



**Department of
Education**

Dennis M. Walcott, Chancellor



2013-2014

**SCHOOL COMPREHENSIVE EDUCATIONAL PLAN
(SCEP)**

School Name: DEWITT CLINTON HIGH SCHOOL

DBN (i.e. 01M001): 10X440

Principal: SANTIAGO TAVERAS

Principal Email: STAVERA@SCHOOLS.NYC.GOV

Superintendent: ELAINE LINDSAY

Network Leader: NANCY DIMAGGIO

School Leadership Team (SLT) Signature Page

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

Directions:

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

Name	Position and Constituent Group Represented	Signature
Santiago Taveras	*Principal or Designee	
Alan Etteman	*UFT Chapter Leader or Designee	
Tammy Truesdale	*PA/PTA President or Designated Co-President	
	DC 37 Representative, if applicable	
Michelle Morales	Student Representative (<i>optional for elementary and middle schools; a minimum of two members required for high schools</i>)	
	CBO Representative, if applicable	
	Member/	
Ronald Harris	Member/ Parent (elected)	
Margarita Pajarito	Member/ Parent (elected)	
Darianniz Reyes	Member/ Parent (elected Recording Secretary)	
Dulce M. Trinidad	Member/ Parent (elected)	
Carolyn Alvarez	Member/ Student	
Natanya Buddy	Member/ Student	
Jerlisa Fontaine	Member/ Student	
Juanna Garcia	Member/ Student	
Raul Guillen	Member/ Student	
Luis Rivera	Member/ Student	
Andreas Demitratos	Member/ Staff	
Stanley Dubin	Member/ Staff	
Doreen Kendall	Member/ Staff	

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

School Comprehensive Education Plan (SCEP) Requirements

Which Schools Need to Complete the SCEP?

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

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

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

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

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

Guidance for Developing Completing the Annual Goals and Action Plan Section

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

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

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

School Receiving Title I Funds

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

SCEP Checklist

All Schools

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

Priority Schools Only

x	Expanded Learning Time (ELT) Program Description
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School Information Sheet for 10X440

School Configuration (2013-14)					
Grade Configuration	09,10,11,12	Total Enrollment	2746	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	88	# SETSS	12	# Integrated Collaborative Teaching	40
Types and Number of Special Classes (2013-14)					
# Visual Arts	47	# Music	33	# Drama	N/A
# Foreign Language	102	# Dance	N/A	# CTE	2
School Composition (2012-13)					
% Title I Population	69.9%	% Attendance Rate		% Attendance Rate	79.9%
% Free Lunch	77.2%	% Reduced Lunch		% Reduced Lunch	4.3%
% Limited English Proficient	20.2%	% Students with Disabilities		% Students with Disabilities	18.5%
Racial/Ethnic Origin (2012-13)					
% American Indian or Alaska Native	0.7%	% Black or African American		% Black or African American	31.1%
% Hispanic or Latino	58.6%	% Asian or Native Hawaiian/Pacific Islander		% Asian or Native Hawaiian/Pacific Islander	7.1%
% White	2.3%	% Multi-Racial		% Multi-Racial	0.0%
Personnel (2012-13)					
Years Principal Assigned to School	13.17	# of Assistant Principals		# of Assistant Principals	11
# of Deans	N/A	# of Counselors/Social Workers		# of Counselors/Social Workers	24
% of Teachers with No Valid Teaching Certificate	2.1%	% Teaching Out of Certification		% Teaching Out of Certification	10.5%
% Teaching with Fewer Than 3 Years of Experience	8.2%	Average Teacher Absences		Average Teacher Absences	8.4
Student Performance for Elementary and Middle Schools (2012-13)					
ELA Performance at levels 3 & 4	N/A	Mathematics Performance at levels 3 & 4		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)		Science Performance at levels 3 & 4 (8th Grade)	N/A
Student Performance for High Schools (2011-12)					
ELA Performance at levels 3 & 4	59.5%	Mathematics Performance at levels 3 & 4		Mathematics Performance at levels 3 & 4	55.5%
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		% of 2nd year students who earned 10+ credits	N/A
% of 3rd year students who earned 10+ credits	N/A	4 Year Graduation Rate		4 Year Graduation Rate	54.6%
6 Year Graduation Rate	65.7%				
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		Black or African American	N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		Asian or Native Hawaiian/Other Pacific Islander	N/A
White	N/A	Multi-Racial		Multi-Racial	N/A
Students with Disabilities	N/A	Limited English Proficient		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		Black or African American	N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		Asian or Native Hawaiian/Other Pacific Islander	N/A
White	N/A	Multi-Racial		Multi-Racial	N/A
Students with Disabilities	N/A	Limited English Proficient		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		Black or African American	N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		Asian or Native Hawaiian/Other Pacific Islander	N/A
White	N/A	Multi-Racial		Multi-Racial	N/A
Students with Disabilities	N/A	Limited English Proficient		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		Black or African American	No
Hispanic or Latino	No	Asian or Native Hawaiian/Other Pacific Islander		Asian or Native Hawaiian/Other Pacific Islander	No
White	N/A	Multi-Racial		Multi-Racial	N/A
Students with Disabilities	No	Limited English Proficient		Limited English Proficient	No
Economically Disadvantaged	No				
Met Adequate Yearly Progress (AYP) in Mathematics (2011-12)					
American Indian or Alaska Native	N/A	Black or African American		Black or African American	Yes
Hispanic or Latino	No	Asian or Native Hawaiian/Other Pacific Islander		Asian or Native Hawaiian/Other Pacific Islander	Yes
White	N/A	Multi-Racial		Multi-Racial	N/A
Students with Disabilities	No	Limited English Proficient		Limited English Proficient	No
Economically Disadvantaged	No				
Met Adequate Yearly Progress (AYP) in Graduation Rate (2011-12)					
American Indian or Alaska Native	N/A	Black or African American		Black or African American	Yes
Hispanic or Latino	No	Asian or Native Hawaiian/Other Pacific Islander		Asian or Native Hawaiian/Other Pacific Islander	Yes
White	N/A	Multi-Racial		Multi-Racial	N/A
Students with Disabilities	No	Limited English Proficient		Limited English Proficient	Yes
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 new model created a space for teachers to collaborate on CCLS aligned units. Teacher teams worked together to fulfill the CityWide Instructional Expectations of at least two CCLS aligned units of study for the 2012_13 SY.							
Describe the areas for improvement in your school's 12-13 SCEP.							
Credit Accumulation, Attendance, Teacher Pedagogy							
Describe the barriers and challenges encountered while developing and implementing your school's 12-13 SCEP.							
Attendance, credit accumulation, closing the achievement gap, 54% graduation rate							
Describe the degree to which your school's 12-13 SCEP was successfully implemented.							
Core content areas were aligned with the CCLS							
Were all the goals within your school's 12-13 SCEP accomplished?				<input type="checkbox"/>	Yes	<input checked="" type="checkbox"/>	No
If all the goals were not accomplished, provide an explanation.							
Ineffective implementation of SCEP strategies and programs							
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.				
This school currently has 100% of the instructional staff from previous years. Due to downsizing and the UFT contract seniority model, the most effective teachers have been excessed. Some of the teachers who remain are reluctant to put forth the effort needed in a turnaround model.				
The new Advance Teacher Evaluation System coupled with a new administration and extra PD during teacher professional periods is being perceived as excessive by some teachers.				
List the 13-14 student academic achievement targets for the identified sub-groups.				
Students earning 10+ credits in 1 st year 60%, Lowest third 1 st year 35%; Students earning 10+ credits in 2 nd year 58% Lowest third 2 nd year 33%; Students earning 10+ credits in 3 rd year 55% Lowest third 35%				
Describe how the school leader(s) will communicate with school staff and the community.				
Communication with Teachers: The Principal sends out a Weekly Recap by email, conducts informal "chats" once per marking period and visits Inquiry groups and Department Meetings on a regular basis.				
Communication with Students: The Principal meets once per marking period with students who are failing 2 or more classes. Students correspond with the Principal by writing letters to him. He personally replies to each one. The Principal maintains a presence outside the building during the morning and dismissal to greet students and speak with them about their day. There are video monitors in the entryways of the schools that run a loop of school activity notices and pictures.				
Communication with other Administrators: The Cabinet is made up of the Principal and the Assistant Principals. It meets on a weekly basis. The Cabinet Meetings are used for planning whole school initiatives such as the PSAT and MOSL administrations. The Cabinet meets collaboratively to complete the SSEF for the QR and the SCEP. The meeting is also used to disseminate information to the APs to take to their Department Meetings.				
Teacher Voice: Pearson School Improvement Model (SIM) creates space for capacity building with teachers (Workgroup Facilitators), Data Meetings (Workgroup Facilitators and Administrators), Progress Monitoring and Executive Implementation meetings with administrators.				
Teachers and Families: In addition to contact by guidance counselors, teachers are encouraged to call families of students on a regular basis.				
Describe your theory of action at the core of your school's SCEP.				
School improvement involves multiple constituencies including teachers, administrators, support staff, families, and students. At the heart of the school is the classroom where learning interactions take place. If the classroom is a cognitively busy place where students engage in instructionally rigorous tasks with multiple entry points then students will take ownership of their learning and their motivation for success will increase.				
Describe the strategy for executing your theory of action in your school's SCEP.				
Using the theory of action, the school will utilize the services of Pearson Education Inc. to craft and implement a School				

Improvement Model (SIM) to improve instruction in regularly scheduled classes.

In addition, the needs of students who are under credited and need to pass Regents exams must also be addressed. Therefore, a paramount movement is to use Extended Learning Time opportunities for credit accumulation and Regents review. Guidance Counselors will be working with teachers to reach out to students and their families in the case of poor attendance both in school and during ELT. Guidance Counselors will also be working with students during ELT to address social and emotional needs. Some student workshops will be centered on helping students acquire the organizational skills they need for academic success. Families are encouraged to make school attendance a priority.

The Pearson School Improvement Model (SIM) will work with both teachers and administrators to move classroom environments towards a more collaborative, student-centered model.

The Climate and Culture Team are clearly identified as such and undergo PD in order to refine the methods they use to problem solve with students.

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

ELT – for Regents preparation and Credit Accumulation

ELL Credit Accumulation grant – specifically addressing the needs of ELLs in the 11th and 12th grades

Sports and Arts Foundation for tutoring and Regents Preparation (all students)

Saturday sessions for ELT as outlined above.

Saturday sessions for curriculum and assessment alignment with the CCLS in all subject areas.

Saturday sessions for Special Education to deeply align the services needed to address the needs of Students with Disabilities, including Saturday hours for IEP conferences.

New curricular activities for families to become more familiar with their children's learning throughout the school year.

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

In addition to the Pearson School Improvement model, an additional Assistant Principal Supervision has been hired to oversee and manage the improvement plan, work to support the Principal in school improvement, individually meet with other Assistant Principals every two weeks to brainstorm ideas, assist with implementation, and offer support. The AP keeps records of all Cabinet Meetings, Pearson SIM activities including teacher attendance, and Advance PDs offered by the Network. The AP leads new school initiatives such as Curriculum night and the Spring Festival of Learning and is currently investigating the possibility of implementing Career and Technical Education programs and redesigning the school's Small Learning Communities model.

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).

Increase Credit Accumulation and Regents Pass Rates: As per the most recent Progress Report, across first year students, the percentage of students earning 10 or more credits is at 51.2%, compared to similar schools, and the peer range is at 0%, indicating that this school has scored below all schools in its peer group. For at-risk students in the lowest third, credit accumulation is at 29.4%, with a peer group range of 6.7%. Second year data: 10+ credits 49%, Lowest third 30.4%, Third year data: 10+ credits 26.1%, Lowest third 26.1%

Review Type:	Quality Review (QR) Progress Report (PR)	Year:	2012_13 2012_13	Page Number:	QR page 5 PR page 2	HEDI Rating:	QR - D PR - I
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Tenet 2: School Leadership Practices and Decisions

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

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

Annual Goal #1

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

By June 2014, the Percent Of Students Earning 10+ Credits will increase as follows: First year students: 60% 10+ credits, Lowest third 35%; Second year students: 55% 10+ credits, Lowest third 35%; Third year students: 55% 10+ credits, Lowest Third 30%. Student attendance and performance will be monitored by Guidance Counselors

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. Sports and Arts (Open to all students) Staff and teachers work with small groups of students for subject specific tutoring and Regents preparation.
2. ELL Grant for credit accumulation (Open to under credited ELLs who need to pass the ELA Regents Examination.) ELLs in grades 10 – 12 attend PM school ELA classes 4xweek after school. Class enrollment is differentiated by NYSESLAT B, I, A categories. The ELA classes are for ELA credits. ELLs also receive support in various core subject area classes.
3. ELT (Open to school's lowest third, AIS eligible, and students in danger of not receiving credit for their current studies.) Students may enroll as follows: 2- 9 schedule students Period 0 (7:55 – 8:55) and/or Period 10 (4:00 – 5:00); 1 – 8 schedule Period 9 (2:55 – 3:55) and/or Period 10 (4:00 – 5:00)
4. Saturday Academy (Open to all students.) 60 minute classes from 9:00 until 1:30 PM
5. Transcript Evaluation (Weekly transcript review sessions for credit accumulation and appropriate class assignments in order to catch inaccuracies that may prevent a student from graduating on time.

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

1. Sports and Arts Staff, Subject Area Teachers
2. Assistant Principals from ELA and ESL, Subject Area Teachers (Resources include Discovery Learning, Castle Learning)
3. Assistant Principals from all Academic Departments, Subject Area Teachers from all Academic Departments, Guidance Counselors, and School Aides. (Resources include Discovery Learning, Castle Learning, Achieve Now, and Achieve 3000.) The expectation is that students who participate in the ELT program will be tracked for attendance and performance, with any underperformance immediately addressed with the students and family by the guidance counselors.
4. Assistant Principals from all Academic Departments, Subject Area Teachers from all Academic Departments, Guidance Counselors, and School Aides. (Resources include Discovery Learning, Castle Learning, Achieve Now, and Achieve 3000. The expectation is that students who participate in the ELT program will be tracked for attendance and performance, with any underperformance immediately addressed with the students and family by the guidance counselor.
5. F-status Assistant Principal of Guidance to evaluate student transcripts, aligning them with NYS graduation requirements, and further with current student programs

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

1. January/June Regents pass rate increases of at least 5% for all Regents exams, Credit Accumulation for SY 2013_14 will increase at least 5%

2. For ELLs, January/June Regents pass rate increases of at least 5% for all Regents exams, Credit Accumulation for SY 2013_14 will increase at least 5%
3. For the school's lowest third, January/June Regents pass rate increases of at least 5% for all Regents exams, Credit Accumulation for SY2013_14 will increase at least 5%
4. January/June Regents pass rate increases of at least 5% for all Regents exams, Credit Accumulation for SY2013_14 will increase at least 5%.
5. 100% of students will be enrolled in appropriate classes required to fulfill NYS graduation requirements by June 2014.

