



**Department of  
Education**

*Dennis M. Walcott, Chancellor*



**2013-2014**

**SCHOOL COMPREHENSIVE EDUCATIONAL PLAN  
(SCEP)**

**School Name: GRACE DODGE CAREER AND TECHNICAL HIGH SCHOOL**

**DBN (i.e. 01M001): 10X660**

**Principal: FRANK GIAIMO**

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

**Superintendent: DENISE HALLETT**

**Network Leader: STEVEN CHERNIGOFF**

**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
Frank Giaimo	*Principal or Designee	
Ernest Uthgenannt	*UFT Chapter Leader or Designee	
Rosalina Arias	*PA/PTA President or Designated Co-President	
Anita Cruz	DC 37 Representative, if applicable	
	Student Representative ( <i>optional for elementary and middle schools; a minimum of two members required for high schools</i> )	
	CBO Representative, if applicable	
Monique Brown	Member/ Teacher	
Olga Sanchez	Member/ Parent	
Blanca Capellan	Member/ Parent	
Keicha Campusano	Member/ Student	
Reese Sostre	Member/ Student	
Anthony Chesser	Member/ Student	
	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>School Leadership Team Signature Page</b>
	<b>The SCEP Overview</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>Academic Intervention Services (AIS)</b>
	<b>Title I Information Page (TIP) (Only for Priority or Focus schools receiving Title I funding)</b>
	<b>Parent Involvement Policy (PIP)</b>

### Priority Schools Only

	<b>Expanded Learning Time (ELT) Program Description</b>
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**School Information Sheet for 10X660**

School Configuration (2013-14)					
<b>Grade Configuration</b>	09,10,11,12	<b>Total Enrollment</b>	435	<b>SIG Recipient</b>	Yes
Types and Number of English Language Learner Classes (2013-14)					
<b># Transitional Bilingual</b>	N/A	<b># Dual Language</b>	N/A	<b># Self-Contained English as a Second Language</b>	N/A
Types and Number of Special Education Classes (2013-14)					
<b># Special Classes</b>	52	<b># SETSS</b>	15	<b># Integrated Collaborative Teaching</b>	18
Types and Number of Special Classes (2013-14)					
<b># Visual Arts</b>	14	<b># Music</b>	N/A	<b># Drama</b>	1
<b># Foreign Language</b>	17	<b># Dance</b>	N/A	<b># CTE</b>	18
School Composition (2012-13)					
<b>% Title I Population</b>	71.0%	<b>% Attendance Rate</b>			78.8%
<b>% Free Lunch</b>	99.9%	<b>% Reduced Lunch</b>			0.0%
<b>% Limited English Proficient</b>	21.6%	<b>% Students with Disabilities</b>			26.1%
Racial/Ethnic Origin (2012-13)					
<b>% American Indian or Alaska Native</b>	0.3%	<b>% Black or African American</b>			27.4%
<b>% Hispanic or Latino</b>	69.8%	<b>% Asian or Native Hawaiian/Pacific Islander</b>			1.6%
<b>% White</b>	0.8%	<b>% Multi-Racial</b>			N/A
Personnel (2012-13)					
<b>Years Principal Assigned to School</b>	0.67	<b># of Assistant Principals</b>			3
<b># of Deans</b>	N/A	<b># of Counselors/Social Workers</b>			4
<b>% of Teachers with No Valid Teaching Certificate</b>	1.7%	<b>% Teaching Out of Certification</b>			13.9%
<b>% Teaching with Fewer Than 3 Years of Experience</b>	8.5%	<b>Average Teacher Absences</b>			10
Student Performance for Elementary and Middle Schools (2012-13)					
<b>ELA Performance at levels 3 &amp; 4</b>	N/A	<b>Mathematics Performance at levels 3 &amp; 4</b>			N/A
<b>Science Performance at levels 3 &amp; 4 (4th Grade)</b>	N/A	<b>Science Performance at levels 3 &amp; 4 (8th Grade)</b>			N/A
Student Performance for High Schools (2011-12)					
<b>ELA Performance at levels 3 &amp; 4</b>	60.9%	<b>Mathematics Performance at levels 3 &amp; 4</b>			32.1%
Credit Accumulation High Schools Only (2012-13)					
<b>% of 1st year students who earned 10+ credits</b>	N/A	<b>% of 2nd year students who earned 10+ credits</b>			N/A
<b>% of 3rd year students who earned 10+ credits</b>	N/A	<b>4 Year Graduation Rate</b>			31.4%
<b>6 Year Graduation Rate</b>	45.7%				
Overall NYSED Accountability Status (2012-13)					
<b>Reward</b>		<b>Recognition</b>			
<b>In Good Standing</b>		<b>Local Assistance Plan</b>			
<b>Focus District</b>	X	<b>Focus School Identified by a Focus District</b>			
<b>Priority School</b>	X				

**Accountability Status – Elementary and Middle Schools**

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

**Accountability Status – High Schools**

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

## SCEP Overview

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

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

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

Answer the following questions regarding the 12-13 SCEP			
<b>Describe the strengths of your school's 12-13 SCEP.</b>			
100% of teachers received meaningful formative feedback and next steps from short, frequent cycles of formative classroom observation stressing the use of DOK questioning and student centered discussions. Teacher inquiry teams established to review and implement best practices and identify groups of students needing support. Teachers were trained in utilizing online learning to best support student needs.			
<b>Describe the areas for improvement in your school's 12-13 SCEP.</b>			
Teachers will be expected to collaboratively assess the quality of student work and use these assessments to revise and drive instruction. Inquiry work will be ongoing. This work will be based on a mock Regents and the ARIS Regents Item Analysis.			
<b>Describe the barriers and challenges encountered while developing and implementing your school's 12-13 SCEP.</b>			
Teachers in the school had limited experience in curriculum development, therefore work focused around planning and preparation.			
<b>Describe the degree to which your school's 12-13 SCEP was successfully implemented.</b>			
By April 2013, 100% of teachers received feedback on questioning techniques via professional development, classroom visits and post-visit feedback from school administration and educational consultants. Online learning programs provided additional academic support to ELL students and students with IEPs. Supervisors ensured delivery of instructional materials for teachers and students and reviewed updates provided by teachers regarding student progress. Teacher inquiry teams established to review and implement best practices and identify groups of students needing support.			
<b>Were all the goals within your school's 12-13 SCEP accomplished?</b>	x	<b>Yes</b>	<b>No</b>
<b>If all the goals were not accomplished, provide an explanation.</b>			
<b>Did the identified activities receive the funding necessary to achieve the corresponding goals?</b>	x	<b>Yes</b>	<b>No</b>

### ***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>			
Under the direction of school leaders, during common planning times, teacher teams will continue to address the challenge of developing and refining curriculum units. This work will focus on aligning units with the selected Common Core standards and City-wide Instructional Expectations.			
<b>List the 13-14 student academic achievement targets for the identified sub-groups.</b>			
Teacher training will focus on overcoming the challenges associated with teaching special needs and ELL students. An action plan will be established for each ELL and IEP student, in collaboration with student, parent, guidance and school administration, responding to their individual needs and goals. Student progress will be tracked and parent outreach and intervention measure will be logged accordingly. As a phase out school, we will outreach all special needs student and/or work with students and families to find appropriate placement. An effective college and career readiness program will be created and documented.			
<b>Describe how the school leader(s) will communicate with school staff and the community.</b>			
Ongoing professional development will be provided to faculty members in best practices for engaging parents and community. Parent Coordinator and PA President will work collaboratively with the administration and School Leadership Team to provide workshops and activities that will attract parents to become actively involved in the school. Guidance Counselors will be available for families both after regular school hours and on Saturdays, to assist with college and career planning. The Library Media center will remain open additional hours and some Saturdays to facilitate workshops and initiatives. An ESL/Computer Skills Parent class will be made available after school hours to assist our parents in obtaining career skills. Community based organizations, such as The Committee for Hispanic Children, will provide additional support in family and community engagement.			
<b>Describe your theory of action at the core of your school's SCEP.</b>			

Inquiry work around student data to drive instruction and to create individualized plans of action to address the specific needs of every student in regards to: credit accumulation, passing Regents exams and finding appropriate placement [when necessary].

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

Common planning time meetings will focus on using student inquiry work and data to revise and drive instruction. Planning and instructional supports will help teachers to develop curriculum aligned to the CIE and the school's instructional focus. The school's instructional focus will center on literacy, meaningful discussion and using text based evidence to defend written arguments. The school's MOSL selection, centered on the 11<sup>th</sup> grade ELA Scantron series testing, likewise reflects this instructional focus

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

Strategically program teacher teams to meet daily and weekly for common planning. Establish a formalized systemic process of inquiry in weekly meetings through weekly logs and review of student work products. Select groups of students to study, specifically ELLs, students with disabilities, and those students who are overage and under credited. Review of student work products, monitoring of progress in core subject areas and specific action plans will be put into place to improve student learning outcomes. All teachers will receive training in team teaching and the use of paraprofessionals in the classroom to better serve the needs of ELLs and students with disabilities. Establish school wide system to modify instruction across all subject areas, based on the student learning outcomes of targeted subgroups to ensure even progress towards instructional goals.

