs that are designed to improve student academic, social, and emotional outcomes.				
<ul style="list-style-type: none"> • The following activities occur every Monday and Wednesday under the 21st CCLC grant: hip hop club, Capoeira, math Regents prep tutoring, ROTC tutoring, and web design club. ELT hours are 3:30pm-5:30pm. • The following activities occur every Tuesday and Thursday under the 21st CCLC grant: music production club, visual arts club, and math tutoring. ELT hours are 3:30pm-5:30pm. • The following activities occur every Tuesday under the 21st CCLC grant: photography club. ELT hours are 3:30pm-5:30pm. 				
The following activities occur every Wednesday under the 21 st CCLC: fitness club. ELT hours are 3:30pm-5:30pm.				
C. Describe how the ELT program will address the unique learning needs and interests of all students.				
All are welcomed regardless of race, gender, sexual orientation, religion, language, ability or other factors in an inclusive environment where bullying is not tolerated, in accordance with the Dignity for All Students Act. Struggling students, especially ELLs and those with a disability, will benefit from learning opportunities drawing on a variety of skills, with diverse opportunities to excel and receive deserved praise (a Search Institute Developmental Asset). Based on successful experiences working with students with IEPs, programs will utilize best practices such as scaffolding, differentiated instruction, and reinforcing content through art, music, and movement to support the success of all students.				
D. Are the additional hours mandatory or voluntary?		Mandatory	X	Voluntary
E. If the additional hours are voluntary, describe how you are ensuring that 50% or more of the students (or 50% of students' receiving AIS if the school is not receiving 1003(g) SIG Funds) are participating.				
Regular audits of the grant conducted by New York Stated Education auditors				
F. Describe how your school is meeting its responsibility to provide interventions for students who need support services to increase student achievement.				
All activities engage students and effectively support attendance, SEDL, and academic achievement. The need for enrichment, differentiated instruction, and arts-integration is also supported through collaborative PD. Students' need for a safe place "after school" is often referred to as "the witching hour" by principals—and implementing an ELT model that keeps students in the building longer.				
G. Are you using an ELT provider procured using the MTAC process?		Yes	x	No
H. Describe how you are evaluating the impact of the ELT program on student achievement.				
All activities are grounded in both evidence and research, with impacts on grades, test scores, school attendance, and English Proficiency. The following procedures are used to evaluate the impact of the ELT program: informal observations and walk-throughs, analyzing marking period grades, January/June Regents scores, and NYSAN (New York State After-School Network) evaluations that occur 3 times per year.				

Academic Intervention Services (AIS)

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

Description

Type of Academic Intervention Service (AIS)	Type of Program or strategy (e.g. repeated readings, interactive writings, etc.)	Method for delivery of service (e.g. small group, one-to-one, tutoring, etc.)	When the service is provided (e.g. during the school day, before or after school, etc.)
ELA	Students that are identified as at-risk and/or lowest third in the area of ELA are programmed for after-school AIS session. Instruction is based on acquiring the reading, writing, listening, and speaking skills necessary to become a successful ELA achiever, both in the classroom and on standardized exams.	Small group tutoring	Sessions are held on Tuesdays, Wednesdays and Thursdays for 90 minutes per session after school.
Mathematics	Students that are identified as at-risk and/or lowest third in the area of Mathematics are programmed for after-school AIS session. Mathematics sessions are focusing on improving the basic mathematics skills needed to successfully complete high school level course work, the Algebra and Geometry Regents exams, and become college ready in the area of math. Instruction is based on acquiring the computational, reasoning, algebraic, computer and calculator skills necessary to become a successful mathematics achiever, both in the classroom and on standardized exams.	Small group tutoring	Sessions are held on Tuesdays, Wednesdays and Thursdays for 90 minutes per session after school.
Science	Students that are identified as needing additional support in the sciences are given opportunities to do so during small group tutoring and make up laboratory sessions. Science department teacher evaluates student progress on a bi-monthly basis. Individual students	Small group tutoring	Sessions are held after school