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

1. 3x week October 2013 – June 2014, Saturdays January 2014 to May/June 2014
2. 4x week November 2013 – June 2014, Saturdays January 2014 to May/June 2014
3. 4x week November 2013 – June 2014, three periods per day – Period 0: 7:45 to 8:45 AM; Period 9: 2:55 – 3:55 PM; Period 10: 4:00 PM- 5:00 PM
4. Saturdays 9 AM to 1 PM, January 4, 11, 18, 25 and May 3, 10, 17, 24, June 7, 14
5. Weekly evaluations December 2013 to June 2014

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

1. (SIG) 12 Teachers x 3 hours day x 3 days week
2. ELL Grant for credit accumulation
3. (PF)25 Teachers x 3 hours day x 4 days week; 300 hours x 22 weeks = 6600 hours; 6600 hours x \$50 = \$330,000
6 School Aides x 3 hours day x 4 days week; 72 hours x 22 weeks = 1584 hours; 1584 hours x \$18 = \$28,512
5 Assistant Principals x 3 hours day x 4 days week; 60 hours x 22 weeks = 1320 hours; 1320 x \$53 = \$69,960
2 Guidance Counselors x 3 hours day x 4 days week; 24 hours x 22 weeks = 528 hours; 528 x \$54 = \$28,512
4. (PF)10 Teachers x 4 hours x 1 day; 40 hours week x 10 sessions = 400 hours; 400 hours x \$50 = \$20,000
4 School Aides x 4 hours x 1 day; 16 hours week x 10 session = 160 hours; 160 hours x \$18 = \$2,880
3 Assistant Principals x 4 hours x 1 day; 20 hours x 10 sessions = 200; 200 x 53 = \$10,600
2 Guidance Counselors x 4 hours x 1 day; 8 hours x 10 sessions = 80; 80 x \$54 = \$4,320
5. F-status AP Guidance 1day week x 22 weeks @ \$543 day - \$11,946

Budget and Resource Alignment

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

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

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

	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 #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).

Planning effective lessons because, "In most of the classrooms visited, lessons were teacher directed and lacked multiple entry points for students to engage in the lesson. In addition, teachers did not use strategies or questioning techniques that led students to engage in academic discourse, and a review of student work showed little evidence of high quality rigorous work by students."
"All students are not engaged in learning activities that challenge them to produce rigorous written work and engage in high order thinking in discussions."

Review Type:	Quality Review	Year:	2012_13	Page Number:	4	HEDI Rating:	D
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Tenet 3: Curriculum Development and Support

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

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

Annual Goal #2

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

By June 2014, 100% of core content units, lesson plans, rubrics, and assessments will reflect Instructional shifts 4 and 6, and be aligned to the CCLS thus increasing academic rigor in the classes.

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. Implement Pearson Education's School wide Improvement Model (SIM) that focuses achieving school wide, high-quality instruction for all students and establishes: (1) Standards-Aligned Curriculum, Instruction, and Assessment, (2) High-Performance Leadership, Management, and Organization (3) High Achievement and Engagement (4) Data-Driven Culture and (5) Sustainability for Continuing Improvement.
2. Pearson Administrator PD for Assistant Principals; includes goal setting
3. Saturday sessions by department where teachers and administrators work to align core content units, lesson plans, rubrics, and assessments to instructional shifts 4 and 6, and CCLS.
4. Department Meetings, teacher Intervisitation, and small teacher group meetings to disseminate results of activity #3.
5. AP and teacher individual meetings and goal setting to improve lesson planning
6. Infusing technology into instruction

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

1. Pearson School Improvement Model (SIM), Principal, Assistant Principals
2. Pearson SIM, Principal, Assistant Principals
3. Assistant Principals and Content Area teachers
4. Assistant Principals and Content Area teachers
5. Assistant Principals and Content Area teachers
6. TEQ Personalized Professional Development for technology; Creating a 21st Century classroom

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

1. Planning effective lessons and examining resulting student work products in Pearson Workgroups (Inquiry)
2. Assistant Principal monthly consultation meetings with the Principal include goal setting, supporting teachers as they work to plan rigorous, engaging lessons, including the use of technology. Goal setting is reinforced by Pearson weekly meetings.
3. Lesson plan review and ratings in Domain 1 by the Principal and Assistant Principals
4. Lesson plan review and ratings in Domain 1, curriculum review
5. Additional support for teachers rated Ineffective/Developing in Domain 1
6. Support for teachers who have expressed an interest in developing technology based lessons using SmartBoards, computers, and various software programs

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

1. September 2013 – June 2014, weekly for Teacher PD and Administrator PD, semi-monthly for Inquiry Workgroups
2. September 2013 – June 2014, at least weekly
3. January 2014 – April 2014, as follows: January 11, 25; February 1, 8; March 1, 15, 22; April 5, 12; May 3
4. September 2013 – June 2014, at least weekly
5. September 2013 – June 2014, at least weekly
6. January 2014 – May 2014

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

1. Pearson cost, Admin Per session, Teacher Per session (SIG)
2. Admin per session (SIG)
3. 3 APs x 4 hours day x 1 days week; 12 hours x 10 weeks = 120 hours; 120 x \$53 = \$6,360
6 Teachers x 4 hours day x 1 day week; 24 hours x 10 weeks = 240 hours; 240 x \$50 = \$12,000 (PF)
4. Programmed into teacher schedules.
5. Programmed into teacher schedules.
6. 10 days of support for 10 teachers at \$2500 a day = \$25,000 (PF)

Budget and Resource Alignment

Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.											
x	PF Set Aside	x	Tax Levy		Title IA		Title IIA		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	x	PF Common Core				
	PF ELT		PF Inquiry Teams		PF NYS Standards and Assessments		PF Parent Engagement				
	PF Positive Behavioral Management Programs				PF RTI		PF Supporting Great Teachers & Leaders				

Goal and Action Plan #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).										
Utilize teaching strategies that provide multiple entry point opportunities for all students, and develop appropriately challenging tasks in order to elevate rigor and engage students in higher order thinking tasks and discussions.(1.2)										
Create a process to evaluate school culture, instructional practices, and professional development plans in order to make adjustments and meet the expectations of the CCLS. (5.1)										
Although the school's focus this year has been on domains in the Charlotte Danielson Teaching Framework that addresses "Using Questioning and Discussion", and "Establishing a Culture for Learning", efforts to improve in these areas have not been successful. As a result, inadequate attention to adjustments needed to align professional development practices with teacher needs, hampers teachers' ability to improve pedagogical skills and support student mastery of the CCLS.										
Review Type:	Quality Review	Year:	2012_13	Page Number:	4	HEDI Rating:	I			

Tenet 4: Teacher Practices and Decisions

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

Annual Goal #3

Describe the identified goal for the year based on the recommendation, tenet, and SOP(s) selected. Refer to the directions and guidance for assistance in developing your goals.										
100% of teachers will be using teaching strategies that reflect Instructional Shifts 4 and 6, and CCLS alignment in order to create and implement rigorous multiple entry points for all learners 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										
1. Pearson SIM Administrator PD including Focus Walks by the Principal and Assistant Principals										
2. Pearson SIM Teacher PD including shoulder to shoulder classroom support and semi-monthly PD sessions for teachers to acquire instructional techniques to address the needs of all learners.										
3. Teacher Goal Setting, Logs of Assistance, and Classroom Observations										
4. Data based inquiry for CCLS based tasks: Formative, mid, and summative; Data based inquiry for Regents examinations during teacher professional periods										
5. Collaboration by Special Education teachers with content area teachers and school psychologist to review IEPs and implement instructional strategies addressing the needs of our SWDs. Make Saturday hours available for IEP meetings with families of our SWDs.										
B. Key personnel and other resources used to implement each strategy/activity										
1. Pearson PD for Assistant Principals										
2. Pearson SIM										
3. Assistant Principals and Subject Area Teachers										
4. Assistant Principals and Subject Area Teachers										
5. Assistant Principal for Special Education, Special Education teachers, School Psychologist, Content area teachers										

C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity
<ol style="list-style-type: none"> 1. Observations and Advance Web Application Monthly Snapshots of Teacher Ratings in Domain 3 2. Observations and Advance Web Application Monthly Snapshots of Teacher Ratings in Domain 3 3. Plan to use data from item analysis of regents exams and practice tests to effectively target instruction that supports student achievement 4. Information from current IEPs will be disseminated to subject area teachers during Common Planning Time 5. The school will increase its compliance rate for completed IEPs at least 10% this year.
D. Timeline for implementation and completion including start and end dates
<ol style="list-style-type: none"> 1. November 2013 – June 2014, at least one session per week 2. November 2013 – June 2014 at least one session every other week 3. November 2013 – June 2014; Each teacher is seen a minimum of once a month. 4. November 2013 – June 2014 A minimum of three meetings per term 5. December 2013 – June 2014 Once a week on Saturdays for 22 weeks
E. Describe programmatic details and resources that will be used to support each instructional strategy/activity
<ol style="list-style-type: none"> 1. Pearson SIM 2. Pearson SIM 3. Programmed into teacher schedule 4. Programmed into teacher schedule 5. Weekly Saturday Meetings with School Psychologist, IEP Coordinator, Transition Teacher, Content Area Teachers (as needed), Assistant Principal, Special Education for 14 sessions, 5 teachers, 4 hours each = 280 hours; 800 hours x \$53 = \$14,840

Budget and Resource Alignment

Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.											
x	PF Set Aside	x	Tax Levy		Title IA		Title IIA		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	x			

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).										
The administration allocated additional resources to improve attendance, including the hiring of an additional attendance teacher. However, attendance continues to be a major concern at this school, since currently it is at 79%. Many of the classes visited had low attendance, including an economics class, where only 17 students out of 32 students on register were present. These additional resources have not yet shown a positive impact on student attendance, thus limiting the impact on school goals.										
Review Type:	Quality Review Progress Report	Year:	2012_13 2012_13	Page Number:	5 4	HEDI Rating:	UD/D 5.15 out of 15 points			

Tenet 5: Student Social and Emotional Developmental Health

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

Annual Goal #4

Describe the identified goal for the year based on the recommendation, tenet, and SOP(s) selected. Refer to the directions and guidance for assistance in developing your goals.										
The overarching goal is to make DeWitt Clinton High School the high school of choice for all families in the Bronx. The grade for School Environment on the Progress										

Report will increase from 5.2 to 7.0 for SY2013_14.

Through entryway redesign, increased presence of administrators, the creation of a Climate and Culture Team, small group counseling after school and on Saturdays, the leadership of DWCHS will improve the school climate and safety, thus creating a solid foundation on which student social and emotional health will be addressed.

Progress towards this new goal will be reflected in the school's Attendance Rates and Learning Environment Survey as follows:

The overall annual attendance rate will increase from 78.6% to 82% for SY 2013_14.

The rating of the Safety and Respect component of the Learning Environment Survey will increase from 6.2 to 7 for SY 2013_14.

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. Entryway redesign
2. Increased administrative presence
3. Creation, training, and increasing presence of the school's Climate and Culture Team
4. Small group counseling including social/emotional support and organizational skills
5. Attendance Intervention and Dropout Prevention (AIDP) by Good Shepherd Services

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

1. School Construction Authority: replacement of old furniture, repair and addition of lighting fixtures, addition of video monitors to show student activities.
2. The Principal maintains a presence outside of the building during student arrival and dismissal, regularly visits classes, and meets with underachieving students on a regular basis. Academic awards assemblies are held to recognize students who are putting forth their best effort.
3. Initiate in-house professional development for the Climate and Culture Team all to support students' social and emotional needs and effectively address student discipline issues. This professional development will be supported by Pearson Education Specialist. Funding the Climate and Culture team for an increased presence during Extended Learning Time and Saturday School Sessions.
4. Guidance counselors will work with small groups of students after school for emotional, academic (including attendance), and organizational support
5. This program serves students who are designated as chronic absentees. Through a holistic approach of counseling, academic advisement, tutoring, and family outreach Good Shepherd staff work with students to help them achieve academic success.

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

1. Entryway redesign has been completed, including video monitors to showcase student activities and school events
2. As the Principal develops relationships with students during arrival and dismissal and gives students a voice through meetings and letter writing, students will become empowered, increasing their engagement in the school. Thus far, in 2013-2014 DeWitt Clinton High School had a decrease of 30% in Incidents and Suspensions when compared to 2012-2013 and a decrease of 44% when compared to 2011-2012 for the first month of this school year.
3. The school is funding its Climate and Culture team in order to maintain an increased presence during the regular school day, ELT, and Saturday programs. Members of the Climate and Culture team are readily identifiable, wearing the school shirts and ID tags. Team members attend PD in order to learn how to effectively deal with student issues such as bullying and aggression.
4. Some of the services that will be made available through Guidance are: ARISTA peer tutoring, acclimation of new students from other countries, study skills, and time management.
5. As per the Good Shepherd contract, 65% of their current cohort will earn 10 credits SY2013_14.

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

1. July 2013 – September 9, 2013
2. July 2013 – June 2014; daily
3. Monthly; January 2014 – June 2014 6 sessions
4. December 2013 – June 2014 : ELT Guidance Activities (Open to all students) Students may enroll as follows: 2- 9 schedule students Period 0 (7:55 – 8:55) and/or Period 10 (4:00 – 5:00); 1 – 8 schedule Period 9 (2:55 – 3:55) and/or Period 10 (4:00 – 5:00)

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

1. Completed
2. Programmed into Principal's schedule

3. 8 sessions of 1 day each x \$1,000 per session = \$8,000
4. 5 Guidance Counselors x 4 days x 2 hours day = 40 hours; 40 hours x 22 weeks = 880 hours; 880 x \$54 = \$47,520
5. SIG funded July 2013_June 2014 program

Budget and Resource Alignment

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

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

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

x	PF AIS	PF CTE	PF College & Career Readiness	PF Common Core
	PF ELT	PF Inquiry Teams	PF NYS Standards and Assessments	PF Parent Engagement
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).

The school received low scores on QR criteria 1.4 Maintain a culture of mutual trust and positive attitudes that support the academic and personal growth of students and adults; and 3.4 Establish a culture for learning that communicates high expectations to staff, students and families, and provides supports to achieve them.

Review Type:	QR QR	Year:	2012_13 2012_13	Page Number:	7 7	HEDI Rating:	UD D
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Tenet 6: Family and Community Engagement

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

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

Annual Goal #5

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

By June 2014, there will be a 10% increase in Parent Involvement as evidenced by sign in sheets at meetings, workshops, and curriculum night/learning celebrations.