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

School leaders will oversee professional development during common planning times. An assistant principal will be assigned to support math and science and another will support ELA and Social Studies. All teachers received informal observations by the Principal in the first 2 months of school, with full period post-observation conferences that outline the school's instructional focus. During common planning times, teachers will continue to develop curricula and conduct item analysis of standardized formative assessments from past Regents and Acuity examinations to inform instruction. Professional development in creating assessment tools and examination of student data will be made available on a semi-monthly basis. Universal protocols for assessment in instruction will be established across all courses to ensure continuity of learning and instruction.

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

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

### **Major Recommendation**

Cite the Major Recommendation in the space below from your latest intervention (DTSDE Review, QR, or Alt DQR) which will form the basis of your needs assessment. Include the review type, year, page number, and HEDI rating ("H" = Highly effective, "E" = Effective, "D" = Developing, "I" = Ineffective, "NA" = Not Applicable).							
Ensure the ongoing development of teachers through supervisory practices using specific feedback and actionable next steps in formative observation cycles to advance teaching practices in order to experience continued student learning gains. (4.1)							
<b>Review Type:</b>	DQR	<b>Year:</b>	2012-2013	<b>Page Number:</b>	4	<b>HEDI Rating:</b>	D

### **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>X</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>X</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.
Teachers will receive meaningful formative feedback and next steps from short, frequent cycles of formative classroom observation stressing more vigorous tasks, and student centered discussions. Teacher inquiry team will be established to review and implement best practices towards making curriculum accessible to all students, including subgroups.

### **Instructional Strategies/Activities**

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

1. 100 % of teachers will receive detailed feedback on multiple parts of entry, revising curriculum around essential questioning, and the implementation of more rigorous tasks via professional development, classroom visits and post-visit feedback. Detailed feedback will include specific actionable next steps, expectations and a clearly defined timeline of when support will be provided and by whom. Teachers directed to conduct inter-visitations and logs of assistance will receive explicit expectations and consistent follow up to incorporate into instructional practices. Educational consultants from Generation Ready, Classlink, CAL (Center for Applied Linguistics) will assist school leaders in delivery of detailed feedback and action plans.
2. 100 % of teachers will be invited to participate in teacher inquiry team including all core subject areas and CTE. Teacher inquiry team will be comprised of a minimum of five team members. Teams will evaluate student assessments and pedagogical shifts demanded by the common core state standards.
3. Supervisors will ensure delivery of instructional materials for teachers and students.
4. Supervisors will review updates provided by teachers regarding student progress.

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

1. Principal, Assistant Principals, retired Assistant Principal, Network Achievement Coach and Educational Consultants
2. Teachers
3. Teachers and student teacher under the direction of ESL Coordinator
4. Principal, Assistant Principals, and support staff – school secretary and school aide
5. Principal, Assistant Principals, and Network Achievement Coach

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

1. During the 2013-2014 school year, school leaders, educational consultants and teachers will meet on a semi-monthly basis to review strategies, best practices, challenges and action plans to ensure consistent development in pedagogy and instruction.
2. Inquiry team will establish formal inquiry process and select specific groups of students to be studied through data and student work products culminating with specific action plans put into place.
3. Beginning in September 2013 and throughout the school year as needed, teachers will be trained in online programs during common planning time and afterschool. An SVA teacher will be made available twice a week to provide individualized support for teachers
4. As directed by the principal, throughout the school year, instructional supplies will be procured by school secretary and delivered by school aides to assistant principals for distribution to teachers under their supervision. Administration and teachers will collaboratively select instructional supplies.

5. During the 2013-2014 school year, administrative staff will meet weekly to review teacher and student progress.

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

1. September 2013 – June 2014 following formal and informal observations.
2. December 2013 and meet semi-monthly December 2013 – June 2014
3. Training will be provided as needed September 2013- June 2014.
4. Beginning in September 2013 and ending in June 2014.
5. Beginning in September 2013 and ending in June 2014.

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

1. Daily rate for educational consultants from Generation Ready, CAL (Center for Applied Linguistics) and Classlink
2. Inquiry Team comprised of 5 teachers will meet on a semi-monthly basis from December – June (2 x 7 months for 3 hour session at the per session rate)
3. SVA will monitor online administration of Rosetta Stone program (2 x per week November – June 2 hour session at the per session rate)
4. Instructional materials will be procured as needed.
5. Per Diem and prep period coverages as needed.

**Budget and Resource Alignment**

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

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

NYSTL, Title I ARRA

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>X</b>	<b>PF Inquiry Teams</b>		<b>PF NYS Standards and Assessments</b>		<b>PF Parent Engagement</b>
	<b>PF Positive Behavioral Management Programs</b>				<b>PF RTI</b>	<b>X</b>	<b>PF Supporting Great Teachers &amp; Leaders</b>

**Goal and Action Plan #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).

Deepen the work already begun during common planning time with teacher team, which includes the inquiry process to better inform and align goals focused on improved student learning outcomes. 4.2

<b>Review Type:</b>	DQR	<b>Year:</b>	2012-2013	<b>Page Number:</b>	5	<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>3.2 Enact curriculum</b>	<b>x</b>	<b>3.3 Units and lesson plans</b>
<b>x</b>	<b>3.4 Teacher collaboration</b>	<b>x</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, 100% of teachers will engage in effective common planning time as measured by weekly logs, student work products, creation of effective units of study, refining of curriculum units, examination of rigorous tasks, engagement in structured protocols to ensure alignment with the selected Common Core standards and Citywide Instructional Expectations.

**Instructional Strategies/Activities**

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

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

<ol style="list-style-type: none"> <li>1. Strategically program teacher teams to meet daily and weekly for common planning.</li> <li>2. Establish a formalized systemic process of inquiry in weekly meetings through weekly logs and review of student work products.</li> <li>3. Select groups of students to study, specifically ELLs, students with disabilities, and those students who are overage and under credited. Review of student work products, monitoring of progress in core subject areas and specific action plans will be put into place to improve student learning outcomes.</li> <li>4. All teachers will receive training in team teaching and the use of paraprofessionals in the classroom to better serve the needs of ELLs and students with disabilities.</li> <li>5. Establish school wide system to modify instruction across all subject areas, based on the student learning outcomes of targeted subgroups to ensure even progress towards instructional goals.</li> </ol>
<p><b>B. Key personnel and other resources used to implement each strategy/activity</b></p> <ol style="list-style-type: none"> <li>1. School Program Chairperson will ensure that each teacher's program has allotted time for common planning with administrative staff.</li> <li>2. Principal, Assistant Principals, Network Achievement Coach and all teachers.</li> <li>3. Principal, Assistant Principals, and all teachers.</li> <li>4. Administrative staff, Network Achievement Coach, educational consultants and teachers. Educational paraprofessionals will be invited to attend targeted training.</li> <li>5. Principal, Assistant Principals, and all teachers.</li> </ol>
<p><b>C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity</b></p> <ol style="list-style-type: none"> <li>1. By the end of the 2013-2014 school year, all teachers will have participated in common planning time.</li> <li>2. Collected evidence during the 2013-2014 school year will support that a formalized systemic process of inquiry has been established and is being implemented on a consistent basis. All English, math, social studies, and science teachers will refine curriculum units and engage in structured protocols to ensure tasks are rigorous and aligned with the selected Common Core standards.</li> <li>3. Teams will examine student work products and identify potential teacher responses to improve outcomes. Teachers will review Regents examinations from the 2012-2013 school year to understand gaps in student knowledge, or skill, and inform the revision of their instructional units including more rigorous tasks. Action plans will be modified accordingly.</li> <li>4. School leaders will plan professional development activities based on feedback from participants and observations.</li> <li>5. Semi-monthly review of school wide system by school leaders and teachers will inform instructional decisions about the progress of identified subgroup of students.</li> </ol>
<p><b>D. Timeline for implementation and completion including start and end dates</b></p> <ol style="list-style-type: none"> <li>1. September 2013 through June 2014</li> <li>2. September 2013 through June 2014</li> <li>3. October 2013 through June 2014</li> <li>4. November 2013, January 2014, and as needed throughout the school year</li> <li>5. September 2013 through June 2014</li> </ol>
<p><b>E. Describe programmatic details and resources that will be used to support each instructional strategy/activity</b></p> <ol style="list-style-type: none"> <li>1. Per Diem and prep period coverages as needed</li> <li>2. No cost related to this task.</li> <li>3. Per Session costs as needed for teachers from all core subject areas, special education and ESL.</li> <li>4. Daily rate for educational consultants from Generation Ready, Classlink, and CAL (Center for Applied Linguistics).</li> <li>5. No cost related to this task.</li> </ol>

