



**Department of
Education**

Dennis M. Walcott, Chancellor



2013-2014

**SCHOOL COMPREHENSIVE EDUCATIONAL PLAN
(SCEP)**

School Name: BRONX HIGH SCHOOL FOR THE VISUAL ARTS

DBN (i.e. 01M001): 11x418

Principal: GWENDOLYN JONES

Principal Email: GJONES7@SCHOOLS.NYC.GOV

Superintendent: CARRON STAPLE

Network Leader: LAWRENCE PENDERGAST

School Leadership Team (SLT) Signature Page

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

Directions:

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

Name	Position and Constituent Group Represented	Signature
Gwendolyn Jones	*Principal or Designee	
Janette Madera	*UFT Chapter Leader or Designee	
Earline Brown	*PA/PTA President or Designated Co-President	
David Gomez	DC 37 Representative, if applicable	
Ashley Edwards Jordiel Hidalgo Georgios Mouchoulantis Alondra Diaz	Student Representative (<i>optional for elementary and middle schools; a minimum of two members required for high schools</i>)	
The Leadership Project	CBO Representative, if applicable	
Kelly Padilla	Member/ Parent	
Carol Barnes	Member/ Parent	
Katherine Reyes	Member/ Parent	
Carroll Hamilton	Member/ Parent	
Damaris Stevenson	Member/ Parent	
	Member/	

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

School Comprehensive Education Plan (SCEP) Requirements

Which Schools Need to Complete the SCEP?

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

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

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

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

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

Guidance for Developing Completing the Annual Goals and Action Plan Section

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

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

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

School Receiving Title I Funds

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

SCEP Checklist

All Schools

Indicate that a section has been completed by marking an "X" in the box to the left of each section	
x	School Leadership Team Signature Page
x	The SCEP Overview
x	Action Plans 1 – 5: Each of the five Action Plans must contain the following elements-
	▪ 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

	Expanded Learning Time (ELT) Program Description
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School Information Sheet for 11X418

School Configuration (2013-14)					
Grade Configuration	09,10,11,12	Total Enrollment	509	SIG Recipient	Yes
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	10	# SETSS	10	# Integrated Collaborative Teaching	18
Types and Number of Special Classes (2013-14)					
# Visual Arts	32	# Music	N/A	# Drama	1
# Foreign Language	14	# Dance	N/A	# CTE	N/A
School Composition (2012-13)					
% Title I Population		56.9%	% Attendance Rate		88.3%
% Free Lunch		65.6%	% Reduced Lunch		5.7%
% Limited English Proficient		4.5%	% Students with Disabilities		22.2%
Racial/Ethnic Origin (2012-13)					
% American Indian or Alaska Native		0.2%	% Black or African American		27.9%
% Hispanic or Latino		63.7%	% Asian or Native Hawaiian/Pacific Islander		2.0%
% White		5.7%	% Multi-Racial		N/A
Personnel (2012-13)					
Years Principal Assigned to School		1.34	# of Assistant Principals		2
# of Deans		N/A	# of Counselors/Social Workers		3
% of Teachers with No Valid Teaching Certificate		N/A	% Teaching Out of Certification		11.4%
% Teaching with Fewer Than 3 Years of Experience		12.5%	Average Teacher Absences		7.6
Student Performance for Elementary and Middle Schools (2012-13)					
ELA Performance at levels 3 & 4		N/A	Mathematics Performance at levels 3 & 4		N/A
Science Performance at levels 3 & 4 (4th Grade)		N/A	Science Performance at levels 3 & 4 (8th Grade)		N/A
Student Performance for High Schools (2011-12)					
ELA Performance at levels 3 & 4		57.9%	Mathematics Performance at levels 3 & 4		55.7%
Credit Accumulation High Schools Only (2012-13)					
% of 1st year students who earned 10+ credits		N/A	% of 2nd year students who earned 10+ credits		N/A
% of 3rd year students who earned 10+ credits		N/A	4 Year Graduation Rate		58.1%
6 Year Graduation Rate		72.9%			
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		N/A
Hispanic or Latino		No	Asian or Native Hawaiian/Other Pacific Islander		N/A
White		N/A	Multi-Racial		N/A
Students with Disabilities		N/A	Limited English Proficient		N/A
Economically Disadvantaged		No			
Met Adequate Yearly Progress (AYP) in Mathematics (2011-12)					
American Indian or Alaska Native		N/A	Black or African American		N/A
Hispanic or Latino		Yes	Asian or Native Hawaiian/Other Pacific Islander		N/A
White		N/A	Multi-Racial		N/A
Students with Disabilities		N/A	Limited English Proficient		N/A
Economically Disadvantaged		No			
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		N/A
Economically Disadvantaged		No			

SCEP Overview

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

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

Reflecting upon the 2012-13 SCEP

Answer the following questions regarding the 12-13 SCEP			
Describe the strengths of your school's 12-13 SCEP.			
The strength of the 12-13 SCEP was in the work our school did to strength our use of data to drive and plan instruction. In order to effectively, address our data driven instruction we had to ensure our school community had an open system of effective communication that included all members of our a school community. Central to the data collection was the creation, alignment and revision of curriculum to address our finds and meet the needs of all students. Therefore, our staff needed to be proficient in giving feedback and next steps so the driving force of our school's changes was reflected in our profession development as cited in the 12013 SCEP.			
Describe the areas for improvement in your school's 12-13 SCEP.			
High schools typically struggle with parent involvement and engagement, yet we understand the importance of having the parents and community involved in our school community and the impact it has on student progress and growth. In addition, we ourselves both as teachers and administrators needed more guidance and professional development in the Danielson Framework for Effective Teaching and have to not only evaluate teacher practice but provide meaningful, actionable feedback. And clearly our initial work in developing CCLS-aligned curricula also needed reflection and revision to make certain it was aligned and meeting the needs of all students.			
Describe the barriers and challenges encountered while developing and implementing your school's 12-13 SCEP.			
At the time of the 12-13 CEP the Danielson Framework for Effective Teaching was not the selected framework for the city and the resources for implementation were minimal. In addition, creating and implementing performance tasks for our CCLS-aligned units was challenging for teachers. And it was difficult to get many students to invest the time on their own to complete these performance tasks.			
Describe the degree to which your school's 12-13 SCEP was successfully implemented.			
We successfully completed four of our 12-13 (1, 2, 3, and 5) goals			
Were all the goals within your school's 12-13 SCEP accomplished?			<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
If all the goals were not accomplished, provide an explanation.			
The school made every effort as specified in the Instructional strategies/activities for the Goal #4. However, with the support of the parents and families and buy-in from the students themselves it is extremely difficult to move a school to almost 90% attendance and seriously reduce student tardiness.			
Did the identified activities receive the funding necessary to achieve the corresponding goals?			<input checked="" type="checkbox"/> Yes <input type="checkbox"/> 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.			
As we did not meet the attendance goal last year, we are anticipating challenges in meeting for this school year. Also having SWD's earn 10+ credits for the year and increasing the credit accumulation of lowest third (many of which are SWDs and ELLs) is extremely challenging and will require a full effort from the entire school community. In addition, for many students meeting the graduation requirements has become a five or six year process so moving all students in all grades to stay on track for graduation requires afterschool, Saturday, and summer school programs.			
List the 13-14 student academic achievement targets for the identified sub-groups.			
The targeted subgroups of the 13-14 SCEP goals are the Students with Disabilities, English Language Learners, students in the lowest third, students entitled to AIS, and LTA's and chronically absent/late students.			
Describe how the school leader(s) will communicate with school staff and the community.			
An electronic, online communication that includes all factions of the school community has been set up to provide real-time reciprocal communication. In addition, traditional methods (telephone, letter, newsletters, etc.) are still in place. And training to improve the communication skills of families and community members is regularly offered at the school. In addition, we use the PTA/PA and CBO's to help ensure our communications reach the families and communities.			
Describe your theory of action at the core of your school's SCEP.			
Our theory of action is that students must have the opportunity to work both alone and in collaborative groups on real-world, long term projects or research to ensure that they are capable of expressing, defending, and expanding their ideas, opinions, and beliefs about the world they live in and the critical role that they will be expected to play now and in the future.			
Describe the strategy for executing your theory of action in your school's SCEP.			