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. Set up a Welcome Center for Parents with comfortable seating, computers, and refreshments.
2. Provide information about meeting through mailings and phone messaging.
3. Provide three workshops about FASFA for parents of graduating seniors during the spring 2013.
4. College trips for parents and students Three trips scheduled – Philadelphia, PA, Boston MA, Washington, DC
5. Invite parents to school tours for their input in school improvements.
6. Set up Parent Committees to engage themselves and other parents within their neighborhoods to become involved in their child's education.
7. Curriculum Night – Held in October, parents were able to come to the school, meet the new Principal, meet the teachers, discuss and experience the various activities the students will engage in while at school.
8. Spring Festival of Learning – Scheduled for May, parents will come to the school to see evidence of student learning through projects, writing, and speaking with the students.

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

1. Parent Coordinator
2. Principal, Assistant Principals, Parent Coordinator, PA Executive Board
3. Sports and Arts, Principal, PA Executive Board, Parent Coordinator
4. Parent Coordinator, Sports and Arts

5. Parent Coordinator, PA Executive Board
6. PA Executive Board
7. Principal, Assistant Principals, Teachers, Parent Coordinator
8. Principal, Assistant Principals, Teachers, Parent Coordinator

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

1. Parent Center will be used by parents and families while in the school
2. Attendance at various family activities will increase by 10% during the school year.
3. Scheduled for the Spring
4. Scheduled for the Spring
5. Conduct at least one tour per month for parents of students in the school or interested in attending the school
6. Committees are created by December and engaged in ongoing work through the Spring 2014 term one time per month
7. 50 parents attended the school's first Curriculum night
8. To be held after Spring Break, the school is expecting at least 100 families to attend

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

1. September 30, 2013 through June 2014 used as needed
2. Ongoing through monthly mailings and weekly phone messages
3. Scheduled for Spring 2014
4. Scheduled for Spring 2014
5. Ongoing from September 2013 through June 2014, at least once per month
6. Ongoing from December 2013 through June 2014, at least once per month
7. Curriculum night was held on October 2, 2013
8. Committee to design and implement the Festival of Learning will be formed in March with the goal of having the Festival in April of 2014

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

1. Welcome Center for Parents: 5 Desktop computers, 1 Color Printer, Office Furniture
2. Funded through tax levy
3. 3 Workshops @ 1,200 per workshop = \$3,600
4. 3 Trips @ 5,000 per trip = \$15,000
5. Funded through tax levy
6. Funded through tax levy
7. 15 Teachers x 1.5 hours x 1 session = 22.5 hours x \$50 = \$1125
5 APs x 3 hours x 1 session = 15 hours x \$53 = \$795
8. Committee: 3 Teachers x 2 hours x 1 day for 8 weeks = 48 hours x \$50 = \$2400
2 APs x 2 hours x 1 day for 8 weeks – 32 hours x \$53 = \$1696
Celebration Staffing:
15 Teachers x 3 hours x 1 session = 45 hours x 50 = \$2250
5 APs x 4 hours x 1 session = 20 hours x \$53 = \$1060
4 School Aides x 3 hours x 1 session = 12 hours x 18 = \$216

Budget and Resource Alignment

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

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

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

PF AIS	PF CTE	PF College & Career Readiness	PF Common Core
PF ELT	PF Inquiry Teams	PF NYS Standards and Assessments	PF Parent Engagement
PF Positive Behavioral Management Programs	PF RTI	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.

For students at risk of not completing graduation requirements in four years:

Credit Accumulation

Regents Pass Rates

Social and Emotional Support

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. Smaller class size will enable teachers to support individual students more effectively. In extended class periods, teachers are better able to employ a variety of instructional strategies that address the learning needs of students.

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

1. Sports and Arts Foundation
2. Content Area Teachers and Assistant Principals
3. ELL After School Program
4. Guidance Counselors

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

1. All Students
2. Grade 9: Lowest Third; Grades 10 – 12: Under credited students who may also need to pass Regents exams
3. ELLs
4. Small groups made up of high needs students

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		Title I SWP		Title I TA	x	Title I PF		C4E
x	Title III	x	Title I SIG		PTA Funded	x	Grants		In Kind		

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

Community Partnerships

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

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

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

ELT Program Narrative

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

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

The ELT program seeks to create a safe, productive space for students to revise and/or complete academic tasks, improving their overall grade in a subject. Students are encouraged to be proactive participants in their own learning by having discussions with teachers concerning fulfillment of academic requirements in individual subject areas. Each Assistant Principal is in charge of their subject area teachers. Teachers are responsible for submitting attendance/sign-in sheets for every session. One or two Guidance Counselors work with the APs to conduct family outreach on a regular basis for students who are not attending. Guidance Counselors also advocate on behalf of their students to the teachers. Other guidance activities include but are not limited to working with small groups of students on organizational skills, self-advocacy, self-improvement, and academic goal

setting.

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

Sessions are driven by student need. For example, a Chemistry teacher is conducting ELT sessions at the request of her own students for Regents exam preparation. A guidance counselor is working with students who have expressed a need to improve their organizational skills. Students are encouraged to engage in self-directed learning.

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

Teachers are encouraged to have honest conversations with students about their grades. The students in turn, attend ELT sessions where the same or another teacher assist them in fulfilling the tasks they need to complete. These are student-centered working sessions.

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

Families were informed of the school's initiative and required to return a signed letter indicating whether or not the students would participate in ELT. ELT sessions are publicized by teachers in their classes, posters around the school, and suggestions of Guidance Counselors. Individual students are sought out and encouraged to attend. Their attendance is followed and these students experience multiple outreach attempts if needed.

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

Teachers at the school are engaging in three types of PD, two of which are made possible by SIG funding: Weekly PD sessions focus on changing teacher practice in the classroom (Pearson SIM); Weekly PD sessions beginning in February design to assist teachers in designing and implementing lessons in technology rich environments (TEQ). Teacher engage in PD offered by the school's network for implementation of the Advance framework twice a month.

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

The school plans to assess the impact of the program by scholarship reports from the Fall 2013 term, and data from January Regents exam administration.

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	Extended Day for ELL students and SWD, Achieve 3000, Wilson Reading, Tutoring, Castle Learning, Apex Learning. Other at risk students will receive tutoring and opportunities for credit accumulation through the Achieve Now Program and Graduation Now Academy.	Small group instruction and one-to one instruction is utilized for the Extended Day Program. Students are monitored in a one-to-one model for on line learning. Tutoring is in small group instruction.	Period 0: 7:45 to 8:45 AM; Period 9: 2:55 – 3:55 PM; Period 10: 4:00 PM- 5:00 PM Periods 0 and 10 are for students on a 2-9 schedule Periods 9 and 10 are for students on a 1-8 schedule Saturdays 9 - 1
Mathematics	Extended Day for ELL students and SWD, Achieve 3000, Wilson Reading, Tutoring, Castle Learning, Apex Learning. Other at risk students will receive tutoring and opportunities for credit accumulation through the Achieve Now Program and Graduation Now Academy.	Small group instruction and one-to one instruction is utilized for the Extended Day Program. Students are monitored in a one-to-one model for on line learning. Tutoring is in small group instruction	Period 0: 7:45 to 8:45 AM; Period 9: 2:55 – 3:55 PM; Period 10: 4:00 PM- 5:00 PM Periods 0 and 10 are for students on a 2-9 schedule Periods 9 and 10 are for students on a 1-8 schedule Saturdays 9 - 1
Science	Extended Day for ELL students and SWD, Achieve 3000, Wilson Reading, Tutoring, Castle Learning, Apex Learning. Other at risk students will receive tutoring and opportunities for credit accumulation through the Achieve Now Program and Graduation Now Academy.	Small group instruction and one-to one instruction is utilized for the Extended Day Program. Students are monitored in a one-to-one model for on line learning. Tutoring is in small group instruction	Period 0: 7:45 to 8:45 AM; Period 9: 2:55 – 3:55 PM; Period 10: 4:00 PM- 5:00 PM Periods 0 and 10 are for students on a 2-9 schedule Periods 9 and 10 are for students on a 1-8 schedule Saturdays 9 - 1
Social Studies	Extended Day for ELL students and SWD, Achieve 3000, Wilson Reading, Tutoring, Castle Learning, Apex Learning. Other at risk students will receive tutoring and opportunities for credit accumulation through the Achieve Now Program and Graduation Now Academy.	Small group instruction and one-to one instruction is utilized for the Extended Day Program. Students are monitored in a one-to-one model for on line learning. Tutoring is in small group instruction	Period 0: 7:45 to 8:45 AM; Period 9: 2:55 – 3:55 PM; Period 10: 4:00 PM- 5:00 PM Periods 0 and 10 are for students on a 2-9 schedule Periods 9 and 10 are for students on a 1-8 schedule Saturdays 9 - 1
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	Various workshops for social, emotional, and academic skills support.	Small group instruction and one-to one instruction is utilized for the	Period 0: 7:45 to 8:45 AM; Period 9: 2:55 – 3:55 PM; Period 10: 4:00 PM- 5:00 PM

		Extended Day Program. Students are monitored in a one-to-one model for on line learning. Tutoring is in small group instruction	Periods 0 and 10 are for students on a 2-9 schedule Periods 9 and 10 are for students on a 1-8 schedule Saturdays 9 - 1
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**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.

Partnerships with Lehman College Student Teaching Program: The school hosts Teaching Fellows during Summer School, allowing us to work with teachers who have been chosen by the city. New hires come from Open Market and the New Teacher Finder program.

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).

Pearson School Improvement Model – Building Capacity through Teacher Workgroups (Inquiry), Data Driven Culture Meetings, One to one support for classroom teachers, administrators, Climate and Culture team members, technical support for the development of 21st Century Classroom skills is offered through a contract with TEQ.

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.).

Most of the support being offered to the students includes teachers working with students before and after the regular school day. Per session hours are tracked efficiently by the school's payroll secretary. For example, teachers working with ELLs are compensated from an ELL grant. Teachers working with students who need support to pass their current classes are compensated from Priority Focus funds. Teachers working with students in the Sports and Arts program are funded by the SIG grant. Other funding streams are used as appropriate in the school.

SWP Schools Only

Transition Plans to Assist Preschool Children (Elementary Schools Only)

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

Measures to Include Teachers in Decisions Regarding Assessments

Describe the decision making process that teachers participate in regarding the use and selection of appropriate multiple assessment measures and the professional development provided regarding the use of assessment results to improve instruction.

Classroom Assessment: Teachers engage in subject specific inquiry groups every two weeks to examine classroom practice as evidenced by various student work products. Teachers are able to improve their practice by working with their colleagues to increase student engagement,

Regents: Assistant Principals Supervision use item analysis from Regents exams to differentiate instruction for students who need additional support to obtain a passing grade for a Regents exam.

MoSL: Teachers use item analysis from MoSL ELA to concentrate on areas where students need support. One of the goals for each student is to target one or two traits from the rubric and try to move them up one level.

TA Schools Only

Use of Program Resources

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

TA Coordination with the Regular Program

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

Parent Involvement Policy (PIP) Template

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

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

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

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

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

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

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

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

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

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

I. School Responsibilities

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

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

Support home-school relationships and improve communication by:

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

Provide parents reasonable access to staff by:

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

Provide general support to parents by:

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

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

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

Part I: School ELL Profile

A. School Information

District 10	Borough Bronx	School Number 440
School Name Dewitt Clinton High School		

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

Principal Santiago Taveras	Assistant Principal Gilbany Suárez-Estrella
Coach Laura Payano	Coach Raquel García
ESL Teacher Magda Luniewski	Guidance Counselor Chris González
Teacher/Subject Area Luz Brito-Peña	Parent Margarita Pajarito
Teacher/Subject Area Luis Morales	Parent Coordinator Julia Ortiz
Related Service Provider type here	Other Marlene Palacios-AP
Network Leader(Only if working with the LAP team) Nancy D'Maggio	Other Margaret Glendis-AP

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.	8	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	2
Number of certified bilingual teachers currently teaching in a bilingual program	10	Number of certified NLA/foreign language teachers	11	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)	2627	Total number of ELLs	532	ELLs as share of total student population (%)	20.25%
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Part II: ELL Demographics

A. ELL Programs

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

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

This school offers (check all that apply):

Transitional bilingual education program	Yes <input checked="" type="checkbox"/>	No <input type="checkbox"/>	If yes, indicate language(s): Spanish
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%)										134	115	85	115	449
Dual Language (50%:50%)	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Freestanding ESL														
self-contained										16	34	14	19	83
SELECT ONE														0
Total	0	0	0	0	0	0	0	0	0	150	149	99	134	532

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	532	Newcomers (ELLs receiving service 0-3 years)	240	ELL Students with Disabilities	120
SIFE		ELLs receiving service 4-6 years	118	Long-Term (completed 6+ years)	174

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

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

	All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD	Total
TBE	128	20	3	122		10	112		8	362
Dual Language										0
ESL	83		8	38	18		49		75	170
Total	211	20	11	160	18	10	161	0	83	532

Number of ELLs who have an alternate placement paraprofessional:

C. Home Language Breakdown and ELL Programs

Transitional Bilingual Education														
Number of ELLs by Grade in Each Language Group														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish										110	100	171	111	492
Bengali										7	16	1	6	30
Urdu										3	5	0	2	10
TOTAL	0	120	121	172	119	532								

*EP=English proficient student

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

Dual Language (ELLs/EPs)										
9-12										
Number of ELLs by Grade in Each Language Group										
	9		10		11		12		TOTAL	
	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP
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										110	193	118	111	532
Chinese										0	0	0	0	0
Russian										0	0	0	0	0
Bengali										7	16	1	6	30
Urdu										3	5	0	2	10
Arabic										2	5	4	1	12
Haitian										0	0	0	0	0
French										2	2	5	5	14
Korean										0	0	0	0	0
Punjabi										0	0	0	0	0
Polish										0	0	0	0	0
Albanian										0	3	0	0	3
Other										4	8	6	6	24
TOTAL	0	0	0	0	0	0	0	0	0	128	232	134	131	625

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)										140	52	41	43	276

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)										25	47	24	33	129
Advanced (A)										41	35	17	34	127
Total	0	0	0	0	0	0	0	0	0	206	134	82	110	532

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	276	0	0	0
Integrated Algebra	219	104	91	45
Geometry	6	0	6	0
Algebra 2/Trigonometry	7	0	1	0
Math				
Biology				
Chemistry	2	0	0	0
Earth Science	2	0	0	0
Living Environment	235	0	82	0
Physics	1	0	1	0
Global History and Geography	22	134	5	35
US History and Government	89	92	46	44
Foreign Language		252		204
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)	56	35	16	10				
Chinese Reading Test								

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

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

The school uses the NYSESLAT scores, Modalities report from the NYSESLAT, the ELE scores, the LAB-R scores, the ELA regents scores as well as the uniform assessments that are provided within the classrooms (Pre-assessments, Interim assessments and post assessments). The data obtained from these assessments have provided insights about our ELLs. For instance, the LAB-R scores has shown us that 90% of the students who take this exam fall within the score range of 0 and 38 because they can't do the exam because they don't know English (they know some basic words or terms in English). This year based on the data that the LAB-R has provided 55 students received a score of 0 in the LAB-R., 24 students received a score within the score range of 16 and 37 and 3 students tested out. The LAB-R scores have also allowed us to identify about 20 SIFE students. The NYSESLAT scores has provided the following insights: Last year we had 168 students who received a score of B on the NYSESLAT and this year we have 182. Last year we had 262 students in the Intermediate level, this year we have 129. Last year we had 123 students in the Advanced level and this year we have 127 students. The modalities reports has also provided the following information: our students are still struggling in reading and writing. The students always perform better in listening and speaking. Due to the information we have obtained, the school has made instructional changes across the board: Uniform exams have been created targeting reading and writing across the board. Specific activities have been included into the daily lessons to help our ELLs become better readers and writers. Activities Annotating, Text Graffiti, Table Talk are being implemented in the classroom with a focus on increasing ELLs' ability to read and write with the support of academic and specific vocabulary words. The schoolwide instructional focus has been revised focusing on the Common Core Standards and Academic Vocabulary. This is our new Instructional Focus: As a learning community, our instructional focus is to build/strengthen literacy skills for all students in every subject area by creating daily lessons that incorporate text-based answers and rigorous academic vocabulary.