**Budget and Resource Alignment**

Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.											
<b>x</b>	<b>PF Set Aside</b>	<b>x</b>	<b>Tax Levy</b>		<b>Title IA</b>		<b>Title IIA</b>	<b>x</b>	<b>Title III</b>	<b>x</b>	<b>Grants</b>
List any additional fund sources your school is using to support the instructional goal below.											
Title I ARRA SIG											
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>x</b>	<b>PF Inquiry Teams</b>	<b>x</b>	<b>PF NYS Standards and Assessments</b>		<b>PF Parent Engagement</b>				
	<b>PF Positive Behavioral Management Programs</b>				<b>PF RTI</b>	<b>x</b>	<b>PF Supporting Great Teachers &amp; Leaders</b>				

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

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

## Major Recommendation

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

Expand the practice of using common planning time to develop teachers' capacity in creating common assessment tools, protocols, and examination of student data, for the purposes of modifying instruction in order to effectively meet the needs of all learners. (2.2)

<b>Review Type:</b> DQR	<b>Year:</b> 2012-2013	<b>Page Number:</b> 5	<b>HEDI Rating:</b> D
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## Tenet 4: Teacher Practices and Decisions

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

<b>x</b>	<b>4.2 Instructional practices and strategies</b>	<b>x</b>	<b>4.3 Comprehensive plans for teaching</b>
<b>x</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, teachers will have protocols in place for assessment in instruction and ensure that students are provided with specific feedback to allow for reflection and academic growth.

## Instructional Strategies/Activities

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

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

1. All subject area departments will generate a writing rubric that is fully aligned to the State standards.
2. Teachers will provide clear and specific feedback to students, noting areas for improvement in writing. This will enable students to measure next steps to improve their work products
3. School leaders and teachers will continue to develop curricula and conduct item analysis of standardized formative assessments from past Regents and Acuity examinations to inform instruction.
4. Professional development in creating assessment tools and examination of student data will be made available on a semi-monthly basis.
5. Universal protocols for assessment in instruction will be established across all courses to ensure continuity of learning and instruction.

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

1. School leaders, all teachers, and educational consultants.
2. School leaders, Network Achievement Coach, all teachers, and educational consultants.
3. School leaders, Network Achievement Coach and educational consultants
4. School leaders, Network Achievement Coach and educational consultants
5. School leaders and all teachers

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

1. Each department will create a binder which will include a writing rubric, assessments, feedback on student work, and teacher reflections.
2. Feedback given to students will be reviewed during pre and post observations to ensure that teachers are meeting the needs of all students.
3. Network Achievement Coach, school leaders, and educational consultants will instruct teachers on curricula development, item analysis techniques, and effective assessment strategies.
4. Network Achievement Coach, school leaders, and educational consultants will instruct teachers on curricula development, item analysis techniques, and effective assessment strategies.
5. Principal will ensure that protocols are in place.

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

1. September 2013 – June 2014
2. Fall Term September 2013 – January 31, 2014 and Spring Term February 2014 – June 2014
3. September 2013 – June 2014

4. Semi-monthly September 2013 – June 2014
5. September 2013- June 2014
<b>E. Describe programmatic details and resources that will be used to support each instructional strategy/activity</b>
1. Common planning time. Per Diem and prep coverages as needed.
2. No cost associated with this activity.
3. No cost associated with this activity
4. Daily rate for educational consultants from Generation Ready, Classlink and CAL Center for Applied Linguistics
5. No cost associated with this activity

**Budget and Resource Alignment**

Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.											
<b>x</b>	<b>PF Set Aside</b>	<b>x</b>	<b>Tax Levy</b>		<b>Title IA</b>		<b>Title IIA</b>	<b>x</b>	<b>Title III</b>	<b>xx</b>	<b>Grants</b>
List any additional fund sources your school is using to support the instructional goal below.											
Title I ARRA SIG											
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>x</b>	<b>PF Inquiry Teams</b>	<b>x</b>	<b>PF NYS Standards and Assessments</b>		<b>PF Parent Engagement</b>				
	<b>PF Positive Behavioral Management Programs</b>				<b>PF RTI</b>	<b>x</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).			
In line with PPR goals, under the direction of the principal, the staff's ability to prevent disciplinary problems and create a positive, collaborative classroom and school culture conducive to academic achievement must be developed. – PPR 2012-2013			
<b>Review Type:</b>	PPR	<b>Year:</b>	2012-2013
<b>Page Number:</b>	5	<b>HEDI Rating:</b>	E

**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>X</b>	<b>5.2 Systems and partnerships</b>	<b>X</b>	<b>5.3 Vision for social and emotional developmental health</b>
<b>X</b>	<b>5.4 Safety</b>	<b>X</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.	
In collaboration with student, parent, guidance, CBOs and school administration, based on student data an action plan will be established for each student in order to respond to their social and emotional individual needs and goals.	

**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.	
<b>A. Strategies/activities that encompass the needs of identified subgroups</b>	
1. Student data will be tracked by guidance counselors and parent outreach and intervention measures will be entered into Ilog accordingly.	
2. Outreach via mail, telephone and home visits will be made to LTAs and students with attendance issues in an effort to bring them back to school and/or to find appropriate placement.	
3. School leaders will designate a social worker whose caseload will include those targeted students in greatest need of social, emotional and needed interventions.	
4. School leaders, teachers, and support staff will continue to encourage positive behavior throughout the school day	
5. Students will be recognized on a monthly basis via awards, special activities, trips, and other incentives targeting attendance improvement and academic achievement. As an incentive, opportunities for employment in school offices, supervised by school staff.	

<b>B. Key personnel and other resources used to implement each strategy/activity</b>
<ol style="list-style-type: none"> <li>School leaders, guidance counselors, related service providers, and parent coordinator.</li> <li>Assistant Principal, attendance coordinator, attendance teacher, family assistant, attendance school aide, attendance consultants and parent coordinator. Classroom teachers will engage in attendance outreach as well.</li> <li>Retired social worker will perform per session activity</li> <li>All stakeholders in school community.</li> <li>Assistant Principal, school program chairperson, guidance counselors, coordinator of student activities, parent coordinator and school secretary, Work Based Learning coordinator</li> </ol>
<b>C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity</b>
<ol style="list-style-type: none"> <li>Guidance team and Deans will meet weekly with assistant principal to review student data and plan intervention measures for targeted students. Assistant Principal will keep agendas, team minutes, action plans and follow-up.</li> <li>School leaders will review I-Logs on a weekly basis with attendance team to ensure consistent monitoring of team activities and success in needed interventions.</li> <li>Weekly reports on intervention and action plans will be submitted to school leaders by social worker</li> <li>School leaders and deans will provide professional development to teachers, paraprofessionals, and support staff in effective classroom management strategies and enforcement of positive behavior characteristics. School culture and climate will be evaluated by school leaders and SLT on a monthly basis.</li> <li>Students who fulfill selected criteria will be recognized on a monthly/semester basis</li> </ol>
<b>D. Timeline for implementation and completion including start and end dates</b>
<ol style="list-style-type: none"> <li>September 2013 – June 2014</li> <li>September 2013- June 2014</li> <li>December 2013 – June 2014</li> <li>September 2013 – June 2014</li> <li>On a monthly basis September 2013 – June 2014</li> </ol>
<b>E. Describe programmatic details and resources that will be used to support each instructional strategy/activity</b>
<ol style="list-style-type: none"> <li>No cost associated with this task.</li> <li>Per Session rate for Guidance Counselors, Deans and family assistant for attendance outreach as needed. Attendance consultants will be paid hourly rate.</li> <li>Per Session rate for retired social worker</li> <li>No cost associated with this task.</li> <li>Cost related to the procurement of certificates, incentive materials, and trips. Cost of COOP student salaries.</li> </ol>

**Budget and Resource Alignment**

Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.										
<b>x</b>	<b>PF Set Aside</b>	<b>x</b>	<b>Tax Levy</b>		<b>Title IA</b>		<b>Title IIA</b>	<b>x</b>	<b>Title III</b>	<b>Grants</b>
List any additional fund sources your school is using to support the instructional goal below.										
Title I ARRA SIG										
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>x</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).									
Continue to explore innovation in the areas of parent engagement and student reflective practice to invest all in learning and improvement."									
<b>Review Type:</b>	QR	<b>Year:</b>	2010	<b>Page Number:</b>	5	<b>HEDI Rating:</b>	D		

**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>x</b>	<b>6.2 Welcoming environment</b>	<b>x</b>	<b>6.3 Reciprocal communication</b>
<b>x</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.

By June 2013, the school will have increased communication with, and solicited feedback from families concerning student achievement, college and career readiness, needs, issues and concerns using multiple, communication pathways. Parents will be encouraged to become active learners along with their children.

