



**Department of  
Education**

*Dennis M. Walcott, Chancellor*



**2013-2014**

**SCHOOL COMPREHENSIVE EDUCATIONAL PLAN  
(SCEP)**

**School Name: BANANA KELLY HIGH SCHOOL**

**DBN (i.e. 01M001): 08x530**

**Principal: MS. CHARLETTE POPE**

**Principal Email: CPOPE2@SCHOOLS.NYC.GOV**

**Superintendent: CARRON STAPLES**

**Network Leader: GERRY BEIRNE**

## 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
Charlette Pope	*Principal or Designee	
Tahon Ross	*UFT Chapter Leader or Designee	
Joanne Cash	*PA/PTA President or Designated Co-President	
Mohammed Ali	DC 37 Representative, if applicable	
Rahni Davis Maria Chanez	Student Representative ( <i>optional for elementary and middle schools; a minimum of two members required for high schools</i> )	
Haddijatou Waggeh	CBO Representative, if applicable	
Barbara Wormack	Member/ Parent	
Annette Spaulding	Member/ Teacher	
Nicole Shelton	Member/ Teacher	
Marcellus Stoval	Member/ Assistant Principal	
Francisco Roca	Member/ Assistant Principal	
	Member/	

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

# **School Comprehensive Education Plan (SCEP) Requirements**

## **Which Schools Need to Complete the SCEP?**

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

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

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

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

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

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

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

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

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

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

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

## SCEP Checklist

### All Schools

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

### Priority Schools Only

<b>x</b>	<b>Expanded Learning Time (ELT) Program Description</b>
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**School Information Sheet for 08X530**

School Configuration (2013-14)					
Grade Configuration	09,10,11,12	Total Enrollment	364	SIG Recipient	N/A
Types and Number of English Language Learner Classes (2013-14)					
# Transitional Bilingual	N/A	# Dual Language	N/A	# Self-Contained English as a Second Language	N/A
Types and Number of Special Education Classes (2013-14)					
# Special Classes	32	# SETSS	4	# Integrated Collaborative Teaching	36
Types and Number of Special Classes (2013-14)					
# Visual Arts	6	# Music	9	# Drama	N/A
# Foreign Language	14	# Dance	N/A	# CTE	N/A
School Composition (2012-13)					
% Title I Population	70.1%	% Attendance Rate			79.2%
% Free Lunch	79.7%	% Reduced Lunch			1.7%
% Limited English Proficient	17.5%	% Students with Disabilities			25.3%
Racial/Ethnic Origin (2012-13)					
% American Indian or Alaska Native	0.2%	% Black or African American			33.1%
% Hispanic or Latino	64.8%	% Asian or Native Hawaiian/Pacific Islander			0.9%
% White	0.9%	% Multi-Racial			N/A
Personnel (2012-13)					
Years Principal Assigned to School	1.23	# of Assistant Principals			2
# of Deans	2	# of Counselors/Social Workers			3
% of Teachers with No Valid Teaching Certificate	N/A	% Teaching Out of Certification			21.5%
% Teaching with Fewer Than 3 Years of Experience	74.3%	Average Teacher Absences			5.4
Student Performance for Elementary and Middle Schools (2012-13)					
ELA Performance at levels 3 & 4	N/A	Mathematics Performance at levels 3 & 4			N/A
Science Performance at levels 3 & 4 (4th Grade)	N/A	Science Performance at levels 3 & 4 (8th Grade)			N/A
Student Performance for High Schools (2011-12)					
ELA Performance at levels 3 & 4	56.9%	Mathematics Performance at levels 3 & 4			34.5%
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			N/A
% of 3rd year students who earned 10+ credits	N/A	4 Year Graduation Rate			42.3%
6 Year Graduation Rate	60.6%				
Overall NYSED Accountability Status (2012-13)					
Reward		Recognition			
In Good Standing		Local Assistance Plan			
Focus District	X	Focus School Identified by a Focus District			
Priority School	X				

**Accountability Status – Elementary and Middle Schools**

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

**Accountability Status – High Schools**

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

## SCEP Overview

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

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

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

Answer the following questions regarding the 12-13 SCEP						
<b>Describe the strengths of your school's 12-13 SCEP.</b>						
SCEP addressed school specific needs as per SED and DOE reviews						
<b>Describe the areas for improvement in your school's 12-13 SCEP.</b>						
1. Improved academic performance of ELLs and SWDs						
2. Ensuring access for ALL learners, with a specific focus for ELLs and SWDs, in teaching and learning						
<b>Describe the barriers and challenges encountered while developing and implementing your school's 12-13 SCEP.</b>						
Creating a collaborative community of learners which requires school leaders to leverage both human and financial resources that serve all students						
<b>Describe the degree to which your school's 12-13 SCEP was successfully implemented.</b>						
Instructional practice, aligned with the Danielson framework, and curriculum aligned to the CCLS, has improved.						
<b>Were all the goals within your school's 12-13 SCEP accomplished?</b>				Yes	x	No
<b>If all the goals were not accomplished, provide an explanation.</b>						
Progress toward the 2014 goals is evident, however, it takes time to embed new perspectives and methodologies into practice						
<b>Did the identified activities receive the funding necessary to achieve the corresponding goals?</b>				x	Yes	No

### **Developing the 2013-14 SCEP**

Answer the following questions regarding the 13-14 SCEP				
<b>Describe the anticipated barriers and challenges in developing and implementing your school's 13-14 SCEP.</b>				
Time to implement and coordinate the new demands of MOSL, MTP, CCLS				
<b>List the 13-14 student academic achievement targets for the identified sub-groups.</b>				
3% improvement in graduation and regents passing rates including the lowest third, ELLs, and SWDs				
<b>Describe how the school leader(s) will communicate with school staff and the community.</b>				
Monthly staff meetings, monthly newsletter, grade meetings and subject area meetings				
<b>Describe your theory of action at the core of your school's SCEP.</b>				
The principal and his cabinet work diligently and tirelessly to create a calmer and more respectful environment that fosters higher level of student and adult learning				
<b>Describe the strategy for executing your theory of action in your school's SCEP.</b>				
The school implements a standards based curricula, with attention to writing across the grades and content areas, which leads to increased student achievement; Grade level teams meet weekly to modify curriculum to increase access for all students.				
<b>List the key elements and other unique characteristics of your school's SCEP.</b>				
Specifically targets both administrative and teacher practice through ongoing professional development, consistent observation of teaching staff, modification of curriculum, strategic use of resources, reprogramming of staff, and expansion of teacher teams				
<b>Provide evidence of your school's capacity to effectively oversee and manage the improvement plan.</b>				
A cohesive leadership with a cabinet that meets regularly to review and refine the improvement plan.				

## 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).

(QR, 2011, p.4) “Improve systems for evaluating the rigor of curriculum and instruction to improve student achievement.”

<b>Review Type:</b>	QR	<b>Year:</b>	2011	<b>Page Number:</b>	QR p4	<b>HEDI Rating:</b>	D
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### **Tenet 2: School Leadership Practices and Decisions**

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

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

### **Annual Goal #1**

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

By June 2014, the principal and assistant principals will conduct a minimum of 6 informal or 1 formal/3 informal classroom observations and provide teachers with formative feedback and professional development to support improved practice in competencies across the Danielson framework.