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

The data revealed that most of the ESL students perform low in the reading and writing. Students who are administered the LAB -R exam score low all across all the modalities, especially the Newcomers. When comparing the LAB-R scores with the NYSESLAT exam, the data shows that many of our ELLs improve on the listening and speaking part. But overall, many still struggle with the reading and writing.

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

The data shows that many of our ELLs need one to one support They also need a system in which the reinforcement of scaffolding activities and strategies are implemented every class. Many of our ELLs have great resistance to writing. The data has also revealed to us that we have many struggling readers. The students develop their skills in listening and writing faster than their reading and writing skills. Due to these findings, the school has taken the responsibility of making drastic instructional decisions to meet the needs of the students. For instance, this year, the school has a new instructional focus focusing on text-based answers and academic language. The curriculums across all content areas have been revised and aligned to the Common Core Standards. Teachers have been attending more PD with Pearson during their professional periods as well as after school. The focus has been to increase students' literacy level. Teachers have been implementing different activities in classes such as the Graffiti text, Text Talk activity presented by Pearson. Teachers have been incorporating other activities such as the Annotating activity with an emphasis on academic vocabulary.

4. For each program, answer the following:

- What are the patterns across proficiencies and grades? How are ELLs faring in tests taken in English as compared to the native language?
- Describe how the school leadership and teachers are using the results of the ELL Periodic Assessments.
- What is the school learning about ELLs from the Periodic Assessments? How is the native language used?

Our school does not administer periodic assessments, but the data that we have obtained from the NYSESLAT, LAB-R scores, Regents exams, ELE, and in school assessments, is shared with the NLA and content area teachers. The data is analyzed and discussed and strategies are created as well as implemented in the NLA classes. We provide support for the students in their native language in all

content classes - TBE program. This year we have administered the MOSL pre-assessment exam. This day will be used to drive instruction and make instructional decisions that will impact the students' learning progress. This data will guide our next steps and more strategies will be developed to help the students and meet their needs, especially in preparation for the new regents exams and the new NYSESLAT exam as well as the NYSITELL exam coming out in 2014.

5. Describe how your school uses data to guide instruction for ELLs within the Response to Intervention (RtI) framework (for grades K-5). (see [RtI Guide for Teachers of ELLs](#).)

Paste response to question here:

6. How do you make sure that a child's second language development is considered in instructional decisions?

We make sure that this is considered in instructional decisions by sharing the data obtained from all administered assessments. Analyzing the strengths and weaknesses that our students have in literacy has helped us as a school make instructional decisions across the board. This data is used to drive instruction and planning. Activities and multiple entry points are techniques that are implemented in the classrooms with the goal of helping our ELLs improve in reading and writing and supporting the fast development in listening and speaking. Also, in regards to the Instructional Environment of the school: Recognizing the shift to CCLS represents an increased emphasis on reading and writing in the content areas, teachers will work in content area teams to learn how to emphasize literacy experiences in their planning and instruction, constantly building students' ability to access more complex texts. Assistant Principals from Mathematics, Science, ELA, Social Studies and Special Education will engage in CCLS literacy driven professional development which will then be turn-keyed to their staff on a bi-weekly basis. In this environment, the ELL Inquiry Teams, will provide an additional dimension by establishing a collection of best practices based on looking at student work and data inquiry. These best practices will be disseminated in the content area meetings. Teachers will take responsibility for their implementation, and offer feedback to the ESL teachers regarding student performance, continuing the Inquiry process

Planned Instructional Program: The ESL/Bilingual Department teachers will form inquiry teams based on the NYSESLAT proficiency categories. These teams will work together with content area teachers to establish and examine data instruments that will be used to drive instruction, leveraging classroom practices to address the needs of all students, but with particular emphasis on the ELLs. Inquiry teams/teacher workgroups will examine student work from Beginner, Intermediate, and Advanced ELL students, reporting their results to the content area teams. Student work will include examples from CCLS units of study in Mathematics, Science, ELA, and Social Studies.

Student Support: Three ELL study groups, based on proficiency categories will meet twice weekly for 90 minutes after school. The study groups will be led by the ESL teacher who is on the Inquiry team. Suggested student support activities will include: front-loading content area vocabulary, text annotation, the writing and revision process, and scaffolded activities to bring students to an appropriate literacy level using multiple entry points including media from Discovery Education. A Regents Academy for exam preparation will begin six weeks before the Regents testing period and run from 9-12 on Saturdays. Content area teachers will be invited to participate in the ELL study groups and in the Regents exam preparation.

CCLS: Upon analysis of the completed literacy tasks from SY 2012_13, the ESL department saw that ELL students struggled with analysis of difficult reading materials and articulation of their ideas in writing. In order to address these needs, the Inquiry teams will focus on developing a set of best practices addressing the NYSED Common Core Instructional Shift #2, Building knowledge through content rich nonfiction and informational texts. Scaffolding students' ability to access more complex texts across content areas will enable students to engage in independent study to enrich their understanding of content and endow them with reading and writing skills necessary for a successful post-secondary experience.

Planning Team: The planning team will be comprised of the Assistant Principal Supervision and the three ESL teachers from the levelled Inquiry Teams. Meetings will occur after school for 90 minutes on alternate weeks with the Inquiry Teams.

Content area teachers teach with a focus on helping the students build their English Language skills. The strategies applied are aligned to many of the strategies that are implemented in the ESL classes.

7. For dual language programs, answer the following:

- a. How are the English-proficient students (EPs) assessed in the second (target) language?
- b. What is the level of language proficiency in the second (target) language for EPs?

c. How are EPs performing on State and City Assessments?

Paste response to questions here:

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

We evaluate the success of our program by analyzing the data. In analyzing the data everyone is part of the discussion, not just administration, but teachers, coaches, parent coordinator, parents, students, counselors and many more. We make sure that our students are receiving the services that they are entitled to receive based on the NYSESLAT scores and the parental choice of program. We compare the data from the NYSESLAT and the regents exams. We incorporate scaffolding strategies into the language and content area courses. We compare scores from one year to the other. We do an item analysis to see where the students are improving or failing. We administer assessments in class, targeting the skills that students need to improve. We analyze the item analysis report from these assessments that are administered in class so that new strategies are implemented to help the students improve academically. We analyze the school data to see if the students improved in all regents, especially the ELA regents since many of our ELLs struggle with this exam.

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](#).)
Once students are admitted in our school, the students and the parents have to see Mr. Morales, LAB Basis coordinator and FL teacher. Mr. Morales does the informal interview with the family and the student to determine the Home Language Survey. The HLIS is a very important document because it allows us to determine the type of program that the child will be placed in. When the parents come in we provide interpretation if needed. If the parent and the child speak a language that no one in the staff speaks, not only the material is provided in their native language, but we also contact the translation services provided by the translation department. If the student has a Home Language other than English, then Mr. Morales, licensed pedagogue, administers and handles the LAB-R. If the student speaks Spanish, he administers and handles the Spanish LAB. The parents are given the opportunity to view the parent choice video or meet with the counselor (Shelley Standish and Chris González in room 294) to be informed about the programs available (TBE, Dual Language, Free Standing ESL). The counselors speak in English and in Spanish if necessary. If a parent comes and needs the information in their native language other than Spanish, the information is provided through the video and the parental brochure in their native language. During this time, we explained to the parents the importance of paying close attention to the information provided in the video and the programs available for their students. Each parent also receives a copy of the parental brochure in their native language as well. We explained to the parents the options they have and once they choose the program they desire for their children, we explained to them the programs we offer in our school. We clearly explain to the parents that currently our school offers: TBE program and Freestanding ESL based on the number of students currently enrolled in each language and in each grade. If based on their selection, we see that the parents have chosen a program not currently offered in the school, we inform the parents that we will keep their names on record as a family requesting this option and if enough students with that language and preference enroll, we will offer them the program. Secondly, we provide them with information where to find programs available for their child and other locations. If the parents do not make a selection once the options have been explained, the automatic program selection or default program will be TBE. After reviewing the parent survey and program selection form for the past few years, the trend of program choices is TBE.

After the parents have completed the Home Language survey, the interview is finalized and the LAB-R has been administered, they are taken by the counselors to Mrs. Gilbany Suárez-Estrella, A.P. FL/ESL licensed pedagogue. Mrs. Suárez-Estrella meets the parents and once again explains very briefly to the parents what programs are offered in the school. Mrs. Suárez-Estrella also

shares information about the courses that the school offers as well as any tutoring that might be available for the students in the school.

Once the initial interview has been completed, the students are sent to the Foreign Language and ESL office (Room 250A) for further testing. Students and parents are introduced to Magda Luniewski, licensed ESL Teachers and SLC Coordinator, for placement testing in ESL and Spanish classes using the information from the LAB-R exam and the parent choice survey. Immediately, the students and the parents are sent to their assigned counselor (Chris González and Mrs. Shelley Standish in room 294). The assigned counselor programs the student based on the data and information obtained during the initial interview (Home Language Survey, Parental choice, LAB-R and Spanish LAB scores and further assessments in Spanish and in English). The counselor takes this information to the program office and there they create and distribute the programs to the students. We program all entitled ELLs within the 10 days period.

Mrs. Suárez- Estrella compiles a list with the parents' choice and provides this information to the counselors and all staff involved in programming such as LAB-BESIS Coordinator, Program Chair, AP Guidance, etc. We make every effort to align the parent choice to the students' programs. The LAB-BESIS Coordinator monitors compliance to the program choice at several points throughout the year.

Every year we administer the NYSESLAT to our ELLs. In order to have accuracy when administering this exam, the following reports are printed from ATS: the RLER to see the NYSESLAT eligibility roster. We also print the RLAB, RLAT and the RMSR. These reports help us to analyze the data in detail and to make sure that all entitled students are tested. This information is analyzed by the Assistant Principals of the Foreign Language and ESL department, Gilbany Suárez-Estrella and Marlene Palacios, Special Ed Education. They analyze the reports together with Mr. Morales, LAB-BESIS Coordinator. When the NYSESLAT scores are received, once again the RLAT report is printed from ATS and the list is sorted by scores. The counselors receive this information (Shelley Standish and Chris González) as well as Mrs. Marlene Palacios, AP Special Education and Mr. George Joseph, Program chair. The ESL/Spanish teachers also receive this information for better planning and to best meet the needs of the ELLs in the classrooms.

Parents are contacted immediately about the scores. Continuations of Entitlement Letters are sent out in the preferred language of contact of the parent.

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.

Mr. Morales- (licensed pedagogue-Spanish) does the informal interview with the family and the student to determine the Home Language Survey. If the student has a Home Language other than English, than Mr. Morales, licensed pedagogue, administers and hand scores the LAB-R. If the student speaks Spanish, he administers and hand scores the Spanish LAB. The parents are given the opportunity to view the parent choice video or meet with the bilingual counselors (Shelley Standish and Chris González in room 294) to be informed about the programs available (TBE, Dual Language, Free Standing ESL). The counselors speak in English and in Spanish if necessary. If a parent comes and needs the information in their native language other Spanish, the information is provided through the video and the parental brochure in their native language. During this time, we explained to the parents the importance of paying close attention to the information provided in the video and the programs available for their students. Each parent also receives a copy of the parental brochure in their native language as well. We explained to the parents the options they have and once they choose the program they desire for their children, we explained to them the programs we offer in our school. We clearly explain to the parents that currently our school offers: TBE program and Freestanding ESL based on the number of students currently enrolled in each language and in each grade. If based on their selection, we see that the parents have chosen a program not currently offered in the school, we inform the parents that we will keep their names on record as a family requesting this option and if enough students with that language and preference enroll, we will offer them the program. Secondly, we provide them with information where to find programs available for their child and other locations. If the parents do not make a selection once the options have been explained, the automatic program selection or default program will be TBE. After reviewing the parent survey and program selection form for the past few years, the trend of program choices is TBE. Continuous Entitlement Letters are sent out in the preferred language of contact of the parent.

3. Describe how your school ensures that entitlement letters are distributed and Parent Survey and Program Selection forms are returned, and secured/stored. (If a form is not returned, the default program for ELLs is Transitional Bilingual Education as per

CR Part 154 [[see tool kit](#)].)

Once all the data has been analyzed (LAB-R) and forms such as the Home Language, Selection of program have been completed, and the interview has been completed, the counselors are instructed to send entitlement letters to the parents. Also letters are sent to the parents informing them about their child's LAB-R scores. Letters are also sent to the homes of those students who tested out of ESL. Copies of all the forms that are either sent or given to the parents personally are kept in Mrs. Suárez-Estrella's office. Forms that parents are required to sign and complete such as the selection of program form, are not mailed home. Parents are contacted to come to the school and see Mr. Morales, LAB Basis Coordinator in room 4W or the counselors in room 294.

The entitlement letters are kept in the students' personal folders in the counselors' office in room 294. The selection of program forms are kept in the FL/ESL Assistant Principal's office in room 250A.