**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. Systems for additional parental outreach for struggling students. Phone outreach to parents to schedule guidance conferences to address student need. translate all critical school documents and provide interpretation during meetings and events as needed
2. Development of a monthly calendar for students listing important events and notifications.
3. Parent workshops in college and career readiness, financial planning, literacy, computer skills, ESL and positive communication skills will take place on a regular basis. Language Access Coordinator will provide support by monitoring parent language needs, assist in identifying school staff who are qualified and available to provide interpretation assistance. Funds will be allocated to provide language assistance and parents will be informed of the availability of language assistance services.
4. Community Based Organization – Committee of Hispanic Children will provide onsite support to at risk students and their families through pregnancy prevention, teen parenting classes, and family counseling.
5. A school based health center will be opening at the Dodge Campus to serve all students and community members

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

1. School leaders, school program chairperson, guidance counselors and teachers
2. School leaders, parent coordinator and coordinator of student activities.
3. School leaders, parent coordinator, school secretary, teachers, and contracted vendor: ENACT
4. Assistant Principal and CBO – Committee of Hispanic Children
5. The Office of School Health (OSH), NYCDOE, and the New York City Department of Health and Mental Hygiene (DOHMH) staff

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

1. Parents of identified subgroups will receive additional outreach, in the form of phone calls and guidance conferencing to help get student on track or alternate more appropriate placement in GED, YABC or transfer schools.
2. Monthly calendar will be generated from the Assistant Principal of Pupil Personnel office to be backpacked home
3. Weekly workshops will be held in computer skills, ESL and literacy. Monthly workshops will be held for parents on various topics, including 4 workshops from ENACT through the use of role-play and interactive drama to teach social emotional learning to effect positive change and increase understanding and awareness in parent-child relationships.
4. Assistant Principal of Pupil Personnel will meet weekly with CBO to discuss students targeted for intervention and their progress.
5. The school-based health center (SBHC) will provide on-site primary care to students and families. SBHCs are like a doctor's office within a school and provide a great benefit to students. Students will be able to manage his/her illness at school and, therefore, decrease absenteeism from school and parents' time away from work as well as fewer hospitalizations and trips to the emergency room. A student that is healthy and shows up to class is better equipped for academic success

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

1. September 2013 – June 2014
2. January 2014- June 2014
3. September 2013 – June 2014
4. September 2013 – June 2014

5. Pending renovation Spring Term 2014

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

1. No additional costs associated with this task
2. OTPS general supplies for paper and postage
3. Cost of ENACT workshops, per session for teacher teaching computer skills, ESL and literacy.
4. No additional costs associated with this task
5. No additional costs associated with this task

***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>x</b>	<b>Title III</b>	<b>x</b>	<b>Grants</b>
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List any additional fund sources your school is using to support the instructional goal below.

Title I SIG ARRA, Small Learning Community Grant

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>x</b>	<b>PF College &amp; Career Readiness</b>		<b>PF Common Core</b>
	<b>PF ELT</b>		<b>PF Inquiry Teams</b>		<b>PF NYS Standards and Assessments</b>	<b>x</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>

## Expanded Learning Time (ELT) Program Description

### PRIORITY SCHOOLS ONLY

#### ELT Work Plan

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

#### **Program Goals**

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

1. Increase average credit accumulation by 10%
2. Raise pass rate on Regents and RCTs by 10%

#### **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.**

3. Most students tend to be tactile or visual learners. We have incorporated the arts in many of our PM school curricula, as well as incorporated more hands-on activities.

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

1. Art Teacher, Assistant Principal, Special Education and ESL Teachers, Subject Area Teachers and Paraprofessionals.

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

1. Over Aged and Under Credited students, including ELLs

#### **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	x	Tax Levy	x	Title I SWP		Title I TA		Title I PF		C4E
x	Title III	x	Title I SIG		PTA Funded	x	Grants		In Kind		

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

Small Learning Community Grant and Additional Credit Accumulation for ELLs Grant

#### **Community Partnerships**

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

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

**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.**

During after school extended learning time (MTWR-2 hour classes) students will be assigned projects related to credit accumulation/recovery. The projects consist of a series of assignments aligned to the school's instructional focus that build on acquired skills and also gives students the opportunity to develop verbal and written arguments. Each assignment/activity is evaluated, giving students the opportunity to improve and resubmit/redo, if warranted. Students will also be evaluated on the overall product they submit for the project.

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

The English Theatre Arts Project requires students to both write and speak about their experiences and develop performances to enhance their social and emotional growth. Some students work on mural painting within the school, while others work in a classroom with subject area teachers focusing on core skills needed to create and develop more sophisticated projects

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

All SPED, ELL and over-aged under-credited students will be supported and allowed opportunities for personal growth and credit accumulation in ELT programs. The IEP will be used as a basis for addressing the needs of SWD.

**D. Are the additional hours mandatory or voluntary?**

**x**

**Mandatory**

**Voluntary**

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

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

Using common planning times to conduct student inquiry and develop action plans around individual student need.

**G. Are you using an ELT provider procured using the MTAC process?**

**Yes**

**X**

**No**

**H. Describe how you are evaluating the impact of the ELT program on student achievement.**

By bringing student ELT data to our inquiry team meetings we will continuously (each marking period) assess student progress towards credit accumulation, academic achievement and Regents requirements. By carefully looking at data around attendance in the ELT, academic achievement and credit accumulation, the guidance/administrative team will follow-up with student parent conferences stressing the need for credit accumulation and Regents prep to position students for graduation or appropriate placement.

### 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>	Tutorial center: One on One. PM School. ELT	Tutorial center: One on One. PM School. ELT	During School. After school. Saturdays.
<b>Mathematics</b>	Tutorial center: One on One. PM School. ELT	Tutorial center: One on One. PM School. ELT	During School. After school. Saturdays
<b>Science</b>	Tutorial center: One on One. PM School. ELT	Tutorial center: One on One. PM School. ELT	During School. After school. Saturdays
<b>Social Studies</b>	Tutorial center: One on One. PM School. ELT	Tutorial center: One on One. PM School. ELT	During School. After school. Saturdays
<b>At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)</b>	Tutorial center: One on One. PM School. ELT	Tutorial center: One on One. PM School. ELT	During School. After school. Saturdays

**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.

As per Advance observation requirements, Principal and Assistant principals will visit each teacher's in accordance with the Advance Option they choose and provide teachers with timely formative written or verbal feedback aligned to the Danialson Framework.

Feedback will result in improvement in teacher practice by moving teacher's performance standards forward.

Teachers will receive feedback on Depth of Knowledge questioning techniques via PD, classroom visits and post-visit feedback. During PD sessions and common planning times, teachers will participate in at least 6 hours of professional development throughout the 2013-14 school year, focusing on norming teacher practice and sharing best practices for Effective and Highly Effective teaching

**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).

Ongoing professional development will occur during common planning times with an emphasis on an increase in rigorous tasks and alignment of tasks to instructional outcomes.

**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.).

Title I funds are set aside as prescribed by the McKinney Vento Act.

**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.

During common planning times, teachers engage in professional development around the use of baseline assessments and past Regents results to revise and drive instructional planning. PD includes the development of multiple assessment measures to accommodate individual student need.

**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>10</b>	Borough <b>Bronx</b>	School Number <b>660</b>
School Name <b>Grace Dodge Career &amp; Tech 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>Frank Giaimo</b>	Assistant Principal <b>Alvin Simpson</b>
Coach	Coach
ESL Teacher <b>Lesley Lighty</b>	Guidance Counselor <b>Martin Deas</b>
Teacher/Subject Area <b>Meryl Fishman/ Special Ed</b>	Parent
Teacher/Subject Area	Parent Coordinator <b>Luisa DeJesus</b>
Related Service Provider <b>Harold Stillman</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>2</b>	Number of certified bilingual teachers <u>not</u> currently teaching in a bilingual program	<b>0</b>	Number of teachers who hold both content area and ESL certification	<b>0</b>
Number of certified bilingual teachers currently teaching in a bilingual program	<b>1</b>	Number of certified NLA/foreign language teachers	<b>1</b>	Number of teachers who hold both a bilingual extension and ESL certification	<b>0</b>
Number of certified ESL teachers <u>not</u> currently teaching in the ESL program	<b>0</b>	Number of teachers currently teaching a self-contained ESL class who hold both a common branch license and ESL certification	<b>0</b>	Number of special education teachers with bilingual extensions	<b>0</b>

### D. Student Demographics

Total number of students in school (Excluding Pre-K)	<b>442</b>	Total number of ELLs	<b>99</b>	ELLs as share of total student population (%)	<b>22.40%</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>														
SELECT ONE														0
SELECT ONE										10	31	24	34	99
<b>Total</b>	0	0	0	0	0	0	0	0	0	10	31	24	34	99

### B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	99	Newcomers (ELLs receiving service 0-3 years)	25	ELL Students with Disabilities	40
SIFE	26	ELLs receiving service 4-6 years	32	Long-Term (completed 6+ years)	42

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	6	0	32	7	2	42	12	46	99
Total	25	6	0	32	7	2	42	12	46	99