	that display a deficit receive a progress report. In addition, eligibility for taking the NY State Regents exams in science is determined cumulatively. Students deemed ineligible based on lab completion percentage receive an opportunity to make up lab requirements afterschool.. Make up lab sessions are offered weekly after school.		
Social Studies	Credit recovery courses offered to students in order to provide an opportunity to make up coursework in a timely manner. In addition, we also offer afterschool small group tutoring to all eligible students	Small group tutoring	Sessions are held after school as well as available "online" at any time of the day that is suitable to the student.
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	Our school has two social workers who: <ul style="list-style-type: none"> • Provides crisis intervention services for students • Collaborates with guidance department on planning and implementing special programs to address the needs of the students population (ie: SPARK program, STD program, SAFE Horizons program, Drug, Alcohol, Mental Health referrals, EMS services • Consults with school administrators, guidance staff, and /or classroom teachers concerning individual students • Provides short term counseling for students in need • Provides individual and group long term counseling 	One on one Method for delivery of service ranges from Individual conferencing to small group instruction	Before, during, and after school As needed or during Lunch, before or after school.

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

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

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

Title I Status

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

All Title I Schools

Highly Qualified Teachers (HQT)

Describe the strategies and activities including strategies for recruitment, retention, assignments, and support including high quality professional development that ensures staff is highly qualified.

All teachers sought and hired are fully state certificated and NYC licensed and teaching in content area; intensive, effective PD from TMI on teaching methods and alignment with CCLS and Danielson

High Quality and Ongoing Professional Development

Describe the strategies and activities for high quality professional development for teachers, principals, and paraprofessionals, and staff that enable all students to meet Common Core State Standards (CCSS).

Teachers, Paras and Administration are engaged with specialized content and CCLS and Danielson trained PD providers from TMI during school time in classrooms and CPT, and after-school as provided by this allocation.

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.).

As a Title I SWP school, all students are provided access to activities touched by Title I funding. Additionally, there are set-asides for parent involvement and STH, and significant funds are used for after –school credit recovery and tutoring.

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.

All teachers were provided with opportunities to take part in the MOSL Selection Committee prior to assessments being selected. In addition, professional development opportunities are regularly provided in Common Planning as well as at a whole school professional development conducted on September 5th, 2013.

TA Schools Only

Use of Program Resources

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

TA Coordination with the Regular Program

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

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

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

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

Parent Involvement Policy (PIP) Template

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

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

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

In developing the Title I Parent Involvement Policy, parents of Title I participating students, parent members of the school's Parent Association (or Parent-Teacher Association), as well as parent members of the School Leadership Team, were consulted on the

proposed Title I Parent Involvement Policy and asked to survey their members for additional input. To increase and improve parent involvement and school quality, our school will:

- actively involve and engage parents in the planning, review and evaluation of the effectiveness of the school's Title I program as outlined in the Comprehensive Educational Plan, including the implementation of the school's Title I Parent Involvement Policy and School-Parent Compact;
- engage parents in discussion and decisions regarding the required Title I set-aside funds, which are allocated directly to schools to promote parent involvement, including family literacy and parenting skills;
- ensure that the Title I funds allocated for parent involvement are utilized to implement activities and strategies as described in our Parent Involvement Policy and the School-Parent Compact;
- support school-level committees that include parents who are members of the School Leadership Team, the Parent Association (or Parent-Teacher Association) and Title I Parent Committee. This includes providing technical support and ongoing professional development, especially in developing leadership skills;
- maintain a Parent Coordinator (or a dedicated staff person) to serve as a liaison between the school and families. The Parent Coordinator or a dedicated staff person will provide parent workshops based on the assessed needs of the parents of children who attend our school and will work to ensure that our school environment is welcoming and inviting to all parents. The Parent Coordinator will also maintain a log of events and activities planned for parents each month and file a report with the central office.;
- conduct parent workshops with topics that may include: parenting skills, understanding educational accountability grade-level curriculum and assessment expectations; literacy, accessing community and support services; and technology training to build parents' capacity to help their children at home;
- provide opportunities for parents to help them understand the accountability system, e.g., NCLB/State accountability system, student proficiency levels, Annual School Report Card, Progress Report, Quality Review Report, Learning Environment Survey Report;
- host the required Annual Title I Parent Meeting on or before December 1st of each school year to advise parents of children participating in the Title I program about the school's Title I funded program(s), their right to be involved in the program and the parent involvement requirements under Title I, Part A, Section 1118 and other applicable sections under the No Child Left Behind Act;
- schedule additional parent meetings, e.g., quarterly meetings, with flexible times, such as meetings in the morning or evening, to share information about the school's educational program and other initiatives of the Chancellor and allow parents to provide suggestions;
- translate all critical school documents and provide interpretation during meetings and events as needed;
- conduct an Annual Title I Parent Fair/Event where all parents are invited to attend formal presentations and workshops that address their student academic skill needs and what parents can do to help;

