



**2014-15**  
**SCHOOL COMPREHENSIVE EDUCATIONAL PLAN**  
**(SCEP)**

**School Name:** BOYS & GIRLS HIGH SCHOOL

**DBN: (i.e. 01M001):** 16K455

**Principal:** DR. MICHAEL WILTSHIRE

## School Comprehensive Educational Plan (SCEP) Outline

**Section 1: School Information Page**

**Section 2: School Leadership Team (SLT) Signature Page**

**Section 3: Directions and Guidance for Developing the School Comprehensive Educational Plan (CEP)**

**Section 4: SCEP Overview**

**Section 5: Needs Assessment, Annual Goals and Action Plans**

- **Section 5A Capacity Framework Element - Rigorous Instruction**
- **Section 5B Capacity Framework Element - Supportive Environment**
- **Section 5C Capacity Framework Element - Collaborative Teachers**
- **Section 5D Capacity Framework Element - Effective School Leadership**
- **Section 5E Capacity Framework Element - Strong Family-Community Ties**

**Section 6: Academic Intervention Services (AIS)**

**Section 7: Expanded Learning Time (ELT)**

**Section 8: Title I Program Information**

**Section 9: Parent Involvement Policy (PIP) and School Parent Compact (SPC)**

## Section 1: School Information Page

### School Information

School Name: BOYS & GIRLS HIGH SCHOOL School Number (DBN): 16K455  
School Level: HIGH Grades Served: 9-12  
School Address: 170 FULTON STREET, BROOKLYN NY 11213  
Phone Number: 718-467-1700 Fax: 718-221-0645  
School Contact Person: DR. WILTSHIRE Email Address: \_\_\_\_\_  
Principal: DR. WILTSHIRE  
UFT Chapter Leader: MR. DOMINIQUE BORGELLA  
Parents' Association President: MR. CASTER HALL  
SLT Chairperson: MRS. ALISON BEST-ADAMS  
Student Representative(s): Pamela Jean Charles

### District Information

District: 16K Superintendent: Aimee Horowitz  
Superintendent's Office Address: Petrides Campus - Staten Island NY  
Superintendent's Email Address: [ahorowi@schools.nyc.gov](mailto:ahorowi@schools.nyc.gov)  
Phone Number: 718-420-5657 Fax: \_\_\_\_\_

### Cluster and Network Information

Cluster Number: 4 Cluster Leader: Chris Groll  
Network Number: 402 Network Leader: CHRISTINA JIMENEZ OZORIA

## Section 2: School Leadership Team (SLT) Signature Page

All SLT members are expected to sign this page to confirm their participation in the development of this School Comprehensive Educational Plan (SCEP) and consultation regarding the alignment of funding to support this school’s educational program, which includes annual goals and action plans, Academic Intervention Services (AIS), Parent Involvement Policy (PIP) and School-Parent Compact (SPC). 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 [Chancellor’s Regulation A-655](#), available on the [New York City Department of Education \(NYCDOE\)](#) website.

**Directions:**

- List the names of each SLT member in the left-hand column on the chart below. Specify any position held by the team member, e.g., Chairperson and the constituent group represented, e.g., parent, staff, student, or Community Based Organization (CBO). Core mandatory SLT members are indicated by an asterisk\*.
- SLT members should review this document and sign in the right-hand column in **blue ink**. If an SLT member does not wish to sign this plan, the member may attach a written explanation in lieu of his/her signature, which must be maintained on file at the school with the original SLT signature page.\*\*
- The original signed 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.

Name	Position and Constituent Group Represented	Signature (Blue Ink)
DR. MICHAEL <sup>[a]</sup> WILTSHIRE	*Principal or Designee	
MR. DOMINIQUE BORGELLA	*UFT Chapter Leader or Designee	
MR. CASTER HALL	*PA/PTA President or Designated Co-President	
Elmer Anderson	DC 37 Representative, if applicable	
Pamela Jean Charles	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
MR. STANLEY KINARD	CBO Representative, if applicable	
MRS. ALISON BEST-ADAMS	Member/ SLT CHAIR PERSON	
MRS. LYNDA ALLRED	Member/	
MS. NATASCHA JACKSON	Member/ PARENT	
MS. LAVONNE GASTON	Member/	
MS. CASTER HALL	Student	
	Member/	

\*\*Signature of constituent only indicates consultation in the development of the SCEP, not approval.

### Section 3: Directions and Guidance for Developing the School Comprehensive Educational Plan

The School Comprehensive Educational Plan is meant as a tool to facilitate continuous improvement planning - to support schools in engaging their staff, parents, students, and community partners in assessing and prioritizing school needs, setting measurable improvement goals, selecting appropriate strategies to improve student outcomes, monitoring progress toward meeting annual goals, and communicating these efforts to the broader school community. This section will provide School Leadership Teams (SLTs) with guidance regarding CEP development informed by the Capacity Framework. Additional information is available in the [Comprehensive Educational Planning Memorandum](#).

#### **The Capacity Framework and SCEP Development**

The [Capacity Framework](#) encourages parents, educators, school communities, and external stakeholders to work together to improve student achievement. This collaborative focus will ensure that every child is consistently ready for the next grade, level, and set of challenges. The School Comprehensive Educational Plan (SCEP) will reflect this focus and should serve as the blueprint that engages a school community in a systematic, ongoing review and analysis of student needs to identify and address root causes and implement strategies and activities that improve outcomes for students.



Aligned with the Chancellor’s [Four Pillars](#), the Capacity Framework takes us away from market-based competitive models to an approach focused on collaboration. This new model looks at how schools can improve, and students can achieve more, when all members of the community work together.

Based on robust research, the six elements of the Framework identify the areas that we must improve to accomplish high student achievement. By focusing attention and resources on what it takes for schools to function well, the Capacity Framework identifies the underlying strengths and weaknesses of a school and shows community members concrete ways to improve.

In accordance with the requirements of [Chancellor’s Regulations A-655](#), all SLTs are to develop an educational plan in consultation with parents, school staff, and students, to provide a meaningful opportunity for stakeholders to participate in shared decision making and school improvement. The expectation is that SLTs will engage in a comprehensive educational planning process to inform the development of five goals and action plans in response to the first five elements of the Capacity Framework (listed below), with the sixth element, *Trust*, addressed within each action plan.

<b>The Six Elements of the Capacity Framework</b>	
<ul style="list-style-type: none"> <li> <b>Rigorous Instruction:</b> Instruction is customized, inclusive, motivating, and aligned to the Common Core. High standards are set in every classroom. Students are actively engaged in ambitious intellectual activity and developing critical thinking skills.                 </li> </ul>	
<ul style="list-style-type: none"> <li> <b>Supportive Environment:</b> The school establishes a classroom and school culture where students feel safe, supported, and challenged by their teachers and peers.                 </li> </ul>	
<ul style="list-style-type: none"> <li> <b>Collaborative Teachers:</b> Teachers are committed to the success and improvement of their classrooms and schools. They have the opportunity to participate in professional development within a culture of respect and continuous improvement.                 </li> </ul>	
<ul style="list-style-type: none"> <li> <b>Effective School Leadership:</b> Principals lead by example and nurture the professional growth of teachers and staff, developing and delivering the instructional and social-emotional support that drives student achievement.                 </li> </ul>	
<ul style="list-style-type: none"> <li> <b>Strong Family-Community Ties:</b> School leadership brings resources from the community into the school building by welcoming, encouraging, and developing partnerships with families, businesses, and community-based organizations.                 </li> </ul>	
<ul style="list-style-type: none"> <li> <b>Trust:</b> Everyone works toward the shared goal of improving student outcomes, preparing students for success in school and beyond. Across the school community, there is respect. School staff, parents, students and                 </li> </ul>	

## Accountability Tools and the Capacity Framework

In order to address the six elements of the Capacity Framework, school communities should engage in improvement planning that is informed by the New York State Education Department's (NYSED) Diagnostic Tool for School and District Effectiveness (DTSDE) Tenets, the NYCDOE's Quality Review Indicators and other quantitative and qualitative data.

### NYSED's Six DTSDE Tenets

The DTSDE protocol includes a rubric, which identifies clear and coherent expectations of the optimal conditions of an effective school and school district across the following six tenets:

Tenet 1: District Leadership and Capacity

Tenet 2: School Leader Practices and Decisions

Tenet 3: Curriculum Development and Support

Tenet 4: Teacher Practices and Decisions

Tenet 5: Student Social and Emotional Developmental Health, and

Tenet 6: Family and Community Engagement.

### NYCDOE's Quality Review (QR)

The Office of School Quality (OSQ) supports school improvement across the NYC Department of Education (DOE) by coordinating qualitative assessments of principals and school communities. All of the qualitative assessments are rooted in the Quality Review rubric and drive improvements to principal and school practice, with the ultimate goal of impacting student achievement. The 2014-15 Quality Review (QR) Rubric has ten indicators within three categories as outlined below:

- Instructional Core Across Classrooms: Curriculum (1.1), Pedagogy (1.2), Assessment (2.2)
- School Culture: Positive Learning Environment (1.4), High expectations (3.4)
- Structures for Improvement: Leveraging Resources (1.3), Teacher support and supervision (4.1), Goals and action plans (3.1), Teacher teams and leadership development (4.2), Monitoring and revising systems (5.1)

### Next Steps for SCEP Development

School Leadership Teams should engage in the following steps:

- **Step 1:** Conduct a comprehensive needs assessment informed by the school's updated NYSED accountability status and most current quantitative and qualitative data. Prioritize areas of focus for this school year.
- **Step 2:** For schools that received an Integrated Intervention Team (IIT) School Review Report, enter the HEDI rating for each assessed Statement of Practice (SOP) in Part 1A of the needs assessment. For schools that did not undergo an IIT review, refer to the major findings/recommendations from your Quality Review (QR) or Alternative QR (AQR), and other qualitative and quantitative data, to self-rate your school for each SOP in Part 1 of the Needs Assessment.
- **Step 3:** Revisit your school's Initial Goals and Budget Alignment Form (IGBAF) and modify your goals, as needed, to align with the Capacity Framework. Ensure the annual goals are SMART – Specific, Measurable, Achievable, Relevant, and Time-bound.
- **Step 4:** Build consensus around strategies, activities, and programs to address students' needs in each action plan. Create action plans that translate into observable, effective strategies to improve student achievement.
- **Step 5:** Update your school's AIS section. All Title I schools update the Parent Involvement Policy (PIP) and School-Parent Compact (SPC) and complete the ELT program description.
- **Step 6:** Establish a process for engaging in progress monitoring throughout the school year as part of an overall cycle of continuous improvement planning to assess whether strategies and activities outlined in the action plans are resulting in improved student performance. Adjust practices, when necessary.

Remember, the plan is only the beginning. Treat it as a living document and feel free to adjust along the way as your experiences and the evidence justify. Careful implementation of your ideas, follow-through, and continuous evidence-based monitoring of progress are the keys to accomplishing desired results.

#### Section 4: SCEP Overview

Develop a narrative summary that includes:

- Contextual information about your school’s community and its unique/important characteristics, including your school’s mission statement and a description of strategic collaborations/ partnerships and/or special initiatives being implemented.
  - School strengths, accomplishments, and challenges.
  - The DTSDE Tenet(s) in which your school made the most growth during the previous year and the key areas of focus for this school year.
- 
- The school will be strongly supported this year by the School Renewal Initiative (SRI) efforts. The locus of this work is founded in a team of five (1 Director of School Renewal and 4 content specific coaches) that supports the school through weekly all day visits. After an initial intense evaluation, culminating in a formative QR in September, the team in collaboration with the school designed and action plan that is the foundation for the goals and actions noted in Section 5. Specifically the school will be provided with systemic support through the Writing is Thinking through Strategic Inquiry model outlined by Nell Scharff Panero. The results of this work have been systematically documented at New Dorp High School and publicized through an article featured in The Atlantic. Simultaneously ongoing curricular support will be provided through focused collaborations around unpacking the Springboard curricula materials by the SRI efforts). The Executive Superintendent, will provide monthly Principal meetings to develop the school leader in his ability to make strategic “renewal” moves at the school to improve student outcomes.
  - The school is equipped with a considerable amount of technology such as smart boards in all classrooms, as well as computers and printers. The graphic art classroom has the most updated technology available. The schools facilities are very good. For example: the teacher center is equipped with computers, printers and smart boards. This is a very large facility where many teachers can work together during their prep time.
  - The facilities for Career Technical Education programs are excellent (CTE).
  - The school has CBO’s such as Good Shepherd that provide many additional services for the students such as advocate counseling, tutoring, college advisement.
  - The School’s Excellent athletic program and facilities provide a structure for school spirit and identity.
  - There is a health clinic that is staff by health professionals. A medical doctor is available twice a month.