Number of ELLs who have an alternate placement paraprofessional: 7

### 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:	Other:
Native American: ____	White (Non-Hispanic/Latino): ____

**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										14	28	21	33	96
Chinese														0
Russian														0
Bengali												1		1
Urdu														0
Arabic														0
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other												1	1	2
<b>TOTAL</b>	0	0	0	0	0	0	0	0	0	14	28	23	34	99

## 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)										3	14	8	5	30

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	9	6	17	37
Advanced (A)										2	8	10	12	32
Total	0	0	0	0	0	0	0	0	0	10	31	24	34	99

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	36		3	
Integrated Algebra	31	16	3	
Geometry				
Algebra 2/Trigonometry				
Math				
Biology				
Chemistry				
Earth Science				
Living Environment	54	0	3	
Physics				
Global History and Geography	58	5		2
US History and Government	34	12	3	
Other				
Other				
NYSAA ELA	2		2	
NYSAA Mathematics	2		2	
NYSAA Social Studies	2		2	
NYSAA Science	2		2	

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

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

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

Our school uses NYSESLAT, Pearson Periodic Assessment, Data Tool, ARIS, and Acuity to get insight about the ELLs literacy in the modalities of speaking, reading, writing and listening. This information helps us to identify the students' strengths and weaknesses as they progress toward English proficiency. The data reveals that our ELLs greatest area of deficiency are in the language modalities of Reading and Writing. Teachers use this knowledge to drive instruction by providing ELLs with enhanced access to literacy skills through vocabulary development, activating prior knowledge, scaffolding, using level set texts as well as differentiation of instruction.

2. What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?  
The data reveals that many of the students that enter high school as a beginner need more time to acquire the academic language. They need more time to make significant advancement toward proficiency. The data also shows that by the time most students reach 12<sup>th</sup> grade, they are in the Advanced level. As students move up the grades, they improve on the NYSESLAT and progress to the intermediate and advanced categories as it is shown by the small number of students (5) who have remained at the beginning level in the 12<sup>th</sup> grade.
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](#))

Since the RNMR report does not have the 2013 data, this question can not be accurately answered.

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?

In an effort to address literacy, all the ELLs partake in the reading program Achieve 3000. This program has been expanded to include beginners, intermediate, and advanced students. The ESL teachers received PD on how to effectively use the program. The program provides native language support for the beginners. The instructions and vocabulary words are in Spanish while the main article is in English (or in Spanish depending on the need). The ESL teachers work with the English department to adapt and include ELL strategies to ensure the inclusion of all modalities, reading, writing, listening, and speaking. ELLs have simultaneous access to content-area Regents exams in both English, and the native language in order to ensure they are receiving the necessary support in the native language.

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

N/A

6. How do you make sure that a child's second language development is considered in instructional decisions?  
The ESL teachers plan closely with the English department to align their content objectives and language objectives. The teachers incorporate strategies and activities that target the four modalities: speaking, listening, reading and writing. The students are provided glossaries in their native language to use during classtime. The ESL coordinator makes classroom visits to different content teachers to evaluate the progress of the ELLs and discusses with the teachers different strategies that can be beneficial for the ELLs.

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?

N/A

8. Describe how you evaluate the success of your programs for ELLs (e.g. meeting AYP for ELLs, etc.).  
To determine the success in our program we look at the NYSESLAT data to see how many ELLs test out every year and to see how many students are advancing to the next level, progressing toward proficiency. The Achieve 3000 reading program produces monthly reports to show improvement in reading/increased lexile levels. There are also periodic reports to show the growth in student reading comprehension based on the results of their multiple choice scores. There is also inquiry data done to evaluate the progress on Regents exams of those students that participated in the ELL Tutoring program after school.

## 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](#).)  
10x660's initial identification process is guided by the NYS LEP Identification Process as outlined in CR Part 154. Conducted by the ESL coordinator, Mrs. Lighty, who is a certified ESL teacher, along with trained staff, this process starts at the beginning of the school year is on-going. Parents of all students who are newly admitted to the New York City public school system and those students coming from Parochial or private schools complete the Home Language Identification Survey (HLIS). The HLIS is administered in the parents' native language. All oral communication and printed materials are offered in English as well as the parents' native language. In conjunction with administering the HLIS, an informal interview is conducted by a certified pedagogue, in English, along with a formal initial assessment (LAB-R) is conducted by the English as a Second Language (ESL) coordinator. If necessary, an informal interview is also conducted in the native language with the ESL coordinator. Depending on the results of the HLIS and the interview, the LAB-R is given to those students who are eligible. The Spanish speaking students who score below proficient also take the Spanish LAB. The ESL Coordinator, Mrs. Lighty, ensures that all the ELLs are evaluated annually by taking the NYSESLAT. The ATS reports that assist in identifying all those eligible are the RNMR as well as the RLER. The NYSESLAT is then used to track progress as well as identifying strengths and weaknesses.
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.  
Once a student has been identified as an ELL, the student's parent/guardian is given an informational guide in their home language about the important points of selecting a program for students learning English as a second language. Next, parents attend an orientation session facilitated by the ESL Coordinator - Mrs. Lighty and Parent Coordinator - Ms. DeJesus. The facilitators show the Orientation Video for Parents of English Language Learners, in the parents' native language, that describes the three language program models that the DOE offers: Transitional Bilingual Education (TBE), Dual Language (DL) and Freestanding English as a Second Language (ESL). They answer any questions that the parents may have about program selection and assist with the completion of the Parent Survey and Program Selection Forms. The forms are provided in the parents' native language. We explain the importance of parent choice and we honor the parents' program selection. Identified ELLs are placed in either Transitional Bilingual Education or Freestanding ESL based on the response of the Parent Survey and Program Selection Forms. If the Parent Selection form is not returned, the default program is TBE. Pedagogues are carefully trained to ensure attentive engagement with parents during the student intake procedures, and the Parent Orientation sessions. Throughout the school year, the ESL coordinator routinely monitors the NYSESLAT and LAB-R results to evaluate student progress and to ensure appropriate placement.
3. Describe how your school ensures that entitlement letters are distributed and Parent Survey and Program Selection forms are returned, and secured/stored. (If a form is not returned, the default program for ELLs is Transitional Bilingual Education as per CR Part 154 [[see tool kit](#)].)  
The ESL Coordinator, Mrs. Lighty, uses the RLAT report in ATS to identify which students are eligible for continued ESL services. Continued Entitlement letters are sent to those parents. Copies of the letters of kept in the ESL Coordinator's office organized by school year, accessible to the administration. The parents of newly identified ELLs immediately after the LAB-R is administered and scored as per the Memo#2 scores and the student is eligible for ELL services. This is done within 10 days. A meeting with parents is scheduled to complete the Parent Survey and Program Selection Form, a copy of these forms are filed in

the ESL Coordinator's office. A copy of the entitlement letters for new ELLs are kept on file and organized by the school year in which the students were tested and placed.

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.  
The criteria used to place identified ELLs in instructional programs is based on parent choice. ELLs are placed in either Transitional Bilingual Education or Freestanding ESL based on the response of the Parent Survey and Program Selection Form. Upon receiving the form, a letter is sent to the parents indicating the program their child will be placed in. In addition, every year the ESL coordinator, Mrs. Lighty, communicates with the parents of existing ELLs to advise them that the student will continue to receive ESL services (based on the NYSESLAT scores). If there are students that tested proficient on the NYSESLAT, those parents are sent a letter stating their child no longer needs ESL services. A copy of all the letters sent are filed with the ESL coordinator.
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.  
Every year there is a letter that is created and given to the students and parents. The letter includes a schedule of when the 4 parts of the NYSESLAT exam will be administered and where the location is. The ESL teachers administer each part of the exam to their students during classtime on the scheduled date. There are 2-3 other teachers that are trained so they can administer the exam during makeup dates.
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.   
Since 2011, there have been 8 new admits that either transferred from other states or came from other countries. The parents of all 8 students requested bilingual programs as their first choice. All of the students were placed in bilingual classes. As we continued to downsize, the bilingual program has diminished and the students are mostly in an ESL only setting with supplemental after school services.

## Part V: ELL Programming

### A. Programming and Scheduling Information

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

Instruction is delivered using the following organizational models: self-contained Freestanding ESL classes and 1 Transitional Bilingual Education class is offered. As Grace Dodge Career and Technical High School phases out, our bilingual program has downsized. Freestanding ESL classes are homogeneous, ungraded and are offered at the beginning, intermediate and advanced 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)?

Teachers of beginning-level ELLs provide the mandated 540 minutes per week of ESL instruction (three units of study). Teachers of intermediate level ELLs provide the mandated 360 minutes per week of ESL instruction (two units of study). Teachers of advanced-level ELLs provide 180 minutes per week of ESL instruction (one period of instruction). Advanced-level ELLs also receive ELA instruction for 180 minutes per week (one unit of study). Initially, the students are placed according to LAB-R scores and NYSESLAT scores.