We also use the following reports to determine eligibility of services as well to determine if the students have tested out of ESL: RLAT, RLER, RNMR, RMSR.

Overall, every year we mail to the parents the entitlement letters and we keep a copy in the school. All the copies are kept in the FL/ESL Assistant Principal's office in room 250A.

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.

Mr. Morales does the informal interview with the family and the student to determine the Home Language Survey. If the student has a Home Language other than English, than Mr. Morales, licensed pedagogue, administers and hand scores the LAB-R. If the student speaks Spanish, he administers and hand scores the Spanish LAB. The parents are given the opportunity to view the parent choice video or meet with the counselor (Shelley Standish and Chris González in room 294) to be informed about the programs available (TBE, Dual Language, Free Standing ESL). The counselors speak in English and in Spanish if necessary. If a parent comes and needs the information in their native language other Spanish, the information is provided through the video and the parental brochure in their native language. During this time, we explained to the parents the importance of paying close attention to the information provided in the video and the programs available for their students. Each parent also receives a copy of the parental brochure in their native language as well. We explained to the parents the options they have and once they choose the program they desire for their children, we explained to them the programs we offer in our school. We clearly explain to the parents that currently our school offers: TBE program and Freestanding ESL based on the number of students currently enrolled in each language and in each grade. If based on their selection, we see that the parents have chosen a program not currently offered in the school, we inform the parents that we will keep their names on record as a family requesting this option and if enough students with that language and preference enroll, we will offer them the program. Secondly, we provide them with information where to find programs available for their child and other locations. If the parents do not make a selection once the options have been explained, the automatic program selection or default program will be TBE. After reviewing the parent survey and program selection form for the past few years, the trend of program choices is TBE. Continuous Entitlement Letters are sent out in the preferred language of contact of the parent.

With the 20 days period - Mr. Morales - LAB BASIS Coordinator makes sure that the information is on ATS - ELPC screen is updated based on the parental selection for program.

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 school monitors throughout the year the administration of the LAB-R exam to make sure that when the time for the administration of the NYSESLAT comes, all students are accounted for. Every single student program is checked to make sure that we are in full compliance. Since these are the systems that we have in place in our school, we are able to track every single student and be able to organize the administration of the exam in an organized way. The exam is administered within the time that's given to all the schools to administer it. The exam is administered in the classrooms in all the double period classes - ESL (Newcomers, Beginners and Intermediate levels). For the Advanced ESL classes we make arrangements with the schedule so that this single period classes become double period classes throughout the administration of the exam. We also also administer make up exams for those students who missed any parts of the exam.

We use ATS to print reports that allows us to see who is eligible for testing: RLAT, RMSR, RLER

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. [i](#)
After reviewing the Parent Survey and Program Selection forms, the trend has been that most of the parents select TBE. Very few select ESL. The parents' request are aligned with the programs that the school offers. For instance, we have received 143 parental request for TBE and 72 parental request for Free Standing ESL.. This list has been compiled between last year and this year.

Part V: ELL Programming

A. Programming and Scheduling Information

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

The students are programmed according to their NYSESLAT scores. Students who are new to the schools such as Newcomers are given three periods of ESL in Newcomers classes that the school has created. The data obtained from the LAB R exam allows us to have an idea where to program the Newcomers - Whether is Beginners, Intermediate or Advanced and in many cases some of these students tests out. The students in the lower level ESL such as the Newcomer and Beginners are required to have three periods of ESL which includes double period classes and a single period class. To best meet the needs of the students we have created Newcomers 1, 2, 3 & 4 as well as Beginners 1, 2, 3, & 4. This allows the students to have consistency and extra support especially after analyzing the NYSESLAT scores because we are able to see that many students have not moved from the Beginners level into Intermediate or Advanced. The students who are Intermediate are placed in double classes and the Advanced students are placed in a single period Advanced ESL class plus a College Writing English class. The students are grouped by NYSESLAT/LAB-R scores.

We have self contained ESL classes and a TBE program.

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

The students are programmed according to their NYSESLAT scores. Students who are new to the schools such as Newcomers are given three periods of ESL in Newcomers classes that the school has created. The data obtained from the LAB R exam allows us to have an idea where to program the Newcomers - Whether is Beginners (540 minutes) , Intermediate (360 minutes) or Advanced (180 minutes) and in many cases some of these students tests out. The students in the lower level ESL such as the Newcomer and Beginners are required to have three periods of ESL which includes double period classes and a single period class. To best meet the needs of the students we have created Newcomers 1, 2, 3 & 4 as well as Beginners 1, 2, 3, & 4 (540 minutes). This allows the students to have consistency and extra support especially when after analyzing the NYSESLAT scores we see that many students have not moved from the Beginners level into Intermediate or Advanced. The students who are Intermediate are placed in double classes and the Advanced students are placed in a single period Advanced ESL class plus a College Writing English class. The students are grouped by NYSESLAT/LAB-R scores. Students enrolled in our TBE program are required to have a period of NLA (1 period 47 minutes every day). These students continue taking an NLA class until they test out of ESL. Many of the students even after testing out of ESL still continue taking NLA classes and AP Spanish classes.

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.

Those students whose parents have chosen TBE, are placed in ESL classes depending on the NYSESLAT level and LAB-R scores. The students are also placed in bilingual classes- Math, Social Studies, Science, etc. The students receive support in the classroom. The teachers provide the instruction in English and include Spanish to support the students. Students receive glossaries in different languages to support not only in Spanish, but also in other languages. In science we have a licensed bilingual teacher who uses the ELL approach with instruction. Classrooms are print rich, students are presented with content in both English and Spanish and English and another language when applicable, along with visual aids to support the different learning styles. We provide students with glossaries for content vocabulary. We use bilingual textbooks when appropriate and provide students with inquiry based laboratory experiences that supports content. In Social Studies, we are shifting our teacher practice more towards student centered classrooms which will promote students acquisition of the language sooner. Teachers frequently set achievement goals with students and reflect upon them each marking period. We do offer after school tutoring for students who lag behind in content. Teachers incorporate chunking content and checks for understanding frequently throughout the lesson. The text we use are specific for students with disabilities and/or ELLs embedded with strategies for vocabulary building, reading stamina, comprehension and making connections with content:

1. Implementation of Common Core Shifts 4 and 6.

- To address Shift 4, students and teachers “annotate” complex texts in order to identify “evidence” needed to form judgments, support arguments, and evaluate different points of view. In order to ensure that ELLs and SWDs are exposed to challenging texts and primary sources students often receive “complex” texts along with a modified reading to help scaffold comprehension.
- Shift 6 –Academic vocabulary activities are infused in every lesson and students are encouraged to use these words in writing activities as well as class discussion.

2. Uniformed assessments (Regent Multiple choice, Document Based Question and Thematic Essays) are administered periodically throughout the school year to reveal what students know and are able to do and to identify areas where extra support is required. Lessons are created based on student need and teachers discuss the data in order to plan instruction and create activities that meet the needs of their students.

3. Activities and materials – based on data to involve students in their learning while the teacher assesses student growth and needs. Students work individually, in pairs or with groups.

In the Mathematics department, several teachers are certified bilingual. English as a Second Language (ESL) students, as well as English Language Learners (ELLs) more generally, are placed in bilingual classes with these instructors. These teachers use data from a variety of sources, such as ARIS, teacher-designed initial diagnostics, and teacher observations to establish a baseline for students’ language ability. In addition, this information provides insight into past academic performances, thus indicating what will be required to insure a high level of academic achievement over the course of the school year. The bilingual certification qualifies teachers to successfully teach mathematics and English language skills simultaneously, based on their professional understanding of the different stages of a second language acquisition. This empowers them to implement appropriate activities in accordance with the language levels of their students. ESL students receive language support in the classrooms in the context of Math content delivery. The students are provided with vocabulary lessons, however, much of the language learning takes place as the students are urged to participate in mathematics discussions in English. Therefore, the students are simultaneously learning mathematical content and developing their English language skills. The class instruction is provided in both English as well as Spanish. The bilingual certified teachers employ different strategies and mathematical practices in both English and Spanish in order to facilitate the learning and acquisition of academic language. For example, teachers use vocabulary tasks, discussion prompts, sentence frames, active reading exercises (specifically of worksheet directions and word problems), as well as visual aids to improve English communication skills. In addition, students work in pairs, trios and rotating groups based on their language proficiency and the particular assigned task. Furthermore, textbooks are provided in students’ first languages and tutoring is available in their first language as well.

4. How do you ensure that ELLs are appropriately evaluated in their native languages throughout the year?
Throughout the year the teachers administer assessments to evaluate the students' progress. for instance, this Fall 2013, all the teachers in ESL and NLA classes administered a pre-assessment on September 30, 2013. This data is being analyzed to determine next steps and strategies that should be implemented in the classroom to support the students. The first week of December 2013, the teachers will administer the interim assessments and the data obtained from the pre-assessment and the interim assessment will be compared. This data will give the school a better understanding about the performance level of the students. This data will provide information to the staff in regards to how the students are doing academically in English as well as in NLA. Teachers will once again use this data to compare and plan strategies that would help the students move and improve academically. This type of inquiry approach is being done in other departments such as the Social Studies department.
5. How do you ensure that ELLs are appropriately evaluated in all four modalities of English acquisition throughout the year?
Throughout the year the teachers administer assessments to evaluate the students' progress. for instance, this Fall 2013, all the teachers in ESL and NLA classes administered a pre-assessment on September 30, 2013. This data being analyzed to determine next steps and strategies that should be implemented in the classroom to support the students. The first week of December 2013, the teachers will administer the interim assessments (English Regents exam from last year) and the data obtained from the pre-assessment and the interim assessment will be compared. This new data will give the school a better understanding about the performance level of the students. This data will provide information to the staff in regards to how the students are doing academically in English as well as in NLA. Teachers will once again use this data to compare and plan strategies that would help the students move and improve academically. This type of inquiry approach is being done in other departments such as the Social Studies department. In NLA classes the students adminter assessments aligned to the CCLS requiring students to write argumentative essays with supporting details - text based answers). Teachers also administer formal and informal assessments to evaluate the students ability to speak, listen and read in the taget language. These assessments are adminstered in class every two

weeks, but including the formal uniform assessments that are administered each semester: pre-assessment, mid-assessments & final-assessment.

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).

Teachers in our school teach self contained classes. Depending on the needs of the students some teachers work as co-teachers to assist the students in bilingual classes. Our students are programmed based on their NYSESLAT proficiency levels. For instance:

- students who score I in the NYSESLAT are placed in our Intermediate level classes – two units of ESL (360 minutes a week).

Students who score B on the NYSESLAT are placed in our Beginner level classes. They received 3 units of ESL 540 minutes a week).

- Students who scores advanced are placed in advanced ESL classes. They receive 1 unit of ESL class (180 minute per week).

Every Spanish speaker entitled ELL student receives NLA instruction for every year that they are entitled.

-Many of our students take AP Spanish (Language and Literature).

- We have bilingual teachers who teach our ELLs in the following content area courses: Living Environment, History, Math.

Instruction transitions over the years in the bilingual content classes (60%-40%). In the ESL only bilingual classes, we use sheltered instruction.

-We assess our students' Spanish abilities through the use of uniformed mid-term and final exams. We use these exams to measure progress and to make adjustments in the instruction.

Our SIFE and Newcomers students are placed in our Newcomers classes. These classes have been created to better serve the needs of these students. In the classroom teachers strategize their lessons focusing on the following:

- Intensive English language development instruction teaching social and academic language.
- Concentration on essential knowledge and skills only.
- We are in the process of revising once again the curriculum thematically organized connected to the CCLS
- We teach the students study skills.

We have students involved in our mentoring program. These students work in the FL/ESL office as monitors and they are expected to maintain good averages in class.

We are also currently serving our ELL, specially our Long-Term ELLs in our TITLE III after school tutoring program. This is a program that provides our ELLs with with extra support after school.

The Social Studies Department takes a proactive approach when preparing students for the Regents. Teachers utilize informal and formal assessments to guide them with lesson preparation and differentiated activities. Vocabulary is incorporated into every lesson along with skill building techniques for writing and test taking. Students are taught in English and Spanish and are administered exams in both to assist them with becoming familiar with the Regents. The native language support delivered in the TBE program is 60% - 40%.

LEP students with disabilities whose IEP recommends ESL or bilingual instruction:

SE ELL students received modified instruction based on their individual learning needs. Identified students attend State mandated ESL classes. The CCSS English/ESL curriculum is adapted to support overall learning and meet their diverse language needs. Special bilingual Wilson Reading classes –four semesters- are offered to students with severe language deficits. Visual tools and hands-on activities are regularly used by teachers to facilitate comprehension and ensure content retention. Bilingual students attend a 40 minutes NLA Spanish class which supports academic language acquisition and literacy enhancement enabling students to transfer knowledge from L1 to L2. Alternate Bilingual Educational Paraprofessionals support classroom instruction and provide individualized assistance to students.

The following are our instructional strategies and materials:

- Freshman students attend double period daily ESL Ramp Up classes (1 hour 20 minutes). This is a scripted program designed to build up language skills, independent reading, and writing skills. The lesson begins with an independent reading session which is followed up by a written reader's response. Guided group reading, sharing out sessions and writing exercises also take place throughout these lessons. A variety of graphic organizers, daily journal writings, scaffolding essays, oral reports, etc., are some of the activities conducted in this program. The four elements of the ELA Curriculum are addressed on a daily basis.

- Sophomore students attend daily 2 40 minute classes in ESL Reading and Writing. An interdisciplinary approach to teaching is used in these classes to infuse content learning by association and to facilitate comprehension. To enhance the application of newly acquired vocabulary, students respond to various writing tasks such as expository compositions and thematic essays. Pre-writing activities using graphic organizers or brainstorming exercises are commonly used. Students learn the skill of comparing and contrasting as well as organizing and evaluating information. To develop reading and writing methodologies, teachers continue to use Teaching Reading in Social Studies, Science, and Math by Laura Robb, and other related literature.

- Junior and Senior students attend a 40 minute or 2 40 minutes bridge ESL classes daily. A variety of Reading and Writing approaches are used in these classes to meet the NYC common Core Standards. Teachers follow the English and ESL Curriculum to ensure that all our students are exposed to the writings of persuasive, expository, and descriptive essay writings. They continue to use the textbook Writing Source by Kemper, Sebroneck, and Meyer for grammar exercises, rubrics, idioms, and dictionary resources. Read Aloud guided sessions are conducted by teachers to develop listening skills, auditory memory, and encourage students to speak aloud. These sessions are followed up by post-reading assessments such as guiding questions, group assignments, individual writings, etc.