### 16K455 School Information Sheet

School Configuration (2014-15)				
Grade Configuration	09,10, 11,12	Total Enrollment	661	SIG Recipient
				No
Types and Number of English Language Learner Classes (2014-15)				
# Transitional Bilingual	N/A	# Dual Language	N/A	# Self-Contained English as a Second Language
				N/A
Types and Number of Special Education Classes (2014-15)				
# Special Classes	50	# SETSS	4	# Integrated Collaborative Teaching
				7
Types and Number of Special Classes (2014-15)				
# Visual Arts	13	# Music	8	# Drama
				N/A
# Foreign Language	20	# Dance	N/A	# CTE
				6
School Composition (2013-14)				
% Title I Population		72.7%	% Attendance Rate	
% Free Lunch		72.6%	% Reduced Lunch	
% Limited English Proficient		3.2%	% Students with Disabilities	
				23.0%
Racial/Ethnic Origin (2013-14)				
% American Indian or Alaska Native		0.9%	% Black or African American	
% Hispanic or Latino		8.5%	% Asian or Native Hawaiian/Pacific Islander	
				0.9%
% White		1.2%	% Multi-Racial	
				0.1%
Personnel (2014-15)				
Years Principal Assigned to School (2014-15)		N/A	# of Assistant Principals (2014-15)	
				4
# of Deans (2014-15)		N/A	# of Counselors/Social Workers (2014-15)	
				9
Personnel (2013-14)				
% of Teachers with No Valid Teaching Certificate (2013-14)		N/A	% Teaching Out of Certification (2013-14)	
				15.8%
% Teaching with Fewer Than 3 Years of Experience (2013-14)		0.1%	Average Teacher Absences (2013-14)	
				8.11
Student Performance for Elementary and Middle Schools (2013-14)				
ELA Performance at levels 3 & 4		N/A	Mathematics Performance at levels 3 & 4	
				N/A
Science Performance at levels 3 & 4 (4th Grade)		N/A	Science Performance at levels 3 & 4 (8th Grade)	
				N/A
Student Performance for High Schools (2012-13)				
ELA Performance at levels 3 & 4		52.1%	Mathematics Performance at levels 3 & 4	
				45.1%
Credit Accumulation High Schools Only (2013-14)				
% of 1st year students who earned 10+ credits		67.6%	% of 2nd year students who earned 10+ credits	
				42.3%
% of 3rd year students who earned 10+ credits		44.3%	4 Year Graduation Rate	
				41.9%
6 Year Graduation Rate		49.4%		
Overall NYSED Accountability Status (2014-15)				
Reward			Recognition	
In Good Standing			Local Assistance Plan	
Focus District		X	Focus School Identified by a Focus District	
Priority School		X		
Accountability Status – Elementary and Middle Schools				
Met Adequate Yearly Progress (AYP) in ELA (2012-13)				
American Indian or Alaska Native		N/A	Black or African American	
				N/A
Hispanic or Latino		N/A	Asian or Native Hawaiian/Other Pacific Islander	
				N/A
White		N/A	Multi-Racial	
				N/A
Students with Disabilities		N/A	Limited English Proficient	
				N/A
Economically Disadvantaged		N/A		
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)				
American Indian or Alaska Native		N/A	Black or African American	
				N/A
Hispanic or Latino		N/A	Asian or Native Hawaiian/Other Pacific Islander	
				N/A
White		N/A	Multi-Racial	
				N/A
Students with Disabilities		N/A	Limited English Proficient	
				N/A
Economically Disadvantaged		N/A		
Met Adequate Yearly Progress (AYP) in Science (2012-13)				
American Indian or Alaska Native		N/A	Black or African American	
				N/A
Hispanic or Latino		N/A	Asian or Native Hawaiian/Other Pacific Islander	
				N/A
White		N/A	Multi-Racial	
				N/A
Students with Disabilities		N/A	Limited English Proficient	
				N/A
Economically Disadvantaged		N/A		
Accountability Status – High Schools				
Met Adequate Yearly Progress (AYP) in ELA (2012-13)				
American Indian or Alaska Native		N/A	Black or African American	
				NO
Hispanic or Latino		N/A	Asian or Native Hawaiian/Other Pacific Islander	
				N/A
White		N/A	Multi-Racial	
				N/A
Students with Disabilities		NO	Limited English Proficient	
				N/A
Economically Disadvantaged		NO		
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)				
American Indian or Alaska Native		N/A	Black or African American	
				NO
Hispanic or Latino		N/A	Asian or Native Hawaiian/Other Pacific Islander	
				N/A
White		N/A	Multi-Racial	
				N/A
Students with Disabilities		NO	Limited English Proficient	
				N/A
Economically Disadvantaged		NO		
Met Adequate Yearly Progress (AYP) in Graduation Rate (2012-13)				
American Indian or Alaska Native		N/A	Black or African American	
				NO
Hispanic or Latino		NO	Asian or Native Hawaiian/Other Pacific Islander	
				N/A
White		N/A	Multi-Racial	
				N/A
Students with Disabilities		NO	Limited English Proficient	
				N/A
Economically Disadvantaged		NO		

**Section 5: Needs Assessment, Annual Goals and Action Plans**

**Section 5A – Capacity Framework Element - Rigorous Instruction:** Instruction is customized, inclusive, motivating, and aligned to the Common Core. High standards are set in every classroom. Students are actively engaged in ambitious intellectual activity and developing critical thinking skills. *(Aligned to DTSDE Tenet 3: Curriculum Development and Support)*

**Part 1 – Needs Assessment**

**Part 1a. HEDI Rating (Highly Effective, Effective, Developing, or Ineffective) for DTSDE Tenet 3:**

- For schools that received an Integrated Intervention Team (IIT) School Review Report: Enter the HEDI rating for each assessed Statement of Practice (SOP) on the chart below.
- For schools that did not receive an IIT School Review, or did not receive a HEDI rating for one or more SOPs: Self-rate your school for that SOP, informed by an analysis of student performance trends and any major findings/recommendations from your Quality Review (QR) or Alternative QR (AQR), and other relevant qualitative and quantitative data. Enter your HEDI self-rating(s) on the chart below.

<b>Tenet 3 Statement of Practice (SOP) Addressed</b>		<b>HEDI Rating</b>
3.2	The school leader and staff support and facilitate the quality implementation of rigorous and coherent curricula appropriately aligned to the Common Core Learning Standards (CCLS) in Pre K-12.	I
3.3	Teachers ensure that unit and lesson plans that are appropriately aligned to the CCLS coherent curriculum introduce complex materials that stimulate higher-order thinking and build deep conceptual understanding and knowledge around specific content.	I
3.4	The school leader and teachers ensure that teacher collaboration within and across grades and subjects exists to enable students to have access to a robust curriculum that incorporates the arts, technology and other enrichment opportunities.	I
3.5	The school leader and teachers develop a data-driven culture based on student needs, assessments and analysis, which leads to strategic action-planning that informs instruction and results in greater student achievement outcomes.	I

**Part 1b. Needs/Areas for Improvement:**

- Reflect on your school’s HEDI ratings (or self-ratings) in Part 1a, particularly any ratings of Developing and Ineffective.
- Summarize your school’s strengths and needs relative to this Capacity Framework element and DTSDE tenet (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data sources.

The area of strength for Boys and Girls High School (as evidenced in the School Renewal Initiative (SRI) review and PPR) are as follows:

- .A few classes, found in the screened programs, provide students with rigorous tasks that result in meaningful student products.

The areas of need for Boys and Girls High School (as evidenced in the QR, PPR, SQG, SRI review) are as follows, in order of priority:

- The school does not yet have a coherent curricula aligned to CCLS being implemented in any of the subjects. Though there are some exceptions, typically teachers are currently enacting whatever curricula they “plan” the night before. These lessons, usually stand alone products, are not part of coherent units, are not usually rigorous, and frequently have no clear learning objectives. As a result, students generally are not challenged to think deeply, and do not leave the classes with deep conceptual knowledge of the content being taught.
- The school does not yet have effective processes in place to collect and use student data to modify curricula and pedagogy. Strong practices for looking at student work do not exist on the teacher teams, 9<sup>th</sup> grade inquiry team aside (4 teachers),. Quantitative data, though accumulated in some instances, does not have any systemic impact on either curricula or pedagogy.

**Part 2 – Annual Goal**

List your school’s 2014-15 goal for improving student outcomes and school performance that addresses Capacity Framework element – Rigorous Instruction. Your goal must be responsive to the identified priority need(s) indicated in Part 1b, and should be written as SMART – Specific, Measurable, Achievable, Relevant, and Time-bound.

1. **Teacher Performance Goal:** To begin, with the support of the four School Renewal coaches who visit the school once per week, implementation and unpacking of Spring Board Math and ELA curricula for all relevant teachers in 9-10 grade Math and 9-12 grade ELA, across the school. Thus by the end of SY 2014, all Math and ELA teachers will be prepared to fully implement a CCLS aligned curricula beginning SY 2015.
2. **Student Performance Goal:** To improve the pass rate in each of the core regents subjects (Algebra 1, Living Environment, English, Global History and US History) to above 40% in each discipline.
3. **Structural Goal:** To create, by reprogramming the entire school under the direction of the Director of School Renewal, a student and teacher program that allows for common planning by teachers multiple times per week. This gives the school community the framework from which to begin the work of creating and refining consistently rigorous instruction that is anchored in both quantitative (summative test results) and qualitative (looking at student work protocols) student data analysis for the purpose of adjusting curricula and pedagogy.

**Part 3 – Action Plan**

<b>Activities/Strategies:</b> Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including: Research-based instructional programs, professional development, and/or systems and structures needed to impact change Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). Strategies to increase parent involvement and engagement Activities that address the Capacity Framework element of Trust	<b>Target Group(s)</b> <i>Who will be targeted?</i>	<b>Timeline</b> <i>What is the start and end date?</i>	<b>Key Personnel</b> <i>Who is responsible for implementing and overseeing the activity/strategy?</i>
Teacher Performance Goal: The school will partner with the 4 School Renewal Initiative (SRI) coaches, who visit the school to give specific pedagogical and curricular support once per week, to introduce and unpack the Common Core aligned Regents Tests and using the Springboard resources to create a CCLS aligned curricula. In the Spring of 2015, teachers will begin to implement select modules aligned to CCLS as a means for “learning” the approach and becoming “familiarized” with the resources. Simultaneously, the 4 School Renewal Initiative (SRI) coaches will provide PD sessions to “unpack”	Current students – 12 <sup>th</sup> grade cohort	Nov 2014 – June 2015	Principal, Assistant Principal, Lead Teachers, Guidance Counselors, Teachers

<p>the CCLS and assessments. These PD's will occur after school during per session hours, on Chancellors Day June 6<sup>th</sup>, and June 28<sup>th</sup> and 30<sup>th</sup>. Beyond this during the week of PD allocated during the summer for BGHS teachers, and during the PD days in September intense curricula work will be done for all teachers. The support from the SRI team will continue through SY 2015. Lastly, content based, specific coaching around curricula implementation and the necessary correlating instructional shifts, will be provided through weekly one on one visits to the select lead teachers. This learning then can be turn-keyed to the relevant teacher teams by the lead teacher. The teacher teams, which meet several times a week, will alternate between looking at student work and teacher work. The data gathered from these sessions will shift the tasks and activities designed for students, and allow teachers to precisely identify student skill deficiencies and adjust instruction accordingly</p>			
<p>Student Performance Goal: We expect that the increased focus on rigor and implementing CCLS aligned units, in the Spring of 2015, though in the beginning stages, will have an immediate impact on student learning with regard to Regents pass rates. The students will be provided with rigorous, CCLS aligned tasks, that are intellectually demanding, and will enable them to perform at a higher rate on the exams. To further support student learning the following will be done:</p> <ul style="list-style-type: none"> <li>• Restructuring the academy program and expanding the school day to include an additional period of instruction for all students in grades 9 – 11.</li> <li>• Programming students who have passed Regents courses or classes and not the Regents examinations will be placed in non-credited Regents Prep classes. The focus of these classes is to prepare the students to be successful on the Regents exams</li> <li>• The seat time for all of the core Regents courses will be increased by at least two periods per week.</li> <li>• For the spring term, all physical education classes will meet twice per week as opposed to five times per week as is the case for the fall term. This will create additional instructional periods for the core subject areas.</li> </ul>	<p>Students in grades 9 - 12</p>	<p>Nov 2014 – June 2015</p>	<p>Assistant Principal, Guidance Counselors</p>
<p>Structural Goal: The Principal, in collaboration with the Director of School Renewal, will reprogram the entire school, after consulting with his guidance office, in order to create a student schedule that ensures that all students receive the appropriate classes. Concurrently he will construct a teacher program that has common planning time, by department, thoroughly embedded in the daily schedule. The teams of teachers will each be led by a teacher lead, and attended by the relevant AP. Capacity for team leadership will be built in the teacher leads through weekly individualized coaching support from the relevant AP in some cases and by the SRI coaches in other cases. Beyond this, two teacher leads will be trained using the Nell Scharff-Panero approach Writing is Thinking through Strategic Inquiry (WITsi) which is provided by the School Renewal Initiative. This approach utilizes the research based writing methods of Judith</p>	<p>Students in grades 9 - 11</p>	<p>Nov 2014 – June 2015</p>	<p>Principal, Assistant Principals, Lead Teachers, Teachers</p>

Hochman built into an inquiry cycle as outlined by Nell Scharff-Panero. These two leads will attend biweekly, all day, meetings where they are led step by step through the inquiry process and supported in the development of agendas and team protocols. Additionally, the entire 9 <sup>th</sup> grade BGHS staff will be trained in the Hochman strategies over the course of three full PD days (December, March, June) by the School Renewal Initiative work. An SRI coach will provide ongoing support to these two leads through weekly team visits.			