Central to our theory of action is that we have engaging and rigorous curricula in all courses. And that students have time to explore, read, or experience specific phenomena so that they have basis to collect information and/or evidence so that they can support a position and then ask questions so that they can build a case to address a specific problem or set of criteria. And throughout the process they will utilize both pre-writing and writing strategies to communicate their ideas. What is unique about our SCEP goals is the seamless connection to the Arts in all of our courses. As many of our performance tasks and classroom activities have a direct connection to the world of the Arts and how people express their ideas.

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

What is unique about our SCEP goals is the seamless connection to the Arts in all of our courses. As many of our performance tasks and classroom activities have a direct connection to the world of the Arts and how people express their ideas.

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

Our school has devoted considerable resources over the years to create a system of distributive leadership whereby all members of our school community are responsible for specific components our school's action plans/goals. And all members are interconnected to ensure that everything is being monitored and evaluated for effectiveness and compliance.

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).			
“Implement a classroom observation tool that provides effective feedback and informs professional development... The feedback in observations does not give a clear picture of next steps for teacher development resulting in pedagogy that is not closely aligned with the school’s expectations for instruction.”			
Review Type:	QR	Year:	2013
Page Number:	4	HEDI Rating:	na

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.
School leadership will develop and implement a system for observing teachers and providing high quality feedback. Across SY 2013-14, 100% of teachers will be provided with at least four instances of quality feedback aligned to the <i>Framework for Teaching</i> and the school’s expectations for instruction. Improved teacher practice will result in a 3% increase in student achievement on the English Regents exam.

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
<ol style="list-style-type: none"> 1. Administration will conduct a minimum of four observations for each teacher 2. Teachers will engage in peer inter-visitation to arrive at a normed understanding of instructional excellence. 3. Generation Ready Consultants will work observe and provide feedback to teachers.
B. Key personnel and other resources used to implement each strategy/activity
<ol style="list-style-type: none"> 1. Principal and Assistant Principals 2. Teachers 3. Generation Ready Consultants
C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity
<ol style="list-style-type: none"> 1. By February 2014, all teachers will be observed a minimum of two times; feedback to teachers will be aligned to the <i>Framework for Teaching</i> 2. By February 2014, each teacher will have completed three inter-visitations and reflection 3. By February 2014 each teacher will have received a minimum of four visits and feedback from Generation Ready consultants The strength of I
D. Timeline for implementation and completion including start and end dates
<ol style="list-style-type: none"> 1. Between September 2013 and May 2014, administration will conduct a minimum of 3 observations a week. 2. September 2013 – May 2014; teachers will create an schedule for visitation and feedback/reflection. There will be a minimum of 6 inter-visitations and reflections for the school year. 3. Between September 2013 and May 2014 100% of the teachers will receive a minium of 8 visits for the school year from Generation Ready.
E. Describe programmatic details and resources that will be used to support each instructional strategy/activity
<ol style="list-style-type: none"> 1. Refinement of sharing of administrative responsibilities to ensure that all administrators have time to focus on observations 2. Teachers will be provided with coverage for their classes while engaged in inter-visitation. 3. Generation Ready will develop a schedule for observation and feedback with the input of the teachers.

Budget and Resource Alignment

Indicate using an “X” the fund source(s) that your school is using to support the instructional goal.					
	PF Set Aside	x	Tax Levy		Title IA
					Title IIA
					Title III
					Grants
List any additional fund sources your school is using to support the instructional goal below.					
Indicate using an “X” the P&F activity categories from the P&F program dropdown in Galaxy used to support the activities listed in part A.					

PF AIS	PF CTE	PF College & Career Readiness	PF Common Core
PF ELT	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 #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).

“School leaders with network support should provide professional development opportunities on curriculum maps and lesson plans that include specific instructional strategies to address the needs of students with disabilities and English language learners.” (2012 SQR)

“All core departments have just begun revising their curricula for alignment to the Common Core Learning Standards (CCLS) and are in the process of targeting key state standards.”

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

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

	3.2 Enact curriculum	x	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.

During SY 2013-14, core departments will continue to refine curricula and instructional practice to ensure standards alignment and access for a diverse range of learners. As a result of curriculum revision, there will be a 3% increase in the percentage of ELLs and SWDs that earn 10+ credits.

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

- Teachers will utilize teacher team time to align (1) curriculum to CCLS and (2) ensure that curriculum is viable and accessible by all students.
- Generation Ready consultants will provide (1) professional development support to teachers regarding the refinement of curricula and assessments to CCLS and the instructional shifts
- Teachers will administer baseline and periodic assessments aligned to revised curriculum to monitor student progress.
- Fall semester PM school/Saturday Academy courses offered to students based on review of SY 2012-13 transcripts. Spring PM school/Saturday Academy courses offered based on review of mid-year transcripts.
- Saturday iLearn program will support blended learning in support of the Common Core Learning Standards.

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

- Faculty and Administration
- Generation Ready consultants
- Faculty and Administration
- Teachers for PM school. Guidance counselors to review transcripts.
- Saturday iLearn program

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

- By February 2014, teachers will have engaged in a self-assessment of curriculum and identified which assessments need to be embedded further within curriculum. By end of year, assessments on curriculum maps and lesson plans across grade levels and content areas will reflect alignment to NYS Regents and NYC Performance Assessments.
- Teachers will develop lessons that incorporate multiple means of presentation, expression, and engagement for students.
- Curriculum maps will reflect embedded periodic assessments. Minutes/maps for Teacher Team meetings will reflect the periodic review of student work.
- By February 2014, there will be a 3% increase in the percentage of students that earned 5+ credits across the Fall 2013 term.

5. Saturday iLearn program
D. Timeline for implementation and completion including start and end dates
1. September 2013 – June 2014; Teacher teams meet 3x week in departmental teams to monitor and devise curriculum and common assessments.
2. September 2013 – June 2014; Teachers will engage in weekly whole-staff PD
3. September 2013 – June 2014; Teachers teams meet 3x week in departmental teams to examine student work.
4. September 2013 – June 2014; PM School Classes will meet 26 times/term for 130 minutes/session; Saturday Academy classes will meet 18 times/term for 180minutes/session
5. Saturday iLearn program will meet 22 times for 66 hours of coursework.
E. Describe programmatic details and resources that will be used to support each instructional strategy/activity
1. Master Schedule revised to allow multiple meeting times for teams across the week; Admin schedule revised to ensure oversight of work of teacher teams.
2. SBO Vote to include an early-release on Wednesdays. Generation Ready consultants funded through portions of the SIG Grant.
3. Master Schedule revised to allow multiple meeting times for teams across the week; Admin schedule revised to ensure oversight of work of teacher teams
4. Per session to pay 11 teachers 54 hours/term at per session rate (\$41.98/hr). Per Session to pay 1 Supervisor at per session rate (43.93/hr).
5. Saturday iLearn program will need ILearn manager at per session rate (41.98/hr) for 66 hours to manage the class and technical aspect. 4 Subect area teachers will be receive 2 hours per week for

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
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			
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).									
"Improve teaching practices to consistently support students at their entry points into the curricula and engage all students in high levels of thinking, in order to support rigorous classroom discussions and work products... Across classroom pedagogical practices, lesson planning, scaffolding and questioning techniques do not consistently provide coherent targeted instruction for all students at their instructional levels."									
Review Type:	QR	Year:	2013	Page Number:	5	HEDI Rating:	D		

Tenet 4: Teacher Practices and Decisions

Indicate using an "X" the Standard(s) of Practice (SOP) that aligns to the recommendation from above. The SOP selected should align to the goal and inform the development of the activities selected to address the goal.									
x	4.2 Instructional practices and strategies		4.3 Comprehensive plans for teaching		4.4 Classroom environment and culture		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.									
Refinement of instructional practices to increase student engagement will result in improved student outcomes, as evidenced by a 3% increase in the four-year graduation rate.									

Instructional Strategies/Activities

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

2. Teachers will administer baseline and periodic assessments aligned to revised curriculum to monitor student progress.
3. Generation Ready consultants will provide (1) professional development support to teachers regarding the refinement of curricula and assessments to CCLS and the instructional shifts
4. Urban Arts will deliver a series of professional development workshops that focus on the incorporation of technology and multiple access points into classroom instruction
5. Achieve 3000 will work with the lowest third students in the history courses to improve reading skills which will help improve Regents' scores
6. Teachers will engage in peer inter-visitation to arrive at a normed understanding of instructional excellence.
7. Saturday Academy Tutoring will provide enrichment for students that will help support the academic disciplines
8. Saturday iLearn program will provide blended learning to provide students with the entry points they need to engage in higher level thinking.