Students who test out of ESL continue receiving the support for two more years. Our school has created classes College Writing classes taught by licensed ESL teachers. In these classes the students receive extra support. They are allowed to use glossaries. They have testing modifications and they are exposed to strategies that are aligned to the Common Core Standards.

Our school invites our ELLs to fully participate in the programs that the school offers. Our ELLs are represented in all programs such as in the Macys program, Einstein program, Title III program, Sports and Arts, One to One tutoring program, ROTC, etc. Our ELLs have equal access to all the programs offered in our school.

In regards to the classroom instruction, the students receive language support through the books they use in class. We have glossaries available in the classrooms in all languages. Students are provided with glossaries in ESL and content area classes. Every entitled Spanish speaking student is scheduled into a Spanish class. The students who do not speak Spanish have the option of taking a Spanish class or taking Latin which is one of the other languages offered in our school besides Spanish.

ELL students receiving services for 4 - 6 years - are exposed to differentiated instruction through the activities that are implemented in the classroom. This year we will continue with our Achieve 3000 technology program. This program differentiates the reading levels of each student in class based on the pre-assessment that is administered in class.

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?

Freshman students attend a daily double period of ESL Ramp Up classes (1 hour and 20 minutes, which is a scripted program designed to build up vocabulary, independent reading, and writing skills. The lesson begins with an independent reading session which is followed up by a written reader's response activity. Next, during the second half of the lesson, teacher leads the following activities: a guided group reading of a selected book, sharing out, and writing exercises. A variety of graphic organizers, daily journal writings, scaffolding essays, oral reports, etc., are some of the activities used in this program. The four elements of the ELA Curriculum are daily addressed.

Sophomore students attend daily two 40 minutes classes in ESL Reading and Writing. An interdisciplinary approach to reading is used to develop language, infuse content learning, and enhance auditory comprehension and/or of new words. To facilitate the application of newly acquire vocabulary, students work on various writing tasks such as expository compositions and thematic essays. Pre-writing activities using graphic organizers, semantic webs, brainstorming exercises, etc. are continuously used by teachers. Students learn the skill of comparing and contrasting, as well as organizing, evaluating, and applying new data. To develop reading and writing methodologies, teachers use the book Teaching Reading in Social Studies, Science and Math by Laura Robb, and other related literature.

Junior and Senior students attend daily 40 minute or two 40 minutes bridge ESL classes. A diversity of Reading and Writing approaches are utilized in these lessons to meet the NYC Common core Standards. Teachers follow the English and ESL curriculum to ensure that all students are exposed to the writings of persuasive, expository, and descriptive essays. Teachers us the textbook entitled Writing Source by Kemper, Sebroneck, and Meyer for grammar exercises, rubrics, idioms, and dictionary resources. Read aloud guided sessions are conducted by teachers to enhance listening skills, auditory memory, and to motivate

students to speak up and engage in content-related conversations. Reading sessions are usually followed up by post-reading assessments such as guiding questions, group assignments, individual writings, summarizing exercises, etc.

This year we will continue with our Achive 3000 technology program. This program differentiates the reading levels of each student in class based on the pre-assessment that is administered in class.

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?

ELL students with disabilities whose IEP recommends ESL or bilingual instruction are programmed according to their language levels and IEP recommendations. Instruction is modified to meet their learning needs. Identified ELL students attend state mandated ESL classes. The CCSS English/ESL curriculum is adapted to support overall learning and to upgrade students' language levels. The scripted bilingual Wilson Reading Program –six terms- is offered to students with severe reading language deficits. Visual tools, collaborative tasks, and hands-on activities are regularly used by teachers to facilitate students' interaction, enhance comprehension, and to ensure content retention. Materials using multiple entry levels of support are used by teachers to engage students in writing activities. Bilingual students are scheduled to attend a 47 minutes NLA Spanish class; the objective is to ensure NLA academic language acquisition and literacy enhancement to enable students to transfer knowledge from L1 to L2. Alternate Placement bilingual paraprofessionals support classroom instruction and provided individualized assistance to students. In regards to the students' schedules, the school makes the necessary modifications to make sure that all students are placed in the appropriate classes. When programming students, many factors are taken into consideration such as parental request, IEPs, etc. Depending on what the child needs, the students is either programmed in a bilingual class (content bilingual-Math, Social Studies, Science) or in ESL only and the classes provided are taught in English. Students who speak another language like Urdu, Bengali, Arabic, are placed in ESL classes and support is provided through the material that is provided to the students, glossaries in their native language and other accommodations like extended time, separate location, etc.

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

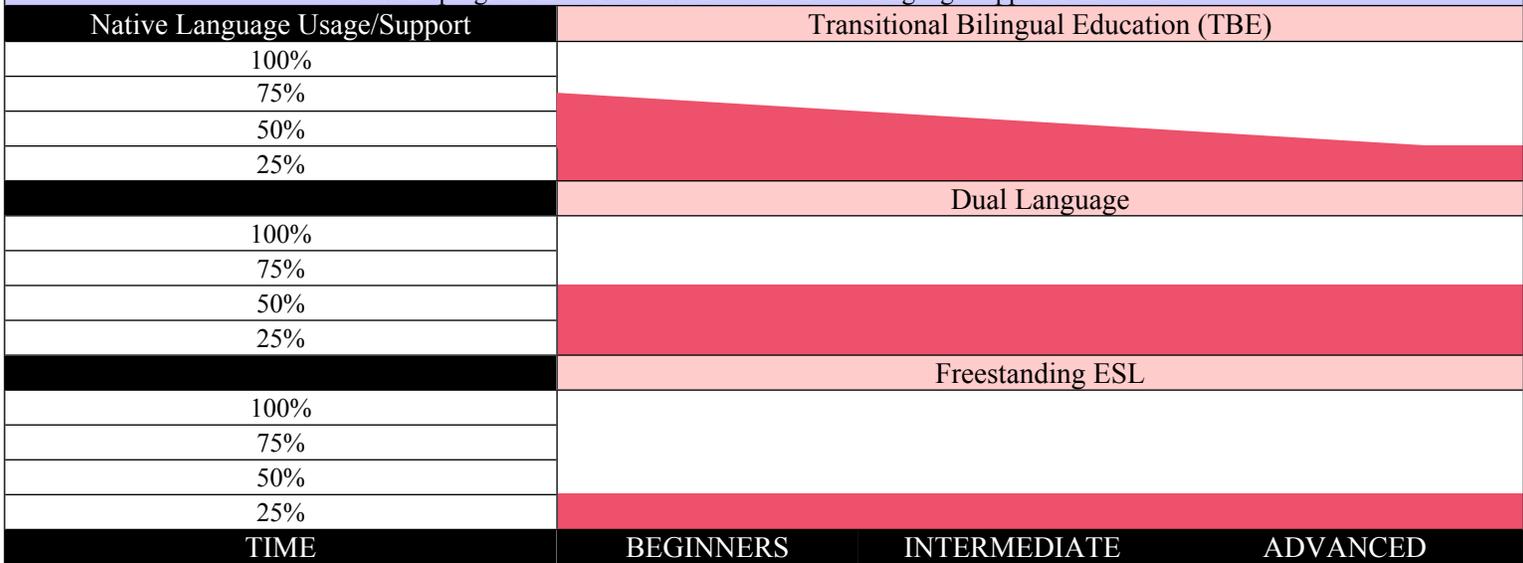
	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS: Native Language Arts	45 minutes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

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

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

Native Language Usage and Supports

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



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

B. Programming and Scheduling Information--Continued

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

DWCHS has a current student enrollment of 2920 students. There are 698 SWDs, of which 173 are ELLs. In addition, there are 447 ELLs who do not have IEPs. In total, the school serves 620 ELLs, 202 of which are Long Term ELLs. This year our enrollment has decreased but we will continue to meet the needs of our ELLs through our Title III program. The school currently offers Supplementary Services to all our ELLs. Credit Accumulation and Regents Pass Rates for ELLs are low. For example, ninth grade ELLs achieve 20% of ELA credits attempted. By the tenth grade the cumulative percent of students who have achieved credit in ELA classes is 52%. Some of this higher rate is due to attrition. 16.18% of ELL students who took the ELA Regents obtained a passing grade of 65 or better. Our goal is to improve both metrics by at least 10% of the targeted population through the services this grant will provide to ELL students, and through establishing best practices for ELLs to be turnkeyed to the content areas. This is important because while overall pass rate for the US History Regents was over 60%, the ELL student pass rate was 29.3%. The target population for this grant will be ELLs who are undercredited in ELA who also need to pass the ELA Regents. These students will attend study groups for ninety minutes twice a week during an extended day for thirty weeks, a total of 90 hours of classtime. Students who attend all classes will receive one credit (54 hours) of study for ELA. If these students also attend the school's Regents Prep Saturday Academy for six sessions, (an additional 18 hours added to the 90) they will receive a second credit of study for ELA.

Instructional Environment of the school: Recognizing the shift to CCLS represents an increased emphasis on reading and writing in the content areas, teachers will work in content area teams to learn how to emphasize literacy experiences in their planning and instruction, constantly building students' ability to access more complex texts. Assistant Principals from Mathematics, Science, ELA, Social Studies and Special Education will engage in CCLS literacy driven professional development which will then be turn-keyed to their staff on a bi-weekly basis. In this environment, the ELL Inquiry Teams, as described below, will provide an additional dimension by establishing a collection of best practices based on looking at student work and data inquiry. These best practices will be disseminated in the content area meetings. Teachers will take responsibility for their implementation, and offer feedback to the ESL teachers regarding student performance, continuing the Inquiry process

Planned Instructional Program: The ESL/BiLingual Department teachers will form inquiry teams based on the NYSESLAT proficiency categories. These teams will work together with content area teachers to establish and examine data instruments that will be used to drive instruction, leveraging classroom practices to address the needs of all students, but with particular emphasis on the ELLs. Inquiry teams will examine student work from Beginner, Intermediate, and Advanced ELL students, reporting their results to the content area teams. Student work will include examples from CCLS units of study in Mathematics, Science, ELA, and Social Studies. Each of the three teams will be made up of at least one ESL teacher and four content area teachers from the aforementioned disciplines. Inquiry teams will meet after school, twice a month for 90 minutes.

Student Support: Three ELL study groups, based on proficiency categories will meet twice weekly for 90 minutes after school. The study groups will be led by the ESL teacher who is on the Inquiry team. Suggested student support activities will include: front-loading content area vocabulary, text annotation, the writing and revision process, and scaffolded activities to bring students to an appropriate literacy level using multiple entry points including media from Discovery Education. A Regents Academy for exam preparation will begin six weeks before the Regents testing period and run from 9-12 on Saturdays. Content area teachers will be invited to participate in the ELL study groups and in the Regents exam preparation.

CCLS: Upon analysis of the completed literacy tasks from SY 2012_13, the ESL department saw that ELL students struggled with analysis of difficult reading materials and articulation of their ideas in writing. In order to address these needs, the Inquiry teams will focus on developing a set of best practices addressing the NYSED Common Core Instructional Shift #2, Building knowledge through content rich nonfiction and informational texts. Scaffolding students' ability to access more complex texts across content areas will enable students to engage in independent study to enrich their understanding of content and endow them with reading and writing skills necessary for a successful post-secondary experience.

Planning Team: The planning team will be comprised of the Assistant Principal Supervision and the three ESL teachers from the levelled Inquiry Teams. Meetings will occur after school for 90 minutes on alternate weeks with the Inquiry Teams.

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

From September 2012 to June 2013, our teachers worked in their assigned Teachers' Study Groups every Monday in order to build capacity in meeting the needs of our SIFE/LTE students. This activity began on October 1, 2012 and continued until June 10, 2013. They focused on the lesson planning using differentiated instruction techniques, goal setting and analyzing students work following the CCLS. These meetings, provided by CFN 2.02, the Assistant Principal and SLC Coordinator were based on the techniques that promote language acquisition and content mastery through differentiated instruction and student involvement. The sessions addressed the need to improve the integration of academic vocabulary and increased use of higher order thinking skills in math and other content areas. Work was done through an Inquiry Process to align the ESL curriculum to the Common Core Learning Standards. Our teachers continually worked on designing coherent instruction for our students. This weekly activity occurred during the Professional Period, with meetings take place each Thursday and Friday during periods 4, 5 or 6. The ESL Professional Development Plan included the following: the preparation of lessons, including content and language objectives, providing supplementary materials, adapting content, planning meaningful activities, building background knowledge, review and evaluation of comprehension and learning. Teachers continued deepening their work this year on Standard 1 (Argument and Opinion and also Reading Text for Information) of the Common Core Learning Standards for ELA in Reading, Writing, Listening, Speaking and Language. Teams included not only the ESL and Foreign Language teachers, but also our bilingual content area teachers. Teachers participated in the Professional Development provided by the Office of ELL Professional Development (SIFE/LTE Symposium and SIFE/LTE Grant Demonstration Site Visit). They also attended Professional Development on the Spanish and English Academic Language and Literacy Diagnostic (ALLD) to identify SIFE with a home language of Spanish or English. We continued our work using Danielson's Framework for Teaching, concentrating on using questioning and discussion techniques and using assessment in instruction. We strengthened the common language and understanding of what quality teaching looks like by deepening the school community's comprehension of Charlotte Danielson's Framework for Teaching. Work is completed during the Professional Period or Common Planning Time on Mondays began on October 1, 2012 and ended on June 10, 2013.

We discuss the NYSESLAT assessment, the ELE assessment, the assessments that are administered in class in every meeting once a week. These discussions is what drives the school to make decisions to better meet the needs of the students.

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

Instructional Environment of the school: Recognizing the shift to CCLS represents an increased emphasis on reading and writing in the content areas, teachers will work in content area teams to learn how to emphasize literacy experiences in their planning and instruction, constantly building students' ability to access more complex texts. Assistant Principals from Mathematics, Science, ELA, Social Studies and Special Education will engage in CCLS literacy driven professional development which will then be turn-keyed to their staff on a bi-weekly basis. In this environment, the ELL Inquiry Teams, as described below, will provide an additional dimension by establishing a collection of best practices based on looking at student work and data inquiry. These best practices will be disseminated in the content area meetings. Teachers will take responsibility for their implementation, and offer feedback to the ESL teachers regarding student performance, continuing the Inquiry process.

Planned Instructional Program: The ESL/BiLingual Department teachers will form inquiry teams based on the NYSESLAT proficiency categories. These teams will work together with content area teachers to establish and examine data instruments that will be used to drive instruction, leveraging classroom practices to address the needs of all students, but with particular emphasis on the ELLs. Inquiry teams will examine student work from Beginner, Intermediate, and Advanced ELL students, reporting their results to the content area teams. Student work will include examples from CCLS units of study in Mathematics, Science, ELA, and Social Studies. Each of the three teams will be made up of at least one ESL teacher and four content area teachers from the aforementioned disciplines. Inquiry teams will meet after school, twice a month for 90 minutes.