**Part 4 – Resources Needed**

Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc.
SRI Coaches and team support, ongoing WITsi Professional Development, EngageNY Curricula resources and access, Per session funds to allocate for Curricula PD after school and over the summer, teacher leaders to facilitate model classes and conduct school based coaches

**Part 5 – Budget and Resource Alignment**

Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.												
x	<b>Tax Levy</b>	x	<b>Title I Basic</b>		<b>Title I 1003(a)</b>		<b>Title IIA</b>		<b>Title III</b>		<b>P/F Set-aside</b>	<b>Grants</b>
List below any additional funding sources that will be utilized to support achievement of the goal.												

**Part 6 – Progress Monitoring**

<b>Part 6a.</b> Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. In this part: Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal. Specify a timeframe for mid-point progress monitoring activities.				
Teacher Performance Goal: By January 2015, all 9-10 <sup>th</sup> grade Math and 9-12 grade ELA teachers will be introduced to the relevant EngageNY and Spring Board curricula resources and begin “exploratory” implementation.				
Student Performance Goal: By January 2015, 40% of students will demonstrate a “passing score” on a mock Regents exam that covers the material allotted in natural progression of a course terminating in a end of year Regents.				
Structural Goal: By February 2015, all students will be reprogrammed with the appropriate courses and additional instructional time and all teachers will be programmed to have common planning time embedded in their program				
<b>Part 6b.</b> Complete in <b>February 2015.</b>				
Did the school meet the mid-point benchmark(s) in the timeframe specified?		Yes	x	No
If the mid-point benchmark(s) was not met, describe any revisions made to the action plan to achieve the goal?				
The teacher performance goal was not met because of the leadership change at the school. As a result, the beginning implementation of EngageNY curricula will begin in the fall, with full support being provided later in the semester and into the summer, so as to enable a full scale rollout in the SY 2015. (This outlined in the current action plan)				

**Section 5: Needs Assessment, Annual Goals and Action Plans**

**Section 5B – Capacity Framework Element - Supportive Environment:** The school establishes a classroom and school culture where students feel safe, supported, and challenged by their teachers and peers. *(Aligned to DTSDE Tenet 5: Student Social and Emotional Developmental Health)*

**Part 1 – Needs Assessment**

**Part 1a. HEDI Rating (Highly Effective, Effective, Developing, or Ineffective) for DTSDE Tenet 5:**

- For schools that received an Integrated Intervention Team (IIT) School Review Report: Enter the HEDI rating for each assessed Statement of Practice (SOP) on the chart below.
- For schools that did not receive an IIT School Review, or did not receive a HEDI rating for one or more SOPs: Self-rate your school for that SOP, informed by an analysis of student performance trends and any major findings/recommendations from your Quality Review (QR) or Alternative QR (AQR), and other relevant qualitative and quantitative data. Enter your HEDI self-rating(s) on the chart below.

Tenet 5 Statement of Practice (SOP) Addressed		HEDI Rating
5.2	The school cultivates the development of overarching systems and partnerships that support and sustain social and emotional developmental health.	D
5.3	The school articulates and systematically promotes a vision for social and emotional developmental health that is connected to learning experiences and results in building a safer and healthier environment for families, teachers and students.	D
5.4	All school constituents are able to articulate how the school community is safe, conducive to learning and fosters a sense of ownership that leads to greater student outcomes.	D
5.5	The school leader and student support staff work together to develop teachers’ ability to use data to respond to students’ social and emotional developmental health needs, so students can become academically and socially successful.	D

**Part 1b. Needs/Areas for Improvement:**

- Reflect on your school’s HEDI ratings (or self-ratings) in Part 1A, particularly any ratings of Developing and Ineffective.
- Summarize your school’s strengths and needs relative to this Capacity Framework element and DTSDE tenet (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data sources.

Area of Strength:(QR, PPR)

- The school has numerous partnerships such as Good Shepherd Services (GSS) that have proven track records of helping to support the social and emotional needs of students.
- The school over all has a “good tone” and feels safe.

Areas of Need order of priority: (PPR, SRI Evaluation)

- Systems need to be established to identify and support thee academic and social emotional development of at-risk students
- Students need to receive effective guidance in career and college planning. Currently guidance for college is primarily for grade 12 students, while the needs of other students are not addressed.

**Part 2 – Annual Goal**

List your school’s 2014-15 goal for improving student outcomes and school performance that addresses Capacity Framework element – Supportive Environment. Your goal must be responsive to the identified priority need(s) indicated in Part 1b, and should be written as SMART – Specific, Measurable, Achievable, Relevant, and Time-bound.

- College Guidance Goal: By June 2015, 75% of students will have met with a Guidance Counselor a minimum of four times to discuss, create, and implement college and career plans
- The school will strategically identify 50(1/8) students for in depth social and emotional support.

**Part 3 – Action Plan**

<b>Activities/Strategies:</b> Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including: Research-based instructional programs, professional development, and/or systems and structures needed to impact change Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). Strategies to increase parent involvement and engagement Activities that address the Capacity Framework element of Trust	<b>Target Group(s)</b> Who will be targeted?	<b>Timeline</b> What is the start and end date?	<b>Key Personnel</b> Who is responsible for implementing and overseeing the activity/strategy?
The Principal, in conjunction with the AP of Guidance and under the direction of the Director for School Renewal, will set up a detailed guidance counseling program to ensure that students will receive at least four sessions of individual academic and counseling. This system will be built and monitored through the use Excel documents. The Principal, during his weekly cabinet meeting will follow up with the AP of Guidance to ensure that due progress is made.	All Students	09/14-06/15	Principal, Guidance AP
The Guidance department, in collaboration with the School Renewal team will create a tool, using a Word Template, that serves as the frame to create student specific and individualized plans, for all students, around college and career readiness. 75% of students will have graduation plans and post-secondary education goals.	All students enrolled at BGHS	09/14-06/15	AP of Guidance, Guidance Department
I The Principal will create a strong partnership with Good Shepherd Services (GSS), a CBO, who, along with the school’s guidance department, identify the 50 targeted students. GSS will then apportion these students to specific social workers who will complete daily “check ins” with the students to ensure they are coming to school regularly and are receiving counseling and social emotional development.	50 targeted students	09/14-06/15	Principal, Good Shepherd Services

**Part 4 – Resources Needed**

Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc.
AP Guidance, 5 Guidance Counselors, 4-6 teachers

**Part 5 – Budget and Resource Alignment**

Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.
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X	Tax Levy	X	Title I Basic		Title I 1003(a)		Title IIA		Title III	X	P/F Set-aside	X	Grants
List below any additional funding sources that will be utilized to support achievement of the goal.													

**Part 6 – Progress Monitoring**

**Part 6a.** Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. In this part:

Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.

Specify a timeframe for mid-point progress monitoring activities.

February 2015, 75% of students will have had at least two guidance visits and their College and Career plan document, using the school template, will have been completed

February 2015, the 50 students will have been identified and matched to the appropriate GSS social workers and the daily “check ins” will be commencing

**Part 6b.** Complete in **February 2015.**

Did the school meet the mid-point benchmark(s) in the timeframe specified?	X	Yes		No
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If the mid-point benchmark(s) was not met, describe any revisions made to the action plan to achieve the goal?

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**Section 5: Needs Assessment, Annual Goals and Action Plans**

**Section 5C – Capacity Framework Element - Collaborative Teachers:** Teachers are committed to the success and improvement of their classrooms and schools. They have the opportunity to participate in professional development within a culture of respect and continuous improvement. *(Aligned to DTSDE Tenet 4: Teacher Practices and Decisions)*

**Part 1 – Needs Assessment**

**Part 1a. HEDI Rating (Highly Effective, Effective, Developing, or Ineffective) for DTSDE Tenet 4:**

- For schools that received an Integrated Intervention Team (IIT) School Review Report: Enter the HEDI rating for each assessed Statement of Practice (SOP) on the chart below.
- For schools that did not receive an IIT School Review, or did not receive a HEDI rating for one or more SOPs: Self-rate your school for that SOP, informed by an analysis of student performance trends and any major findings/recommendations from your Quality Review (QR) or Alternative QR (AQR), and other relevant qualitative and quantitative data. Enter your HEDI self-rating(s) on the chart below.

<b>Tenet 4 Statement of Practice (SOP) Addressed</b>		<b>HEDI Rating</b>
4.2	Teachers use instructional practices and strategies organized around annual, unit and daily lesson plans to meet established student goals and promote high levels of student engagement and inquiry.	D
4.3	Teachers provide coherent, appropriately aligned Common Core Learning Standards (CCLS)-based instruction that leads to multiple points of access for all students to achieve targeted goals.	D
4.4	Teachers create a safe environment that is responsive to students' varied experiences, tailored to the strengths and needs of all students, and leads to high levels of student engagement and inquiry.	
4.5	Teachers use a variety of data sources including screening, interim measures and progress monitoring to inform lesson planning, develop explicit teacher plans and foster student participation in their own learning process.	

**Part 1b. Needs/Areas for Improvement:**

- Reflect on your school's HEDI ratings (or self-ratings) in Part 1A, particularly any ratings of Developing and Ineffective.
- Summarize your school's strengths and needs relative to this Capacity Framework element and DTSDE tenet (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data sources.

Strengths (PPR, QR and SRI Evaluation)

- Teachers are willing to collaborate in teams in order to professionally collaborate

Needs (PPR, QR, and SRI Evaluation)

- The school is not organized to permit most of the teachers to have structured professional learning collaborations built into their schedules.
- Teachers are not effectively using student work or assessments, either qualitative and quantitative, to inform curricula or pedagogy
- Teachers are not consistently planning lessons and units that incorporate CCLS and the instructional shifts

**Part 2 – Annual Goal**

List your school's 2014-15 goal for improving student outcomes and school performance that addresses Capacity Framework element – Collaborative Teachers. Your goal must be responsive to the identified priority need(s) indicated in Part 1b, and should be written as SMART – Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 2015, 90% of teachers who attend will have a program that allows them to meet in teacher teams 3 times per week

By June 2015, 90% of teachers will be engaged in structured collaborations that use protocols to examine student work (assessments and products) for the purpose of modifying curricula and pedagogy

By June 2015, 90% of teachers will be engaged in structured collaborations that use protocols to examine teacher work (lesson plans and unit plans) for the purpose of revising to ensure a strong alignment to CCLS and deeply embedded with the instructional shifts

**Part 3 – Action Plan**

<p><b>Activities/Strategies:</b> Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including:                      Research-based instructional programs, professional development, and/or systems and structures needed to impact change                      Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH).                      Strategies to increase parent involvement and engagement                      Activities that address the Capacity Framework element of Trust</p>	<p><b>Target Group(s)</b> <i>Who will be targeted?</i></p>	<p><b>Timeline</b> <i>What is the start and end date?</i></p>	<p><b>Key Personnel</b> <i>Who is responsible for implementing and overseeing the activity/strategy?</i></p>
<p>The Principal and Director of School Renewal will reprogram the entire school in February, and secure an SBO vote from the UFT members, to ensure that 90% of teachers can participate 2-3 times per week in teacher team meetings. The Principal will build the capacity of AP’s and select teacher leads, through weekly cabinet meetings and through a partnership with SRI coaches. These teams of teachers will meet by department and by grade. The teams, along with the SRI coaches, will create an arc of learning that intentionally schedules sessions that closely examine student and teacher work for the purpose of revising curricula and pedagogy.</p>	<p>All Instructional staff</p>	<p>09/14 - 06/15</p>	<p>Principal, Assistant Principals, Teachers, SRI Staff</p>
<p>The Principal will partner with the SRI coaches to create effective systems and structures around analysis of student work. Specifically, Nell Scharff-Panero’s Writing is Thinking through Strategic Inquiry (WITsi) will be the frame that drives the work. This will be provided by the SRI resources. (The impact of this work has been documented in an Atlantic article regarding the success of New Dorp High School and Principal Deirdre Deangelos’s work in NYC) In this construct, the researched based writing methods of Judith Hochman are linked to the strategic inquiry process. At BGHS, an AP of Instruction along with a lead teacher, along with a designated SRI coach, will attend biweekly, full day meetings for the duration of the school year, where they are given in depth support in facilitating the inquiry process at the 9<sup>th</sup> grade teacher team level. This supports includes both team leadership development as well as technical pedagogical skill development. The lead teacher, supported by the AP, and under the guidance of the SRI coach, leads a model inquiry team at the school</p>	<p>9<sup>th</sup> Grade Instructional Staff</p>	<p>09/14 - 06/15</p>	<p>Principal, Assistant Principal, Lead teacher, SRI Coaches, WITsi organization</p>

that closely examines student work through organized protocols, as structured by WITsi. Student skill deficiencies are identified and the teacher teams then develop specific strategies to teach the students the skill, and then reassessing student work to see if they students “got it.” This is happening in an ongoing cycle. The WITsi structure in in stage one of implementation this year, and will be expanded at the school in subsequent years.			
In teacher teams, beginning February 2015, under the guidance of the School Renewal coaches, will begin working on lesson and unit plan creation and refinement to ensure a strong alignment to CCLS and deeply embedded instructional shifts. This work will be supported by the instructional AP’s (Science and ELA) as well as by content based coaching (Math, ELA, and SS) from the 4 SRI coaches. The 4 SRI coaches will visit the teams weekly and provide support in using protocols to examine teacher work as well as identify strong samples of model work, from EngageNY, for the BGHS teachers to modify and emulate. Simultaneous to this, with strategic teachers, the SRI coaches will begin to unpack the EngageNY curricula in Math and ELA for the ramp up to full implementation in SY 2015. Additionally, SRI will provide full day PD on June 4, 29, and 30, specifically around content support in implementing the EngageNY curricula in SY 2015.	All instructional staff	09/14 - 06/15	Principal, Assistant Principal, Teachers, SRI Coaches

**Part 4 – Resources Needed**

Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc.
WITsi PD, Support from SRI coaches, Time in the teacher and student schedules for teacher collaboration, Specific content PD from SRI

**Part 5 – Budget and Resource Alignment**

Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.												
X	Tax Levy	x	Title I Basic		Title I 1003(a)		Title IIA		Title III	x	P/F Set-aside	Grants
List below any additional funding sources that will be utilized to support achievement of the goal.												