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

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

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

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

I. School Responsibilities

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

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

Support home-school relationships and improve communication by:

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

Provide parents reasonable access to staff by:

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

Provide general support to parents by:

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

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

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

Part I: School ELL Profile

A. School Information

District 02	Borough Manhattan	School Number 625
School Name HS of Graphic Communication Arts		

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 Brendan Lyons	Assistant Principal John Seyfried
Coach type here	Coach type here
ESL Teacher Megan Cottrell	Guidance Counselor
Teacher/Subject Area type here	Parent type here
Teacher/Subject Area type here	Parent Coordinator type here
Related Service Provider	Other type here
Network Leader(Only if working with the LAP team) type here	Other type here

C. Teacher Qualifications

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

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

D. Student Demographics

Total number of students in school (Excluding Pre-K)	729	Total number of ELLs	48	ELLs as share of total student population (%)	6.58%
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Part II: ELL Demographics

A. ELL Programs

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

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

This school offers (check all that apply):

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

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

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

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	48	Newcomers (ELLs receiving service 0-3 years)	9	ELL Students with Disabilities	15
SIFE	9	ELLs receiving service 4-6 years	12	Long-Term (completed 6+ years)	27

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

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

	All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD	Total
TBE										0
Dual Language										0
ESL	9	1	3	12	4	3	27	4	9	48
Total	9	1	3	12	4	3	27	4	9	48

Number of ELLs who have an alternate placement paraprofessional:

C. Home Language Breakdown and ELL Programs

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

*EP=English proficient student

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

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

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

Number of ELLs by Grade in Each Language Group

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

This Section for Dual Language Programs Only

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

Freestanding English as a Second Language

Number of ELLs by Grade in Each Language Group

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish										15	11	10	9	45
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic										1				1
Haitian														0
French										1				1
Korean														0
Punjabi														0
Polish														0
Albanian													1	1
Other														0
TOTAL	0	0	0	0	0	0	0	0	0	17	11	10	10	48

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)														0

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)														0
Advanced (A)														0
Total	0	0	0	0	0	0	0	0	0	0	0	0	0	0

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

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

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

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
4									0
8									0
NYSAA Bilingual (SWD)									0

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
Comprehensive English				
Integrated Algebra				
Geometry				
Algebra 2/Trigonometry				
Math				
Biology				
Chemistry				
Earth Science				
Living Environment				
Physics				
Global History and Geography				
US History and Foreign Language				
Government				
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.

We use the LAB-R and NYSESLAT exams. An analyses of LAB-R and NYSESLAT results reveals that students have a fundamental deficiency with reading and writing across all grades. It also reveals that students in the 11 and 12 grades are struggling more with writing than any other component of these assessments. Instructional decisions have been affected as a result of the analyses of NYSESLAT modalities. Each proficiency level relates to particular classes in our school, and the results of the NYSESLAT modalities are used in modifying instructional practices to focus on students areas of need. This has resulted in the introduction of a computerized reading and writing program for all grades, and the development of curriculum in the 9th and 10th grades to focus more on grammar and literature respectively. Students' literacy skills are assessed through various means. Students are given inquiry-based exams that focus on determining students' literacy skills. We also assess students through periodic assessments and uniform grade level assessments. The data from both assessments are analyzed and used to differentiate instruction so that we can address student deficiencies. In addition, we assess the literacy of ELLs using the Empower 3000 program. When students log-in to their account for the first time, they take a literacy assessment that calculates students current lexile scores. Students are then evaluated throughout the year to measure their progress and adjust instruction.