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

1. Faculty and Administration
2. Faculty and Administration
3. Generation Ready consultants
4. Urban Arts consultants
5. Achieve 3000 consultants
6. Teachers
7. Teachers
8. Saturday iLearn program

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

1. Lesson plan revisions will reflect peer sharing of best practices feedback
2. Curriculum maps will reflect embedded periodic assessments. Minutes/maps for Teacher Team meetings will reflect the periodic review of student work.
3. Teachers will develop lessons that incorporate multiple means of presentation, expression, and engagement for students.
4. Urban Arts will provide arts integration into the Living Environment Courses increasing regents' results by 3%
5. Achieve 3000 will provide blended learning support in the Global History classes increasing regents' results by 3%
6. By February 2014, each teacher will have completed one inter-visitation and reflection
7. Students who attend tutoring will recuperate at least one Regents they have previously failed by the end of each of the Fall and Spring terms
8. Saturday iLearn program

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

1. September 2013 – June 2014; Teacher teams meet 3x week in departmental teams
2. September 2013 – June 2014; Teacher teams meet 3x week in departmental teams
3. September 2013 – June 2014; Teachers will engage in weekly whole-staff PD
4. October 2013 – June 2014; Urban Arts will integrate into the Living Environment Courses 1x a week
5. November 2013–June 2014 Achieve 3000 will integrate into the history classes 2x a week.
6. September 2013 – May 2014; teachers will create an schedule for visitation and feedback/reflection. There will be a minimum of 4 inter-visitations and reflections per year.
7. September 2013 – June 2014; Saturday Academy classes will meet 18 times/term for 180minutes/session
8. Saturday iLearn program will meet 22 times/ term for 66 hours.

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

1. Master Schedule revised to allow multiple meeting times for teams across the week; Admin schedule revised to ensure oversight of work of teacher teams.
2. Master Schedule revised to allow multiple meeting times for teams across the week; Admin schedule revised to ensure oversight of work of teacher teams.
3. SBO Vote to include an early-release on Wednesdays. Generation Ready consultants funded through portions of the SIG Grant.
4. Urban Arts partnership is funded through portions of the SIG Grant
5. Achieve 3000 partnership is funded through portions of the SIG Grant
6. Teachers will be provided with coverage for their classes while engaged in inter-visitation.
7. Per session to pay 4 teachers 54 hours/term at per session rate (\$41.98/hr) Per Session to pay 1 supervisor 54/term at per session rate of (\$43.93.)
8. Saturday iLearn program – per session to pay 1 iLearn Manager for 66 hours/term at per session rate pf (\$41.98/hr.) 4 Subject area teachers will receive per session to grade student work in iLearn 2X a week at a per session rate of (41.98/hr).

Budget and Resource Alignment

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

	PF Set Aside		Tax Levy		Title IA		Title IIA		Title III	x	Grants
List any additional fund sources your school is using to support the instructional goal below.											
Indicate using an "X" the P&F activity categories from the P&F program dropdown in Galaxy used to support the activities listed in part A.											
	PF AIS		PF CTE		PF College & Career Readiness		PF Common Core				
	PF ELT		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).											
"School leaders should evaluate the effectiveness of the school's AIS program and "P.M." school, and develop guidelines and expectations regarding who should attend, why they should attend and the expected outcomes. The guidelines and expectations for each program should be clearly communicated to the staffs of each program. Both programs should be supervised and monitored to ensure that students are receiving the support services needed to improve their academic achievement. Student attendance should be closely monitored and a plan to improve attendance should be developed."											
Review Type:	SQR	Year:	2012	Page Number:	5	HEDI Rating:	na				

Tenet 5: Student Social and Emotional Developmental Health

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

Annual Goal #4

Describe the identified goal for the year based on the recommendation, tenet, and SOP(s) selected. Refer to the directions and guidance for assistance in developing your goals.											
During SY 2013-14, revision of systems and structures related to AIS and attendance will result in a 3% increase in student attendance, to bring the yearly attendance to 90% by June 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											
<ol style="list-style-type: none"> 1. Good Shepherd Services will work with a Cohort of 50 AIS students to help them improve their attendance and academics. 2. Guidance Counselors will work closely with students assigned to AIS supports and PM school to monitor and supervise their progress. 3. Attendance Team will meet weekly to review the attendance goals of the students assigned to AIS. 4. Parent Coordinator and The Leadership Program will work closely with parents to improve student Attendance and Academics. 5. PM school supervisor will work with teachers to develop guidance and strategies to support student academically in the AIS programs and PM school. 											
B. Key personnel and other resources used to implement each strategy/activity											
<ol style="list-style-type: none"> 1. Good Shepherd Services 2. Guidance Counselors 3. Attendance Team 4. Parent Coordinator/Leadership Program 5. PM School Supervisor 											
C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity											
<ol style="list-style-type: none"> 1. By February 2014 Good Shepherd will meet bi weekly with AIS Students to review attendance and provide social emotional support to the students. 2. Guidance Counselors will meet with AIS students at the end of each marking period to provide strategies and interventions on how to succeed. 3. Attendance Team will meet weekly to review attendance goals of students with A.I.S. on a weekly basis. 4. Parent Coordinator will work with Leadership program to create workshops for parents on how to support their children with attendance and academically. 5. PM school Supervisors and Teachers will work together to develop learning goals for each individual student programmed for PM school. 											

- D. Timeline for implementation and completion including start and end dates**
- Between September 2013 and June 2014 good Shepherd Services will work with a cohort of 50 At Risk Students to guide the with Academics and Attendance Improvement.
 - Between September 2013 and June 2014 Guidance Counselors will meet with A.I.S. students six times a year to discuss academic progress and strategies for success.
 - Between September 2013 and June 2014 the Attendance teacher will meet every Friday to discuss attendance goals and incentives for A.I.S. students
 - Between September 2013 and June 2014 the Parent Coordinator in conjunction with the Leadership Program will develop a series of workshops (6) to assist parents with developing a home school connection with the school and their children
 - Between September – January 2014 the PM School Supervisor will work with the PM school content area teachers to develop individual learning goals for each student programmed for Summer School.

- E. Describe programmatic details and resources that will be used to support each instructional strategy/activity**
- Good Shepherd Services will be on site 5 days a week to work with targeted students. The agency will be provided a permanent office space, computer and access to school resources.
 - Per Session will be provided to Guidance Counselors to fulfill the requirement of meeting with student students three times a semester, six times a year.
 - Attendance team will receive a budget of 500.00 to develop attendance incentives.
 - Parent Coordinator will be provided a budget to bring in speakers and provide refreshments for parent workshops.
 - PM school supervisor will provide Professional development to teachers to assist them with the creation of the learning goals.

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 used in Galaxy used to support the activities listed in part A. .

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

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

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

Major Recommendation

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

Lowest-Third Percentage of 1st Year Students Earning 10+ Credits: 47.4%
 Lowest-Third Percentage of 2nd Year Students Earning 10+ Credits: 42.1%
 Lowest-Third Percentage of 3rd Year Students Earning 10+ Credits: 41.7%

Review Type:	Progress Report	Year:	2013	Page Number:	3	HEDI Rating:	na
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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 the reciprocal communication with families and communities of students entitled to AIS to improve credit accumulation of lowest-third students by 3% for the 2013-2014 SY.

Strategies to Increase Parental Involvement and Engagement

Include the corresponding SOP(s) for each strategy/activity enumerated in part A. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP).

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

1. Identify students in lowest third and disaggregate and analyze their data
 2. Guidance counselor individual and family conferences and communication system and structures updated and enlarged.
 3. Faculty and student mentors established to increase student attendance and performance
 4. Afterschool and Saturday support for academics and socio-emotional support for students and families.
- B. Key personnel and other resources used to implement each strategy/activity**
1. Principal, Assistant Principals, Teachers
 2. Teacher teams and Inquiry teams
- C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity**
1. 15% increase in student attendance for students in the lowest third
 2. 25+% increase in students earning course credits and a 35% increase in Regents participation and passing rate
 3. 50% increase in communication with families and parents in the lowest third
- D. Timeline for implementation and completion including start and end dates**
1. September 13 – June 14
- E. Describe programmatic details and resources that will be used to support each instructional strategy/activity**
1. Material, supplies, transportation for Parent meetings and other engagement and involvement opportunities.

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.