### **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. School leadership will ensure instruction is aligned with the Danielson Framework that supports the implementation of the Common Core standards
  - a. Professional Development sessions will be provided that provides an understanding of the Danielson Framework
2. Professional Development sessions that provide an understanding of the Danielson Framework
3. Professional Development session that provide an understanding of the CCLS.
4. Supervisors, in collaboration with teachers, will develop individual professional development plan for each teacher.
  - a. Observation protocols will be aligned to the Danielson Framework.
  - b. The Danielson’ Observation Framework will be used as a lens to conduct observations and provide feedback
5. Supervisory staff will meet individually with staff to review student data and develop plans for improving individual student achievement. (Fall 2013)
6. Administrative and Instructional team members will work collaboratively to set up a schedule and observation protocols aligned with Danielson competencies. Attendance records, agendas, and minutes from weekly planning sessions and professional development activities will provide evidence of staff progress

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

1. Principal, assistant principal, teachers
2. Principal, assistant principal, teachers
3. Principal, assistant principal, teachers
4. Principal, assistant principal, teachers
5. Principal, assistant principal, teachers
6. Principal, assistant principal, teachers

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

1. By February, completion of supervisory observations with associated lesson plans for each teacher will provide evidence of improved instructional practice
2. Completion of individual professional development plan for each teacher
3. Completion the initial review of student data and the development plans for improving individual student achievement
4. Defining a monthly quota of teacher observations based on both the level of teacher experience and need, samples of supervisory observations and lesson plans will provide evidence of staff progress
5. Analysis of regent’s and benchmark data in order to determine targeted instructional practices that will enhance student achievement.
6. Development and utilization of an observation tool based on the Danielson competencies.

<b>D. Timeline for implementation and completion including start and end dates</b>
1. September 2013 to May 2014
2. September 2013 to May 2013
3. September 2013 to May 2014
4. September 2013 to May 2014
5. September 2013 to May 2014
6. September 2013 to May 2014

<b>E. Describe programmatic details and resources that will be used to support each instructional strategy/activity</b>
1. Time for professional development, per session and per diem
2. Scheduled time during the school day for individual conferences with each teacher and an administrator
3. Scheduled time during the school day for individual conferences with each teacher and an administrator
4. Scheduled time during the school day to conduct teacher observations and pre- and post conferences,
5. Scheduled time during the school day to conduct data analysis and meet with teachers.
6. Time for Administrative Cabinet Meetings and the observation of and meeting with teachers and for conducting targeted professional development.

**Budget and Resource Alignment**

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

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

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

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

**Goal and Action Plan #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).

(QR, 2011, p.4) "Promote consistent instructional practice that integrates rigor and high order thinking skills to engage a variety of learners in standards-base classwork."

<b>Review Type:</b>	JIT/2011;QR2011	<b>Year:</b>	2011	<b>Page Number:</b>	3;4	<b>HEDI Rating:</b>	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.

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

**Annual Goal #2**

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

By June 2014, teacher teams will design and implement (4) curriculum units in math, ELA, social studies and science aligned with the CCLS evidenced by rigorous and engaging tasks. Curriculum units will contain multiple entry points ensuring access for ALL learners, with a specific focus for ELLs and SWDs.

**Instructional Strategies/Activities**

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

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

1. The Data specialist will provide teachers will school-wide as well as individual student data in area of ELA and math. They will facilitate professional development

activities on interpreting the data and utilizing the information to develop curriculum unit which are aligned with the CCLS

- a. Creation of Data Binders for each department.
  - b. Review of last year's regent's results and corresponding item analysis/ department.
  - c. Professional Development that focuses on how teachers can use student data to drive instruction
2. Educational Consultants and assistant principals will provide staff with the tools and strategies need to develop engaging unit plans and tasks in ELA, math, social studies and science which are aligned with the CCLS
    - a. Implementation of CCLS facilitated through Teacher's College, National Teacher's Network, and Network staff.
    - b. Implementation of NYC CIE
    - c. Development of MEP/ Units of Study
  3. Network Supervisory Staff and teacher teams will meet during common planning time to plan and align curriculum
  4. Teachers will utilize a "Looking at Student Work" protocol to gather information about student learning and inform revision of instructional units.
    - a. Department teams conduct cycles of LASW protocols during their department meetings.
    - b. Teacher teams will engage in LASW protocols, use of UDL checklists, and the Inquiry Process.
  5. New teachers meet regularly with principal to discuss challenges and success as they work to align units of study
    - a. New teachers meet regularly with the Principal.
    - b. New teachers participate in the Mentorship program.
  6. New teachers will participate in intervisitation cycles with colleagues. Network Special education achievement coach will work directly with grade and subject area teams to ensure the UBD units are in alignment with CCLS and informed by data.
  7. Network ELL specialist will assume the role of ELL coach and provide teachers with demonstration lessons and feedback regarding ELL strategies used in conjunction with the ELA and ELL curriculum. Network specialist will support teachers teams as they develop ELA units and tasks for ELLs.
    - a. ELL Academy will meet twice monthly to review ELL data and plan AIS and enrichment activities for struggling students including the lowest third.
    - b. Implementation of the iLit Program for SWD students as a way to deliver instruction through the use of iPads.
  8. Network ASE, will facilitate PD activities for teacher of SWDs. Monthly activities will include the development of reading and writing strategies in alignment with the grade level ELA curriculum
    - a. SPED teachers/ department common teaching space dedicated to SWDs.
    - b. Professional Development sessions on how to write quality IEPs.
    - c. Ongoing ELL teacher support to provide her with strategies on how to improve reading and writing instruction for ELL students
  9. Teacher programs include two periods per week of common planning time. In grade teams, teachers will analyze data obtained from summative and formative assessments to identify students in need of AIS or enrichment activities for struggling students as well as high performing students. Common planning will occur weekly from September to June.
  10. Sheltered Instruction Observation Protocols (SIOP) will guide our work with ELL students. This model is designed to make grade level academic content understandable for English Language Learners (ELLs).

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

1. Data specialist and teachers.
2. Educational consultants, assistant principals, and teachers.
3. Network instruction support staff, assistant principals, and teacher teams.
4. Teachers, network achievement coaches and ELL specialist.
5. New teachers, principals, per diem and per session.
6. New and continuing teachers and Network coaches.
7. Network ELL specialist, ELL teachers, Principal, and assistant principals.
8. Principal, assistant principal and SPED teachers.
9. Principal, assistant principal, teachers.
10. Principal, assistant principals, teachers.

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

1. Completed data analysis for each student, observation of implementation of monthly professional development.
2. Completed unit plans and tasks in ELA, math, social studies and science which are aligned with the CCLS.
3. Minutes of weekly planning sessions detailing planning time.

4. Observation of implementation of the LASW protocol during teacher team planning time.
5. High attendance of new teachers at voluntary principal meetings.
6. Participation of ongoing cycles of intervisitation between New and Continuing teachers and more experienced teachers and coaches.
7. Evidence of network coach and teacher meetings and professional development sessions.
8. Evidence of iLit, ELLis, and Write-to-Learn usage for the delivery of instruction to SPED and ELL students.
9. Ongoing monitoring of the after school program using the blended model and differentiation of instruction practices in classrooms.
10. Monitoring of the SIOP program to enhance instructional delivery and learning acquisition for ELL students.

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

1. September 2013 to May 2014
2. Quarterly, October 2013 to May 2014
3. Monthly, October 2013 to April 2014
4. Weekly, October 2013 to June 2014
5. Twice-monthly October 30 February 2014
6. Quarterly, October 2013 to May 2014
7. Quarterly, October 2013 to May 2014
8. September 2013 to May 2014
9. September 2013 to May 2014
10. October 2013 to June 2014

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

1. Per session for data analysis for after school meeting.
2. Per session for after school and per diem for PD coverage.
3. Scheduled time during the school day for common planning.
4. Scheduled time during the school day for teacher teams to master and apply the LSAW protocol.
5. Meet and Eat meetings during teacher lunch periods for new teachers.
6. Per session to accommodate intervisitation cycle of teachers.
7. Per session for data analysis and scheduling of Network-led Professional Development Sessions.
8. Per session for data analysis and scheduling of Network-led Professional Development Sessions.
9. Scheduled time during the school day for team meetings.
10. Per session for data analysis and scheduling of Network-led Professional Development Sessions.