**Part 6 – Progress Monitoring**

<p><b>Part 6a.</b> Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. In this part:  Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.  Specify a timeframe for mid-point progress monitoring activities.</p>
<p>By February 2015, 90% of teachers will be engaged, several times per week, in structured team collaborations.</p> <p>By February 2015, the 9<sup>th</sup> grade WITsi team will be in place and will be meeting twice per week. Their work will be documented in agenda’s, minutes, and classroom observations.</p> <p>By February 2015, the 90% of teachers will engage in structured collaborations around analysis and design of teacher work (lesson plans and unit plans) to ensure that the enacted curricula is aligned to CCLS and has the instructional shifts deeply embedded.</p>

**Part 6b. Complete in February 2015.**

Did the school meet the mid-point benchmark(s) in the timeframe specified?

Yes

No

If the mid-point benchmark(s) was not met, describe any revisions made to the action plan to achieve the goal?

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**Section 5: Needs Assessment, Annual Goals and Action Plans**

**Section 5D – Capacity Framework Element - Effective School Leadership:** Principals lead by example and nurture the professional growth of teachers and staff, developing and delivering the instructional and social-emotional support that drives student achievement. *(Aligned to DTSDE Tenet 2: School Leader Practices and Decisions)*

**Part 1 – Needs Assessment**

**Part 1a. HEDI Rating (Highly Effective, Effective, Developing, or Ineffective) for DTSDE Tenet 2:**

- For schools that received an Integrated Intervention Team (IIT) School Review Report: Enter the HEDI rating for each assessed Statement of Practice (SOP) on the chart below.
- For schools that did not receive an IIT School Review, or did not receive a HEDI rating for one or more SOPs: Self-rate your school for that SOP, informed by an analysis of student performance trends and any major findings/recommendations from your Quality Review (QR) or Alternative QR (AQR), and other relevant qualitative and quantitative data. Enter your HEDI self-rating(s) on the chart below.

<b>Tenet 2 Statement of Practice (SOP) Addressed</b>		<b>HEDI Rating</b>
2.2	Leaders ensure an articulated vision, understood and shared across the community, with a shared sense of urgency about achieving school-wide goals aligned with the vision as outlined in the School Comprehensive Educational Plan (SCEP).	i
2.3	Leaders effectively use evidence-based systems to examine and improve individual and school-wide practices in the critical areas (student achievement, curriculum & teacher practices; leadership development; community/family engagement; and student social and emotional developmental health) that make progress toward mission-critical goals.	i
2.4	Leaders make strategic decisions to organize resources concerning human, programmatic and fiscal capital so that school improvement and student goals are achieved.	d
2.5	The school leader has a fully functional system in place to conduct targeted and frequent observations; track progress of teacher practices based on student data, feedback and professional development opportunities; and hold administrators and staff accountable for continuous improvement.	i

**Part 1b. Needs/Areas for Improvement:**

- Reflect on your school’s HEDI ratings (or self-ratings) in Part 1A, particularly any ratings of Developing and Ineffective.
- Summarize your school’s strengths and needs relative to this Capacity Framework element and DTSDE tenet (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data sources.

Areas of Strength:

- The Principal has built numerous community partnerships with CBO’s such GGS.

Areas of Need (QR, PPR, SRI Evaluation) in order of priority

- The Principal needs to set up evidence based systems to improve school wide performance to ensure that progress towards student performance goals is monitored in an ongoing way
- The Principal need to ensure that all teachers receive regular observations and are provided with calibrated ratings and actionable feedback and support.
- The Principal needs to ensure that the school’s vision, as outlined in the SCEP, is understood and shared across the community

**Part 2 – Annual Goal**

List your school’s 2014-15 goal for improving student outcomes and school performance that addresses Capacity Framework element – Effective School Leadership. Your goal must be responsive to the identified priority need(s) indicated in Part 1b, and should be written as SMART – Specific, Measurable, Achievable, Relevant, and Time-bound.

The administration will set up structures that allow 90% of teachers to review student learning in an ongoing way.

All teachers at BGHS will receive the appropriate number of classroom visits, will be given calibrated feedback, actionable next steps, and will be given effective support to enable their professional growth.

All school staff members will be able to articulate the vision and mission of the school and discuss how the concepts align to their everyday work.

**Part 3 – Action Plan**

<p><b>Activities/Strategies:</b> Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including:                      Research-based instructional programs, professional development, and/or systems and structures needed to impact change                      Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH).                      Strategies to increase parent involvement and engagement                      Activities that address the Capacity Framework element of Trust</p>	<p><b>Target Group(s)</b> <i>Who will be targeted?</i></p>	<p><b>Timeline</b> <i>What is the start and end date?</i></p>	<p><b>Key Personnel</b> <i>Who is responsible for implementing and overseeing the activity/strategy?</i></p>
<p>The Principal, in collaboration with the cabinet, and under the supervision of the School Renewal Executive Superintendent and Director of School Renewal, will set up a system to monitor credit accumulation on six week interval throughout the year as well as create a system of common assessments (mock Regents) that are proctored twice per year for the purpose of monitoring student performance. This data will be analyzed by school leaders and teacher teams in order to plan structural, pedagogical, and curricular interventions. The Guidance department will discuss the credit accumulation patterns with students as part of the four times per year individual meetings.</p>	<p>Principal, Assistant Principals, Guidance Department, Teachers</p>	<p>October 2014 – June 2015</p>	<p>Principal, Assistant Principals, School Leadership Team, PTA Executive Board</p>
<p>The Principal will develop, in collaboration with the cabinet and Talent Coach and Director of School Renewal, a systematic structure to organize teacher observations. This schedule will live on an Excel Spreadsheet and will be reviewed weekly in the Principal’s cabinet meetings. In order to ensure that calibrated ratings are given, and that actionable feedback and effective teacher support is provided, the Principal will schedule weekly visits to teachers with his AP’s. They will jointly conduct the ratings and the debrief. Further the Principal and his cabinet will read each other’s observations to ensure that the observations proceed in a logical linear model and are connected to each other. The Principal and cabinet will use the data from the observations to strategically inform ongoing, weekly, PD on the Monday afternoons as allowed in the new contract.</p>	<p>All staff members</p>	<p>October 2014 – June 2015</p>	<p>Principal, Assistant Principal’s, Talent Coach</p>

School leaders will use all the available forum such as the cabinet, SLT, PTA and faculty meetings to discuss and educate the community about the CEP. Copies of the CEP will be available to students, parents and all visitors to the school. An electronic copy will also be available on the school's website. The Principal will speak to the school goals during school events like student awards assemblies, student cultural celebrations, and during the school community's Winter Retreat. Teacher teams will anchor their relevant SCEP goals noted above.	Students, teachers, parents and community members	October 2014 – June 2015	Principal, Assistant Principal's, Talent Coach

**Part 4 – Resources Needed**

Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc.
No additional school resources are needed.

**Part 5 – Budget and Resource Alignment**

Indicate using an "X" the fund source(s) that will be utilized to support achievement of the specified goal.													
x	<b>Tax Levy</b>	x	<b>Title I Basic</b>		<b>Title I 1003(a)</b>		<b>Title IIA</b>		<b>Title III</b>		<b>P/F Set-aside</b>		<b>Grants</b>
List below any additional funding sources that will be utilized to support achievement of the goal.													

**Part 6 – Progress Monitoring**

<b>Part 6a.</b> Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. In this part: Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal. Specify a timeframe for mid-point progress monitoring activities.				
<u>By February, Advance data will show that all teachers will have been given the appropriate (50%) of observations they are entitled to receive.</u>				
<u>By February, the Principal will have organized and conducted a week-end BGHS Community Retreat, including all stakeholders, to refine and solidify the school-wide vision</u>				
<u>By February, the Principal will have set up a guidance system to effectively monitor credit accumulation and student data and as a result effectively reprogram students for the Spring Semester.</u>				
<b>Part 6b.</b> Complete in <b>February 2015.</b>				
Did the school meet the mid-point benchmark(s) in the timeframe specified?	X	Yes		No
If the mid-point benchmark(s) was not met, describe any revisions made to the action plan to achieve the goal?				

## Section 5: Needs Assessment, Annual Goals and Action Plans

**Section 5E – Capacity Framework Element - Strong Family and Community Ties:** The school creates a welcoming environment for families and takes advantage of community resources to enrich the civic life of the school. *(Aligned to DTSDE Tenet 6: Family and Community Engagement)*

### Part 1 – Needs Assessment

**Part 1a. HEDI Rating (Highly Effective, Effective, Developing, or Ineffective) for DTSDE Tenet 6:**

- For schools that received an Integrated Intervention Team (IIT) School Review Report: Enter the HEDI rating for each assessed Statement of Practice (SOP) on the chart below.
- For schools that did not receive an IIT School Review, or did not receive a HEDI rating for one or more SOPs: Self-rate your school for that SOP, informed by an analysis of student performance trends and any major findings/recommendations from your Quality Review (QR) or Alternative QR (AQR), and other relevant qualitative and quantitative data. Enter your HEDI self-rating(s) on the chart below.

	Tenet 6 Statement of Practice (SOP) Addressed	HEDI Rating
6.2	The school atmosphere is welcoming and fosters a feeling of belonging and trust, which encourages families to freely and frequently engage with the school, leading to increased student success.	D
6.3	The school engages in effective planning and reciprocal communication with family and community stakeholders so that students’ strength and needs are identified and used to augment learning.	D
6.4	The entire school community partners with families and community agencies to promote and provide professional development across all areas (academic and social and emotional developmental health) to support student success.	D
6.5	The entire school shares data in a way that empowers and encourages families to use and understand data to promote dialogue between parents, students and school constituents centered on student learning and success.	D

**Part 1b. Needs/Areas for Improvement:**

- Reflect on your school’s HEDI ratings (or self-ratings) in Part 1A, particularly any ratings of D Developing and I Ineffective.
- Summarize your school’s strengths and needs relative to this Capacity Framework element and DTSDE tenet (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data sources.

Despite the fact that the school atmosphere is welcoming and fosters a feeling of belonging and trust, the parent involvement in the school is extremely poor. This is evident in the turnout for PTA meetings and Open School Afternoon and Night.

There is very little reciprocal communication between the school, parents and the community. Based on this, there is a tremendous need for families to become actively engaged in communicating with the school.

### Part 2 – Annual Goal

List your school’s 2014-15 goal for improving student outcomes and school performance that addresses Capacity Framework element – Strong Family and Community Ties. Your goal must be responsive to the identified priority need(s) indicated in Part 1b, and should be written as SMART – Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 2015, PTA involvement will increase by 20%

By June 2015, Family Engagement at events such as parent-teacher conference, individual meetings, etc will increase by 20%

**Part 3 – Action Plan**

<b>Activities/Strategies:</b> Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including: Research-based instructional programs, professional development, and/or systems and structures needed to impact change Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). Strategies to increase parent involvement and engagement Activities that address the Capacity Framework element of Trust	<b>Target Group(s)</b> <i>Who will be targeted?</i>	<b>Timeline</b> <i>What is the start and end date?</i>	<b>Key Personnel</b> <i>Who is responsible for implementing and overseeing the activity/strategy?</i>
BGHS is community school, which incorporates strategies that consists of interconnected support systems all necessary for student success. The key components are a strong core instructional program, a full range of health, mental health, and social services designed to promote student well-being and to remove barriers to learning and to expand learning opportunities designed to enrich the learning opportunities for students and their families.	All students enrolled at BGHS	09/14-06/15	Students, parents, staff, guidance counselors, Principal, Assistant Principal, CBO's
BGHS will partner with Good Shepherd Services (GSS) to provide ongoing social-emotional support to targeted students. Additionally, GSS will help support the attendance initiatives of BGHS. GSS will also create a bridge to family engagement by providing college counseling and workshops to families.	The BGHS Community including students and families	9/14-06/15	Students, parents, staff, guidance counselors, Principal, Assistant Principal, CBO's

**Part 4 – Resources Needed**

Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc.
Intensive and differentiated academic interventions and social-emotional supports for struggling students, at-risk students, and students with special needs, including overage, under-credited students, students with disabilities, English language learners, STH students, and former incarcerated students.