Student Support: Three ELL study groups, based on proficiency categories will meet twice weekly for 90 minutes after school. The study groups will be led by the ESL teacher who is on the Inquiry team. Suggested student support activities will include: front-loading content area vocabulary, text annotation, the writing and revision process, and scaffolded activities to bring students to an appropriate literacy level using multiple entry points including media from Discovery Education. A Regents Academy for exam preparation will begin six weeks before the Regents testing period and run from 9-12 on Saturdays. Content area teachers will be invited to participate in the ELL study groups and in the Regents exam preparation.

CCLS: Upon analysis of the completed literacy tasks from SY 2012_13, the ESL department saw that ELL students struggled with analysis of difficult reading materials and articulation of their ideas in writing. In order to address these needs, the Inquiry teams will focus on developing a set of best practices addressing the NYSED Common Core Instructional Shift #2, Building knowledge through content rich nonfiction and informational texts. Scaffolding students' ability to access more complex texts across content areas will enable students to engage in independent study to enrich their understanding of content and endow them with reading and writing skills necessary for a successful post-secondary experience.

Planning Team: The planning team will be comprised of the Assistant Principal Supervision and the three ESL teachers from the levelled Inquiry Teams. Meetings will occur after school for 90 minutes on alternate weeks with the Inquiry Teams.

This year we will continue having our ELL Big Brother /Big Sister program. This program has been created to assist many of our ELL students on a one to one basis. Students involved in this program help those students who are in our lower level ESL classes. They mentor these students who are in need of assistance. Many of these students involved in this program assist some of our bilingual teachers during their classes. This program will be under the supervision of Mrs. Suárez-Estrella and the Bilingual counselors: Mrs. Shelley Standish and Mrs. Chris González as the program advisors.

We will re-start our new Achieve 3000 program club - this program will be created for students who are in need of developing their reading skills and furthermore, improve their writing skills. This program is aligned to the CCLS.

12. What programs/services for ELLs will be discontinued and why?
13. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.

Our school invites our ELLs to fully participate in the programs that the school offers. Our ELLs are represented in all programs such as the Macys program, Einstein program, Title III program, Sports and Arts, One to One tutoring program, ROTC, College Now Program, all clubs, teams/sports and this year our new ELL Grant/Credit program. Our ELLs have equal access to all programs offered in our school. We also offer tutoring services for all the students on Saturdays as well. Students are also welcomed to joining the year book club, the Journalism club, Step team club, the Arista, the Manga club, peer tutoring, ELL Big Brother/Big Sister program, the Mad club, the Henna club, the Animal club, the Sports and Arts program, the LGBT club, the Seekers club.

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

Student Support: Three ELL study groups, based on proficiency categories will meet twice weekly for 90 minutes after school. The study groups will be led by the ESL teacher who is on the Inquiry team. Suggested student support activities will include: front-loading content area vocabulary, text annotation, the writing and revision process, and scaffolded activities to bring students to an appropriate literacy level using multiple entry points including media from Discovery Education. A Regents Academy for exam preparation will begin six weeks before the Regents testing period and run from 9-12 on Saturdays. Content area teachers will be invited to participate in the ELL study groups and in the Regents exam preparation.

CCLS: Upon analysis of the completed literacy tasks from SY 2012_13, the ESL department saw that ELL students struggled with analysis of difficult reading materials and articulation of their ideas in writing. In order to address these needs, the Inquiry teams will focus on developing a set of best practices addressing the NYSED Common Core Instructional Shift #2, Building knowledge through content rich nonfiction and informational texts. Scaffolding students' ability to access more complex texts across content areas will enable students to engage in independent study to enrich their understanding of content and endow them with reading and writing skills necessary for a successful post-secondary experience.

The students will have the opportunity to be engaged in technology - Discovery Education Streaming Plus. This program enhances classrooms with rich multi-media that has proven to increase student achievement. This program provides teachers and students access to a library of more than 151,000 standards aligned digital resources that address multiple learning styles, support the Common Core State Standards, and inspire students to explore their world. It also enhances curriculum and engages today's

students in learning through instructional videos, skill builders, games, audio files, images, writing prompts, and encyclopedia. This will be our first year using this program and our ELLs/SDWs will be the first population who will be able to use this program during our ELL After school program which will begin on Tuesday, November 12, 2013.

The students are also exposed to technology with our Discovery Program and our Achieve 3000 program which has begun this semester. This program will also be incorporated in the content area classes as well as the ESL classes.

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

In our TBE program, all the students are given the opportunity to have bilingual content area classes. The instructional approaches are aligned to the requirements stipulated as per CR Part 154. The students are provided with textbooks that are suitable for their level and needs. For instance, in our ESL classes the curriculum has been revised and aligned to the CCLS, this is why we have changed our books - Milestone - Intro/Beginners for the lower level classes, Milestone - Intermediate and Milestone Advanced. The teachers provide instruction in their native language as well as in English. The students received glossaries in their native language in their bilingual classes, but also in their ESL classes. The materials that is covered in class is given in English, but it is also available in other languages (if possible) so that the students are able to understand what is being covered in the classroom. Every student who is in our TBE program is also required to take an NLA course. This year we will continue using Achieve 3000 in the classes. This program is a differentiated reading program that give the opportunity to the students to read at their own level.

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

The ELLs are supported in every way possible. They are programmed as per the NYSESLA scores/LAB-R scores. They are given the choice / the parents are given the choice to select which program they want their children in: ESL/TBE. The materials provided in class is suitable for their grades and needs. They are exposed to the Common Core Standards, not only in their ESL classes, but also in their content area classes. These students are provided with glossaries and supporting materials. Translated materials are provided. Our ELLs/SDWs are provided with all the accommodations that they are entitled to receive, not only in class, but also during the administration of exams such as regents exams.

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.

Our school invites our ELLs to fully participate in the programs that the school offers. Our ELLs are represented in all programs such as the Macys program, Einstein program, Title III program, Sports and Arts, One to One tutoring program, ROTC, College Now Program, all clubs, teams/sports and this year our new ELL Grant/Credit program. Our ELLs have equal access to all programs offered in our school. Our newly enrolled ELLs are supported from the moment they arrive to the school. We assign a mentor student from the ELL Big Brother/Big Sister program to support them when they arrive. They are given a tour of the building so that they know where to report. They are also introduced to key staff members in the school and taken to important offices such as the Montefiore clinic, the attendance office, APs' offices, the Culture and Climate security's office, the Principal's office and of course the counselors' office. The mentor that is assigned to this newly enrolled students goes with them (depending on their schedule) to one of their content area classes or ESL classes to assist them with the teacher's permission while in class. These students meet with the counselors constantly to make sure that they are doing ok.

18. What language electives are offered to ELLs?

In our school we offer Latin as a language elective.

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.

From September 2012 to June 2013, our teachers worked in their assigned Teachers' Study Groups every Monday in order to build capacity in meeting the needs of our SIFE/LTE students. This activity began on October 1, 2012 and continued until June 10, 2013. They focused on the lesson planning using differentiated instruction techniques, goal setting and analyzing students work following the CCLS. These meetings, provided by CFN 2.02, the Assistant Principal and SLC Coordinator were based on the techniques that promote language acquisition and content mastery through differentiated instruction and student involvement. The sessions addressed the need to improve the integration of academic vocabulary and increased use of higher order thinking skills in math and other content areas. Work was done through an Inquiry Process to align the ESL curriculum to the Common Core Learning Standards. Our teachers continually worked on designing coherent instruction for our students. This weekly activity occurred during the Professional Period, with meetings take place each Thursday and Friday during periods 4, 5 or 6.

The ESL Professional Development Plan included the following: the preparation of lessons, including content and language objectives, providing supplementary materials, adapting content, planning meaningful activities, building background knowledge, review and evaluation of comprehension and learning. Teachers continued deepening their work this year on Standard 1 (Argument and Opinion and also Reading Text for Information) of the Common Core Learning Standards for ELA in Reading, Writing, Listening, Speaking and Language. Teams included not only the ESL and Foreign Language teachers, but also our bilingual content area teachers. Teachers participated in the Professional Development provided by the Office of ELL Professional Development (SIFE/LTE Symposium and SIFE/LTE Grant Demonstration Site Visit). They also attended Professional Development on the Spanish and English Academic Language and Literacy Diagnostic (ALLD) to identify SIFE with a home language of Spanish or English. We continued our work using Danielson's Framework for Teaching, concentrating on using questioning and discussion techniques and using assessment in instruction. We strengthened the common language and understanding of what quality teaching looks like by deepening the school community's comprehension of Charlotte Danielson's Framework for Teaching. Work is completed during the Professional Period or Common Planning Time on Mondays began on October 1, 2012 and ended on June 10, 2013.

For SY 2013-14, the school has engaged Pearson Professional Development Services for schoolwide improvement. The teachers will also be involved in the ELL grant for Additional Credit Accumulation for ELLs. This grant will fund three additional Inquiry Teams, the Planning Team, and additional instructional time for students. The bulk of the money will be spent on per-session compensation for teachers and administrators as they develop an additional model of student support by working with small groups of students after school, in order to craft a collection of best practices, leveraging the knowledge they will have gained in our school-wide movement towards success. Also for SY 2013-14, the school has engaged the Network for schoolwide improvement focusing on ADVANCE and the Danielson Rubric, Lesson planning and strategies to improve instruction and increase student engagement. The school is also working with Skedula. This is a technological program that the school has purchased to track data. Different trainings will be scheduled throughout the year. The staff already had their first Skedula training during the month of October, 2013.

Teachers are required to attend the Pearson PD - every week with Brad Darling. They also required to attend the Advance PD with our Network Specialist Joanne Abreu every Thursday. During the Pearson PD teachers discuss strategies, analyze data, discuss student work and next steps for improvement. Every teacher across all disciplines (including ESL, Special Ed teachers) are required to attend these meetings. We have teacher leaders who meet one again also with their group teachers and in these meetings they go over student work - inquiry meetings. The assistant principals from each department are also required to attend the professional development that is offered by Pearson once a week and many times twice a week. Guidance counselors and paraprofessionals are also required to attend staff development meetings.

The professional development that the staff is required to attend is all aligned to the school instructional focus - aligned to the Common Core Standards: "As a learning community, our instructional focus is to build/strengthen literacy skills for all students in every subject area by creating daily lessons that incorporate text-based answers and rigorous academic vocabulary." This goal is aligned to the following Common Core shifts:

Shift 4- Text Based Answers – Students have rich and rigorous conversations which are dependent on a common text. Teachers insist that classroom experiences stay deeply connected to the text on the page and that students develop habits for making evidentiary arguments both in conversation, as well as in writing to assess comprehension of a text.

Shift 6 – Academic Vocabulary – Students constantly build the vocabulary they need to access grade level complex texts. By focusing strategically on comprehension of pivotal and commonly found words (such as discourse, “generation”, “theory” and “principled” and less on esoteric literary terms (such as “onomatopoeia” or “homonym”), teachers constantly build students’ ability to access more complex texts across the content areas.

Regarding the Jose P. madated training, teachers completed their required hours during the 2012-2013 school year. This year we haven't hired any new teachers.

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?

Families of prospective students will be notified of the opportunities this program will provide and encouraged to support the student in enrollment and attendance

In Kind Activities (Parent classes, meetings, and Welcome Center workshops) will be sponsored through the Parents Association using Title I Funding. Documents that are sent to the parents are translated into their native language, Spanish and English. For parents whose language it's not Spanish or English, we work with staff members (teachers) and administrators to help us translate documents that have to be sent home. We also contact the translation department from the Department of Education to translate for parents. Letters that the Principal needs to sent to the parents about their children's academic progress are translated in different languages. Lunch forms are sent home in different languages. Entitlement letters for ELL students are also sent in different languages.

Different workshops offered to parents:

College application process

Financial Aide - presented the details of the financial aide process and wha they need to do to receive financial assistance.

Citywide Instructional Expectations - Common Core Standards worshop for parents

Curriculum evening - Parents are invited to come and meet with every teacher and counselor and the Principal to learn what the graduation requirements are and what credits are required in order for their children to graduate on time. Also, at this event, parents are given the opportunity to check the curriculum that is being taught in all the classes. They meet with teachers and assistant principals as well.

Parent meetings on how to become parents leaders and how they become involved in their child's school.

Parents are invited to the DOE academy - Parent Academy

Parent Literacy classes are offered to every parents

GED classes are offered as well.

Computer classes are offered as well.

Workshops on bullying (cyber bullying), substance abuse, IEP, Social behavior (how this affects their home) are offered to all parents.

The counselors offered to the parents and students, school based counseling - external and internal counseling.

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: Dewitt Clinton**School DBN: 10x440****Signatures of LAP team members certify that the information provided is accurate.**

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Santiago Taveras	Principal		12/2/13
Gilbany Suárez-Estrella	Assistant Principal		12/2/13
Julia Ortiz	Parent Coordinator		12/2/13
Magda Luniewski	ESL Teacher		12/2/13
Margarita Pajarito	Parent		12/2/13
Luis Morales	Teacher/Subject Area		12/2/13
Luz Brito	Teacher/Subject Area		12/2/13
Laura Payano	Coach		12/2/13
Raquel García	Coach		12/2/13
Chris González	Guidance Counselor		12/2/13
Nancy D'Maggio	Network Leader		12/2/13
Carrie Neset	Other <u>Assistant Principal</u>		12/2/13
Marlene Palacios	Other <u>Assistant Principal</u>		12/2/13
Richard Fleiss	Other <u>Assistant Principal</u>		12/2/13
Doreen Kandell	Other <u>Assistant Principal</u>		12/2/13

LANGUAGE TRANSLATION AND INTERPRETATION 2013-2014 TO 2014-2015

Requirement under Chancellor's Regulations – for all schools

DBN: 10x440 School Name: Dewitt Clinton High School

Cluster: CFN2 Network: 2

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

Part A: Needs Assessment Findings

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

We review the LAP to determine the different languages that are spoken in the home. The material that is sent to parents is translated into these languages. In addition, we utilize the materials available on the NYC Website to provide parents with information. At PA Meetings and Open Houses we survey the parents as to the languages they need. We also use the data from the Home Language Survey to determine the translation needs of our students. We are constantly printing and reviewing reports from ATS to make sure that the information that is sent to all parents is sent in their language of preference of the parent. Based on our analysis of the languages that many of our parents speak, we have noticed that the main language spoken is Spanish. Currently we have about 397 students whose Home Language Survey states that the language spoken at home is Spanish, therefore, we inform the parents, communities about this need, through letters, meetings and even our website. We also have other languages in our school: 30 Bengali, 10 Urdu, 12 Arabic, 14 French, 3 Albanian and 24 speak other languages. We provide all the translation that is necessary for the parents based on their preference.