**Budget and Resource Alignment**

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

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

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

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

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

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

**Major Recommendation**

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

(QR, 2011, p. 5) "Improve systems for evaluating the rigor of curriculum and instruction to improve student achievement."

**Tenet 4: Teacher Practices and Decisions**

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

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

**Annual Goal #3**

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

By June 2014, the graduation and regent passing rate for all students will increase by 3%.

**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**

To improve the graduation and regents passing rates for all students including ELLs and SWDs, the following strategies and professional development activities will be offered to staff to improve teacher effectiveness in all content areas. Educational consultants and school leadership will facilitate workshops for both GENED and ELL/SWD teachers to provide point of entry schools to teachers.

1. School wide data analysis review of all transcripts, Students will be identified by green, yellow and red zone outlining their credit accumulation and regents passing rates.
2. Students and parents will meet with guidance counselors to review student progress and needs.
3. Specialized programs will be developed to support credit recovery, regent's prep.
4. Guidance counselors will set up case studies between students, teachers and parent to tier at risk students, including ELL and SWDs, to support student graduation efforts.
5. Ongoing review and data analysis of scholarship report to identify students who are failing.
6. AIS and after school program for credit recovery using online and blended learning program.
7. Articulation between all support services and CBOs to create strategic plans for at risk students to monitor academic performance.

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

1. Network instructional support specialist, guidance counselors and teachers.
2. Principals, assistant principals, guidance counselors and teachers.
3. Principals, assistant principals, guidance counselors and teachers.
4. Principals, assistant principals, guidance counselors and teachers.
5. Principals, assistant principals, and teachers.
6. Principals, assistant principals, and teachers.
7. Principals, assistant principals, CBO representatives and teachers.

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

1. Administrative observation of the identification and targeting of students who fall within each color range.
2. Ongoing communication between student, parents, counselors and teachers over the progress of students.
3. Attendance in afterschool credit recovery and regent's preparation programs.
4. Attendance in after- and- in-school programs(ELLis, iLit, Write-to-Learn) catered to enhance the academic achievement of ELLs and SWD students.
5. Mid-semester review of student progress by teachers.

6. Attendance record for afterschool, academic intervention services as well as credit recovery programs.
7. Monthly meetings between Administration, CBO representatives and teachers.\
<b>D. Timeline for implementation and completion including start and end dates</b>
1. Monthly workshops and assessment, October 2013 to June 2014.
2. Monthly workshops and assessment, October 2013 to June 2014.
3. Monthly workshops and assessment, October 2013 to June 2014.
4. Monthly workshops and assessment, October 2013 to June 2014.
5. Monthly workshops and assessment, October 2013 to June 2014.
6. Monthly monitoring and assessment, October 2013 to June 2014.
7. Monthly monitoring and assessment, October 2013 to June 2014.
<b>E. Describe programmatic details and resources that will be used to support each instructional strategy/activity</b>
1. Time for guidance counselors to meet with teachers and review student progress.
2. Time for guidance counselors to meet with teachers and review student progress.
3. Per sessions for credit recovery (NovaNet) and regent's preparatory programs.
4. Implementation of ELLis, iLit, and Write-to-Learn programs.
5. Preparation of reports targeted to identify and support struggling and failing students.
6. Per sessions for credit recovery (NovaNet) and regent's preparatory programs.
7. Per session for the accommodation of monthly meetings between CBOs, administration, and teachers.

**Budget and Resource Alignment**

Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.										
<b>X</b>	<b>PF Set Aside</b>		<b>Tax Levy</b>		<b>Title IA</b>		<b>Title IIA</b>		<b>Title III</b>	<b>Grants</b>
List any additional fund sources your school is using to support the instructional goal below.										
Indicate using an "X" the P&F activity categories from the P&F program dropdown in Galaxy used to support the activities listed in part A.										
	<b>PF AIS</b>		<b>PF CTE</b>		<b>PF College &amp; Career Readiness</b>	<b>x</b>	<b>PF Common Core</b>			
	<b>PF ELT</b>		<b>PF Inquiry Teams</b>		<b>PF NYS Standards and Assessments</b>		<b>PF Parent Engagement</b>			
	<b>PF Positive Behavioral Management Programs</b>				<b>PF RTI</b>		<b>PF Supporting Great Teachers &amp; Leaders</b>			

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

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

**Major Recommendation**

Cite the Major Recommendation in the space below from your latest intervention (DTSDE Review, QR, or Alt DQR) which will form the basis of your needs assessment. Include the review type, year, page number, and HEDI rating ("H" = Highly effective, "E" = Effective, "D" = Developing, "I" = Ineffective, "NA" = Not Applicable). (QR, 2011, p. 5) "Realign the use of resources to ensure that the school can meet student learning needs."			
<b>Review Type:</b>	QR	<b>Year:</b>	2011
		<b>Page Number:</b>	8; 5
		<b>HEDI Rating:</b>	D

**Tenet 5: Student Social and Emotional Developmental Health**

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

**Annual Goal #4**

Describe the identified goal for the year based on the recommendation, tenet, and SOP(s) selected. Refer to the directions and guidance for assistance in developing your goals.
By June 2014, the school culture will improve as evidenced by reduction in suspension rate, increase participation in school activities and a 5% increase in the attendance rate.

**Instructional Strategies/Activities**

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve this goal in part A. Enumerate each strategy/activity and its corresponding
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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. Organizing, analyzing and disseminating all areas of data: demographic, student learning.
2. Developing a process so that all stakeholders are able to understand the needs of all students.
3. Utilizing and disaggregating data to monitor all systems that support student social and emotional health.
4. Effective use of school counselor to address absence, lateness and behavioral issues.
5. Training for all staff in classroom management and behavioral intervention strategies.
6. Opportunities for the incorporation of student voice and student choice.
7. High school and college night for students and their families.
8. Trips to colleges and universities for students.
9. Student activities including community involvement and after school opportunities.
10. Guidance will develop crisis intervention plans.

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

1. Teacher, data specialist, and administrative staff.
2. Administrators, guidance counselor, and Data specialist(s).
3. Administrators and guidance counselor.
4. Administrators, guidance counselors, teachers.
5. Administrators, guidance counselors, teachers
6. Administrators, teachers and students.
7. Administrators, guidance counselors, teachers
8. Administrators, guidance counselors, teachers
9. Administrators, CBOs, and teachers.
10. Administrators, CBOs, guidance counselors, and teachers.

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

1. Report of all students deemed at-risk as per attendance and lateness.
2. Define intervention(s) for all students deemed at-risk as per attendance and lateness.
3. Guidance Counselor evidence (log) of contact hours with identified at-risk students.
4. Ongoing monitoring of program designed to address absences, lateness and behavioral issues.
5. Attendance of Professional Development sessions and workshops on how to address behavioral and management issues.
6. Attendance of Professional Development sessions and workshops on how to address increased student voice and participation issues.
7. Attendance at college night for students and families.
8. Attendance of college and university trips for students and their families.
9. Monitoring of CBO activities and events designed to increase community involvement for students.
10. Monitoring of the design and implementation of intervention plans by administration.