**Part 5 – Budget and Resource Alignment**

Indicate using an "X" the fund source(s) that will be utilized to support achievement of the specified goal.													
x	Tax Levy	x	Title I Basic		Title I 1003(a)		Title IIA	x	Title III	x	P/F Set-aside		Grants
List below any additional funding sources that will be utilized to support achievement of the goal.													

**Part 6 – Progress Monitoring**

<p><b>Part 6a.</b> Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. In this part: Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.</p>
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Specify a timeframe for mid-point progress monitoring activities.				
By February, Family engagement in the PTA events will be up 10%.				
By February Family engagement in school sponsored events such as open school night, etc, will be up 10%.				
<b>Part 6b. Complete in February 2015.</b>				
Did the school meet the mid-point benchmark(s) in the timeframe specified?	<input checked="" type="checkbox"/>	Yes	<input type="checkbox"/>	No
If the mid-point benchmark(s) was not met, describe any revisions made to the action plan to achieve the goal?				

**Section 6: Academic Intervention Services (AIS)**  
**(Required for All Schools)**

**Directions:** Schools need to maintain accurate records of students who are receiving Academic Intervention Services (AIS) to ensure that students who are not achieving 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.

<b>Type of Academic Intervention Service (AIS)</b>	<b>Criteria for determining AIS services</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>English Language Arts (ELA)</b>	Students who receive a 1 or 2 on the ELA state tests in the 8 <sup>th</sup> grade will be identified for AIS	Summer Bridge intensive writing workshops using the Hochman Method	Small group instruction	6 weeks over the summer
<b>Mathematics</b>	Students who receive a 1 or 2 on the ELA state tests in the 8 <sup>th</sup> grade will be identified for AIS	Summer Bridge program using Springboard strategies combined with numeracy skills building through EngageNY resources	Small group instruction	6 weeks over the summer
<b>Science</b>	Students, based on their GPA in 8 <sup>th</sup> grade, if below 75, will be identified for AIS	Direct teaching aligned to the Living Environment curricula	Small group	After school sessions during the Fall Term of SY 2016
<b>Social Studies</b>	Students, based on their GPA in 8 <sup>th</sup> grade, if below 75, will be identified for AIS	History content support using the Hochman Method to augment historical writing	Small Group	After school sessions during the Fall Term of SY 2016
<b>At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)</b>	Students will be identified based on a combination factors including attendance, discipline records and academic performance.	Support through GSS counselors and through Saturday Academy	Individual and Small group	After school and during school

## Section 7: Expanded Learning Time (ELT) Program Description

### (Required for All Priority Schools)

**Directions:** Expanded Learning Time activities are enriching educational experiences that happen outside of the traditional classroom and blend skill acquisition, relationship-building and fun to foster academic and social-emotional growth in students. Summer learning, afterschool programming, and extended-day ELT models, when well-implemented, play a critical role in supporting students in all grades and ensuring that they graduate from high school, college and career ready. SED requires that Priority schools offer a minimum of 200 additional student contact hours as Expanded Learning Time in addition to the current mandated length of 900 hours of instruction per year (25 hours per week) in grades K-6 and 990 hours of instruction per year (27.5 hours per week) in grades 7-12. Complete the sections on this page to demonstrate how the school will meet these requirements.

#### **Part 1 – ELT Program Goal(s)**

Describe the identified goal(s) of the ELT program for the 2014-15 school year. Be sure to construct the goal to be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.

1. The goal of the ELT Program is to provide two hours of enrichment and recreational activities after school for all students who wish to participate in these activities. As a result we are expecting that the graduation rate for BGHS will improve 10% from 41% to 51% and student credit accumulation will improve to at least 75% of students (up from 65%) will receive 11 or more credits for SY 2015.

#### **Part 2 – ELT Program Description**

**Part 2a.** Identify the target population(s) to be served by the ELT program.

All students in grades 9 – 12.

**Part 2b.** Describe how the school will meet the following SED requirements for an ELT program in a Priority School: Integrate academics, enrichment, and skill development through hands-on experiences that make learning relevant and engaging.

Offer a range of activities that capture student interest and strengthen student engagement in learning so as to promote higher attendance, reduces risk for retention or drop out, and increases the likelihood of graduation.

Actively address the unique learning needs and interests of all types of students, especially those who may benefit from approaches and experiences not offered in the traditional classroom setting.

Contain components designed to improve student academic, social, and emotional outcomes, including opportunities for enrichment programs such as in music and art.

Ensure instruction in any core academic subject offered in the program will be delivered under the supervision of a teacher who is NYS certified in that particular content area.

[a2]The ELT extra period after school is required for all students . During this time they are actively involved in a diverse range of study skills, extended learning, extended personalized tutoring, arts, clubs, and social -emotional supports not offered in traditional classrooms settings.

<b>Part 2c.</b> Is the ELT program voluntary or compulsory?	Voluntary	x	Compulsory
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If the ELT program is voluntary, indicate how you will offer the program to all students and actively encourage their participation, with the goal of serving at least 50% of students.

The guidance counselors for each grade will do classroom visits and grade assemblies to inform the students about the program. PTA meetings and other forums will be used to advertise the program. The Attendance team will follow up to make sure students who are identified for compulsory attendance are in attendance.

#### **Part 3 – ELT Program Implementation and Oversight**

**Part 3a.** Who will implement the ELT program? Who will oversee the program?

- Indicate the key personnel that will be responsible for implementing and overseeing the ELT program, including school-based staff and any high-quality community partners that will be involved.
- If applicable, describe the scope of involvement of all community partners and how the joint ELT program is structured.

The Good Shepherd Organization is currently implementing and overseeing the program.

**Part 3b.** Indicate resources needed including human resources, instructional resources, and schedule adjustments to implement the ELT program.

Teachers, tutors and supervisors.

**Part 3c.** Timeline for implementation and completion, including start and end dates.

October 2014 – June 2015

**Part 4 – Budget and Resource Alignment**

Indicate using an “X” the fund source(s) that will be utilized to support to support the ELT Program.

	<b>21<sup>st</sup> Century</b>	x	<b>Tax Levy</b>	X	<b>Title I SWP</b>		<b>Title I TA</b>		<b>P/F Set-aside</b>		<b>C4E</b>
	<b>Title I 1003(a)</b>		<b>Title III</b>		<b>PTA Funded</b>		<b>Grants</b>		<b>School Success Grant</b>		<b>In Kind</b>

List below any additional fund sources that will be utilized to support achievement of the goal.

**Part 5 – Progress Monitoring**

**Part 5a.** Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. In this part:

Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.

Specify a timeframe for mid-point progress monitoring activities.

The number of seniors on track for graduation will be 51% or higher by February 2015. 75% of 9-11 graders will have accumulated at least 5 or more credits by February 2015.

**Part 5b.** Complete in **February 2015.**

Did the school meet the mid-point benchmark(s) in the timeframe specified?	X	Yes		No
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If the mid-point benchmark(s) was not met, describe any revisions made to the action plan to achieve the goal?

## Section 8: Title I Program Information

### Directions:

All schools must indicate their Title I status in Part 1

All elements of the *All Title I Schools* section must be completed in Part 2

All Targeted Assistance (TA) Schools must also complete the *TA Schools Only* section in part 3

All Schoolwide Program (SWP) schools must also complete the *SWP Schools Only* section in Part 4

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

For additional information, visit the [Title I Intranet webpage](#)

### Part 1: Title I Status

Indicate with an "X" your school's Title I Status.

	<b>School Wide Program (SWP)</b>	<b>X</b>	<b>Targeted Assistance (TA) Schools</b>		<b>Non-Title I</b>
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### Part 2: All Title I Schools

#### 2a. Highly Qualified Teachers (HQT)

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

The school is part of the Out of Time process designated by the State and as such is under alternate governance and a mandatory staffing plan. Currently the school community, led by a team of Chancellor's representatives in collaboration with the UFT and in consultation with NYSED, is in the process of designing an interview plan, rubric for measuring candidates, and an approach to ensuring the strongest candidates reapply. As per state guidance, all positions at BGHS will have to be reapplied to. Only the highest qualified teachers will be hired.

#### 2b. 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).

The staff will be provided ongoing training in Engageny curricula in both Math and ELA. This will be provided by the SRI coaches in weekly visits to teacher leads and pd to the department teams. Ongoing inquiry work, anchored in the CCLS curricula and looking at student work protocols will build teachers skills in curricula implementation and modification. In addition, through the WITsi trainings referenced in section 5, bimonthly all day trainings will be provided to teachers across the 9<sup>th</sup> grade. Further, through the Metamorphosis training, six sessions of ongoing PD around aligning Math curricula to CCLS, will be provided throughout the year to select Math leads who will then turnkey the info to the entire BGHS Math department.

### Part 3: TA Schools Only

#### 3a. Use of Program Resources

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

Through targeted assistance, ELT (after school, Saturday School, Summer school – all programs described in previous sections), targeted students will be identified and provided intense tutoring support. Additionally through GSS resources, academic individualized tutoring will be provided after and before school.

#### 3b. 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).

The TA program will exist before school, after school, in double periods of instruction, during Saturday School, and during summer school programs.

**Part 4: SWP Schools Only**

**4a. 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.).

**4b. 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.

**4c. "Conceptual" Consolidation of Funds in SWP Schools**

**Directions:** All Schoolwide Program (SWP) schools in NYC are conceptually consolidating their Federal, State, and Local funds, even though the Galaxy system reports the allocations in separate accounting codes<sup>1</sup>. To be eligible for the flexibility consolidation of Federal funds enables, a Schoolwide Program school must identify in its Schoolwide plan (SCEP) which programs are included in its consolidation and the amount each program contributes to the consolidated Schoolwide pool. Additionally, the school plan must document that it has met the intent and purposes of each program whose funds are consolidated<sup>2</sup>. **On the chart below**, indicate which Federal, State, and/or local Tax Levy program funds that are consolidated in your school's Schoolwide Program, the amount each program contributes to the consolidated Schoolwide pool, and verification that the school has met the intent and purposes of each program whose funds are consolidated.

Program Name	Fund Source (i.e. Federal, State or Local)	Funding Amount: Indicate the amount contributed to Schoolwide pool. (Refer to Galaxy for FY '15 school allocation amounts.)	Place an (X) in <u>Column A</u> below to verify that the school has met the intent and purposes of each program whose funds are consolidated. Indicate in <u>Column B</u> , page # references where a related program activity has been described in this plan.	
			Column A Verify with an (X)	Column B Page # Reference(s)
Title I Part A (Basic)	Federal			
Title I School Improvement 1003(a)	Federal			
Title I Priority and Focus School Improvement Funds	Federal			
Title II, Part A	Federal			
Title III, Part A	Federal			
Title III, Immigrant	Federal			
Tax Levy (FSF)	Local			

### **<sup>1</sup>Explanation/Background:**

Title I Schoolwide Program schools are expected to use the flexibility available to them to integrate services and programs with the aim of enhancing the entire educational program and helping all students reach proficient and advanced levels of achievement. In addition to coordinating and integrating services, Schoolwide Program schools may combine most Federal, State and local funds to provide those services. By consolidating funds from Federal, State, and local sources, a Schoolwide Program school can address its needs using *all* its available resources. This gives a school more flexibility in how it uses available resources to meet the identified needs of all its students.

Consolidating funds in a Schoolwide Program means that a school treats the funds it is consolidating like they are a single “pool” of funds. In other words, the funds from the contributing programs in the school lose their individual identity and the school has one flexible pool of funds. The school uses funds from this consolidated Schoolwide pool to support any activity of the Schoolwide Program without regard to which program contributed the specific funds used for a particular activity. To consolidate funding in a Schoolwide Program, the school does not literally need to combine funds in a single account or pool with its own accounting code. Rather, the word “pool” is used **conceptually** to convey that a Schoolwide Program school has the use of all consolidated funds available to it for the dedicated function of operating a Schoolwide Program without regard to the identity of those funds.

Consolidating Federal funds in a Schoolwide Program has the following additional advantages:

- Consolidating Federal funds eases the requirements for accounting for funds from each specific program separately, because a Schoolwide school is not required to distinguish among funds received from different sources when accounting for their use.
- A school that consolidates Federal funds in its Schoolwide Program is not required to meet most of the statutory and regulatory requirements of the specific Federal programs included in the consolidation (e.g., semi-annual time and effort reporting for Title I). However, the school must ensure that it meets the **intent and purposes of the Federal programs** included in the consolidation so that the needs of the intended beneficiaries are met.