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

In the free standing ESL program, students receive instruction in the following content: ESL, English, Social Studies, Science, Art, Music or Physical Education and vocational major. Each ESL class is a self-contained class with students who have the same English language proficiency level. The content courses are instructed in English. Students are placed according to NYSESLAT scores, and placement tests. Instruction is delivered by licensed ESL teachers using English as a Second Language Methodologies as well as native language support. Native language materials are provided for students. ELLs are placed homogeneously according to NYSESLAT scores. In an effort to ensure that the mandated number of instructional minutes is provided, a review of students' schedules is conducted and mandated minutes of instruction in each student program are verified. Changes are made in students' programs if required. Instructional approaches and methods used to make content comprehensible to enrich language development include: the infusion of ESL methodologies in content area instruction, infusion of all four language modalities, listening, speaking, reading, and writing in all classes, use of cooperative groups, analyzing assessment data to inform and improve instruction, utilization of appropriate instructional materials, the use of native language support, and native language materials.

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

We ensure that ELLs are appropriately evaluated in their native language by using the data from the Spanish LAB-R. In addition,

ELL's have the option to participate in alternative assessments in their native language. This is facilitated in all content areas as all ELL students are provided with the opportunity to sit in class assessments as well as the NYS Regents examination in their native language. ELL students have the option of testing in their native language in class assessment as well as on State assessments. The rationale behind this approach is that we believe that proficiency in the native language supports efficiency in the second language acquisition process.

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

The ELLs are administered the Pearson Periodic Assessment in the Fall which focuses on the reading, writing, and listening modalities. Throughout the year the ELL teachers incorporate the four modalities in their lessons by having student centered activities. These activities focus on the students reading outloud, which focuses on listening and speaking. The ESL teacher also focuses on dictating to strengthen their listening skills. In addition, the students' writing is evaluated by means of entrance tickets, exit slips, exams, and essays.

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).

6a. SIFE students receive intensive English language development instruction in both social and academic language. Students receive content instruction with native language support as well as explicit instruction in studying skills. In order to ensure that teachers of these students are providing the best possible instruction for them, the ESL and ELA teachers have all been collaborating to align the ELA and ESL curricula with a focus on improving academic literacy skills, specifically concentrating on infusing ESL methodologies such as scaffolding and activating and building schema in the classroom settings. We provide intensive English language development instruction, teaching social as well as academic language across all content areas. Instructions include explicit studying skills, notetaking skills, intensive vocabulary study, graphic organizers, audio/visual presentations, and authentic materials coupled with native language support. Furthermore, these students attend the “Achieve 3000” reading program in their ELA classes. SIFE students are invited to attend tutoring after school as well as the Regents Preparation tutorials to further ensure their access to literacy development, English acquisition and content knowledge in small group or one-to-one setting.

6b. ELLs in US schools less than three years (newcomers) are placed in a program based on the Parent Survey and Program Selection Form. These students are then placed in the appropriate Transitional Bilingual Education class and freestanding ESL classes based on their LAB-R scores and initial assessment. Newcomers requiring beginning-level ESL courses, also receive bilingual content-area instruction to support their native language skills. In an effort to accelerate language acquisition, these students partake in the Achieve 3000 reading program. These students also have an ESL class everyday that uses the Rosetta Stone program which encourages technology use as well as focusing on the four modalities.

6c. ELLs in schools receiving 4-6 years of ESL service are exposed to intensive instruction that builds their reading and writing skills as well as intensive vocabulary building within the content areas. They are also programmed for the mandated units of ESL instruction based on their proficiency levels based on their NYSESLAT scores. These students are encouraged to attend the after school academic intervention services. Furthermore, ELLs receiving 4-6 years of service participate in the Achieve 3000 reading program. There is focus in building stamina in all four modalities- listening, speaking, reading and writing- and strengthening reading and writing skills.

6d. There is a special effort targeting the Long-term ELLs (completed 6 years). The NYSESLAT data is used in identifying which modalities are weak. This is fundamental in designing lessons that strength their language acquisition so they can attain English proficiency. Teachers utilize the following instructional strategies: differentiated instruction, scaffolding of instructional materials, QTEL strategies, note-taking strategies, graphic organizers, modeling of exemplary work and small group instruction in order to improve learners’ linguistic and academic abilities so that they become English proficient and meet State standards and graduation requirements. Teachers concentrate on teaching the Writing Process (prewriting, drafting, revising, peer-editing and proofreading) in order to support students with their academic literacy skills with a specific focus on higher-order thinking, essay-writing skills and recognizing and analyzing literary elements and techniques. Instruction also includes explicit studying skills, notetaking skills, intensive vocabulary study, use of graphic organizers, audio/visual presentations, and authentic materials, specifically concentrating on infusing ESL methodologies such as scaffolding and activating and building schema in the classroom settings. In addition, the long-term ELLs take advantage of the Achieve 3000 web-based differentiated-instruction reading program. Learners are given the opportunity to receive tutoring after school in all content areas and on Saturdays in English and math. These students are strongly encouraged to attend tutoring sessions in order to improve their English language skills. ELLs identified as having special needs receive their mandated minutes of English as a Second Language instruction according to their Individualized Educational Program.

6e. The ESL Coordinator informs the content teachers of any ELLs that have tested out, making them aware that these students might need additional classroom support. The ESL Coordinator will conference with the former ELLs to monitor their academic progress in their monolingual courses. Glossaries in their native language are provided in their content area courses. Former ELLs are encouraged to attend and ELL tutoring through out the year. In addition, the former ELLs are given all the testing modifications during their Regents Exams.

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?

Data from the students' IEP are used in conjunction with the goals of the Common Core Learning Standards to create tasks and assignments that are rigorous as well as cognitively challenging. Some of the instructional strategies that teachers use for ELLs-SWDs are using graphic organizers, books/ passages on audio, video clips of literature the students are erading, picture/ flash cards to recall and retell, modified versions of text that the grade level is using, readers theater, and frontloading of vocabulary. Teachers across all subject areas share best strategies and practices to meet the academic goals of the students. The ESL teachers

have consistent communication with the special education teachers to collaborate on how to meet the needs of ELLs-SWD. The ESL teachers, ESL coordinator and Assistant Principal increase their communications with the parents of ELL-SWD.

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?

To meet the diverse needs of ELL-SWDs we provide the students with native language support, the use of glossaries in their native language, multicultural literature that reinforces the value of native language growth and multicultural awareness as well as having an ESL teacher that speaks a language other than English. The schedules of the ESL teachers are flexible where they can provide supplemental support to ELL-SWD during the school day - during lunch or their free periods.

### 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:	Spanish		
Math:			
Science:			

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

	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
<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

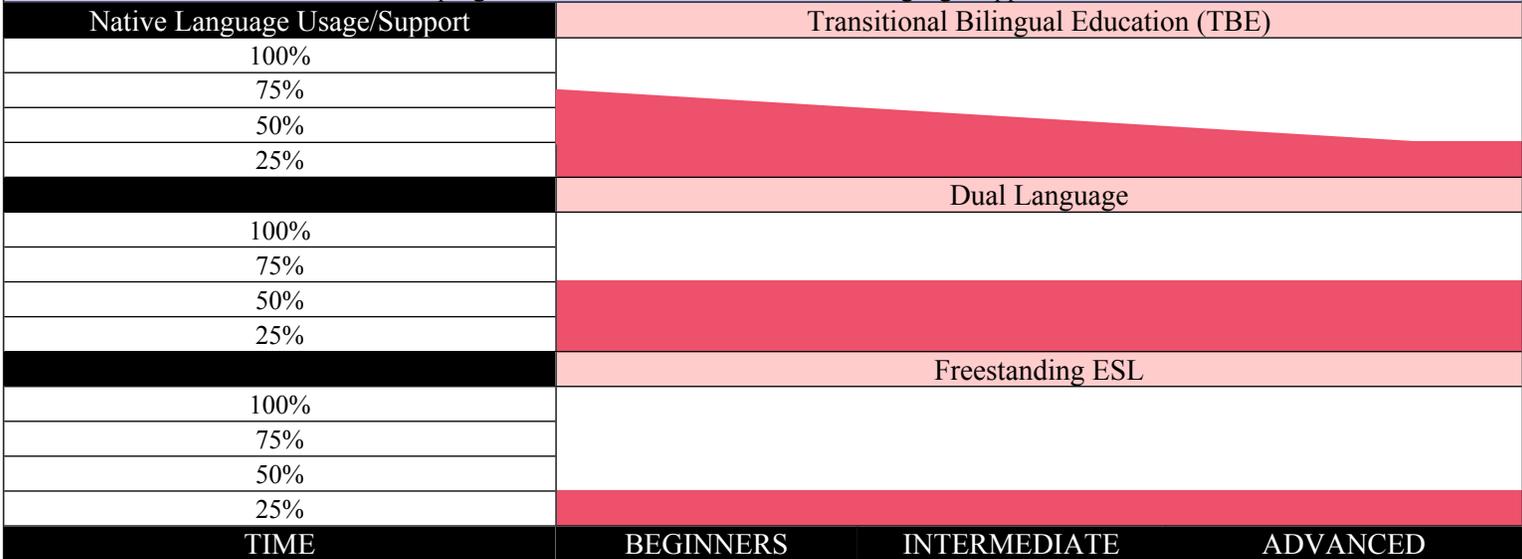
	Beginning	Intermediate	Advanced
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**NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades 9-12**