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

1. September 2013-June 2014.
2. September 2013-June 2014.
3. September 2013-June 2014.
4. September 2013-June 2014
5. September 2013-June 2014
6. September 2013-June 2014
7. September 2013-June 2014
8. September 2013-June 2014
9. September 2013-June 2014
10. September 2013-June 2014

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

1. ATS and other attendance reports will be generated and analyzed.
2. Scheduled team meetings of assistant principal, guidance counselor, and data specialist.
3. Ongoing partnership with assistant principal and guidance counselor to ensure targeted support for at-risk students.
4. Ongoing partnership with assistant principal and guidance counselor to ensure targeted support for at-risk students
5. Ongoing partnership with assistant principal and guidance counselor to ensure targeted support for at-risk students
6. Ongoing partnership with assistant principal and guidance counselor to ensure targeted support for at-risk students
7. Ongoing partnership with assistant principal and guidance counselor to ensure targeted support for at-risk students
8. Ongoing partnership with assistant principal and guidance counselor to ensure targeted support for at-risk students
9. Ongoing partnership with assistant principal and guidance counselor to ensure targeted support for at-risk students
10. Ongoing partnership with assistant principal and guidance counselor to ensure targeted support for at-risk students

**Budget and Resource Alignment**

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

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

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

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

**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).

(QR, 2011, p.9) "The school leaders should arrange regular training sessions for parents on Skedula, so that they will be better informed of their child's academic progress and achievement."

<b>Review Type:</b>	JIT	<b>Year:</b>	2011	<b>Page Number:</b>	9	<b>HEDI Rating:</b>	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.

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

**Annual Goal #5**

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

The 2013-2014 NYCDOE School Survey Report, parental response rate will increase 10%.

**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. New Parent Orientation, Family Night, and Open House for Parents.
2. Monthly implementation of parental offerings.
3. Student recognition events.
4. Planning and implementation for Family outreach

- o Identification of funding and resources to engage parents in their child's education through workshops, events, and celebrations.

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

1. Principal, assistant principal, parent coordinator, selected teachers.
2. Principal, assistant principal, parent coordinator, teachers.
3. Parent coordinator.
4. Principal, assistant principal, parent coordinator, selected teacher.s

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

1. Completed Family outreach plan.
2. Attendance at Parent Orientation/Family Night/Open House for Parents.
3. Parental attendance at parent offerings.
4. Parental attendance at Student recognition events.

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

1. August-June, ongoing
2. Fall, Spring
3. Day time workshops, breakfasts, evening events
4. Ongoing, September 2013-June 2013

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

1. Common planning time for Principal, assistant principal, parent coordinator, and selected teachers.
2. Staff attendance at New Parent Orientation/Family Night/Open House for Parents.
3. Parent coordinator's planning and hosting of parent offerings.
4. Staff attendance at Student recognition events.

***Budget and Resource Alignment***

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

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

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

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

**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.

50% of all students eligible for AIS will enroll the ELT program

**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.**

Our program will be based on the *National Center for Research on Evaluation, Standards & Student Testing (CRESST)* report reflecting on two decades of evaluations on out-of-school-time programs The following research-based instructional strategies and activities are characteristic of successful after school programming:

1. Clearly defined program goals and funding that aligns to them
2. Strong, experienced leadership at the ELT program that are able to effectively communicate and manage staff
3. Staff members that motivate students
4. A program that is well-aligned to the school day but provides new, different, and engaging learning opportunities for participants
5. Continual evaluation and assessment of the program and a staff that ensures goals are being met

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

1. School principal, assistant principal, teacher ELT planning committee
2. School principal, assistant principal
3. Teachers
4. School principal, assistant principal, teachers
5. School principal, assistant principal, teachers

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

1. At-risk student population

**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 <sup>st</sup> Century	Tax Levy	Title I SWP	Title I TA	X	Title I PF	C4E
X	Title III	Title I SIG	PTA Funded	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 proposed ELT program will increase the amount and quality of learning time, through before- and after-school and summer programs and opportunities by providing an enriched and accelerated curriculum thus meeting the educational needs of historically underserved populations.

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

- The ELT program will focus on increasing student academic achievement through enrichment
- The ELT program's academic content aligns with CCLS and the Chancellor's city-wide expectations
- The ELT program will be delivered by staff have the capacity to deliver high-quality academic content
- The ELT program will have a guidance component to address social/emotional needs of the students

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

The ELT program will address the specific academic and social/emotional needs of low academic achieving children and those at risk of not meeting the State academic content standards.

<b>D. Are the additional hours mandatory or voluntary?</b>		<b>Mandatory</b>	<b>x</b>	<b>Voluntary</b>
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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.**

Parental outreach by school staff, including parent coordinator, administration and teachers

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

AIS services are provided to identified at-risk students during the day school program utilizing a variety of interventions; the ELT program will be aligned to the school day but provides new, different, and engaging learning opportunities for participants

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

**Analysis of academic growth of participants**

It is projected that participants in the ELT program will show a 5% growth in ELA and math achievement from 2013-1014

### Academic Intervention Services (AIS)

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

***Description***

<b>Type of Academic Intervention Service (AIS)</b>	<b>Type of Program or strategy (e.g. repeated readings, interactive writings, etc.)</b>	<b>Method for delivery of service (e.g. small group, one-to-one, tutoring, etc.)</b>	<b>When the service is provided (e.g. during the school day, before or after school, etc.)</b>
<b>ELA</b>	<ul style="list-style-type: none"> <li>• Credit Recovery (NOVANET)</li> <li>• English Remediation (i-LIT, ELLis &amp; Wrtie-to-Learn Programs)</li> <li>• Regent’s Preparation (NOVANET)</li> </ul>	<ul style="list-style-type: none"> <li>• Tutoring</li> <li>• Small group</li> <li>• On-line Blended Model</li> <li>• 1:15 Teacher/ student ratio</li> </ul>	<ul style="list-style-type: none"> <li>• During the day</li> <li>• During Extended day</li> <li>• During After-school</li> </ul>
<b>Mathematics</b>	<ul style="list-style-type: none"> <li>• Credit Recovery (NOVANET)</li> <li>• Math Remediation (Revolution K-12)</li> <li>• Regent’s Preparation (NOVANET)</li> </ul>	<ul style="list-style-type: none"> <li>• Tutoring</li> <li>• Small group</li> <li>• On-line Blended Model</li> <li>• 1:15 Teacher/ student ratio</li> </ul>	<ul style="list-style-type: none"> <li>• During the day</li> <li>• During Extended day</li> <li>• During After-school</li> </ul>
<b>Science</b>	<ul style="list-style-type: none"> <li>• Credit Recovery (NOVANET)</li> <li>• Science Remediation</li> <li>• Regent’s Preparation (NOVANET)</li> </ul>	<ul style="list-style-type: none"> <li>• Tutoring</li> <li>• Small group</li> <li>• On-line Blended Model</li> <li>• 1:15 Teacher/ student ratio</li> </ul>	<ul style="list-style-type: none"> <li>• During the day</li> <li>• During Extended day</li> <li>• During After-school</li> </ul>
<b>Social Studies</b>	<ul style="list-style-type: none"> <li>• Credit Recovery (NOVANET)</li> <li>• Social Studies Remediation</li> <li>• Regent’s Preparation (NOVANET)</li> </ul>	<ul style="list-style-type: none"> <li>• Tutoring</li> <li>• Small group</li> <li>• On-line Blended Model</li> <li>• 1:15 Teacher/ student ratio</li> </ul>	<ul style="list-style-type: none"> <li>• During the day</li> <li>• During Extended day</li> <li>• During After-school</li> </ul>
<b>At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)</b>	<ul style="list-style-type: none"> <li>• Advisory</li> <li>• Counseling (Group and Individual)</li> <li>• Academic Advisement</li> </ul>	<ul style="list-style-type: none"> <li>• Mixed Teacher/ student ratios:               <ul style="list-style-type: none"> <li>○ 1:1—Advisory</li> <li>○ 1:4—Counseling</li> <li>○ 1:8—Counseling</li> <li>○ 1:10—Academic Advisement</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• During the day</li> <li>• During Extended day</li> <li>• During After-school</li> </ul>

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

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

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

**Title I Status**

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

**All Title I Schools**

**Highly Qualified Teachers (HQT)**

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

School administration with work with DHR to ensure that all teachers are highly qualified, form partnerships with local colleges to identify new staff and attend Central borough wide hiring fairs.