2. What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?
The data from the NYSESLAT modalities was analyzed and it revealed that students are not achieving proficiency in reading and writing.
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](#))

We will create an inquiry team with a focus on improving the reading comprehension and writing skills of ELLs that will analyze student NYSESLAT data and student work to determine the most effective strategies that can be used to improve students' reading and writing skills. In addition, students will attend one ESL remedial class twice a week during after-school hours. This class will improve students' writing skills by focusing on differentiated approaches for English Language Learners through Empower 3000. The class will also provide ELLs of various levels with extensive NYSESLAT preparation in the areas of reading and writing.

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?

When our ELLs take all state exams, they are given both the English and Native Language versions. Our students use both versions to complete their exams. As a result, determining accurate results on how they are faring in tests taken in English as compared to the native language is not possible. However, we do know that students who are beginners take their tests primarily in their native language and that they score better than those that take it in English. The other evident conclusion drawn from the analyses of the exams in both English and Spanish is that students are doing poorly, regardless of the language they take the exams in. This analyses has led us to implement programs during and after school that focus on preparing students in taking a variety of regents exams in either English and Spanish. The school leadership and teachers are using the results of the ELL periodic and uniform assessments to inform teachers of the areas of strength and weaknesses for each student in relation to each component part of the test. Results from the assessment are used to guide instruction for individual and groups of ELLs.

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?

Paste response to question here:

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?

We do not have a dual language program.

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

We evaluate the success of our ELL program in 4 ways. Our program is successful based on how many students pass the NYSESLAT

exam; the number of students who improve their proficiency level noted through the analyses of NYSESLAT results; by how successful students are at passing content area regents exams; the graduation rate.

Part IV: ELL Identification Process

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

1. Describe the steps followed for the initial identification of ELLs. These steps must include administering the Home Language Identification Survey (HLIS) which includes the informal oral interview in English and in the native language, and the formal initial assessment. Identify the person(s) responsible, including their qualifications, for conducting the initial screening, administering the HLIS, the LAB-R (if necessary), and the formal initial assessment. (Refer to [ELL Policy Brief](#) and [EPIC](#).)
When students are enrolled in the school, an informal interview takes place between the Bilingual counselor, ESL teacher (Ms. Yunsan), parent coordinator, the student and their parents in both their native language and English. During the interview, students and parents are welcomed to the school community and given an orientation about the school's program offerings and policies. The conversation that takes place with the student encourages the use of whatever English the student knows. It centers on the student and parent providing the staff information regarding the student's education records and extracurricular activities. We then use data to identify students as ELLs. The most important data is the completed home language survey, accompanied with their last NYSESLAT/LAB-R score. If students who are ELLs are enrolled in the school, the Bilingual/ESL guidance counselor schedules students depending on their last NYSESLAT score and the mandated hours of instruction in the parent's program of choice. When a student is new to the New York City Public School system, parents complete a home language survey with the assistance of the ESL teacher (Ms. Yunsan), where they indicate the primary language spoken at home. If the primary language spoken at home is a language other than English, students are given the LAB-R within ten days by our Bilingual/ESL program coordinator (who is a certified ESL teacher) to identify if they are indeed ELLs. The Bilingual/ESL coordinator gives parents an orientation describing the programs available to ELLs with a focus on helping parents make an educated choice when choosing their program of choice. Parents view the Department of Education's video describing the ESL, Transitional Bilingual, and Dual Language programs available to them at the school. The programs are then reviewed verbally with the parents and questions regarding the differences in the programs are answered by our pedagogue (Ms. Yunsan) and Ms. Nguyen. At the beginning of every academic school year or when students are programmed for classes, the students' guidance counselor (Ms. Joanne Nguyen) reviews students' programs against students' last NYSESLAT score to make sure that each student is meeting or exceeding the mandated hours of instruction in the parent's program of choice. Ms. Yunsan ensures that parent selection forms are returned to her by contacting parents and following-up with students whom the form is given to. She maintains copies of these forms in the students school records and in room 341. All parents are informed as to which program placement their child was placed via letters sent home and during parent orientation meetings at the beginning of the school year. For students who are already in the program, Ms. Yunsan sends continuation letters to parents and keep a copy of those letters in room 341 and in the students record folder. Currently, beginners receive 141 minute of ESL/Bilingual instruction daily, intermediates 94 minutes, and advanced 47 minutes respectively. We have an ESL coordinator who ensures that parents' surveys and program selection forms are returned. The coordinator conducts parental outreach and returned surveys are filed for programming reference. Parent Survey and program selection forms are reviewed periodically to identify trends. Program placement at our school is aligned with parent requests.
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.
Paste response to question here:
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].)