1. Increase the credit accumulation of all students by 5% for the 2013-14 SY.
2. Increase the Regents participation and passing rates by 10% for all AIS students for the 2013-14 SY.
3. Improve the four year graduation rate by 5% for the 2013-14 SY.
4. Increase PAR attendance for all grades by 5% for the 2013-14 SY.
5. ELLs and SWDs for all grades will earn 10+ credits for the 2013-14 SY

Activities

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

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

1. **Central to strengthening student engagement will be instruction that address the “whole child”. In other words, at the same time we offer academic instruction we must also offer youth development services to address the socio-emotional needs of our students. And in order to do this we need to also work with parents and families at the same time to ensure their support and participation. And as in any system we need to address student interests and provide time for them to release stress and anxiety by participating in physical activities such as sports (basketball, volleyball, football, etc. And to utilize all forms of arts to both enhance instruction (music) and allow for student expression of ideas (posters, speeches, murals, etc.)**

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

1. **Generation Ready consultants will provide professional development for teachers on curriculum development, review, and alignment to CCLS**
2. **DOE iLearn support personnel will provide support for teachers to provided blending learning support in both school and after-school programs to improve student performance and success**
3. **Good Shepherd Services counselors will provide youth development services for students and their families**
4. **Urban Arts consultants will provide profession development to incorporate technology and the arts into instruction**

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

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

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.

	21 st Century	x	Tax Levy	x	Title I SWP		Title I TA	x	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.

SIG Grant

Community Partnerships

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

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

5. **Generation Ready will provide professional development for teachers on curriculum development, review, and alignment to CCLS**
 6. **iLearn will provide support for teachers to provided blending learning support in both school and after-school programs to improve student performance and success**
 7. **Good Shepherd Services will provide youth development services for students and their families**
- Urban Arts will provide profession development to incorporate technology and the arts into instruction**

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

iLearn will be at the center of our instruction. And Generation Ready will work with teachers and administrators to support the instruction, while Good Shepherd Services will support the students and School's ELT Team will oversee and manage the entire program and provided need feedback and additional supports to ensure that the program is effectively meeting its goals.

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.				
Various blended learning activities will provide students with differentiated learning activities that can provide enrichment for advanced students, academic and skill development and building for students not meeting specific Standards and even programs to address student socio-emotional growth. In addition, students will also need to work collaboratively on hands-on activities so they can work on rigorous and engaging real-world problems and applications not only to build their academic knowledge but to support their social and emotional growth. During their ELT opportunities students will be tracked online and by teachers to monitor their progress and provide targeted supports and rewards.				
B. Describe the components of the program, including opportunities for enrichment programs that are designed to improve student academic, social, and emotional outcomes.				
1. Academic component that will utilize blended learning and use of technology applications to communicate and evaluate ideas. 2. Arts-infused component that will be used as a vehicle of expression and allow students to apply their ideas through various multi-media 3. Sports and Health Development to encourage students to have healthy bodies and minds to pursue their education, relax, and demonstrate team work in a fun and nonthreatening manner.				
C. Describe how the ELT program will address the unique learning needs and interests of all students.				
Our school is an Arts school and students typically pursue their academics and arts interests concurrently. However, because of this strong school focus we have to utilize instruction that includes applications of the arts (use of visuals, role plays, dramatic recreations, etc.) to keep our students engaged. And provide them with rigorous instruction in which they can use technology or different art formats to represent their thinking, conclusion, or even give them voice or expression. And as with most students, instruction has to connect to what they value and consider fun and exciting such as sports.				
D. Are the additional hours mandatory or voluntary?		x	Mandatory	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.				
na				
F. Describe how your school is meeting its responsibility to provide interventions for students who need support services to increase student achievement.				
SPED and ELL students will be integrated into all classes and programs. And teachers will be available to vary the methods and applications of differentiation and assist in any assessment compliance mandates. Over-age, low credit and chronically absent students will be immediately evaluated and provided individual and family socio-emotional supports. And struggling students will be evaluated for strengths and weakness and how to best have these students work collaboratively, express their ideas, and deal with their frustrations.				
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.				
The impact of the ELT program will measured through changes in student performance (unit assessment, course grades, performance tasks, laboratory reports, high stakes assessments etc), attendance, +/- behavioral occurrences, credit accumulation and % on track for graduation at all grade levels.				

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	ELT Program : Saturday Academy PM School Tutoring	Blended on-line, Small Groups /One to One	Saturdays After-School
Mathematics	ELT Program : Saturday Academy PM School Tutoring	Blended on-line, Small Groups /One to One	Saturdays After-School
Science	ELT Program : Saturday Academy PM School Tutoring	Blended on-line, Small Groups /One to One	Saturdays After-School
Social Studies	ELT Program : Saturday Academy PM School Tutoring	Blended on-line, Small Groups /One to One	Saturdays After-School
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	As identified and needed. All at-risk Students in ELT Program	One-on-one and with Parent(s) and/or Family	During and after school, and Saturday

**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.

The school attends college and DOE hiring fairs and works closely with specific college and universities to identify strong prospective candidates. Teachers participate in distributive leadership at levels to have a voice in the school and are offered opportunities for numerous professional developments of their choice and the opportunity to create courses in their areas of specialty.

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).

Bronx High School for the Visual Arts provides its teachers with the opportunities to attend Professional Development in service and through outside experiences (i.e. CCLS curriculum development and Review, the Danielson Framework for Teaching Effectiveness, Using Data to Drive Instruction, Arts & the World Around Us). Teachers are encouraged to seek numerous Professional Development activities (museum enrichment, arts exploration workshops, writing in the content areas, etc.). The school also creates a space for teachers to work collaboratively in their teacher teams during the school day. All of our teachers are currently Highly Qualified. Teachers are assigned based on their expertise and areas of student needs.

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

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

The use and coordination of varied funds to meet the intent and purpose of Federal, State and Local services and programs (i.e. STH, violence prevention, etc.) is thoughtfully implemented in accordance with the School Allocation Memo (SAM) for each specific service and program. In addition, the Network budget liaison and specialists work with our school leaders to ensure that all students are properly and regularly serviced to ensure that they can fully participate in the school community and have the resources necessary to ensure their success.

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.).

na

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.

Teacher teams with designated leaders review educational research to determine appropriate assessment measures for each content area as well as the Common Core Learning Standards. Rubrics from CCLS-rich sites such as Engage NY are adapted and utilized to meet the needs of our mostly ELL population. Formative assessment measures are reviewed, adapted, and tested in the classrooms and teacher teams analyze the outcomes for their next steps. Professional development is an outgrowth of the teacher surveys, observations based on the Danielson Framework for Teacher Effectiveness, and identified student needs. Instruction and assessment go hand-in-hand and we spend considerable time in our professional development to ensure that our assessments are measuring what we are teaching in the classrooms, content, skills, and process.

TA Schools Only

Use of Program Resources

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

na

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).

na

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 11	Borough Bronx	School Number 418
School Name Bronx High School for the Visual 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 Gwendolyn Jones	Assistant Principal Debra Logan
Coach type here	Coach type here
ESL Teacher Rachel Michel	Guidance Counselor Keisha Morris, Erika Smith
Teacher/Subject Area Irene Lappin	Parent type here
Teacher/Subject Area type here	Parent Coordinator Daphne Stokes
Related Service Provider Henry Wright	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.	1	Number of certified bilingual teachers <u>not</u> currently teaching in a bilingual program	0	Number of teachers who hold both content area and ESL certification	0
Number of certified bilingual teachers currently teaching in a bilingual program	0	Number of certified NLA/foreign language teachers	0	Number of teachers who hold both a bilingual extension and ESL certification	0
Number of certified ESL teachers <u>not</u> currently teaching in the ESL program	0	Number of teachers currently teaching a self-contained ESL class who hold both a common branch license and ESL certification	0	Number of special education teachers with bilingual extensions	0

D. Student Demographics

Total number of students in school (Excluding Pre-K)	516	Total number of ELLs	25	ELLs as share of total student population (%)	4.84%
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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														
Push-In										1	1	0	0	2
Discrete ESL class										1	1	1	1	4
Total	0	0	0	0	0	0	0	0	0	2	2	1	1	6

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	25	Newcomers (ELLs receiving service 0-3 years)	3	ELL Students with Disabilities	12
SIFE	1	ELLs receiving service 4-6 years	6	Long-Term (completed 6+ years)	14

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. ①

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	4			6		1	15	1	12	25
Total	4	0	0	6	0	1	15	1	12	25

Number of ELLs who have an alternate placement paraprofessional: 0

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										7	4	2	4	17
Chinese														0
Russian														0
Bengali														0
Urdu										1				1
Arabic										2	1			3
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian										1				1
Other										1	2			3
TOTAL	0	0	0	0	0	0	0	0	0	12	7	2	4	25

Part III: Assessment Analysis

Assessment Breakdown

Enter the number of ELLs for each test, category, and modality. Data should reflect latest results of current students in your school.