**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).

- Promote and facilitate CCLS aligned student work that reflects the implementation of current system-wide reform initiatives
- Integrate professional development for monolingual and bilingual/ESL staff into the ongoing instructional activities of the school, for example, through multidisciplinary planning, common preparation periods, and locally designed professional support
- Involve parents in their children's education through greater collaboration with teachers and other school staff, and increased engagement in the school's education program

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

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

- As an SWP school, we have combined Title I funds with other federal, State, and local resources,; funds are used to benefit all students in the school, but a priority is to provide Academic Intervention Services to at-risk students

**SWP Schools Only**

**Transition Plans to Assist Preschool Children (Elementary Schools Only)**

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

**Measures to Include Teachers in Decisions Regarding Assessments**

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

Teachers on the MOSL team have worked collaboratively to determine the selection of of appropriate multiple assessment measures, professional development has been provided to the entire staff.

**TA Schools Only**

**Use of Program Resources**

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

**TA Coordination with the Regular Program**

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

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

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

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

---

**Parent Involvement Policy (PIP) Template**

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

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

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

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

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

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

- holding an annual Title I Parent Curriculum Conference;
- hosting educational family events/activities during Parent-Teacher Conferences and throughout the school year;
- encouraging meaningful parent participation on School Leadership Teams, Parent Association (or Parent-Teacher Association) and Title I Parent Committee;
- supporting or hosting Family Day events;
- establishing a Parent Resource Center/Area or lending library; instructional materials for parents;
- hosting events to support, men asserting leadership in education for their children. parents/guardians, grandparents and foster parents;
- encouraging more parents to become trained school volunteers;

- providing written and verbal progress reports that are periodically given to keep parents informed of their children's progress;
- developing and distributing a school newsletter or web publication designed to keep parents informed about school activities and student progress;
- providing school planners/folders for regular written communication between /teacher and the home in a format, and to the extent practicable in the languages that parents can understand;

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

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

**I. School Responsibilities**

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

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

*Support home-school relationships and improve communication by:*

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

*Provide parents reasonable access to staff by:*

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

*Provide general support to parents by:*

- creating a safe, supportive and effective learning community for students and a welcoming respectful environment for parents and guardians;

- assisting parents in understanding academic achievement standards and assessments and how to monitor their child's progress by providing professional development opportunities (times will be scheduled so that the majority of parents can attend);
- sharing and communicating best practices for effective communication, collaboration and partnering will all members of the school community;
- supporting parental involvement activities as requested by parents;
- ensuring that the Title I funds allocated for parent involvement are utilized to implement activities as described in this Compact and the Parent Involvement Policy;
- advising parents of their right to file a complaint under the Department's General Complaint Procedures and consistent with the No Child Left Behind Title I requirement for Elementary Secondary Education Act (ESEA) and Title I programs;

## **II. Parent/Guardian Responsibilities:**

- monitor my child's attendance and ensure that my child arrives to school on time as well as follow the appropriate procedures to inform the school when my child is absent;
- ensure that my child comes to school rested by setting a schedule for bedtime based on the needs of my child and his/her age;
- check and assist my child in completing homework tasks, when necessary;
- read to my child and/or discuss what my child is reading each day (for a minimum of 15 minutes);
- set limits to the amount of time my child watches television or plays video games;
- promote positive use of extracurricular time such as, extended day learning opportunities, clubs, team sports and/or quality family time;
- encourage my child to follow school rules and regulations and discuss this Compact with my child;
- volunteer in my child's school or assist from my home as time permits;
- participate, as appropriate, in the decisions relating to my child's education;
- communicate with my child's teacher about educational needs and stay informed about their education by prompting reading and responding to all notices received from the school or district;
- respond to surveys, feedback forms and notices when requested;
- become involved in the development, implementation, evaluation and revision to the Parent Involvement Policy and this Compact;
- participate in or request training offered by the school, district, central and/or State Education Department learn more about teaching and learning strategies whenever possible;
- take part in the school's Parent Association or Parent-Teacher Association or serve to the extent possible on advisory groups, e.g., Title I Parent Committees, School or District Leadership Teams;
- share responsibility for the improved academic achievement of my child;

## **III. Student Responsibilities:**

- attend school regularly and arrive on time;
- complete my homework and submit all assignments on time;
- follow the school rules and be responsible for my actions;
- show respect for myself, other people and property;
- try to resolve disagreements or conflicts peacefully;
- always                                    try                                    my                                    best                                    to                                    learn.

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

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

## Part I: School ELL Profile

### A. School Information

District <b>00</b>	Borough <b>Bronx</b>	School Number <b>530</b>
School Name <b>Banana Kelly High School</b>		

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

Principal <b>Charlette Pope</b>	Assistant Principal <b>Marcellus Stovall</b>
Coach <b>type here</b>	Coach <b>type here</b>
ESL Teacher <b>Bahar Arsoy-Paulsen</b>	Guidance Counselor <b>Susan Bobb</b>
Teacher/Subject Area <b>Tahon Ross</b>	Parent <b>Ms. Cash</b>
Teacher/Subject Area <b>Patricia Trujillo</b>	Parent Coordinator <b>Margarita Brice</b>
Related Service Provider <b>Jacqueline Scott Greaves</b>	Other <b>type here</b>
Network Leader(Only if working with the LAP team) <b>type here</b>	Other <b>type here</b>

### C. Teacher Qualifications

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

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

### D. Student Demographics

Total number of students in school (Excluding Pre-K)	<b>371</b>	Total number of ELLs	<b>68</b>	ELLs as share of total student population (%)	<b>18.33%</b>
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## Part II: ELL Demographics

### A. ELL Programs

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

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

This school offers (check all that apply):

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

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

ELL Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Total #
<b>Transitional Bilingual Education</b> (60%:40% → 50%:50% → 75%:25%)														0
<b>Dual Language</b> (50%:50%)														0
<b>Freestanding ESL</b>														
self-contained										8	20	9	10	47
Pull-out										4	4	7	6	21
<b>Total</b>	0	0	0	0	0	0	0	0	0	12	24	16	16	68

### B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	68	Newcomers (ELLs receiving service 0-3 years)	27	ELL Students with Disabilities	23
SIFE	1	ELLs receiving service 4-6 years	14	Long-Term (completed 6+ years)	29

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

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

	All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD	Total
TBE										0
Dual Language										0
ESL	25	1	2	14	0	7	29	0	11	68
Total	25	1	2	14	0	7	29	0	11	68

Number of ELLs who have an alternate placement paraprofessional: 1

### C. Home Language Breakdown and ELL Programs

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

\*EP=English proficient student

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

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

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

**Number of ELLs by Grade in Each Language Group**

	9		10		11		12		TOTAL	
	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP
<b>TOTAL</b>	0	0	0	0	0	0	0	0	0	0

**This Section for Dual Language Programs Only**

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

**Freestanding English as a Second Language**

**Number of ELLs by Grade in Each Language Group**

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish										11	21	14	19	65
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic														0
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other										0	1	2	0	3
<b>TOTAL</b>	0	0	0	0	0	0	0	0	0	11	22	16	19	68

## 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)										2	9	4	6	21

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)										5	5	5	6	21
Advanced (A)										4	10	4	8	26
Total	0	0	0	0	0	0	0	0	0	11	24	13	20	68

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	13		2	
Integrated Algebra	32		3	
Geometry				
Algebra 2/Trigonometry				
Math				
Biology				
Chemistry	1		0	
Earth Science	5		0	
Living Environment	25		1	
Physics				
Global History and Geography	19		0	
US History and Government	9		0	
Foreign Language				
Other				
Other				
NYSAA ELA				
NYSAA Mathematics				
NYSAA Social Studies				
NYSAA Science				

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

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

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

To assess the early literacy skills of our ELLs we have administered the baseline pre-assessment provided by the NYC Department of Education. Scantron Series is also utilized in all content areas to identify students reading levels. Content Regent leveled classes also administer baseline assessments to students in September to determine students current knowledge base and skill level. Thereafter, strategies include appropriate grouping and multiple entry points to support student learning.