Paste response to question here:

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.

Paste response to question here:

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.

Paste response to question here:

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. [?](#)

Paste response to question here:

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])?

Our program for ELLs is self-contained. Our students are placed in homogeneous classes depending on their proficiency levels. The ESL program is not organized by grade level, but by proficiency level. There are 9 periods of ESL: 3 classes for the beginner level, 2 classes for the intermediate level, 2 classes for students working between the beginner and intermediate level, 1 class for the advanced level and 1 class for students who have been at the advanced level for more than one year but have not reached proficiency. At the beginning of every academic school year or when students are programmed for classes, Llermi Gonzalez (Assistant Principal of ESL/supervisor of the program) and the students' guidance counselor (Ms. Joanne Nguyen) review students' programs against students' last NYSESLAT score to make sure that each student is meeting or exceeding the mandated hours of instruction in the parent's program of choice. Currently, beginners receive 141 minute of ESL/Bilingual instruction daily, intermediates 94 minutes, and advanced 47 minutes respectively. In sum, our students are scheduled to receive ESL, ELA, and Native Language Arts instruction that exceeds the mandated minutes as per CR Part 154.

SIFE students receive the mandated minutes of ESL instruction mandated under CR Part 154. In addition to these services, SIFE students receive additional instructional support in class via Empower 3000 and one-to-one tutoring through our ESL teachers and our Paraprofessional. Instruction is differentiated for these students based on their NYSESLAT modality, periodic assessment, and current lexile levels. Our plan for those ELLs who entered the school system for less than three years is to provide them with 3 periods of ESL instruction as mandated under the CR Part 154 if they scored Basic on the NYSESLAT. The focus of this instruction is language acquisition and conceptual development. Teachers use student performance data with multiple assessments to plan instruction to meet the ELL's needs. Teachers work with students to develop strong literacy skills in their native language which will carry over into strong literacy skills in English. In the beginning stages of English language development, 60% of the instruction takes place in Spanish and 40% takes place in English. Grade level content work is provided in the student's native language to maintain academic progress. As the students' reading, writing, speaking and listening skills improve, instruction in the native language will decrease and English will increase.

Teachers use scaffolding strategies to teach content area. Leveled classroom libraries, Spanish-English dictionaries and word walls are used in both languages. Our plan for those ELLs receiving services for 4-6 years is determined by an analysis of NYSESLAT data and teacher input. We analyzed the students' last NYSESLAT raw scores using ARIS and periodic assessment data and disaggregated the data to inform teachers of student needs. The latest data analysis shows that students need help with their reading and writing skills. As a result, our program of study focuses on helping students strengthen these areas. In addition, we have acquired and are implementing the Empower 3000 program in all ESL classes to differentiate instruction for all our ELLs.

The school's plan for long-term ELLs is to offer them one ESL class in addition to their ELA class. In addition, these students will receive additional instructional support in class via Empower 3000 and one-to-one tutoring with our ESL teachers. Instruction is differentiated for these students based on their NYSESLAT modality, periodic assessment, and current lexile levels. Long-term ELLs are also part our teacher's target population, and a mentoring program has been created to match these students to one of our ESL teachers who will help them monitor, assess, and improve their reading and writing skills. The ESL teachers work collaboratively with the ELA teachers. We are working on infusing ESL strategies into content instruction. Teachers review student performance data and they differentiate instruction to meet the diverse needs of the student population. Scaffolding strategies such as modeling, bridging, contextualization and text representation are being taught to the teachers, who are