OVERALL NYSESLAT* PROFICIENCY RESULTS (*LAB-R FOR NEW ADMITS)

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Beginner(B)										1	0			1

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)										2				2
Advanced (A)										0				0
Total	0	0	0	0	0	0	0	0	0	3	0	0	0	3

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	7		2	
Integrated Algebra	11		4	
Geometry				
Algebra 2/Trigonometry				
Math				
Biology				
Chemistry	1		0	
Earth Science				
Living Environment	12		4	
Physics				
Global History and Geography	13		4	
US History and 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.
Our school uses the results of the annual NYSESLAT Exam and ELL Predictive Acuity exams in both the Fall and Spring to assess the literacy skills of our ELLs. Data indicates that students need substantial support in reading and writing. Their scores in these skill areas are significantly lower than their scores on the speaking and listening components of both the NYSESLAT and Predictive Acuity exams.
Students need support in fine-tuning their reading comprehension skills and organizing their essays. Instructional strategies need to focus more on developing reading and writing skills.
2. What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?
Data is consistent on both the NYSESLAT and LAB-R exams with respect to scores on the four modalities of listening, speaking, reading and writing. Students need substantial support in reading and writing. Their scores in these skill areas are significantly lower than their scores on the speaking and listening components of both the NYSESLAT and LAB-R exams. This is also consistent with students taking both exams at various grade levels.
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](#))
The state did not disseminate the information necessary to report findings for this question.
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?4 a) Students are not doing well on state mandated exams because of their deficient reading and writing skills. This is consistent with all grade levels in our schools. There is little data at our school to support how students are doing in exams in their native language.
b) School leaders and teachers are using the results of ELL Periodic Assessments as a benchmark and overall diagnosis of student skill levels. The results are used to design instruction and devise appropriate instructional strategies for individual students.
c.) Periodic Assessments indicate that students need substantial work in reading and writing skills. Students' native languages are not used in these particular assessments.
5. Describe how your school uses data to guide instruction for ELLs within the Response to Intervention (RtI) framework (for grades K-5). (see [RtI Guide for Teachers of ELLs.](#))
N/A
6. How do you make sure that a child's second language development is considered in instructional decisions?
The development of a student's second language is fostered throughout instruction in a myriad of ways. There is a primary focus on literacy and vocabulary across the content areas. For example, pre-reading activities are used to activate prior knowledge and clarify or teach difficult or new vocabulary terms. Since all content is learned through language, the ESL teacher previews the predominant language features among students' various content areas. Any language structures or vocabulary that may be confusing or difficult for ELLs are noted and the appropriate scaffolding and supplementary materials are constructed by the ESL teacher. For long term ELLs, there are supports and supplements in place to bolster academic language, study skills, and metacognitive awareness.
7. For dual language programs, answer the following:
 - a. How are the English-proficient students (EPs) assessed in the second (target) language?
 - b. What is the level of language proficiency in the second (target) language for EPs?
 - c. How are EPs performing on State and City Assessments?Paste response to questions here:
8. Describe how you evaluate the success of your programs for ELLs (e.g. meeting AYP for ELLs, etc.).
The success of our ELL Program is based on how our individual students advance to proficient levels of English. Based on annual NYSESLAT testing and ELL periodic assessments we can accurately evaluate how our students acquire the four components of learning English such as speaking, reading, writing, and listening. Beyond the high-stakes exams and universal diagnostic measures, the ESL Coordinator uses classroom assessments both formal and informal to measure the overall success of the ELL program.

Student progress and performance, across the board, informs the success of their ELL instruction. The AMAO Estimator tool was used last year to calculate and track student progress. This tool was beneficial in evaluating the success of our programs and instruction.

Part IV: ELL Identification Process

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

1. Describe the steps followed for the initial identification of ELLs. These steps must include administering the Home Language Identification Survey (HLIS) which includes the informal oral interview in English and in the native language, and the formal initial assessment. Identify the person(s) responsible, including their qualifications, for conducting the initial screening, administering the HLIS, the LAB-R (if necessary), and the formal initial assessment. (Refer to [ELL Policy Brief](#) and [EPIC](#).)
The first step taken in the ELL identification process is the administration and evaluation of the Home Language Identification Survey. A certified pedagogue, the ESL Coordinator, Rachel Michel, furnishes the student with a Home Language Survey which is filled out by the student's parent/guardian, at school and returned to the school for evaluation. The survey asks parents/guardians to indicate the student's native language, along with how often and in which contexts the native language is used. Based upon the number of "other" boxes that are checked, the ESL Coordinator determines whether or not to conduct an informal oral interview with the student and parents/guardian. Accommodations for translations are made whenever necessary, by bringing in another certified pedagogue who speaks the native language, or by bringing in an outside translator. Based upon the information gleaned from both the HLIS and the oral interview, the ESL Coordinator then decides if she will administer the LAB-R. If the information suggests that the student needs to be tested, within ten days the ESL Coordinator administers the LAB-R, which Spanish speaking students have the option of taking in their native language. The ESL Coordinator grades the LAB-R and uses the hand score to determine whether or not the student is eligible for ESL services. Each Spring, the NYSESLAT exam is administered to evaluate ELL's proficiency levels. The ESL coordinator uses this data each year to place ELL students in appropriate ELL classes and to inform instruction. Student programs are reviewed upon receiving the NYSESLAT results and program changes are made where necessary to permit the students to receive the most appropriate level of service.
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.
At the start of the academic year, our school hosts a Curriculum Night open to all parents and students, along with a special Back to School Event which is orchestrated by the ESL Coordinator, specifically to provide an orientation to all ESL parents and students. We also conduct parent-teacher conferences throughout the school year, providing parents with the ongoing opportunity to stay connected with the school. Each of these structures are in place to ensure that parents understand all three program choices that are afforded to their children, although the parent orientation early in the school year is the targeted event aimed to notify parents of their choices. If parents who haven't completed the Parent Survey/Program Selection fail to attend any of the scheduled events, the ESL Coordinator and Parent Coordinator reach out to these parents through phone calls and mailings. In doing so, we attempt to notify parents of their rights in selecting the program that best suits the needs of their child. Should any of these parents visit the school for any other reason, we will also use this opportunity to discuss and complete these documents with the parent. During these events, the ESL Coordinator distributes the informational pamphlets provided by the DOE and shows parents the video provided by the DOE website, which explains the three program choices to the parent in their native language. A discussion between the parent and the ESL coordinator follows the viewing of the video, in which the parents are informed about the ESL program that is offered at our school. The parents and ESL coordinator discuss which setting would be most appropriate for the student and make a decision on how to proceed.
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 [\[see tool kit\]](#).)
The school Parent Coordinator handles all correspondence with respect to entitlement letters and surveys. Entitlement letters are mailed to all parents and the Parent Coordinator follows up to make sure the parents submitted the Parent Survey and the program

selection form, through contacting parents via phone calls or reminding them whenever they are in the school building. All returned forms are given to the ESL Coordinator to be filed in student records.

4) Once the orientation and necessary translation accommodations have taken place, the parent chooses the best program for their child. The program selection made by the parent, determines the ESL programming for each student. In addition to honoring parent choice, students are placed in appropriate ESL classes based on their NYSESLAT scores. When NYSESLAT data is not available, then student's LAB-R scores are used to determine the appropriate level of programming.

5) Nine parents expressed interest in Freestanding ESL and five parents expressed interest in Bilingual programs. After completing the Parent Survey and Program Selection form, parents are informed of the choice in ELL program offered at this school or informed about and guided to other schools with the programs of their choice. Freestanding ESL is the program choice currently available at our school.

6) In reviewing the trends in parent requests, the majority of program selections show that parents tend to prefer their children to be placed in the Freestanding ESL program. Therefore, the model offered at our school does align with the majority of parent requests. For those parents who expressed interest in Bilingual programming, we haven't been able to accommodate those requests as of yet since we have such a low number of parents that are interested in this program. The ESL Coordinator has informed these parents of the options afforded to them in accessing the program of their interest outside of our school, along with expressing to parents that we are consistently monitoring the numbers in program choices. Should the current number of five parents interested in programs that aren't currently in place at our school, raise to fifteen and those students share the same native language and lie within two consecutive grade levels, we will instill a Bilingual program. The ESL Coordinator routinely monitors the program choices to see if there are any change in the numbers; should enough parents express interest, she will then contact those parents to explain that there is now a sufficient number of students to create the program and ask if they are still interested in placing their children in this model.