<sup>2</sup>The **intent and purposes** of the Federal programs indicated on the chart above (Part 4C of this section) are as follows:

- **Title I, Part A – Schoolwide Programs:** To upgrade the entire educational program in the school in order to improve the academic achievement of all students, particularly the lowest-achieving students. This includes provision of services for Students in Temporary Housing (STH).
- **Title I School Improvement 1003(a)** - support implementation of school improvement activities identified through the Diagnostic Tool for School and District Effectiveness (DTSDE) reviews or a school review with district oversight and included in the DCIP/SCEP.
- **Title I Priority and Focus School Improvement Funding:** support implementation of school improvement plans that aims to improve instruction and address the identified needs
- **Title II, Part A:** Supplementary funding to improve student academic achievement by reducing class size in grades K, 1, 2, and 3, with an emphasis on grades with average register greater than 20. If space is not available to form additional classes, funds may support push-in teacher(s) to supplement the instructional program.
- **Title III, Part A:** To help ensure that children with limited English proficiency become proficient in English, develop high academic attainment in English, and meet the same challenging State academic content and achievement standards in the core academic subjects that all other children are expected to meet. Another purpose of this program is to increase the capacity of schools to establish, implement and sustain high-quality language instruction programs and English language development programs that assist schools in effectively teaching students with limited English proficiency. Title III, Part A is also designed to promote the participation of parents and communities of limited English proficient children in English language instruction programs.
- **Title III Immigrant:** Supplementary and enhanced services to LEP/ELL immigrant students, in the areas of English language acquisition and content area achievement.

**Important Note:** The following funds may not be consolidated:

- **Title I Parent Involvement Set-aside:** Title I, Part A funds must support parent involvement activities and programs. Chancellor's Regulation A-655 requires School Leadership Teams to consult with Title I parent representatives regarding the Title I program and the use of these funds. Parent involvement activities funded through Title I must be included in the parent involvement policy and aligned with student achievement goals in the school comprehensive educational plan.
- **Title I Priority and Focus School Parent Engagement Set-aside:** Additional set-aside is to enable greater and more meaningful parent participation in the education of their children.
- **IDEA:** To ensure that all children with disabilities have available to them a free appropriate public education designed to meet their individual needs.
- **Grant funds awarded via a competitive process, including Title I 1003(g) SIG or SIF funds:** These funds must be used for the purposes specified by the Grantor, as described in the school's approved grant application.

## Section 9: Parent Involvement Policy (PIP) and School Parent Compact (SPC)

*(Required for All Title I Schools)*

**Directions:** All Title I schools are required to develop a **Parent Involvement Policy (PIP)** that meets the parental involvement requirements of Title I. 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 (SPC)** is a component of the PIP that outlines how parents, the entire school staff, and students will share this responsibility.

The activities and/or strategies included in your school's PIP should align with current SCEP goals for improving student achievement. Schools are encouraged to include feedback from the Parent Coordinator when updating the policy. In addition, if the 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 the school's policy.

Your school is encouraged to use the sample PIP and SPC templates below (which meet federal Title I parental involvement requirements) as guidance for updating the school's current 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 the school. **[School name]**, 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 the school and the families. The 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 the school community. **[School name]** 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 the school community;

The 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. The 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 the 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, the 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 School 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 the school 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 the school's 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 the school and will work to ensure that the 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;

The 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;
- 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 (SPC) Template

**[School name]**, 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.



**Department of English Language Learners and Student Support**

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<http://schools.nyc.gov/Academics/ELL/default.htm>

**Title III Supplemental Program for ELLs for the 2014-15 and 2015-16 SY**

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.
  - 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.

NOTE: The Title III program planning ratio is as follows: 60% direct to instruction, 10% to parental involvement, 10% to professional development, and 20% to OTPS.

For more information on Title III requirements, please see the School Allocation Memo or contact your [Senior ELL Compliance and Performance Specialist](#). Submit this form to your Senior ELL Compliance and Performance Specialist by October 31, 2014.

Part A: School Information	
Name of School: Boys and Girls High School	DBN: <u>16K455</u>
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
Total # of ELLs to be served: 32
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

**Part B: Direct Instruction Supplemental Program Information**

6   7   8   9   10   11   12

Total # of teachers in this program: 2  
# of certified ESL/Bilingual teachers: 1  
# of content area teachers: 1

Describe the direct instruction supplemental program here and include the

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

Begin description here:

The rationale for having a Title III Supplemental Program for Boys and Girls High School ELLs for the 2014-15 and 2015-16 School Year, are connected to the fact that 12 out of our current \*29 ELLs; are students with interrupted formal education (SIFE). This information was gathered via the parent orientation that the English as a Second language teacher gathered when parents and/or guardians of new ELL student were being enrolled at Boys and Girls High School. Boys and Girls High School ELL students benefit from attending Title III after school instructional support in a variety of ways. These include but are not limited to:

1. Developing and acquiring phonemic awareness in English which may be their second, third or even fourth language.
2. Developing and acquiring confidence and skills in speaking, writing and reading English.
3. Developing and acquiring cultural awareness and cultural norms in the United States.
4. Developing and acquiring content-based knowledge in Social Studies to become successful in the subject of U.S. History so all levels of ELLs may become proficient in developin the skills needed to successfully passing the U.S. History Regents exam.

5. The E.S.L teacher will lead after school instruction on Wednesday afternoons from 2:45-4:45 p.m. The E.S.L teacher will focus on literacy development and developing mastery in acquiring academic and cultural acquisition skills needed to communicate in English. On Thursday and Friday afternoons from 2:45-4:15 p.m.; the E.S.L and Social Studies content area teacher will instruct ELL students on developing and acquring the necessary skills needed to pass the U.S. History Regents examination. Both the E.S.L and the Social Studies teacher will provide supplementary instruction to beginner, intermediate and advanced ELL students for 23 weeks for a total of 46 sessions. To summarize, one day a week, the E.S.L teacher will lead instruction to 15 ELL students. 15 ELL students are expected to participate in the Title III Supplemental Program for after school instruction.

Data analysis that supports the success of the Title III Supplemental Program at Boys and Girls High School is directly linked to the success of the ELLs that have passed out of the English as a Second

## Part B: Direct Instruction Supplemental Program Information

Language class and have acquired Regents' diplomas through receiving instructional after school support from the English as a Second Language teacher Mrs. Ramos-Inde for the past three academic school years. The data that supports this rationale may be viewed in ATS.

The process of selecting ELLs to be apart of the Title III after school supplemental program is based on a willingness to attend, and need. Particularly, for the SIFE ELL students.

The service provider for the Title III after school supplemental program will be Mrs. Ramos-Inde; a certified ESL teacher who received her initial certificate for grades K-12 in Teaching English to Speakers of Other Languages (T.E.S.O.L) in 2008.

The number of instructional sessions will vary for each year. However, the average should be about 46 sessions per academic year.

The materials that will be used during the Title III Supplemental After School Program will include:

1. Educational Software (online and c.d.s)

1a. [www.brainpop.com](http://www.brainpop.com) (the E.S.L online educational program)

1b. All About the U.S.A (Level 1 Audio Workbooks)

1c. [www.a4esl.org](http://www.a4esl.org) (free website)

1d. [www.starfall.com](http://www.starfall.com) (for early emergent ELLs)

2. Home Language Dictionaries

3. Easy Stories (U.S. History Supplemental text)

4. The Easy English Newspaper (Social Studies/ U.S. History Supplement on current events)

5. U.S. Regents Practice Examinations

## Part C: Professional Development

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

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

Begin description here:

Boys and Girls High School will provide opportunities for the English as a Second Language teacher to attend Teachers of English Language Learners conferences. As of now, that teacher is Mrs. Ramos-Inde. We will work closely with the Office of English Language Learners and our CFN to develop and

### Part C: Professional Development

implement a comprehensive plan to support the E.S.L department in the form of professional development that will include but not be limited to one to six hour training sessions.

The E.S.L teacher will turn-key professional developments for teachers in all departments during scheduled professional development teacher time. Professional development will be aligned to the New York State E.S.L Learning Standards and enhancing understanding of the Common Core or the implementation of New York State standards and trends. Additionally, weekly professional development will include, but will not be limited to keeping up-to-date on news and trends that effect ELLs in various states. The resources that will be used are [www.colorincolorado.com](http://www.colorincolorado.com), and [www.engageny.com](http://www.engageny.com). These resources will enable the English as a Second Language Department at Boys and Girls High School to do develop an understanding of the current research and methodologies needed to enhance and differentiate instruction for ELLs. The E.S.L department at Boys and Girls High School will keep a log of all professional development hours as evidence. The E.S.L teacher will also attend ongoing professional development sessions with the duration time of one workday to a three work days six to eight times per school year.

### 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:

Boys and Girls High School will provide four sessions of parent engagement activities titled: "E.S.L Family Night at Boys and Girls High School". The rationale for the "E.S.L Family Night" is to provide parents of English Language Learners with opportunities to ask questions and to engage in discussions related to services provided by the ESL teacher team and Boys and Girls High School. Parents of ELLs and the E.S.L Department will learn about and discuss the needs of the ELL students in relation to the goals of the school, NYS Common Core goals and graduation expectations and how to develop a support system for ELLs. In addition, parents of ELLs will be provided with information on literacy classes and translation services available to them in their own community. The provider/facilitator of each event will be the certified E.S.L teacher, the E.S.L teacher's supervisor, the college office director and the parent coordinator.

Schedule: - January 2015-2016, February 2015-2016, March 2015-2016 and April 2015-2016

Time/Duration: Wednesdays from 5:00-7:00 p.m.

Topics to be covered:

**Part D: Parental Engagement Activities**

Online resources to support your child's English language development

Supporting your child with homework

Is your child college ready? : Options for your child beyond high school

Communicating with your child and the issues conncted to having two cultures

Parents will be notified by the schools phone master system, PTCA meeting, [www.pupilpath.com](http://www.pupilpath.com), flier and a school mailing. The parent coordinator will spearhead outreach to parents.

**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)	_____	_____
Travel	_____	_____
Other	_____	_____
<b>TOTAL</b>	_____	_____



**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>16</b>	Borough <b>Brooklyn</b>	School Number <b>455</b>
School Name <b>Boys and Girls 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>Bernard Gassaway</b>	Assistant Principal <b>Jeffrey Harris</b>
Coach <b>Aethea Leo</b>	Coach <b>type here</b>
ESL Teacher <b>Marshalla Ramos</b>	Guidance Counselor <b>Lynda Allred</b>
Teacher/Subject Area <b>Thomas Paisley/Speech</b>	Parent <b>Caster Hall</b>
Teacher/Subject Area <b>Kisha Muir</b>	Parent Coordinator <b>Elmer Anderson</b>
Related Service Provider <b>Marie Eilien</b>	Other <b>type here</b>
Network Leader(Only if working with the LAP team) <b>type here</b>	Other <b>type here</b>

### C. Teacher Qualifications

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

Number of certified ESL teachers currently teaching in the ESL program.	<b>1</b>	Number of certified bilingual teachers <u>not</u> currently teaching in a bilingual program	<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>0</b>	Number of certified NLA/foreign language teachers	<b>0</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>985</b>	Total number of ELLs	<b>34</b>	ELLs as share of total student population (%)	<b>3.45%</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	Tot #
<b>Transitional Bilingual Education</b> (60%:40% → 50%:50% → 75%:25%)										0	0	0	0	0
<b>Dual Language</b> (50%:50%)										0	0	0	0	0
<b>Freestanding ESL</b>														
self-contained														0
Discrete ESL class										4	5	5	4	18
<b>Total</b>	0	0	0	0	0	0	0	0	0	4	5	5	4	18

## B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	34	Newcomers (ELLs receiving service 0-3 years)	15	ELL Students with Disabilities	10
SIFE	3	ELLs receiving service 4-6 years	6	Long-Term (completed 6+ years)	13

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									Total
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			
	All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD	
TBE										0
Dual Language										0
ESL	15	3	0	6	0	0	13	0	10	34

ELLs by Subgroups										
ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			Total	
All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD		
<b>Total</b>	<b>15</b>	<b>3</b>	<b>0</b>	<b>6</b>	<b>0</b>	<b>0</b>	<b>13</b>	<b>0</b>	<b>10</b>	<b>34</b>
Number of ELLs who have an alternate placement paraprofessional: <u>1</u>										

**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>	<b>0</b>													

\*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	
	ELL	EP																		
SELECT ONE																			0	0
SELECT ONE																			0	0
SELECT ONE																			0	0
<b>TOTAL</b>	<b>0</b>																			

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

**This Section for Dual Language Programs Only**

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

**Freestanding English as a Second Language**

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

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish										3	4	6	5	18
Chinese										0	0	0	0	0
Russian										0	0	0	0	0
Bengali										2	0	0	1	3
Urdu										0	0	0	0	0
Arabic										0	0	0	1	1
Haitian										1	0	2	2	5
French										1	2	2	0	5
Korean										0	0	0	0	0
Punjabi										0	0	0	0	0
Polish										0	0	0	0	0
Albanian										0	0	0	0	0
Other										0	0	1	1	2
<b>TOTAL</b>	<b>0</b>	<b>7</b>	<b>6</b>	<b>11</b>	<b>10</b>	<b>34</b>								

## Part III: Assessment Analysis

### Assessment Breakdown

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

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

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Beginner(B)										2	0	0	0	2
Intermediate(I)										1	1	3	2	7
Advanced (A)										2	0	3	2	7
Total	<b>0</b>	<b>5</b>	<b>1</b>	<b>6</b>	<b>4</b>	<b>16</b>								

**NYSESLAT Modality Analysis**

Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
LISTENING/	<b>B</b>										0	0	0	0

**NYSESLAT Modality Analysis**

Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
SPEAKING	I										0	1	0	1
	A										4	0	3	0
	P										2	4	5	0
READING/ WRITING	B										2	0	0	0
	I										1	0	3	2
	A										2	4	4	2
	P										0	1	1	1

**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

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
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	18	0	13	0
Integrated Algebra	29	0	16	0
Geometry	6	0	1	0
Algebra 2/Trigonometry	0	0	0	0
Math _____				
Biology	0	0	0	0
Chemistry	0	0	0	0
Earth Science	4	0	2	0
Living Environment	24	0	14	0
Physics	0	0	0	0
Global History and	20	0	8	0
Geography	0	0	0	0
US History and	28	0	0	0
Foreign Language	4	0	0	0
Government				
Other _____				
Other _____				
NYSAA ELA				
NYSAA Mathematics				
NYSAA Social Studies				
NYSAA Science				

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

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

- 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.  
Boys and Girls Highschool uses the following assessments to assess the early literacy skills of ELLs:  
\* Achieve 3000's Reading Level Lexile Level Set administered by the E.S.L teacher  
\* English Language Arts Performance Series administered by English teachers

The insights that Achieve 3000's Reading Level Lexile Level Set provides is what reading level students are on based on their Lexile Level and it provides an in depth analysis whether students are college ready and provides predictors whether students are ready for New York State Regents examinations. The Achieve 3000's reading Level Lexile Level Set provides the E.S.L teacher with recommended strategies to focus on and allows for the Achieve3000 software to provide reading language support and language enrichment. The language support offered to students using the Achieve3000 program are Spanish and Haitian Kreyol.