incorporating these strategies into their lessons. The school's plan for ELLs with disabilities closely resembles our plans for all ELLs because we focus on offering all students an equal education in the least restrictive environment. As a result, ELLs identified as students with disabilities are programmed along with all other ELLs, and the instruction addresses their needs, in addition to accommodations found on their IEP. ELLs identified as students with disabilities also get additional support in their classes from our Bilingual Paraprofessional. ELLs who have reached proficiency on the NYSESLAT receive continuing transitional support via a variety of mediums. These students are identified to all staff in the school and

professional development is provided by Kathy Giannou focused on addressing the needs of former ELLs. We also make sure that teachers provide these students with additional support in the classroom through differentiated instruction and testing accommodations. These students also receive additional tutoring in their subject areas, primarily to help them reach proficiency on the ELA regents so that they can graduate high school and transition to college.

The instructional strategies and materials that teachers have to address ELLs-SWDs are centered around the use of Empower 3000. This research-based program provides both academic content and accelerated English language development tailored to the needs of each student based on their lexile levels. Teachers implement the program in their classes to provide ELLs-SWDs extra support in reading and writing. The school also offers ELLs-SWDs CTT classes that provide students with a least restrictive environment to help students succeed. We have used our flexibility in scheduling to ensure that all students are served as per their IEP and to provide ELLs-SWDs supplementary support after-school centered around the Empower 3000 program.

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)?

Paste response to questions here:

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.

Paste response to question here:

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

Paste response to question here:

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

Paste response to question here:

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).

Paste response to questions here:

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?

Paste response to question here:

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?

Paste response to question here:

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:			

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

Math:				
Science:				

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

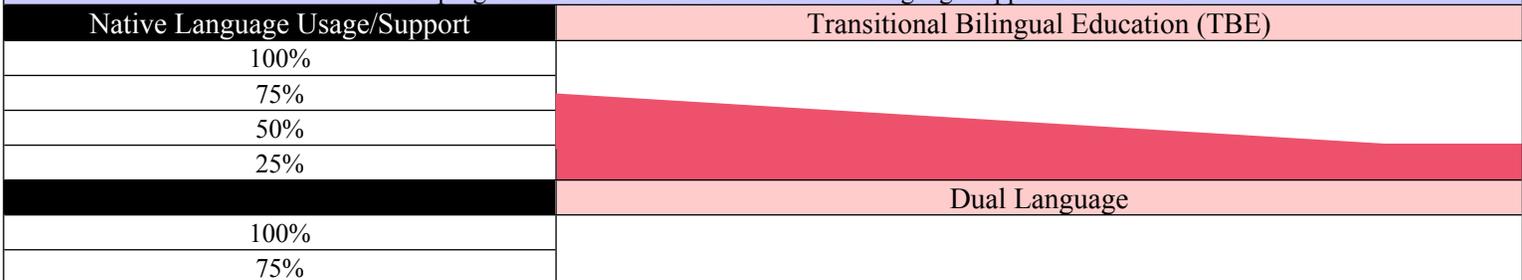
	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS: Native Language Arts	45 minutes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

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

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

Native Language Usage and Supports

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



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

B. Programming and Scheduling Information--Continued

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

Our ELL curriculum is aligned with the New York State Standards for ELA and ELL and the new Common Core State Standards. The

focus of this instruction is language acquisition and conceptual development. The program seeks to service students by offering basic

literature, grammar and language skills. The curriculum focuses on word acquisition. Teachers utilize written exercises, journal writing, Read-Aloud, Independent Reading, oral presentation and other means of assessment and delivery of information. Our target goal is to have students pass the regents exam during their junior year. The program seeks to make students proficient at English as measured by the NYSESLAT exam. In this way, students can exit the program and enroll exclusively in monolingual classes.

Our ESL program follows the ESL Learning Standards and our teachers use the performance indicators in planning their instruction. Our program incorporates scaffolding strategies on all ESL levels. The classrooms have a wide range of print and visual materials to support increasing English Language Proficiency. Classrooms have leveled classroom libraries to support student literacy. The ESL classes celebrate diverse cultures through holidays, food, music and visual such as posters. Teachers are continuously assessing student progress to ensure that our students are improving in their listening, speaking, reading and writing skills. They have each student's individual NYSESLAT score and through differentiated instruction they focus on individual students weaknesses in the classroom.