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.

Once the orientation and necessary translation accommodations have taken place, the parent chooses the best program for their child. The program selection made by the parent, determines the ESL programming for each student. In addition to honoring parent choice, students are placed in appropriate ESL classes based on their NYSESLAT scores. When NYSESLAT data is not available, then student's LAB-R scores are used to determine the appropriate level of programming.

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

The ESL coordinator serves as the testing coordinator for the NYSESLAT. A testing schedule is designed and a meeting is held/letters sent home to acquaint both parents and students with the testing process and emphasize its significance. The parent coordinator makes phone calls when necessary, to students who tend to be truant. When students are removed from the school for security or medical reasons, the ESL coordinator travels to the alternate location to ensure that the student is tested.

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. 

Nine parents expressed interest in Freestanding ESL and five parents expressed interest in Bilingual programs. After completing the Parent Survey and Program Selection form, parents are informed of the choice in ELL program offered at this school or informed about and guided to other schools with the programs of their choice. Freestanding ESL is the program choice currently available at our school. In reviewing the trends in parent requests, the majority of program selections show that parents tend to prefer their children to be placed in the Freestanding ESL program. Therefore, the model offered at our school does align with the majority of parent requests. For those parents who expressed interest in Bilingual programming, we haven't been able to accommodate those requests as of yet since we have such a low number of parents that are interested in this program. The ESL Coordinator has informed these parents of the options afforded to them in accessing the program of their interest outside of our school, along with expressing to parents that we are consistently monitoring the numbers in program choices. Should the current number of five parents interested in programs that aren't currently in place at our school, raise to fifteen and those students share the same native language and lie within two consecutive grade levels, we will instill a Bilingual program. The ESL Coordinator routinely monitors the program choices to see if there are any change in the numbers; should enough parents express interest, she will then contact those parents to explain that there is now a sufficient number of students to create the program and ask if they are

still interested in placing their children in this model.

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])?

Instruction is delivered through a focus on literacy which is carried out in a variety of ways. The ESL teacher uses materials that are modified for ELLs (e.g. high interest-low level reading, graphic organizers, guided reading...) and adapts/modifies the materials used by ELA teachers to increase comprehensibility for ELLs.

- a. Our school implements three models: Push-in, Pull-out, and Self-contained. During Push-in classes, the ESL instructor works with ELLs throughout the content instruction in collaboration with the regular ELA teachers to provide language acquisition and vocabulary support, while retaining content instruction time. In our Pull-out class, students from varying proficiencies are pulled from a self-contained special-ed classroom. The ESL teachers plans instruction to align with the curriculum of the literacy class from which these students are pulled, concentrating on scaffolding reading strategies and writing skills and building vocabulary. This smaller, personalized model allows the ESL teacher to work closely with each of these students, focussing on/catering to their learning styles and needs. During Self-contained classes, the ESL teacher collaborates with other staff members throughout the content areas, especially humanities, in order to align instruction with the various objectives and skills needed in each class. The ESL teacher than plans instruction accordingly, embedding various skills and objectives into lessons/units while putting an emphasis on the language component. There is a focus on learning language through content in the self-contained classes, fostering reading and vocabulary strategies/comprehension, along with developing communication and critical thinking skills.
- b. There is Heterogeneous grouping in each class with a variety of grade and ability levels.

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)?

Our staff is organized in a way that facilitates the most efficient programming of ELLs. Aside from the ESL Coordinator, all APs and Guidance Counselors are aware of the mandates for each proficiency level. This way any staff member holding a position that has any bearing on scheduling, is aware and compliant of the mandated minutes for each ELL. The mandated number of minutes is ensured through organizing the ESL teacher's program efficiently and appropriately, servicing all ELLs as their mandates deem necessary.

- a. As per CR Part 154, students are appropriately scheduled for mandated ELL instructional minutes based on the NYSESLAT and LAB-R results. Beginner level students receive 540 minutes of ELL instruction weekly. Intermediate level students receive 360 minutes of weekly ELL instruction. Advanced level students receive 180 minutes of ELL instruction weekly. Advanced level students are also programmed to receive 180 minutes of ELA instruction weekly.

3. Describe how the content areas are delivered in each program model. Please specify language, and the instructional approaches and methods used to make content comprehensible to foster language development and meet the demands of the Common Core Learning Standards.

In order to meet the demands dictated by the six instructional shifts as per the CCLS, we have redirected our focus and implemented new learning goals. We are working with more informational texts, familiarizing students with their formatting and language, and teaching how to interact with these texts. Some of the new areas of focus in this regard include: metacognitive awareness and questioning of the text/reading with a purpose, annotating a text, and development of academic language.

In the push-in model of instruction, the ESL instructor works directly with the ELA instructor to make content comprehensible. The ESL teacher modifies and differentiates instruction to make it comprehensible to the ELL students. Content material is scaffolded to make it comprehensible to the ELL student. In the pull-out model, the ESL instructor collaborates closely with the ELA teachers to ensure that lessons and curriculum are closely aligned. In both models of instruction, the ESL teacher and ELA instructors make sure their reading, writing, speaking, and listening materials are either the same or modified versions of what is being taught in the regular ELA classes. In Self-contained models, language is learned through various content areas. The use of collaborative planning and thematic units marries the language and content areas in an authentic and balanced approach. In all three models, instruction is delivered in English and both language and content area development are enriched through the use of visual aids, smart boards, hands-on experiments, glossaries and small group or cooperative work in both target and native

languages.

4. How do you ensure that ELLs are appropriately evaluated in their native languages throughout the year?
When ELLs are tested in their native language, we ensure that they are appropriately evaluated by a trained pedagogue who is fluent in that language. So far, the only native language used for testing has been Spanish. Students who share their native language (Spanish), work together in small groups, the ESL teacher is proficient in Spanish and monitors the content of their conversation to ensure that they are on task.
5. How do you ensure that ELLs are appropriately evaluated in all four modalities of English acquisition throughout the year?
The ESL teacher designs a curriculum that is balanced among the four modalities of English acquisition. She creates performance tasks that are aligned with the CCLS but tiered according to proficiency level, for each of the four modalities. Both summative and informal assessments are used in this evaluation process.
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).

Differentiation takes place in a variety of ways and is dependent upon the needs and abilities of each ELL.

a. SIFE students are interviewed by the ESL Coordinator to determine their educational background and asked about their experiences outside of the formal classroom. The ESL instructor orally interviews SIFE students to ascertain their oral language skills. In addition, the ESL teacher has SIFE students submit a writing sample for the purposes of determining their writing ability. The ESL instructor works very closely with regular ELA instructors to follow up on the progress of SIFE students. SIFE students are programmed according to both the results of their respective NYSESLAT and LAB-R scores. Due to the nature of a SIFE background, often times there is a focus on penmanship, appropriate classroom behavior, and basic grammar/mechanics. The IEP and individual performance of each SIFE student are the primary influences in what drives differentiated instruction for this subgroup.

b. Students with less than three years in US schools receive ongoing language development and support. Beginning students receive 540 instructional minutes of language development scheduled into their daily program. Beyond this, all newcomers are scheduled for after-school tutoring with the ESL teacher, where they are able to receive individualized instruction and assistance. They learn basic English "Survival skills" and progress towards understanding the skills required to comprehend academic English. The concentration lies on grammar essentials and vocabulary. There is a great deal of modeling, consistent comprehension checks, and use of visual aids with these students. Beginning ELLs are also taught how to prepare for state mandated exams, through familiarizing them with test formatting, and teaching them universal test-taking strategies (context clues, eliminate answers on multiple choice questions, note-taking skills).

c. ELLs with 4 to 6 years of service continue to receive modified instruction and consistent vocabulary development/support. They learn appropriate study skills, and continue to work on fine-tuning their reading, writing, listening and speaking skills. There is a focus on developing metacognitive awareness in these students, so that they may become active participants in their own learning processes. We attempt to develop these students' awareness of what their strengths and weaknesses are so that they may better manage their study time. In addition, we focus on self-correcting during the writing process so that students become aware of typical errors. We provide students with a variety of strategies in terms of vocabulary/reading comprehension, listening/notetaking skills...and guide them in discovering which process works best according to their particular learning styles.

d. Long-Term ELLs are encouraged to transition out of the ELL program through on-going support and modified instruction. They are given more challenging and higher level assignments that help them improve their listening, speaking, reading, and writing skills. The common deficit among these students seems to be the acquisition of CALP. Therefore, the concentration lies in developing content-specific and academic language. At this point, much of the language support is delivered through a content-based approach.