-The following is a report from the www.achieve3000.com program that outlines how likely E.S.L students are to be on track for College and Career when Regents are administered:

Date: October 23, 2013

The data below reveals projected student readiness for College and Career in time for Regent and other college readiness exams such as the ACT and SAT. These results are based on using Lexile® grade-specific bands from the Common Core State Standards. Boys And Girls High School (K455)

Forecasted Readiness

Far Below	Approaches	Meets	Exceeds	Total Students	Current Readiness	Falls
				Lexile Goal		

Grade: 9	User Name	Grade	Lexile	Lexile
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Date	Current Readiness	Not On-Track	On-Track	Lexile
Goal				

	Falls Far Below	Approaches	Meets	Exceeds	
1		9	640L	10/02/2013	
Falls far below	70%	30%	0%	0%	1050 - 1262L

Grade: 9	1
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Grade: 10

#	User Name	Grade	Lexile	Lexile
Updated				
Date	Current Readiness	Not On-Track	On-Track	Lexile
Goal				

Falls Far Below	Approaches	Meets	Exceeds		
1		10	-100L	09/25/2013	Falls far below
100%	0%	0%	0%	1080 - 1337L	

2		10	260L	09/25/2013	
Falls far below	100%	0%	0%	0%	1080 - 1337L

3		10	305L	09/25/2013	
Falls far below	100%	0%	0%	0%	1080 - 1337L

4		10	-80L	09/30/2013	
Falls far below	100%	0%	0%	0%	1080 - 1337L

Grade: 10	4
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## Grade: 11

#	User Name	Grade	Lexile	Lexile	
Updated	Current Readiness	Not On-Track	On-Track	Lexile	
Date					
Goal					Falls
Far Below	Approaches	Meets	Exceeds		
1		11	115L	09/30/2013	
Falls far below	100%	0%	0%	0%	1185 - 1387L
Grade 12		11	700L	09/25/2013	Falls far below
94%	6%	0%	0%	1185 - 1387L	
3		11	295L	09/30/2013	
Falls far below	100%	0%	0%	0%	1185 - 1387L
4		11	695L	09/30/2013	
Falls far below	93%	7%	0%	0%	1185 - 1387L
5		11	425L	10/23/2013	
Falls far below	100%	0%	0%	0%	1185 - 1387L
6		11	485L	09/30/2013	
Falls far below	100%	0%	0%	0%	1185 - 1387L
7		11	745L	09/30/2013	
Falls far below	87%	13%	0%	0%	1185 - 1387L
8		11	400L	09/30/2013	
Falls far below	100%	0%	0	0%	1185 - 1387L
9		11	760L	09/25/2013	
Falls far below	86%	14%	0%	0%	1185 - 1387L
10		11	655L	09/25/2013	
Falls far below	96%	4%	0%	0%	1185 - 1387L
11		11	830L	10/23/2013	
Falls far below	73%	26%	1%	0%	1185 - 1387L
12		11	315L	09/30/2013	
Falls far below	100%	0%	0%	0%	1185 - 1387L
13		11	640L	9/26/2013	
Falls far below		1%	0%	0%	1185 - 1387L
14		10	545L	10/02/2013	
Falls far below	99%	1%	0%	0%	1185 - 1387L
15		11	515L	9/30/2013	
Falls far below	100%	0%	0%		1185 - 1387L

16		11	645L	09/25/2013	
Falls far below	97%	3%	0%	0%	1185 - 1387L
17		11	455L	09/30/2013	
Falls far below	100%	0%	0%	0%	1185 - 1387L

The insight that the English Language Arts Performance Series provides to the English Language Arts teachers is one that is qualitative. It allows for English Language Arts teachers to gage what skills the students need to gain in relation to the Common Core and New York State high school graduation requirements and allows the E.L.A. teachers an insight on how to support the needs of our new and long-term ELLs during school and after school hours.

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

The state did not release the spring 2013 NYSESLAT scores in combined modalities

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](#))

Patterns across NYSESLAT modalities---reading/writing and listening/speaking-affect the instructional decisions of the E.S.L teacher's instructional decisions in a variety of ways. Multiple modes of instruction are integrated in classroom instruction. These include but are not limited to incorporation of home language glossaries, visual aids, English and home language digital learning websites, Heinle picture Intermediate listening and interactive learning texts and workbooks. It also includes All About the U.S.A listening and leaning texts, facilitated conversation with students, oral presentations, peer feedback, practice of English phonemes through call and response techniques, the use of a word wall, and peer and group work.

The NYSESLAT data reveals that newcomer E.S.L students exit out of the self-contained E.S.L program more quickly than long-term E.S.L students. It also reveals that students whom have special needs or are students with interrupted formal instruction (SIFE) are or have a greater risk of becoming long-term ELLs.

\*As of now the Annual Measurable Achievement Objective program is not used in our school due to necessary implementation of staff development.

4. For each program, answer the following:
- What are the patterns across proficiencies and grades? How are ELLs faring in tests taken in English as compared to the native language?
  - Describe how the school leadership and teachers are using the results of the ELL Periodic Assessments.
  - What is the school learning about ELLs from the Periodic Assessments? How is the native language used?
- The patterns across proficiencies and grades reveal that ELLs who have had 0-3 years of E.S.L support are becoming proficient and are graduating in the top 20<sup>th</sup> percentile. ELLs whom take Foreign Language classes and are recommended to take the Foreign Language Regents score between 80-95.
  - The school leadership teams and teachers use the ELL Periodic Assessments to gage success and to determine what types of support and differentiation need to take place during day and after school instruction.
  - Some things that Boys and Girls High School is learning about ELLs from the Periodic Assessments are that when ELLs are provided with classroom support and are given opportunities to participate and are active in after school instructional support; their English language proficiency scores rise. Additionally, as a result of participating in afterschool programs ELLs achieve success in general education classes. Native language support is provided by student peers or staff who speak the native language of the ELL students in various ways. These include but are not limited to being programmed with ELLs who speak the same native language. Also, staff provide students with opportunities to use online translating tools when Internet service is available.
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?  
Some of the ways that a student's second language development is considered in instructional decisions are through grade level meetings between teachers in the same department, and one-to-one guidance counselor/E.S.L teacher meetings. Discussions are based on which classes to program students, what glossaries are available for ELL students and teachers to use as a resource and prior skills and knowledge students have. Additionally, the E.S.L teacher leads departmental meetings that discuss the language resources and means by which teachers may access them in their classroom to support their ELL students.
7. For dual language programs, answer the following:
- How are the English-proficient students (EPs) assessed in the second (target) language?
  - What is the level of language proficiency in the second (target) language for EPs?
  - How are EPs performing on State and City Assessments?
- Paste response to questions here:
8. Describe how you evaluate the success of your programs for ELLs (e.g. meeting AYP for ELLs, etc.).  
The ways in which the discrete E.S.L program for ELLs is evaluated is through ELL student Regent's examination scores, NYSESLAT scores, attendance rate, credit accumulation, and successful graduation rate of senior ELLs.

## Part IV: ELL Identification Process

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

- Describe the steps followed for the initial identification of ELLs. These steps must include administering the Home Language Identification Survey (HLIS) which includes the informal oral interview in English and in the native language, and the formal initial assessment. Identify the person(s) responsible, including their qualifications, for conducting the initial screening, administering the HLIS, the LAB-R (if necessary), and the formal initial assessment. (Refer to [ELL Policy Brief](#) and [EPIC](#).)
  - The Assistant Principal of Guidance and/or the counselors of guidance/registration reviews all the permanent records of incoming students who are ELLs or whose parents indicate on the Home Language Survey that they speak another language at home other than English. Students who are 'over the counter' registrants and new to the NYC public school system are interviewed along with their parents. When the Assistant Principal of Guidance and/or the counselors of guidance/registration determine that the parents speak a language at home other than English, then the English as a Second Language teacher; Ms. Ramos is called and comes to the office to provide the Home Language Identification Survey in the parent's home language if available by the Office of English Language Learners. If the Home Language Identification Survey is not available in the parent's home language then it is provided in English with the assistance of a translator who speaks the parent's home language or the Translation and Interpretation unit is called to translate the Home Language Identification Survey. Once the parent completes the Home Language Identification Survey they are provided with the opportunity to view the New York City Department of Education's Parent Orientation video in their home language; if available. If the Parent Orientation video is not available in their home language, an in school translator is provided or the Translation and Interpretation Unit is called so an over the phone translator may explain the three educational options parents have after their child has been administered the Language Assessment Battery-Revised (LAB-R) exam and it has been determined based on the cut-off score that their child is eligible for English as a Second Language services. The English and Spanish LAB-R tests are administered when applicable.

\*The NYSESLAT is administered on an annual basis for all students until they have successfully tested out. The licensed ESL teacher administers the tests.

The program options that are explained to the parents in English by the E.S.L teacher or by a translator are:

- Transitional Bilingual Education
- Dual Language Education
- Self-Contained English as a Second Language Education(which is the current model at Boys and Girls High School).

Within ten business days from the date of entry to Boys and Girls High School; parents/guardians are informed of their child's eligibility for E.S.L services and are sent by mail a Program Selection Choice form in their home language when available. If the

Program Selection Choice form is not available in their home language; parents/guardians are invited for a meeting with a translator and the E.S.L teacher to review the program choices and to sign the Program Selection Choice(English) form based on their decision for their child to either transfer to a Transitional Bilingual or Dual Language Educational program within the five boroughs. Boys and Girls High School currently offers a self-contained English as a Second Language program to service its ELL population. The orientation is offered by a licensed teacher, an agenda and sign in attendance sheet is available for parents to sign.

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.
  - The Parent Orientation video is provided for viewing in the parent's/guardian/s home language during the first day of registration when they meet with the E.S.L teacher or within ten business days of a newcomer student being enrolled at the school.
  - If it should happen that the Parent Orientation videos are not available in the parent's/guardian's home language then a translator from the school is called to have a face-to-face discussion with the parent and the E.S.L teacher about the three program services available for their child.
  - If a school translator is not available then the Translation and Interpretation Unit is called to translate the information related to the three program choices.
  - If the Translation and Interpretation Unit is unavailable then the E.S.L teacher will use online translation services such as [www.googletranslator.com](http://www.googletranslator.com) to translate the information related to the three program choices.
  - If it should happen that the above mentioned are not successful then the E.S.L teacher will reschedule an appointment with the parent and have them meet with a translator on a future date.
  - The parent outreach method used by the Boys and Girls High School E.S.L teacher to notify parents of parent orientations is made through phone calls.
  - In the past two years the current E.S.L teacher, Ms. Ramos has not had any parents request that their newly arriving child be placed in the TBE/DL program after being tested and scoring below the English proficiency level that entitles their child to be placed in either a discrete E.S.L, Transitional Bilingual or Dual Language classroom. Even after viewing the Parent Orientation video for a second time in their home language and providing them with an explanation of the benefits of the TBE/DL programs the parents of newly arriving students specifically and emphatically request the discrete E.S.L model that Boys and Girls High School offers. When the newly parents are provided with an explanation of the benefits of having their child in a school that offers native language instructional support they still request the discrete E.S.L model at Boys and Girls High School.
  - However, if it were to occur that a parent of a newcomer student requested a TBE/DL program model for their child then the head of registration; Mr. Philpotts would provide them with information in regards to those TBE/DL schools and assist with the transfer within ten days.
3. Describe how your school ensures that entitlement letters are distributed and Parent Survey and Program Selection forms are returned, and secured/stored. (If a form is not returned, the default program for ELLs is Transitional Bilingual Education as per CR Part 154 [\[see tool kit\]](#).)
  - Entitlement letters will be distributed through mail. Copies are filed with the E.S.L teacher.
  - Parent surveys are done when the parent registers the child and has an intake with the E.S.L teacher.
  - Program selection forms will be sent by mail. Copies are filed with the E.S.L teacher.
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 identify ELL students at Boys and Girls High School and place them in the self-contained E.S.L classes at the school include parent/guardian intake, parent/guardian orientation, parent/guardian program choice letters sent home in parent/guardian's preferred language. The LAB-R administration by the E.S.L teacher. The LAB-R tests are delivered to the Brooklyn Testing Center and once scanned indicate the newly admitted student's English proficiency level. Communication with parents will proceed as follows:
    - Based on the parent/guardian's Home Language Survey; the preferred language of communication (i.e oral and written is indicated) is recorded in ATS by the Pupil Accounting Secretary; Mrs. Ragland. Letters and school notices will be translated by Principal Gassaway's Chief of Staff and Secretary.
    - Parents and guardians of ELLs will be invited to three parent meetings throughout the year to discuss and learn about available opportunities and resources in their home language provided by the Office of English Language Learners and the Translation and Interpretation Unit. To record these meetings parents will sign an attendance sheet.
5. Describe the steps taken to administer all sections of the New York State English as a Second Language Achievement Test (NYSESLAT) to all ELLs each year.