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.

In the Faculty Conference, the staff was notified as to the different languages that the parents speak. Since the majority of the languages spoken by our parents are English and Spanish, all material is immediately translated into Spanish. The material is sent to the Translation and Interpretation for languages other than Spanish. The staff is apprised of the families where the language is not English or Spanish. Our Parent Coordinator works with the Translation and Interpretation Unit to have materials translated into languages other than English or Spanish.

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.

School policies, health matters, safety and legal or disciplinary matters in addition to entitlement to public education or placement in an Special Education, English Language Learner or non-standard education are translated into the language of the parent. We do the translations for Spanish. Materials are sent to the Translation and Interpretation Unit to be translated into other languages. We utilize Centrally Produced Critical Communications for registration, application, selection, conduct, safety, discipline, special education and related services and transfers and discharges as provided by the Department of Education.

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.

In the Parent Association Meetings and Open School, the school provides translation in Spanish. In regard to other languages, the school will ask for a translator for the PA Meetings when requested by a parent for languages other than Spanish. For Open School, we will utilize the Translation Unit through the phone.

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

The school will fulfill Section VII of the Chancellor's Regulations A-663 regarding parental notification requirements for translation and interpretation services by always translating material into Spanish and providing interpreters for PA Meetings and Open House. Materials will be translated into languages other than Spanish through the translation unit. Interpreters will be provided for languages other than Spanish when requested. Our welcome to DeWitt Clinton High School that is mailed in August to all parents will include a copy of the Bill of Parent Rights and Responsibilities, in their language, which includes their rights regarding translation and interpretation services. We will also post in our entrance a sign indicating the availability of interpretation services in the different languages.

2012-13 Comprehensive Education Plan (CEP)

Title III Supplemental Program for ELLs

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

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

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

Part A: School Information	
Name of School: DeWitt Clinton High School	DBN: 10X440
This school is (check one):	
<input checked="" type="checkbox"/> conceptually consolidated (skip part E below) <input type="checkbox"/> NOT conceptually consolidated (must complete part E below)	

Part B: Direct Instruction Supplemental Program Information
The direct instruction component of the program will consist of (check all that apply):
<input type="checkbox"/> Before school <input checked="" type="checkbox"/> After school <input checked="" type="checkbox"/> Saturday academy <input type="checkbox"/> Other:
Total # of ELLs to be served: 250
Grades to be served by this program (check all that apply):
<input type="checkbox"/> K <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 <input checked="" type="checkbox"/> 9 <input checked="" type="checkbox"/> 10 <input checked="" type="checkbox"/> 11 <input checked="" type="checkbox"/> 12
Total # of teachers in this program: 15
of certified ESL/Bilingual teachers: 5
of content area teachers: 10

Part B: Direct Instruction Supplemental Program Information

Describe the direct instruction supplemental program here and include the

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

Begin description here: We are currently working with a group of 271 Long-Term ELLs to help them succeed in their classes. The implementation of the small learning communities has created an atmosphere of collaboration in which teachers are able to share their concerns about what students are lacking. These discussions have resulted in the formation of many new clubs and programs that focus on supporting student achievement in various ways.

A review of our data shows that part of the Title III funds should support intensive small group instruction for our Bilingual/ELL students. Last year our Limited English Proficient Students did not meet Adequate Yearly Progress (AYP) in English, Math and Graduation Rate. Our Progress Report for the 2011-2012 school year shows that we did not get additional credit for English Language Learners. We received a score of 59.5% this is a decrease of 21.5% from last year's score of 81.0%. Qualitative Data shows that students need assistance in Common Core Learning Standards (CCLS) in order to pass the English Regents and NYSESLAT. We are working in the area of strengthening students' skills by completing six Common Core aligned units of study (two in ELA, two in social studies and two in science) with embedded tasks which will require students to ground reading, writing and discussion in evidence form texts. In addition, all students will complete two Common Core aligned units of study in mathematics with embedded tasks which require students to reason with equations and inequalities, model with Mathematics and/or construct viable arguments and critique the reasoning of others. Knowing that this is a difficult task because of the academic vocabulary involved, small group instruction will be provided through Title III money to support individual learning needs of students which will support credit accumulation and skill building.

Supplementary Title III Program to be offered:

Our school offers instructional services for all our English Language Learners on Saturdays and during the week after school. In the ELL Academy Saturday Supplementary Program and the After School ELL Academy Supplementary Program students receive supplemental small group support to help them pass their classes. In the Fall we will have 7 classes of 20 students each meeting for 10 sessions in the fall and 24 sessions in the spring, on Tuesdays and Thursdays from 3:00 to 4:30. The seven teachers involved have the following licenses: ESL (3), Bilingual Math (1), Bilingual Social Studies (2), and Bilingual Biology (1). On the Saturday Supplementary Program, there are 11 classes meeting for 10 sessions on Saturdays in the fall and 15 classes meeting for 13 sessions in the spring. There will be 11 groups of 20 students per group in the fall and 15 groups of 20 students in the spring. The teachers involved have the following certifications: Biology (2), Math (4), English (1), Science (4), ESL (1) Social Studies (3). The Saturday Supplementary Program takes place on Saturdays from 9:00 to 12:00 pm. Students that are involved in the small group instruction supplementary program will be identified by

Part B: Direct Instruction Supplemental Program Information

their teachers and guidance counselors. In both the Saturday and after school programs, students receive one-on-one instruction, small group instruction and computer assisted instruction using Achieve 3000 and Apex. Teachers analyze the data that is provided to them through Regents exams, analysis by the computer assisted programs and data shared in our SLC/Departmental meetings.

In both of our supplementary programs students will be grouped according to their needs. The students who are identified as SIFE (if needed) and Beginners (NYSESLAT and teachers assessments results) will review the language acquisition skills that they need in order to succeed in their classes. These students are selected because their literacy level is low, in their native language (in most cases Spanish) as well as English. We are also providing services for the Intermediate students who exhibit good oral skills in English. Although these students are fluent in English, they demonstrate weakness in their writing skills. These students will receive support by licensed ESL, Bilingual Content Area teachers and Spanish Native Language Arts teachers. In these classes the students strengthen their language arts skills through a series of Academic Intervention Activities that focus on the gaps in language acquisition. This will help them to pass the English regents, as well as to understand and apply the learning strategies to their other required exams. The acquisition of these strategies will enable them to be successful in all of their classes.

Our Advanced group has diverse needs. This group needs intervention that is focused on their identified language acquisition gaps in preparation for the English regents, the NYSESLAT exam and other content area Regents examinations. These students will study and analyze varying literature in depth in English and Spanish to strengthen both languages. When students are academically proficient in their first language, they are able to transfer the skills and perform equally as well in their second language. They will utilize literature read during the school day as "Of Mice and Men" to further discussion and understanding for the essay portion of the Regents examination. Our licensed ESL teachers provide instructional strategies that will help them to enhance their reading, writing, listening and speaking skills. Bilingual content area teachers support small group instruction in Social Studies, Science and Mathematics in the weekly after school program on Tuesdays and Thursdays. (See above description for details of the numbers.)

Small group instruction, during the week, beginning the week of December 3, 2012, on Tuesday and Thursday afternoons from 3 to 4:30 and Saturdays will begin December 1, 2012. Both programs will run until June 2013. Small group instruction not tutoring will consist of Regents support for the all the groups in identified areas in preparation to pass the English Regents, Global History Regents, United States History Regents, Intermediate Algebra and the Living Environment Regents. There will be approximately 140 students for the weekly program and 220 - 300 students for the Saturday program for a total of 440 students. We will also purchase 46 Dell Laptop computers so that Achieve 3000 can be utilized. The breakdown for classes are 110, 12th graders; 110, 11th graders; 110, 10th graders and 110, 9th graders.

For Newcomers and SIFE students we have developed two after school classes with 20 students each, that will utilize Achieve 3000 to aid in language acquisition. These classes will also meet on Tuesday and Thursdays from 3 to 4:30 pm, weekly until June 2013. Two ESL are teaching the classes. This is part of

Part B: Direct Instruction Supplemental Program Information

the after school small instruction supplementary instruction program.

In response to the socio-instructional needs of our ELL students, we have created the ELL Big Brother/Big Sister Program. This program is supervised by the Assistant Principal of the Foreign Language and ESL Department, Mrs. Gilbany Suárez-Estrella. This program was created to provide immediate and continued support English Language Learner Newcomers need academically, socially and emotionally in a new country, in a new city, in a new school while learning a new language. The instructional focus of this program is to help our newly arrived Newcomer ELL students to learn English. A component of this program is a mentoring class for students who serve as tutors(*Support) and mentors during and after school. The aim of this program is to develop through both English and their native language, the language skills through the use of the social skills that they need in order to be successful in this country and in their college careers. The students in this program meet daily in different settings and is a scheduled course in the lunch or free period of participating students' programs. It utilizes the media of music, art, history, first and second language of the diverse ethnic backgrounds of the students to motivate students' participation and learning outcomes. The ELL mentees interact and learn from their ELL Student Mentors, who have also come from different countries, and who are achieving success in their academic and social lives. Our newly arrived students show improvement in their classes because of the instructional support they receive from their mentor. They receive service credit for participation in the program. These students who work as mentors improve their oral skills because they are consistently communicating with the teachers, the students, and the Assistant Principal. This program is voluntary and is lead by the Assistant Principal Supervision Foreign Language at no cost.

In addition, we have incorporated into our curriculum a supplemental class utilizing the Achieve 3000 technology program to meet the instructional needs of our Long-Term ELLs. This research based instructional program, conducted by an appropriately licensed ESL teacher, increases reading comprehension, vocabulary, and writing proficiency. In this class, students receive the help that they need in order to improve their literacy skills in reading and writing. Also, they have the opportunity to practice decoding individual sounds in complex English vocabulary to help them read and be able to take advantage of the offered enrichment to their academic English language skills. Also our Intermediate level students use this program twice a week in their ESL classes. Teachers are trained to use Achieve 3000 and the corresponding materials which they incorporate into their lessons. Teachers have the accessibility of posting assignments and projects for their students to complete in school and at home. The data based on the performance and reading level of these students, is used to determine instructional goals in the ESL classes. Teachers analyze the data together with the Assistant Principal and develop differentiated lessons to better serve the students and help them to improve their reading levels. These selected Intermediate level classes work on Achieve 3000 every Tuesday and Thursday. Tax Levy funds will support this supplementary class that meets every day and is taught by a licensed ESL teacher after school. The teacher, Magda Luniewski's regular schedule is 7:55-2:45.

Part C: Professional Development

Part C: Professional Development

Describe the school's professional development program for Title III Program teachers as well as other staff responsible for delivery of instruction and services to ELLs.

- rationale
- teachers to receive training
- schedule and duration
- topics to be covered
- name of provider

Begin description here: From September 2012 to June 2013, our teachers work in their assigned Teachers' Study Groups every Monday in order to build capacity in meeting the needs of our SIFE/LTE students. This activity began on October 1, 2012 and will continue until June 10, 2013. They focus on the lesson planning using differentiated instruction techniques, goal setting and analyzing students work following the CCLS. These meetings, provided by CFN 2.02, the Assistant Principal and SLC Coordinator are based on the techniques that promote language acquisition and content mastery through differentiated instruction and student involvement. The sessions address the need to improve the integration of academic vocabulary and increased use of higher order thinking skills in math and other content areas. Work is done through an Inquiry Process to align the ESL curriculum to the Common Core Learning Standards. Our teachers continually work on designing coherent instruction for our student. This is a weekly activity during the Professional Period. Meetings take place each Thursday and Friday during periods 4, 5 or 6.

The ESL Professional Development Plan includes the following: the preparation of lessons, including content and language objectives, providing supplementary materials, adapting content, planning meaningful activities, building background knowledge, review and evaluation of comprehension and learning. Teachers continue deepening their work this year on Standard 1 (Argument and Opinion and also Reading Text for Information) of the Common Core Learning Standards for ELA in Reading, Writing, Listening, Speaking and Language. Teams include not only the ESL and Foreign Language teachers, but also our bilingual content area teachers. Teachers participate in the Professional Development provided by the Office of ELL Professional Development (SIFE/LTE Symposium and SIFE/LTE Grant Demonstration Site Visit). They also attend Professional Development on the Spanish and English Academic Language and Literacy Diagnostic (ALLD) to identify SIFE with a home language of Spanish or English. We continue our work using Danielson's Framework for Teaching, concentrating on using questioning and discussion techniques and using assessment in instruction. We are strengthening the common language and understanding of what quality teaching looks like by deepening the school community's comprehension of Charlotte Danielson's Framework for Teaching. Work is completed during the Professional Period or Common Planning Time on Mondays beginning on October 1, 2012 and ending on June 10, 2013 from 2 until 3:30.

Part D: Parental Engagement Activities

Part D: Parental Engagement Activities

Describe the parent engagement activities targeted toward parents of ELLs that will impact higher achievement for ELLs. NOTE: These are in addition to mandated activities, such as parent orientation during ELL identification process.

- rationale
- schedule and duration
- topics to be covered
- name of provider
- how parents will be notified of these activities

Begin description here: It is our goal to engage parents of English Language Learners in their child's education. To that end, in partnership with the Parents Association monthly meetings are conducted to support parents in raising their children. To that end, each meeting contains a workshop portion which will discuss the college process, how to talk with teenagers, how to recognize the signs of depression in teenagers, how to help teenagers navigate peer influence, bullying, gangs, sex and drugs. Guidance Counselors from the school, Social Workers from Good Shepherd and invited experts conduct these workshops. In addition to the monthly Saturday meetings, the Parent Coordinator conducts meetings on how to use Aris so that parents can keep track of their child's scholastic progress. The Parents Association also offers three courses during the week and on Saturdays. One is Basic and Advanced Computer Literacy, the second is preparing for the GED in English and in Spanish and the third is an ESL class. The Parents Association also buys dictionaries and glossaries for parents who do not speak English. The Parents Association also purchases Literature Books and gives them to parents so that they can read them with their children. Parents take two trips in the Spring. As of this year they are planning a trip to two historic sites in New York State as Sunnyside, home of Washington Irving and Van Courtlandt Manor. Parents are notified of these activities through PA meetings, mailings and phone messaging.

Part E: Budget

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

Allocation Amount: \$97504

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

Part E: Budget

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

Allocation Amount: \$97504

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
curricula, instructional materials. • Must be clearly listed.		
Educational Software (Object Code 199)		
Travel		
Other		
TOTAL		