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

The trends across grades show that most of our ELLs are in the 10th grade (22 students) and that most of the beginner (9 S's) and advanced level (8 S's) students are in the 10th grade. We have an equal number of intermediate level students (5 S's) in each grade. The trends across proficiency levels show that we have more advanced level students (25) and an equal number of students at the beginner (18) and intermediate (18) levels. According to the RLAT report dated 11/5/13, there are 33 students who have NYSESLAT scores for the years 2012 and 2013. The comparisons of these scores indicate the following trends with respect to proficiency levels. School wide, out of these 33 students, a total of 6 moved to a higher proficiency level (1 from beginner to intermediate, 1 from beginner to advanced and 4 from intermediate to advanced level. There are also 2 additional students who moved from advanced to proficient level whose names are not listed on this report). Out of 33 students, a total of 25 students stayed at the same level (5 beginner, 10 intermediate and 10 advanced level ELLs) and 2 students reversed to a previous level (1 from intermediate to beginner and 1 from advanced to intermediate level). The trends across proficiency levels indicate that the majority of the students have not moved to a higher level of proficiency.

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](#))

As of 11/15/13 the ATS document RMNR is unavailable, therefore the date of NYSESLAT specifically for the modality combinations of Reading/Writing and Listening/Speaking is unavailable.

4. For each program, answer the following:

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

A- The ESL Teacher along with administration discovered during an analysis of the NYSELAT exam that students are more successful at reaching proficiency in the listening/speaking portion of the NYSELAT than they are on the reading/writing component. The current program is assisting our ELL students with making some gains in both content and language development. Although, the trends across proficiency levels show that we have more advanced level students (25) and an equal number of students at the beginner (18) and intermediate (18) levels.

According to the RLAT report dated 11/5/13, there are 33 students who have NYSESLAT scores for the years 2012 and 2013. The comparisons of these scores indicate the following trends with respect to proficiency levels.

School wide, out of these 33 students, a total of 6 moved to a higher proficiency level (1 from beginner to intermediate, 1 from beginner to advanced and 4 from intermediate to advanced level. There are also 2 additional students who moved from advanced to proficient level whose names are not listed on this report). Out of 33 students, a total of 25 students stayed at the same level (5 beginner, 10 intermediate and 10 advanced level ELLs) and 2 students reversed to a previous level (1 from intermediate to beginner and 1 from advanced to intermediate level).

B- Na-

C- Na-

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](#).)

Na-

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

We make sure that a child's second language development is considered in instructional decisions by preparing lessons and activities which are scaffolded and differentiated according to the proficiency levels of students. Teachers also use SIOP strategies for ELL's such as opportunities for clarification in native language as well as activities that integrate all language skills: listening, speaking, reading and writing

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?

Na-

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

Success is evaluated based on NYSESLAT scores reported in the RNMR report, credit accumulation and regents performance growth.

## 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](#).)

ep 1: Students attending New York City Public schools are required to complete an intake packet which includes the Home Language Identification Survey. When a student arrives to our school they are welcomed by our parent coordinator who notifies our Assistant Principal of Student Services. Our Assistant Principal assists families in completing the documents including the Home Language Identification Survey. The Assistant Principal interviews the family to determine whether or not the student may be an ELL.

Step 2: If the student is determined to be an ELL based on the Home Language Identification Survey, our ESL Teacher who is a licensed pedagogue administers the LAB-R exam to the student within 10 business days of the student being admitted to school.

Step 3: If the student tests out of the LAB-R exam, then he or she is not entitled for ESL services and is assigned a program accordingly. If the student does not test out of LAB-R exam, then the student is entitled to ESL services and is programmed for ESL classes.

Step 3B: Once the LAB-R exam is administered and the student is determined to be in need of ESL services, the ESL teacher notifies the Spanish teacher who in turn administers the Spanish Lab to the student.

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.

As soon as the LAB-R test is administered, the parents of ELLs whose children are found to be entitled to ESL services are invited to a DOE Parent Video Orientation and they are also presented with an entitlement letter. The entitlement letter which is both in English and in the parents' native language informs the parents of their child's score on the LAB-R exam and provides them with information about the types of programs that are available to ELLs within the schools in New York City. During the DOE Parent Video Orientation, the parents of ELLs are provided with further information about the ELL programs that are available within the schools in the New York City Department of Education and any questions that they have about these programs are answered. This orientation is provided by our ESL teacher who is a licensed pedagogue. If a translator is needed then one is provided that speaks the parents' native language. Furthermore, the parents of ELLs are provided with a copy of the "Guide for Parents of English Language Learners" pamphlet in English and in their native language. This pamphlet which is prepared by NYC Board of Education Office of Language Learners also provides information about the types of programs available to ELLs with the New

York City public schools.

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 [\[see tool kit\]](#).)  
Entitlement letters are both mailed to parents' homes and given to students to give to their parents and a copy is available during the parent orientation. Our school support team calls home to ensure parents have received this letter and to invite them to the DOE Parent Video Orientation. Parent Survey and Program selection forms are distributed and collected during parent video orientation. Parents who do not attend orientation are contacted via telephone. Their options are presented to them and the parent program selection form is first given to a student to take to their parent and if not returned to the ESL teacher within 3 days, mailed to the parent. Copies of entitlement letters, program selection forms and placement letters are kept in a secure location.
4. Describe the criteria used and the procedures followed to place identified ELL students in bilingual or ESL instructional programs; description must also include any consultation/communication activities with parents in their native language.  
After the HLIS determines that a student is LAB-R eligible, the ESL teacher administers the LAB-R. If a student scores below proficiency, the student is an ELL. If a student is determined to be an ELL an entitlement letter and a placement letter introducing the program is issued to the family both in English and in their native language. During the DOE Parent Video Orientation which is provided in the parents' native language, parents are provided with information about the different types of programs available to them within New York City and within our school. Currently, our school offers a Freestanding ESL Program, therefore students who are entitled to ESL services based on their LAB-R scores are programmed for ESL classes according to their proficiency levels.
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.  
All ELLs are scheduled to take the NYSELAT exam. Prior to the administration of the test, a NYSELAT Committee consisting of the Principal, Assistant Principal, Testing Coordinator and ESL Teacher decide on the logistics of the test. The speaking portion of the test is administered in a separate room on a one-to-one basis by a team of trained teachers who are not the students' ELL or ELA teachers. The listening, reading and writing sections of the test are administered in a group and each test is administered on a different day in classrooms reserved for the test. The listening, reading and writing sections of the test are administered to students with IEPs in a separate location according to their IEPs. Each sub-component of the test is given to 9th and 10th graders in the morning and to 11th and 12th graders in the afternoon. The students are provided with permission slips and on the days of the test, they are escorted to the exam by the school support staff. After each sub-component of the test is administered school wide, students who were absent from a sub-component of the exam are given make-up tests in groups in classrooms reserved for the make-up tests. Make-up tests for each sub-component of the exam are administered in the morning and afternoon at least two or three times on various dates to ensure that the students complete all portions of the test until the designated deadline. The make-up tests for students with IEPs are administered in a separate location according to their IEPs.
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. 