7. What instructional strategies and grade-level materials do teachers of ELL-SWDs use that both provide access to academic content areas and accelerate English language development?

Students With Special Needs are given appropriate instructional material and instruction based on their skill and ability levels. Instructional modifications and accommodations are based on the mandates listed in their IEPs. Special Needs students' are scheduled for ELL instruction based on the results of either the NYSESLAT, LAB-R or alternative assessments. The mandates on the IEP drive the content, materials and instruction for these students. There are a myriad of online resources that are implemented in these settings that allow instructors to deliver academic content and develop/enrich language in ways that are appropriate for the grade/age level. These resources involve all four modalities and also facilitate critical thinking, (e.g. adapted newspaper/journal articles with reading comprehension, listening passages with comprehension questions, grammar/spelling games and activities...)

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

Our school implements the least restrictive environment whenever possible, as we aim to schedule ELL-SWDs within a mainstream setting. These students are scheduled with general education students throughout their content area classes. Their needs are met through necessary accommodations, modifications, and differentiation made by all educators who are present in the classroom, depending on what the IEP calls for. The few students who are in a self-contained, block special-ed program, receive their ESL services in a pull-out model so that they may interact with different students/teacher, within a different setting.

Courses Taught in Languages Other than English ⓘ

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

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

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

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

	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

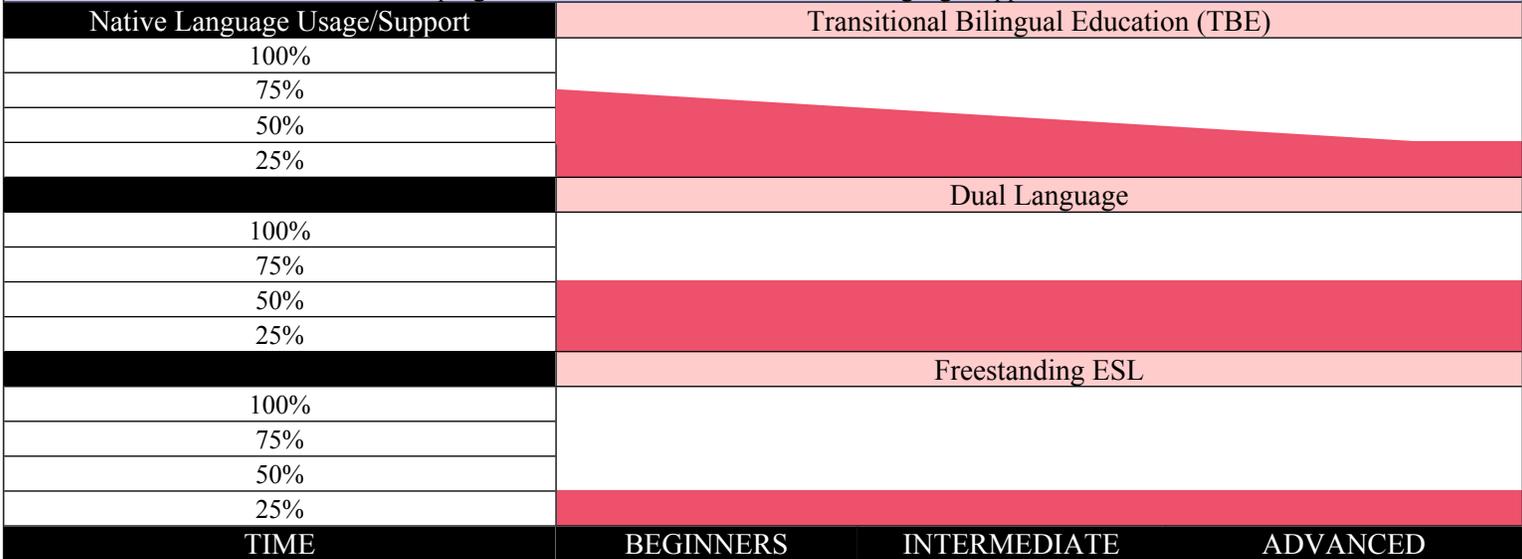
	Beginning	Intermediate	Advanced
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NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades 9-12

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

Native Language Usage and Supports

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



TBE and dual language programs have both native language arts and subject areas taught in the native language; ESL has native language supports.

B. Programming and Scheduling Information--Continued

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

ELLs including newcomers, those with 4-6 years of instruction and long-term ELLs receive after-school tutoring in ELA, math, physical science, Chemistry and Physics. They also receive after-school tutoring in both US History, US Government, and Global History. These content area teachers along with the ESL instructor are available after-school to assist ELLs in obtaining extra-help in the above mentioned content areas. The course material in these courses is offered in English. The after-school tutoring programs are offered three days a week for 45 minutes on Tuesdays, Wednesdays, and Thursdays. In addition, there is a credit recovery program in which ELL students have the opportunity to make up missed credits in ELA, math, Social Sciences, and science classes. These credit recovery courses are offered in English. Within each of these programs, the use of manipulatives, small-group work, native-language glossaries, and visual aids are all utilized in order to make the content and language more comprehensible for ELLs.

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

According to the results rendered from the AMAO Estimator tool, our current program seems to be quite effective in meeting the needs of our ELLs in both content and language development. The ELL population at our school has exhibited record progress on the NYSESLAT and in credit accumulation in the past 2 years. The collaborative work that exists between the ESL coordinator and the content area teachers, informs the tailored instruction delivered to the ELL population. The discreet model has proved to be very efficient in delivering this type of tailored and focused instruction.

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

We are currently investigating web-based learning modules and communities that our ELL population can participate in. We would like to see them engaged in a program that fosters learning of both language and content, while giving them an opportunity to be members of a global community. We expect that a program of this nature would aid in raising their awareness of global concerns, allow them to engage with a diverse community of peers, and simultaneously bolster their technological and communicative skills.

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

We haven't decided to discontinue any programs at this time.

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

ELLs have access to all school programs including the numerous art internships offered at our school and other curricular programs that prepare them for state mandated examinations. ELL students participate in after school programs such as credit recovery programs to make up lost credits. There are extra curricular activities at our school such as talent shows, dance, martial arts, cooking and additional art programs. All ELLs and students at our school are encouraged to participate in these extra-curricular activities. For example, the goal and rationale of the dance program is for students to become exposed to another art form and develop certain talents. Students also realize that they have another outlet for engaging in a fun filled after-school activity, with students and teachers that they don't normally engage with throughout their scheduled day. These programs are aimed at establishing a school-based community that integrates all students and teachers.

14. In our Push-in, Pull-out, and Freestanding ESL Models of instruction, our ELL students who share the same native language are given the opportunity to work in pairs/small groups. We also provide books, glossaries/dictionaries, and technological resources in various languages to support the native language of our ELLs. The ESL teacher devotes instructional time to familiarizing students with how to use these resources, especially the native language glossaries. Whenever applicable, the ESL teacher draws upon similarities that can be seen between students' target and native languages (e.g. recognizing cognates). In addition, the ESL teacher includes each represented heritage/culture of her students through thematic units, projects, and research; this fosters native language support, cultural awareness, and parental involvement. In some cases there may be bilingual paraprofessionals to assist the needs of our ELL-SWDs.

15. All available services and resources are appropriate for the grade level and age of our ELL students.

16. Before the beginning of the school year, students are placed in appropriate courses based on either their NYSESLAT scores and/or results of the LAB-R. Students then meet with both the Guidance Counselor and ELL coordinator to determine the most suitable program based on their mandates, needs and the requirements for school graduation.

14. Spanish is the language offered at our school. Other language electives include the Wilson program and Literacy Enrichment.

14. What instructional materials, including technology, are used to support ELLs (include content area as well as language materials);

list ELL subgroups if necessary)?

Students at the newcomer, 4-6 year level and long-term ELLs have equal access to technology in our school including the use of a MAC Lab and laptop PCs. They use the internet in various classes for the purposes of conducting research on a variety of topics in ELA, Social Science, Art, and Science classes. Students have access to certain educational software for the purposes of enriching their language skills. Some of this software is available in Spanish. In addition, many teachers use overhead projectors, powerpoint presentations, informational videos, and smart-boards for the purpose of presenting content material instruction. All students are able to access and track information from each of their classes through Pupil Path. This program allows students, teachers and parents to communicate easily with each other. In addition, it keeps a running record of student progress, previous assignments, attendance, and grades. Our school also provides all students, teachers, and parents with access to BrainPop. This is a supplementary learning tool that helps our ELLs to comprehend both language and content through visual aids.