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

**Native Language Usage and Supports**

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



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

## B. Programming and Scheduling Information--Continued

9. Describe your targeted intervention programs for ELLs in ELA, math, and other content areas (specify ELL subgroups targeted). Please list the range of intervention services offered in your school for the above areas as well as the language(s) in which they are offered.
- In an effort to accelerate English Language acquisition for long-term ELLs, they receive one period of instruction using the Achieve 3000 reading program. Because of the strong focus on improving ELLs' academic-literacy skills, the emphasis for targeted inquiry work has been on English language development in the ESL and ELA classrooms. The inquiry team, which included the ESL and ELA teacher of these students, analyzed previous Regents exams taken by the students and focused specifically on the Controlling Idea essay. It was noted that meaning and development were two major areas of weakness for these students. The team collaborated to develop strategies in order to support these students with their critical thinking and academic-essay writing skills. As a result of the success of this inquiry team, the team has chosen to continue their work this year, focusing on the Critical Lens essay of the English Regents Exam. This team is focusing on how to best support students with improving their analytical skills along with continuing to support their academic-essay writing skills.
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 ESL program has assisted in having 11 students test out of the program and has 23 students move up a level, from beginner to intermediate and from intermediate to advanced. As the students attend afterschool tutoring, there is and overall improvement in their writing, which benefits them in their English, Global History and U.S. History classes. There has been overall improvement in the students' report card grades.
11. What new programs or improvements will be considered for the upcoming school year?
- An improvement to our program is adding a Credit Accumulation program. This is an increased effort to ensure that courses with ELLs are either taught by a teacher who speaks and understands Spanish or are supported with a paraprofessional. Students who are on track to graduate, credit-wise, but have not been successful in passing their Regents are being targeted for after-school tutoring. In addition, the HAI program has expanded its efforts to recruit ELL students.
12. What programs/services for ELLs will be discontinued and why?
- No programs are being discontinued.
13. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
- ELLs are offered equal access to all school programs during and after the regular school day. Students are offered the opportunity to select a major. ELLs are also included in this process. ELLs are offered after school tutoring from Monday through Thursday; the students have the opportunity to attend tutoring in ELA, Science and Social Studies. There are after school programs, i.e. HAI, that focuses on theater which ELLs are encouraged to participate in as it will strengthen their language skills- oral and written or speaking, listening, writing. Notifications, flyers, letters are posted around the school and distributed to students and their families in English and in the students' native language, as appropriate.
14. What instructional materials, including technology, are used to support ELLs (include content area as well as language materials; list ELL subgroups if necessary)?
- Promethean boards have been installed in numerous classrooms as a way to increase technology in the content areas. Textbooks which help to develop the four language modalities, reading, writing, listening, and speaking are used in class - such as the Visions collection, Keystone and Northstar. Other texts that are incorporated into the curriculum to native language use are Cool Salsa (a collection of poems of poems in English and Spanish), The Achieve 3000 reading program has been being implemented in order to help students improve their English language skills with a specific focus on reading and comprehension. The program has the ability to provide partial native language support as well as full support in the students' native language. The Rosetta Stone program is being utilized to diversify the delivery of ESL services.
15. How is native language support delivered in each program model (TBE, Dual Language, and ESL)?
- Native language support is delivered in multiple ways. ELLs who are in the Transitional Bilingual class receive one period a day of content in their native language. Other content teachers support instruction with the use of the native language. ELLs in freestanding ESL are encouraged to use their knowledge and understanding of their native language to support their learning of English and the content areas.
16. Explain how the required services support, and resources correspond to ELLs' ages and grade levels.
- Resources and required services correspond to each ELLs age and grade level. Native language support in the form of bilingual glossaries, bilingual textbooks, bilingual classroom libraries, and computer language program.
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.

N/A

18. What language electives are offered to ELLs?

Language electives that are offered to ELLs is selecting Spanish as an elective in their regular program.

19. For schools with dual language programs:

- a. How much time (%) is the target language used for EPs and ELLs in each grade?
- b. How much of the instructional day are EPs and ELLs integrated? What content areas are taught separately?
- c. How is language separated for instruction (time, subject, teacher, theme)?
- d. What Dual Language model is used (side-by-side, self-contained, other)?
- e. Is emergent literacy taught in child's native language first (sequential), or are both languages taught at the same time (simultaneous)?

Paste response to questions here:

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

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

1. Professional development is ongoing for all personnel who work with ELLs to include: Assistant Principals, content area teachers, special education teachers, secretaries and the parent coordinator. The professional development plan for ELL personnel includes the following: Teachers will be strongly encouraged to attend various Quality Teaching for English Language Learners (QTEL) workshops. The school schedules multiple ESL workshops throughout the year and the summer with CAL (The Center for Applied Linguistics) which teaches the teachers to use the SIOP model and strategies in their classrooms. There are a variety of Prometheus board workshops to help use technology in the classroom. The ESL Coordinator is a part of a committee that focuses on the needs of students with learning disabilities and communicates any necessary ELL procedures that are new, i.e. ELAND.

2. The ESL coordinator works closely with the ELA department to identify ELLs and discuss teaching strategies that can be implemented in the classroom to help support ELLs. There is ongoing Professional Development from CAL (Center for Applied Linguistics) that all content area teachers are able to readily apply in their teaching practice. This helps content area teachers in developing the literacy skills of the ELLs and expanding their academic vocabulary. This involves acquiring and accurately using general and specific academic words/ phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level. In line with the CCLS, the school wide focus is to strengthen argumentative writing, using texts to support arguments, and annotating texts. There are weekly opportunities to sit with consultants from ClassLink to help infuse the CCLS into existing curriculum. There are consultants scheduled from Aussie/ Generation Ready that sit with teachers to review their current curriculum and lesson plans to align them to the CCLS. The staff was taught how to use Data Tool to look at the student academic and test profile data to analyze the students strengths and weakness so they could better adapt their teaching to the needs of the students.

3.N/A

4. Documentation of ELL training for all staff is maintained in the school file by the school secretary as per Jose P. The school provides full day professional development days through out the year in addition to smaller 45minute sessions that address the needs of ELLs. The full day sessions include all content area teachers where some of the sessions might be specifically for the ESL and Bilingual teachers.

## D. Parental Involvement

1. Describe ELL parent involvement in your school. Include specific activities that foster parental involvement for parents of ELLs.
2. Does the school partner with other agencies or Community Based Organizations to provide workshops or services to ELL parents?
3. How do you evaluate the needs of the parents?
4. How do your parental involvement activities address the needs of the parents?

Parents are involved in a number of ways:

The parent coordinator provides translation services when needed. Parents are invited to attend monthly parent association meetings and school leadership meetings. The parent coordinator is present to translate and address any questions they may have. The parents are encouraged to accompany the students on class trips, plays and musical performances. They are invited to participate in school dances, field trips, assemblies, and award ceremonies. The school has two parent dinners (one in the beginning of the year and one toward the end) where the parents are encouraged to meet each other and network.

2. A number of workshops have been schedule for this coming year. These workshops are provided by the Parent Coordinator, Good Shepard, and Leap.

3. Each year parents complete a Parent Survey which is reviewed by the Parents Association and the School Leadership Team. The parent coordinator takes the lead in communicating with parents to establish relationships between the school and the community. The parent coordinator discerns the needs and concerns of the families and provides assistance or re-direct them to the appropriate school personnel.

4. As a result of the feedback received from the survey, a Parent Inquiry Team has been formed in order to better serve parents' needs. In addition, we will continue to offer computer classes as well as English as a Second Language classes for parents. These classes are offered at times convinient for parents to take advantage of. A school newsletter has been specifically created for parents in order to inform them of the happenings that are taking place at the school. Furthermore, parents have access to the use Daedelus in order to provide them with up-to-date inofrmation regarding their child(ren).

## 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: Grace Dodge Career & Tech HS**

**School DBN: 10X660**

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Frank Giaimo	Principal		1/7/14
Alvin Simpson	Assistant Principal		1/7/14
Luisa DeJesus	Parent Coordinator		1/7/14
Lesley Lighty	ESL Teacher		1/7/14
	Parent		
Meryl Fishman	Teacher/Subject Area		1/7/14
	Teacher/Subject Area		
	Coach		
	Coach		
Martin Deas	Guidance Counselor		1/7/14
	Network Leader		
Harold Stillman	Other <u>Related Services</u>		1/7/14
	Other		
	Other		
	Other		

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

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

**DBN:** 10x660      **School Name:** Grace Dodge Career and Technical HS

**Cluster:** 6      **Network:** 610

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

**Part A: Needs Assessment Findings**

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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.