# Part V: ELL Programming

## A. Programming and Scheduling Information

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

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

Our assistant principal collaborates with our programmer to highlight students' proficiency levels and properly program them for stand-alone ESL classes to meet the mandated number of instructional minutes. All Beginner level ELLs are programmed for three, forty-five minute, stand-alone ESL classes that meet 5 times per week. All Intermediate level ELLs are programmed for two, forty-five minute, stand-alone ESL classes that meet 5 times per week. All advanced level ELLs are programmed for one, forty-five minute stand-alone ESL classes that meet 5 times per week.

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.

Content Area teachers use the SIOP Model to provide ESL Strategies within their content area. Teachers use the workshop model, which consist of the mini-lesson followed by independent practice and back to whole group share out. The teachers differentiate lessons and activities. They design assessments and scaffold to gauge and improve student learning. Uniform practices such as taking notes using the Cornell Note Taking Style and incorporating different levels of depth of knowledge questions is incorporated in content area lessons to make content comprehensible. Even though the language of instruction may be in English most of the time, lessons include vocabulary instruction and students are provided with reference materials in their native language.

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

When students are initially enrolled in our school, our Spanish teacher administers the Spanish Lab to students. Based on their level students are enrolled in the appropriate Spanish class and receive native language instruction.
5. How do you ensure that ELLs are appropriately evaluated in all four modalities of English acquisition throughout the year?

ELL students are provided multiple entry points into the lesson. Student grouping, scaffolded questioning and multi-media are used to support ELL achievement. Formative ( Tests /quizes) and summative ( Teacher conferences/exit tickets/student work ) assessments are used to evaluate all of the four modalities of English Acquisition throughout the year. Technology/Blended Learning is used to support students for writing/Write to Learn and regents prep support ( Write To Learn/Novanet & Ellis)
6. How do you differentiate instruction for ELL subgroups?
  - a. Describe your instructional plan for SIFE.
  - b. Describe your plan for ELLs who have been in US schools less than three years (newcomers)..

- c. Describe your plan for ELLs receiving service 4 to 6 years.
- d. Describe your plan for long-term ELLs (completed 6+ years).
- e. Describe your plan for former ELLs (in years 1 and 2 after testing proficient).

a/b. Our teachers create differentiated lessons and activities for ELL subgroups.. Additionally, SIFE students, beginner level and new comers participate in the ELLIS Program to increase their vocabulary, to lower their affective filter and to help them improve their grammar as well as their listening and speaking skills.

c. Students receiving 4 to 6 years of service are one of the two target groups created by our ESL Department. We look closely at these students NYSESLAT testing patterns alongside their regents' performance and classroom performance in developing action plans for these individual students. These action plans may involve participating in extended day school, afterschool tutoring and/or in class reading and writing conferences with a licensed ESL teacher.

d. Long term ELL students are the second target group of the ESL Department. For this group again, we look closely at these students' NYSESLAT testing patterns alongside their regents' performance and classroom performance in developing action plans for these individual students, which are used to support classroom instruction.

e. As for our former ELLs, we develop individual action plans based on their regents' performance and classroom performance, which are used to support classroom instruction.

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?

The teachers of ELL-SWDs choose materials that are appropriate to the instructional level of their students based on the results of the New York City Performance series. Instruction is delivered using the workshop model and all lessons include vocabulary development, teacher differentiated lessons and activities based on the needs of their students.

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?

The ESL teacher along with the general teaching staff examines the IEPs of ELLs identified as having special needs in order to determine how students can achieve their IEP goals in their classrooms. The teachers differentiate their lessons according to the needs of these students. Furthermore, these students participate in the ELLIS Program, extended school-day and/or after school regents prep.

### 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:			

### 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

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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
<b>FOR TBE /DL PROGRAMS:</b> Native Language Arts	45 minutes per day	45 minutes per day	45 minutes per day

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

	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
<b>FOR TBE /DL PROGRAMS:</b> Native Language Arts	45 minutes per day	45 minutes per day	45 minutes per day

### Native Language Usage and Supports

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



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

## B. Programming and Scheduling Information--Continued

9. Describe your targeted intervention programs for ELLs in ELA, math, and other content areas (specify ELL subgroups targeted). Please list the range of intervention services offered in your school for the above areas as well as the language(s) in which they are offered.
- SIFE and new comer students receive pull out support in any course they take that terminates in a regents examination in the content areas of Social Studies, ELA, Math and Science. SIFE and new comers have also been identified for extended day and after-school regents prep.
10. Describe the effectiveness of your current program and how it is meeting the needs of your ELLs in both content and language development.
- The current program is assiting our ELL students with making some gains in both content and language development. Although,the trends across proficiency levels show that we have more advanced level students (25) and an equal number of students at the beginner (18) and intermediate (18) levels.
- According to the RLAT report dated 11/5/13, there are 33 students who have NYSESLAT scores for the years 2012 and 2013. The comparisons of these scores indicate the following trends with respect to proficiency levels.
- School wide, out of these 33 students, a total of 6 moved to a higher proficiency level (1 from beginner to intermediate, 1 from beginner to advanced and 4 from intermediate to advanced level. There are also 2 additional students who moved from advanced to proficient level whose names are not listed on this report). Out of 33 students, a total of 25 students stayed at the same level (5 beginner, 10 intermediate and 10 advanced level ELLs) and 2 students reversed to a previous level (1 from intermediate to beginner and I from advanced to intermediate level).
11. What new programs or improvements will be considered for the upcoming school year?
- We have added the ELLIS program as well as theILLIt and WRITE To Learn program
12. What programs/services for ELLs will be discontinued and why?
- None
13. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
- All ELL students are offered extra support during extended day and after-school. Teachers of ELL students invite ELL students and their families to participate in school activities. Our ELLs participate in our blended learning programs and regents preparation programs offered during extended day and in after-school. Additionally, we provide extracurricular activities, which include varisty basketball, Soccer Club, Creative Writing, Build-on, Wrestling, Year Book Club, Art Club and Varsity Baseball .
14. What instructional materials, including technology, are used to support ELLs (include content area as well as language materials; list ELL subgroups if necessary)?
- All of the ELLs are provided with glossaries in the content areas. All the ESL classes have a set of dictionaries, and if any other teacher in the building wants dictionaries for their ELLs ,it will be provided. We have also purchased the ELLIS and ILit/Write To Learn Software.
15. How is native language support delivered in each program model (TBE, Dual Language, and ESL)?
- We have offered native language supports by purchasing dictionaries and dowloading glossaries in our students' native languages. In addition, we also have books in students native language.
16. Explain how the required services support, and resources correspond to ELLs' ages and grade levels?
- Using NYS ESL performance indicators as an anchor, our ESL department in consultation with our content area department strive to create relevant curricula that speaks to students' age and grade levels and is also align to the general education courses students are programmed for.
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.
- The activities that we provide for newly enrolled ELL Students before the beginning of the school year is a parent/student orientation that is hosted in June. School leadership , the ESL Teacher along with the Parent Coordinator speak with students & parents about the ESL Program and school offerings.
18. What language electives are offered to ELLs?
- All Banana Kelly Students are offered Spanish electives.
19. For schools with dual language programs:
- How much time (%) is the target language used for EPs and ELLs in each grade?
  - How much of the instructional day are EPs and ELLs integrated? What content areas are taught separately?
  - How is language separated for instruction (time, subject, teacher, theme)?
  - 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)?

NA-

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

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

1- The ESL teacher meets with the content area teachers biweekly during grade & department meetings to discuss student progress and curricular design. School Leadership receives periodic updates of OELL professional development trainings relating to ELL students at the high school level.

2-We encourage staff to examine students academic data in the ARIS system. Additionally, ESL teachers work with content area teachers to develop strategies ( SIOP Model) to improve the academic performance of ESL students within the content area.

3- This year we plan to have the ELL teacher conduct two all school wide workshop focusing on ELL assessment data to share promising practices when working with ELL students. A sign-in sheet and a reflection sheet will be used to record staff participation in these workshops.