Students in our bilingual program receive ESL classes along with math instruction in their native language. The Math department provides three classes of bilingual Math. In addition, ELLs from grades 9-12 receive a Native Language class per day based on their ability level in their native language (Spanish).

Our program offers students who are reaching proficiency a variety of supports in their transition. We have dedicated advanced and transitional classes for these students focused on transitioning students from a bilingual setting to monolingual English classes. These classes focus on meeting NYS standards and common core standards via curricula that is aligned to these standards, along with uniform assessments used to monitor student progress and set student goals. We are currently looking at integrating the Empower 3000 program to all ELL classes this year to support students in reading and writing through differentiated instructional materials. This is a new program for our students and replaces the Repertorio Espanol program that we had because it did not reach target students and did not provide effective remediation as noted through data analyses of student NYSESLAT modality scores.

The school has many extracurricular activities that involve all students in the school, including ELLs. Extracurricular activities vary from

academic to artistic in nature. Our school has various PSAL teams, after school clubs, and tutoring. We promote our clubs and other

extracurricular activities to our ELLs through the school as a whole and via our ESL/Bilingual classes. You can find our ELLs participating in our baseball, basketball, or volleyball teams, as well as our acting club, swimming club and NJROTC program. Before the first day of school, students and parents are invited to the school for a freshman orientation where they are introduced to staff members, are given a tour of the school and its various programs, are introduced to the school's support network, and discuss our wide ranging extracurricular activities.

The school has a variety of instructional materials used to support ELLs. Among those materials are reading selections at various reading levels intended to support English acquisition based on students' current reading levels. Teachers have access to art materials to help students who are visual learners, and laptops and projectors to infuse their lessons with visual/auditory enrichments. Students also have computer access in their classes to aid their learning using technology. In math, teachers use Smartboards, graphing programs, and Empower 3000 to support ELLs. In their ESL classes, students use our portable computer lab with the Rosetta Stone English Software according to their proficiency level. Students have been using this program in their classes to improve their speaking and writing skills.

Native language support varies based on student ability. Teachers work with students to develop strong literacy skills in their native

language which will carry over into strong literacy skills in English. In the beginning stages of English language development, TBE

programs deliver 60% of the instruction in Spanish and 40% takes place in English. Grade level content work is provided in the

student's native language to maintain academic progress. As the students' reading, writing, speaking and listening skills improve, instruction in the native language decreases and instruction in the English language increases. In the ESL program, instruction is delivered in English with a level of native language support that varies based on student needs.

Required services support and resources do not correspond to students grade or age. These supports corresponds to ELLs' proficiency levels because we can implement specific interventions for the needs of our students regardless of students' age or grade.

We offer all our ELLs, specifically our newly enrolled ELL students and our graduating cohort, after-school tutoring and two remedial courses/clubs centered around Empower 3000 that are taught by two ESL teachers. Long term ELLS and students who are between their 4-6 years as ELLs will also attend one of two ESL remedial classes twice a week during after-school hours. These classes will improve students' reading and writing skills by focusing on differentiated approaches for English Language Learners through Empower 3000. The class will also provide ELLs of various levels with extensive NYSESLAT preparation in the area of reading and writing.

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

Paste response to question here:

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

Paste response to question here:

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

Paste response to question here:

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

Paste response to question here:

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

Paste response to question here:

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

Paste response to question here:

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

Paste response to question here:

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.

Paste response to question here:

18. What language electives are offered to ELLs?

Paste response to question here:

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.

Paste response to questions here:

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?

Paste response to questions here:

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: HS of Graphic Communication Ar

School DBN: 02M625

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

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

LANGUAGE TRANSLATION AND INTERPRETATION 2013-2014 TO 2014-2015

Requirement under Chancellor's Regulations – for all schools

DBN: 02 School Name: HS of Graphic Communication Arts

Cluster: 6 Network: 610

Goal: To communicate whenever feasible with non-English speaking parents in their home language in order to support shared parent-school accountability, parent access to information about their children's educational options, and parents' capacity to improve their children's achievement.