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

In our Push-in, Pull-out, and Freestanding ESL Models of instruction, our ELL students who share the same native language are given the opportunity to work in pairs/small groups. We also provide books, glossaries/dictionaries, and technological resources in various languages to support the native language our ELLs. The ESL teacher devotes instructional time to familiarizing students with how to use these resources, especially the native language glossaries. Whenever applicable, the ESL teacher draws upon similarities that can be seen between students' target and native languages (e.g. recognizing cognates). In addition, the ESL teacher includes each represented heritage/culture of her students through thematic units, projects, and research; this fosters native language support, cultural awareness, and parental involvement. In some cases there may be bilingual paraprofessionals to assist the needs of our ELL-SWDs.

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

All ELLs work with resources and receive support that is aligned to their ages and levels. Content and language that ELLs must work with is driven by the CCLS and therefore, ensures that they are receiving the appropriate level of work for their age and grade. The ESL teacher makes the support and resources accessible to ELLs in terms of their proficiency levels, through adapting materials, designing scaffolds, and creating assessments to monitor comprehension.

17. Describe activities in your school that assist newly enrolled ELL students before the beginning of the school year. Please include activities for new ELLs who enroll throughout the school year.

Before the beginning of the school year, students are placed in appropriate courses based on either their NYSESLAT scores and/or results of the LAB-R. Students then meet with both the Guidance Counselor and ELL coordinator to determine the most suitable program based on their mandates, needs and the requirements for school graduation. Some of the activities our ELLs take part in include: Bridge summer program, New/Transfer Student Orientation, and Town-Hall or Class meetings. Newly enrolled students who arrive throughout the year are generally paired with an upper-classman who serves as their "buddy". This student helps to get the new arrival acquainted with the school. The ESL Coordinator also gives these students a personalized tour of the school and orientation of standing programs and clubs, along with upcoming activities and trips that the school may be offering at the time.

18. What language electives are offered to ELLs?

Our school offers Spanish as a language elective. This instruction is delivered in two ways:

- 1) Traditional classes taught by certified teacher
- 2) i-learn (web-based learning module that is tracked by pedagogue)

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.

1. The ESL Coordinator/teacher attends a myriad of professional development workshops and seminars held by the NYCDOE/Office of English Language Learners. The selected events are discussed and agreed upon between the ESL Coordinator and the Principal, based upon the needs of the ESL community, the curriculum/standards, and compliance ordinance. Some of the trainings our ESL Coordinator has attended include: Understanding Title III AMAOs: Accountability for ELLs, Title III Funding, LAP seminar: CFN 603, BESIS Technical Assistance, LAP workshop, ELL Annual Literacy conference, Serving ELLs/SWDs, Brain Research- Keeping ELLs in Mind.

2. As the shifts in the CCLS are rather recent, there hasn't been much PD offered specifically for teachers of ELLs. Any webinars or materials that the Network has disseminated have been used to assist the ESL coordinator in supporting ELLs in regards to the CCLS.

3. The ELL Coordinator distributes data including NYSESLAT scores and the results of state mandated exams to school staff for the purposes of promoting best practices of instruction.. The exam score data is data including prior scores and various state mandated exams including those assessments given at both the elementary and middle school levels. The ELL instructor facilitates a discussion around the scores and the areas that need to be improved such as reading and writing skills. The ELL instructor discusses how mainstream teachers can assist our struggling ELLs by making content material more comprehensible through modifying instruction for our ELLs.

4. The ESL instructor has attended various professional Development workshops sponsored by the Office of English Language Learners. When the ELL instructor attends a workshop, the school secretary completes the necessary paperwork which is used to document workshop attendance. Additional school staff receive the necessary 7.5 mandated hours through a combination of attending professional development workshops both on and off-site as well as at monthly department meetings. During these monthly meetings, the ESL Coordinator turn-keys the information garnered from events attended, onto the rest of the staff. She is sure to relay the accountability measures to fellow staff members along with information to help the school's staff to understand and accomidate the needs of our ELLs.

D. Parental Involvement

1. Describe ELL parent involvement in your school. Include specific activities that foster parental involvement for parents of ELLs.
2. Does the school partner with other agencies or Community Based Organizations to provide workshops or services to ELL parents?
3. How do you evaluate the needs of the parents?
4. How do your parental involvement activities address the needs of the parents?
 1. There is a PTA and a Parent Coordinator at our school. Every effort is made to reach out to parents of ELLs to become involved in the PTA along with the additional events that we orchestrate to bring the school community together. At the start of the academic year, the ESL Coordinator held a Back to School Night for the parents of ELLs. The school also held a Curriculum Night, which was open to all parents and students. The Parent Coordinator and ESL Coordinator both continuously reach out to the ELL parents through phone calls and mailings, to generate and develop their involvement in their student's learning and school community.
 2. The school offers an outreach to parents during weekday evenings which consists of basic conversational ESL skills. Parents are invited to school events, open houses and art shows. Our school also works with a number of CBOs through two Grant Partnerships. Some of these CBOs offer a number of services, workshops, and opportunities for both ELL students and families. Some of these CBOs are: The Leadership Program, Good Shepherds, Generation Ready, Sports&Arts, The Leadership Academy.
 - 3.. Parents needs are evaluated at monthly PTA meetings through discussion with the Parent Coordinator and other members of the PTA. The Parent Coordinator distributes questionnaires at PTA meetings to solicit the basic concerns of those parents involved with the PTA. Results from a school-wide parent survey are also analyzed to evaluate the needs of parents.
 4. Parental involvement activities allow parents to get together in an informal way and discuss their needs. This process empowers parents to articulate their needs and permits the school to support them.

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: BHSVA

School DBN: 11X418

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Gwendolyn Jones	Principal		11/15/13
Debra Logan	Assistant Principal		11/15/13
Daphne Stokes	Parent Coordinator		11/15/13
Rachel Michel	ESL Teacher		11/15/13
	Parent		1/1/01
Irene Lappin	Teacher/Subject Area		11/15/13
	Teacher/Subject Area		1/1/01
	Coach		1/1/01
	Coach		1/1/01
Keisha Morris	Guidance Counselor		11/15/13
	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: 11X418 School Name: BHVA

Cluster: 6 Network: CFN603

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

Part A: Needs Assessment Findings

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

Our school uses the Home Language Identification Surveys, the blue Emergency Information Cards, and the RPAL reports on ATS to assess the language needs and preferences of all parents. We use the information rendered from these documents/reports to designate the appropriate language in which all correspondence is conducted with parents. We generate this information into a spread-sheet. This is a living document used to track and meet the LTI needs of our parents.

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 findings of the written translation and oral interpretation needs of our school shows that a majority of the parents who are bilingual, chose to receive all correspondence in English. Those parents who are able to communicate in English seem to prefer that over their first language, as it is the language of communication used with their child at school. Many of our parents who don't speak English ask for written translation of all school mailings but don't request oral interpretation services, as they prefer to rely on their own personal interpreters. These findings were reported to the school community through the information gathered by both the Parent Coordinator and the ESL Coordinator.

Part B: Strategies and Activities

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

Our school uses the translation services provided by the Department of Education to translate both oral and written correspondence. When we need to translate mailings or documents, we submit whatever needs translating and specify the languages we need. The same protocol is followed when an oral interpreter is requested in a language that isn't represented within the building. Any requests for these services are submitted two weeks prior to when they are needed, in order to ensure the timely dissemination of information to parents.

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

Our school uses the translation services provided by the Department of Education when we need an oral interpretation in a language that isn't represented within the building. Any requests for these services are submitted two weeks prior to when they are needed, in order to ensure the timely dissemination of information to parents. We have many bilingual teachers/staff members who provide these services in Spanish, so we generally rely on in-house interpreters when a request is made by Spanish speaking parents.

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

Our school uses the data mentioned above in Part A to designate parents who have requested to receive information in a language other than English. We use this list to ensure that all parents receive mailings and information distributed by the school and DOE, in their language of preference. We send out a mailing to these parents, at the start of each year, describing our translation and interpretation services and protocol. In this letter, we also notify parents that they have the right to bring their own interpreter. These letters are sent in the parent's language of preference. In addition, we distribute copies of the Expect Success Guide (provided by the DOE) to all of these parents in the language that they have requested.