## D. Parental Involvement

1. Describe ELL parent involvement in your school. Include specific activities that foster parental involvement for parents of ELLs.
2. Does the school partner with other agencies or Community Based Organizations to provide workshops or services to ELL parents?
3. How do you evaluate the needs of the parents?
4. How do your parental involvement activities address the needs of the parents?
  - 1- Currently, our school is working to improve parental involvement within the school. We hope to improve parental involvement through hosting during and afterschool showcases of student work. All parents will be invited for these events and the parents of ELL students will receive specialized invitations to attend these events. Within these events we will have conversations on important information pertaining to student achievement including regents performance, student credit accumulation, new programs and curricula etc.
  - 2- We are working with our CBO's to develop foster stronger ELL partnership for our parents.
  - 3-Our parent coordinator along with the PTA hold monthly meetings in which, she is responsible for eliciting parent needs. There is a yearly night of elegance activity where 80 of our parent including our ELL parents attend with their children. Yearly parent surveys are also distributed to parents by the Department of Education, which we use to determine parent satisfaction.
  - 4- Our parent meetings will be integrated into our PTA and SLT meetings. The school will ensure that translation services are provided either by a staff member or through the translation services.

## 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: Banana Kelly High School**

**School DBN: 08x530**

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Charlette Pope	Principal		1/1/01
Marcellus Stovall	Assistant Principal		1/1/01
Margarita Brice	Parent Coordinator		1/1/01
Bahar Arsoy-Paulsen	ESL Teacher		1/1/01
Ms. Cash	Parent		1/1/01
Tahon Ross	Teacher/Subject Area		1/1/01
Patricia Trujillo	Teacher/Subject Area		1/1/01
	Coach		1/1/01
	Coach		1/1/01
Susan Bobb	Guidance Counselor		1/1/01
	Network Leader		1/1/01
	Other		1/1/01

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

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

DBN: 08530 School Name: Banana Kelly High School

Cluster: \_\_\_\_\_ Network: CEI-PEA 536

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

### **Part A: Needs Assessment Findings**

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

Written translation and oral interpretation needs for our school are assessed using data that is collected from the Home Language identification Survey ( HLIS), which is completed upon a child's admission to a New York City public school; parents' biographical information provided in students' cumulative record folders and on students' emergency cards; and feedback offered by parents at Parent Association meetings and during parent workshops and open school conferences/school meetings.

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.

According to the language surveys the majority of our students who speak languages other than English speak Spanish. In planning for open school night and parent teacher conferences this has been communicated to our school community in writing and at staff meetings. Additionally, the parent coordinator and school administrators are aware of the diversity and make the appropriate accommodations for communicating with our families.

## Part B: Strategies and Activities

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

The school will use the DOE translated parent letters in regards to Parent-Teacher conferences, promotion in doubt and summer school. For all other letters, we will use staff and/or DOE translation services to communicate with parents.

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

Oral translations in Spanish will be provided by the DOE translation services and or by staff fluent in the specific native language, when available. These services are offered during all of our meetings, school functions, and registration process. The purpose of offering language services is to facilitate and increase meaningful communication and access to school programs, curriculum, activities, and educational opportunities.

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>.

We will fulfill the Chancellor's Regulation A-663 by using the translation services provided by the DOE. We will request the services at least weeks in advance of school mailings. Moreover, there are always translators available on staff during all school activities and information sessions about their children's academic performance. We also have a sign posted at the primary entrance, by the security desk, in the main office, and at the ELL and Parent coordinator's offices indicating the availability of translation and interpretation services. We will also continue to use all resources available from The Translation and Interpretation Unit.

## 2013-14 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 #44](#) or contact your [Senior ELL Compliance and Performance Specialist](#). Submit this form to your Senior ELL Compliance and Performance Specialist by October 25.

Part A: School Information	
Name of School: Banana Kelly High School	DBN: 08x530
This school is (check one):	
<input type="checkbox"/> conceptually consolidated (skip part E below) <input checked="" 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:
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: 2
# of certified ESL/Bilingual teachers: 2
# of content area teachers: 2

### Part B: Direct Instruction Supplemental Program Information

Describe the direct instruction supplemental program here and include the

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

Begin description here: The English Language Learner Department has reviewed all NYSESLAT data looking for patterns and trends. After having carefully reviewed and compared the NYSESLAT data and student's areas of focus, we have determined that our English Language Learners and new immigrants to the country need to work on developing their writing, reading, speaking and listening skills, which are needed to achieve graduation requirements. These opportunities will be offered during our extended day, after school and Saturday programs. Our English Language Learners and new immigrant students in grades 9-12 will be attending extended day, after-school regents prep & Saturday school instructed by an ESL and content area teacher to assist students in acquiring English Language skills.

### 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: Anana Kelly's professional development programs involve on-going, in-house and off-site professional development opportunities. Under the school leadership we have created opportunities for both ESL teachers and content area teachers to receive in-house and off-site professional development. These opportunities include Pearson Literacy supports, some of which are web-based programs. SIOP training (Sheltered Instruction Observation Protocol) ELLIS, ILIT and Write To Learn are among a few of these programs that are used. These trainings are offered during our Friday professional development sessions. During these professional development sessions teachers focus on planning and preparation of lessons collaboratively to incorporate both academic language and non-academic language strategies into their lessons. Monthly off-site opportunities are provided through our network (CEI-PEA) focused on instructional strategies for acquiring English language skills. (Instructional Strategies for ELLs with special needs) September 18, 2013: (Co-teaching: How to have a Successful Push In ESL Model) February 7, 2014: (Literacy, Vocabulary and Writing): Co-teaching and Collaboration. Additionally, the ESL team will share the assessment data of the NYSESLAT, which will assess the effectiveness of the Professional development provided.

### 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: The parents of our English Language Learners and new immigrants, grades 9-12, will be provided with a meeting twice per year ( Fall & Spring). Students and parents are expected to attend both of these events, bringing our total number of participants to approximately 60 people. Our initial meeting, was held on October 19, 2013 , which is an outreach and orientation for parents regarding their course of study and academic expectations. This meeting is also a way to re-introduce parents to our administration, LAP program and Title III rights and programs. The purpose of these parent meetings is to inform parents of ways and opportunities to support their children. Food and Metro Cards were provided in order to maximize attendance. Our second meeting, to be held April 12, 2014, will be a meeting where parents can meet one-on-one with our licensed ESL teachers to discuss students' literacy progress as evidenced using a combination of New York City Department of Education Base Line Assessments and classroom summative and formative assessments. At this meeting parents and students will also collaboratively create short term goals for the end of the year and longer term goals for the 2013-2014 school year. We will request DOE translation services to provide interpretation for parents for all parental meetings.

### Part E: Budget

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

Allocation Amount: \$5845

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Professional salaries (schools must account for fringe benefits) <ul style="list-style-type: none"> <li>• Per session</li> <li>• Per diem</li> </ul>	\$2,941	Teacher per session pay for After-School Program ( Fall/Spring) for at risk and low level students. Every Tuesday & Thursday 3:45PM-5:45PM  2 Teachers ( Math /ESL) @ 41.50/hr X 4hrs X 10 weeks = \$2,905
Purchased services <ul style="list-style-type: none"> <li>• High quality staff and curriculum development contracts.</li> </ul>	\$2,904	Instructional Materials-  5 I pads @ \$499.99= \$2,500
Supplies and materials <ul style="list-style-type: none"> <li>• Must be</li> </ul>		

**Part E: Budget**

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

Allocation Amount: \$5845

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
supplemental. <ul style="list-style-type: none"><li>• Additional curricula, instructional materials.</li><li>• Must be clearly listed.</li></ul>		
Educational Software (Object Code 199)		
Travel		
Other		
<b>TOTAL</b>	\$5,845	