We use Parent Surveys, Tittle III data and feedback from Parent Organization meetings to gather data and assess our needs. We translate important memos (information that is time sensitive), so parents/families' are aware of activities in our school.

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.

Some major findings of our school's interpretation needs are that families would like to be more aware of information that affects their child's life in preparation for college/workforce.

## 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.

All translation services will be provided by the L.A.C.. Any and all parent notifications/PA meeting notices, etc, will be translated in-house. The Administration, Parent Coordinator or any other party will usually allow one - three business days to provide the translation.

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

Oral interpretation services are available from many staff members at Dodge. These services will be provided in-house.

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

The L.A.C. will provide all written and /or oral interpretation services in a timely manner, so that all parents have access to bilingual (Spanish/English information. In the event that others languages become necessary, the L.A.C. will contact the Translation/Interpretation Unit.

## 2012-13 Comprehensive Education Plan (CEP)

### Title III Supplemental Program for ELLs

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

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

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

Part A: School Information	
Name of School: Grace Dodge Career & Tech HS	DBN: 10X660
Cluster Leader: Jose Ruiz	Network Leader: Steven Chernigoff
This school is (check one):	
<input checked="" type="checkbox"/> conceptually consolidated (skip part E below) <input type="checkbox"/> NOT conceptually consolidated (must complete part E below)	

Part B: Direct Instruction Supplemental Program Information
The direct instruction component of the program will consist of (check all that apply):
<input type="checkbox"/> Before school <input checked="" type="checkbox"/> After school <input type="checkbox"/> Saturday academy <input type="checkbox"/> Other:
Total # of ELLs to be served: 145
Grades to be served by this program (check all that apply):
<input type="checkbox"/> K <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 <input type="checkbox"/> 9 <input checked="" type="checkbox"/> 10 <input checked="" type="checkbox"/> 11 <input checked="" type="checkbox"/> 12
Total # of teachers in this program: 5
# of certified ESL/Bilingual teachers: 4
# of content area teachers: 1

## 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:

### RATIONALE

- In an effort to improve the English proficiency and academic achievement of our English Language Learners (ELLs), the students in grades 10-12 will have the opportunity to attend after school tutoring four times a week. Tutorial services in Math, Social Studies, Science and English will be available. This program will be offered the entire school year and offered to all ELLs as well as former ELLs. This program was chosen in order to provide ELLs with additional support they need to improve their English language skills with a specific focus on the four language modalities. Additionally, content area instruction will be provided in English and Spanish. Services will be provided by certified teachers. There will be improvement of the instructional program for ELLs by continuously upgrading the curricula and engaging in professional development.

### SUBGROUPS & GRADE LEVELS

- These supplemental services are offered across all grade levels, 10-12, and according to need. The program will seek to group ELLs in the 0-3 year subgroup, which consists of mostly 10th graders as well as long term ELLs that are in the 4-6 year subgroup, which are students in grades 11 and 12. The students will focus on developing skills in reading, writing, listening and speaking.

### SCHEDULE & DURATION

- The after school tutorial program is offered to students Monday through Thursday. 5 teachers provide tutoring services to the students. There is one supervisor who oversees the 90 sessions of the program. There is one licensed Math teacher, one licensed Social Studies teacher, and two licensed English as a Second Language teacher providing tutorial services. The time frame for the program is November through June.

Social Studies Tutorial - 2 days a week for 2 hours each session

Math Tutorial - 2 days a week for one and half hours each session

Science Tutorial - 2 days a week for 2 hours each session

## Part B: Direct Instruction Supplemental Program Information

The Beginner ESL program meets from 3:30– 5:00 p.m. One ESL teacher will offer services 1 day a week two hours per session of ESL/ELA to assist the newcomers in developing academic language as well as developing their skills in reading, writing, listening and speaking as well as preparing them for the NYSESLAT. There will be an additional ESL teacher providing services to the advanced ELLs, 1 day per week from 3:00pm - 5:00 pm for each session. There will also be sessions that focus on NYSESLAT prep from March to April.

### # AND TYPES OF CERTIFIED TEACHERS

-The after school tutorial program is offered to students Monday through Thursday. 5 teachers provide tutoring services to the students. There is one licensed Math teacher, one licensed bilingual Social Studies teacher, one bilingual Science teacher and two licensed English as a Second Language teachers providing tutorial services. There is one supervisor that oversees the program to ensure the quality of instruction, by using ESL strategies, as well as to maintain a safe environment. Title III will fund per session pay for the teachers.

### LANGUAGE OF INSTRUCTION

-The content area instruction will be provided in English and supplementally in Spanish. There will be materials or oral instruction in their native language. There will also be English dictionaries as well as English-Spanish glossaries to use as aides. The focus for the program is skills development in English, Math, Social Studies and Science and Regents preparation. The objective is to give the students the skills they need to pass their classes and the State Examinations.

### TYPES OF MATERIALS

-There will also be a computer based program, Rosetta Stone, to encourage students to exercise the four modalities of speaking, reading, writing and listening. Bilingual Glossaries, Bilingual Translation dictionaries, and regents' preparation materials, Multicultural Libraries, Content Area Libraries, regents' preparation materials and Supplies will be purchased with Title III funds for the program.

As a culminating activity, the students will be invited to attend a Broadway play. Through this play, the students will be exposed to various modern day social issues and cross-cultural values. The issues portrayed in the play are important themes which are studied in Social Studies as well as in English classes. In addition, a literacy component requiring listening, speaking, reading and writing skills will be incorporated in the activity.

## 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

## Part C: Professional Development

- name of provider

Begin description here: Teachers are strongly encouraged to attend various Quality Teaching for English Language Learners (QTEL) sessions. The ESL coordinator works closely with the ELA department and content area teachers to identify ELLs and discuss teaching strategies that can be implemented in the classroom to help support ELLs.

The ESL teachers will provide content area teachers with professional development on best instructional practices for ELLs in the content areas. The Leadership Support Organization (LSO) will also be providing professional development for content area teachers. There has been communication with PD 360 as well as the Aussie Teacher support to provide professional development for the ELL teachers in the near future.

In addition, assessment will be analyzed and evaluated. Action plans will be created to help students acquire language. We plan to continue to analyze and evaluate data displaying credit accumulation, assessment scores, attendance, and credit accumulation. This data is being provided to help inform all staff of the needs of all ELLs and create improvement plans to address those needs.

Pearson Company

November 6, 2012 – 8:00am – 3:30pm

Topics covered: Common Core Standards, Argumentative Essay, and Scaffolding

Teachers to receive training: All teachers

Goldmansour & Rutherford

Day 1: October 23, 2012            9:00am-3:30pm

Day 2: December 14, 2012        9:00am-3:30pm

Topics covered: Understanding and responding to the Special Education reform

Teachers to receive training: Special Education teachers and ELL teachers

QTEL

December 27 & 28, 2012 – 8:30am-3:00pm

Topics Covered: Scaffolding literacy for ELLs in order to meet the demands of the Common Core

### Part C: Professional Development

#### Learning Standards

Teachers to receive training: ELL teachers, bilingual teachers, Science teacher and EMT teacher

In House Bilingual Global Studies Teacher

February 6th, 2012 – 8:00am – 3:30pm

Topics Covered: Teaching strategies for ELLs

Teachers to receive training: ELL teachers, bilingual teachers, and one content teacher from each content area.

Pearson

Date: TBD

Topics Covered: Implementing the SIOP model in order to teach content while developing students' academic and social language.

Teachers to receive training: ELL teachers, bilingual teachers, content teachers

### 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: There are workshops designed to educate parents about the different programs available in their communities. We build relationships between the parents and the Committee for Hispanic Children and Families which offer services about immigration, educational courses in ESL, informative courses that build awareness about HIV, and health awareness programs (ie. nutrition etc.)

There are English as a Second Language courses available to the parents on Saturdays. This instruction is conducted using the computer program, Rosetta Stone. They are assisted by a bilingual instructor. There is a course available from 9:00am - 10:30am and another section from 10:30am - 12:00pm.

**Part D: Parental Engagement Activities**

There are monthly Parent Association meetings that the parents are encouraged to be involved in to familiarize them with the needs of their children and students in the school. These meetings are scheduled at 6:00pm with refreshments.

All written communication from the school are written in the parents' preferred language. Copies of translated letters are posted outside the parent coordinator's office. Follow up phone calls are made by the parent coordinator to make sure parents' are aware of important events that parents are invited to. The parent meetings are provided with translation services by the Parent Coordinator.

**Part E: Budget**

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

Allocation Amount: \$

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

**Part E: Budget**

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

Allocation Amount: \$

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Travel		
Other		
<b>TOTAL</b>		