Part A: Needs Assessment Findings

1. Describe the data and methodologies used to assess your school's written translation and oral interpretation needs to ensure that all parents are provided with appropriate and timely information in a language they can understand.

As part of our CEP, each year we assess the needs of parents via Parent Survey, SLT Meetings, Parent Teacher Conferences, the Blue Card and P.T.A. Meetings within the building. As we have a modest ESL population, the issue of translation/interpretation is always a high priority for the parents. The needs assessment was based on the RHLA, RSAC ATS Reports, written survey, home language survey, and funded meetings. Additional assessments included are School Report Cards, School Parent Survey, NYSESLAT and special education data and State Exams.

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.

Our assessment found that we have a need to continue the following: information written to parents in their native language as well as English, parent newsletters and informational materials in order to inform parents and strengthen the home/school link. By providing these services, it is our goal to enhance parents' understanding of academic initiatives, assessments and promotional criteria. Need for translators during informational sessions including but not limited to PA Meetings, Funded Meetings, Parent Teacher Conferences and reports mentioned above. These findings were reported to parents via P.A. Meetings, Funded Meetings, and SLT Meetings.

Part B: Strategies and Activities

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

We will continue to utilize DOE Language Interpretation Service to further translate written materials to all parents. This will include, but not be limited to: Academic Student Progress, DOE mandates, informational papers, testing information, and NCLB related information. Letters for Entitlement, Placement, Continuation of Entitlement, and Discontinuation of Services due to testing out NYSESLAT are available at the Office of ELLs website, and we send them to parents based on their Home, preferred languages. It is our belief that this will bolster the home/school link and parent participation within the school. If needed be, we can also access an online translation website which translates all information into the primary languages of our school population. This will continue to assist us in our efforts to increase parent outreach.

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.

Translators will continue to be available during Parent/Teacher Conferences, PA meetings, SLT meetings, parent information forums and meetings to provide parents with academically pertinent information regarding their child. By providing oral interpreters, parents will gain a sense of empowerment and security as they make educational decisions about their children. We will use the translation hotline services as needed to communicate with parents who are in need of immediate translation that can't be met by the school.

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

The NYC DoE website contains the required letters available for use. Our school uses various staff members when verbal translation is necessary: aides, paraprofessionals, secretaries, teachers, guidance counselors, administrators and school safety. For written translations, the following qualified staff members are used: paraprofessionals, teachers, guidance counselors, and administrators. If the LOTE staff member is not available, we will ask for assistance from the other schools on the campus. When all the on-site resources are not acceptable/available, we will contact a DoE approved agency to assist with any LOTE translation. All literature generated from our school is translated into the parent's preferred languages. Oral and written translations are provided in these languages by School staff. Oral translation for the less common language will be provided by students and staff who are able to translate and we will seek the assistance the Translational and Interpretation Unit from the NYC Department of Education whenever necessary for all other languages.

Posters are displayed in the main entrance the main office notifying parents of their right to translation as well as discussed at P.A. meetings,

Funded Meetings, and SLT Meetings and included on our school's website.

2012-13 Comprehensive Education Plan (CEP)

Title III Supplemental Program for ELLs

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

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

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

Part A: School Information

Name of School:	DBN:
This school is (check one): <input 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 type="checkbox"/> After school <input type="checkbox"/> Saturday academy <input type="checkbox"/> Other:
Total # of ELLs to be served: Grades to be served by this program (check all that apply): <input type="checkbox"/> K <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 <input type="checkbox"/> 9 <input type="checkbox"/> 10 <input type="checkbox"/> 11 <input type="checkbox"/> 12
Total # of teachers in this program: # of certified ESL/Bilingual teachers: # of content area teachers:

Part B: Direct Instruction Supplemental Program Information

Describe the direct instruction supplemental program here and include the

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

Begin description here:

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:

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:

Part E: Budget

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

Allocation Amount: \$

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

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

Allocation Amount: \$

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