- The steps taken to administer all sections of the New York State English as a Second Language Achievement Test at Boys and Girls High School are as follows:
- Testing materials are ordered by the Supervisor of E.S.L; Assistant Principal Jeffrey Harris.
- Testing materials are delivered to Assistant Principal Jeffrey Harris.
- Assistant Principal Jeffrey Harris reviews the order sheet of materials listed and checks to see if the order listed is the same as the order delivered.
- The delivered NYSESLAT exams are given to Ms. Ramos and counted and signed for,
- Ms. Ramos administers the NYSESLAT exams based on the Office of English Language Learners NYSESLAT testing schedule.
- Exams are locked in the E.S.L cabinet in room 451.
- A testing team scores the exam sections indicated to be scored and returns documents at the end of the day to room 451 to be locked away and secured.
- Students with Individual Educational Plans are tested separately and are given extended time where indicated on the NYSESLAT instructions and based on student's I.E.P's.
- A testing team scores the exam sections indicated to be scored and returns documents at the end of the day to room 451 to be locked away and secured.
- Testing documents and materials are returned to Assistant Principal Jeffrey Harris and accounted for.
- All testing documents and materials are stored in room 430 until the NYSESLAT documents are to be returned for scanning.

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. [@](#)
- After reviewing the Parent Survey and Program Selection forms for the past few years; 2011-2013, the trend in program choices made by parent and guardians has been to have students remain in the self-contained E.S.L program at Boys and Girls High School. Parents indicate in face-to-face interviews that they don't want their child to travel to other schools for language support or feel being fully immersed in English is the surest way for their child to be successful as a high school student. Since parents indicate that full immersion is the best option for their children then Boys and Girls High School will maintain the self-contained E.S.L program. However, if trends change and there are a high percentage of parents who would like to have their child in a Transitional or Dual language ELL program and there are enough home languages from the same language group; then it may well be considered for Boys and Girls High School to obtain support from the Office of English Language Learners and the New York City Department of Education to develop a grant to open either a Transitional or Dual language ELL program.

## 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])?

Boys and Girls High School currently has a discrete E.S.L model. The discrete E.S.L model is heterogeneous and students are scheduled for either 3 out of five periods a day if beginner, 2 out of five periods a day if intermediate, and/or 1 out of five periods a day if advanced level of proficiency of English. Students come to class on their own as indicated on their program schedule.
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)?

-Once newcomer ELLs and current ELLs have taken the LAB-R and/or NYSESLAT they are programmed for the Discrete class based on their English proficiency. If it is a newcomer student and the parent/guardian has chosen for their child to be apart of the Discrete E.S.L program at Boys and Girls High School then that child is provided with ELL services based on their English language proficiency cut score. If a child is a current ELL then their NYSESLAT scores determine the number of periods/minutes they will be programmed for. However, in June the program coordinator and the E.S.L teacher meet to discuss possible projections of next fall's student outcomes and programming.

All eligible E.S.L students are programmed as follows:

    - 1 period a day X five days a week (180 minutes per week) = Advanced level
    - 2 periods a day X five days a week ( 360 minutes per week) = Intermediate level
    - 3 periods a day X five days a week (540 minutes per week)= Beginner level

\*It is important to note that students with IEP's may have additional services that at times conflict with mandated ELL instructional services. For example; the E.S.L student with a paraprofessional also has speech, occupational therapy and physical therapy needs.
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 discrete self-contained E.S.L classes at Boys and Girls High School all content is taught using the sheltered English model.

-The instructional approaches are based on the English as a Second Language Standards of New York State and the ELA Common Core Learning Standards are utilized in the areas of writing, reading, listening and speaking skill development.

-In order to incorporate the Common Core English Language Arts standards the E.S.L teacher; Ms. Ramos uses the following to make content comprehensible and to foster English language acquisition skills:

all E.S.L students are provided with:

  - Merriam-Webster dictionaries in English
  - Glossaries in their home language
  - a classroom library that includes books in the students' home languages as well as English fiction and non-fiction texts
  - The Monthly Easy English Newspaper
  - The Heinle Picture Dictionary and visual learning c.d.s
  - The All About the U.S.A Audio Text in levels 1-4
  - the [www.achieve3000.com](http://www.achieve3000.com) online non-fiction learning program with language intervention and skill enrichment
  - the multi-lingual native language support online learning tool; [www.a4esl.org](http://www.a4esl.org)
  - [www.esllab.com](http://www.esllab.com) practice
  - after school Title III enrichment/instruction
  - school community based organizational support with programs such as Restoration, and other partnerships.
  - partner and group work opportunities
  - Weekly college office visits
  - Independent reading choice time

4. How do you ensure that ELLs are appropriately evaluated in their native languages throughout the year?
- The LAB-R is the only assessment offered in the discrete program at Boys and Girls high school that ELL students of Spanish language background may take in their home language.
  - Some Regents exams are available in various languages. Guidance counselors and the ELL student make a shared decision for the student to be administered the Regents Exams in their home language when applicable.
5. How do you ensure that ELLs are appropriately evaluated in all four modalities of English acquisition throughout the year?
- ELLs are appropriately evaluated in the four modalities through quarterly assessments from the [www.achieve3000.com](http://www.achieve3000.com) online learning system. In addition for speaking acquisition in the ELL student's second or third language; in some cases the E.S.L teacher uses an oral rubric to test for reading fluency.
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).
- Instruction for ELL subgroups is differentiated in various ways. Some of them include but are not limited to:
    - al ELL students are provided with Merriam-Webster dictionaries in English
    - Glossaries in their home language
    - a classroom library that includes books in the students' home languages as well as English fiction and non-fiction texts
    - The Easy English Newspaper
    - The Heinle Picture Dictionary and visual learning c.d.s
    - The All About the U.S.A Audio Text in levels 1-4
    - the [www.achieve3000.com](http://www.achieve3000.com) online non-fiction learning program with language
    - intervention and skill enrichment,[www.a4esl.org](http://www.a4esl.org) practice
    - =[www.esllab.com](http://www.esllab.com) practice
    - [www.starfall.com](http://www.starfall.com) practice for early emergent and students with learning disabilities
    - after school enrichment programs and partner and group work opportunities
    - College office visits
    - Independent reading choice time
- a. The instructional plan for SIFE is to provide them with opportunities to attend after school and language enrichment activities connected to English language skill development. These include joining clubs, sports teams, after school tutoring and field trips.
  - b. For ELLs that have been in US schools less than three years opportunities are provided to join clubs, after school tutoring sessions, sports and field trips that expose them to the culture of the U.S. and allow them to learn about various immigrant groups so they may make self-to-world connections based on success stories.
  - c. For ELLs who have been receiving E.S.L language support services for 4-6 years the following opportunities are provided to them by the school and the E.S.L teacher: after school enrichment and tutoring sessions, field trip opportunities, one-to-one conferences and holistic parent outreach.
  - d. For ELLs who have been receiving E.S.L language support services for 6 or more years the following opportunities are provided to them by the school and the E.S.L teacher: after school enrichment and tutoring sessions, field trip opportunities, one-to-one conferences and holistic parent outreach.
  - e. For Former ELLs they are provided with the following opportunities; extended time for test taking, use of glossaries in their home languages for all content area classes, invitations to attend E.S.L afterschool tutoring sessions, and invitations to attend fieldtrips with current ELLs.
7. What instructional strategies and grade-level materials do teachers of ELL-SWDs use that both provide access to academic content areas and accelerate English language development?
- The instructional strategies and grade-level materials that teachers provide ELL-SWDs are;
- team teaching
  - extended time to complete assignments
  - use of home language glossaries
  - pair and partner group work
  - visual aids
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?

-Boys and Girls High School uses curricular, instructional and scheduling flexibility to enable divers ELL-SWDs to achieve their IEP goals and attain English proficiency within the least restrive environment by allowing students to be pushed into general education classes and take electives that they are interested in .

**Courses Taught in Languages Other than English **

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

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

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

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

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

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

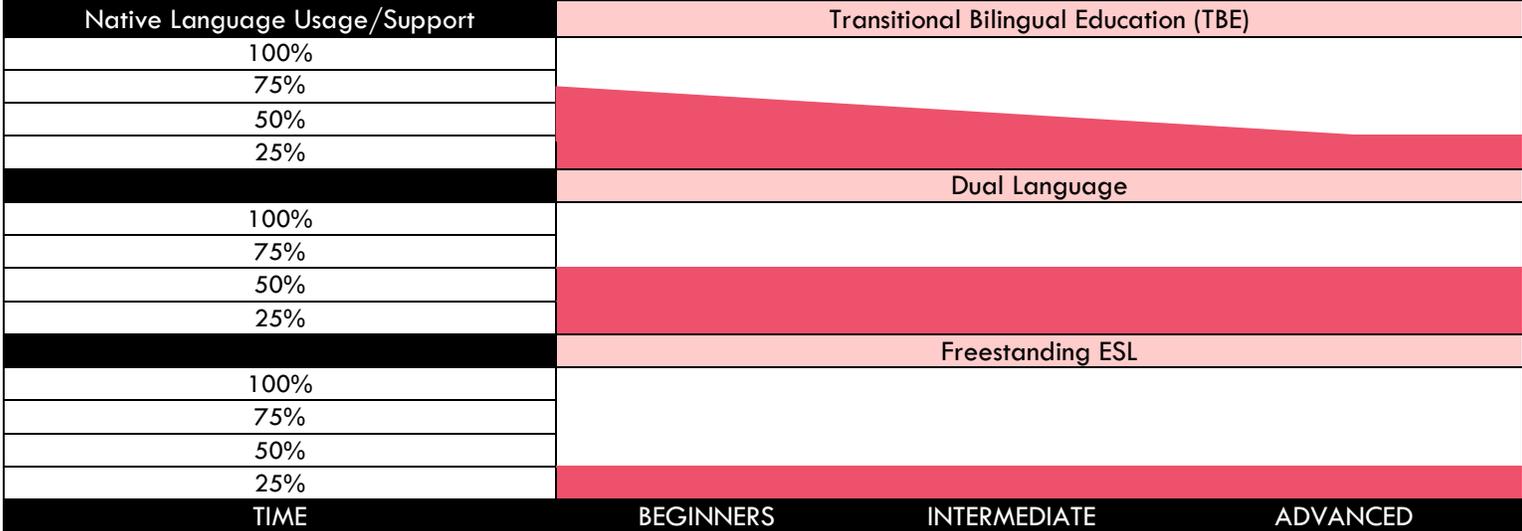
	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	540 minutes per week	360 minutes per week	180 minutes per week

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

	<b>Beginning</b>	<b>Intermediate</b>	<b>Advanced</b>
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.
  - After school and during school tutoring
  - iLearn/iCourse learning and credit recovery
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 effectiveness of the discrete E.S.L model at Boys and Girls High School is meeting the needs of ELLs in both content and language development through incorporating the [www.Achieve3000.com](http://www.Achieve3000.com) online learning tool that offers language enrichment and support in English, Spanish, and Haitian Kreyol.

Additionally, invited educational consultants have supported students in creating a documentary in English about being a newcomer. The educational consultants have been Ji Li Jiang; author of Red Scarf Girl and Pro-DCTV who facilitated ELLs in learning how to create a documentary.

This year and in future years Boys and Girls will continue to create relationships with community organizations such as the Tenement Museum, the News Literacy Project and providing students with opportunities to explore content learned in school to field exploration.
11. What new programs or improvements will be considered for the upcoming school year?

The News Literacy Project . The expansion of vendors to differentiate online services that specifically meet ELL students' needs.  
NBC iLearn  
Long-term field exploration
12. What programs/services for ELLs will be discontinued and why?

No programs will be discontinued for ELLs at Boys and Girls High School. Why? ELLs enjoy the current programs offered and demonstrate higher level thinking skills when exposed to programs such as the [www.Achieve3000.com](http://www.Achieve3000.com) and when they participate in field exploration.
13. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
  - School posting of notices at high student traffic areas which include, but are not limited to the cafeteria, hallways, and the entrance of schools. These school postings are being revised to include various languages. Additionally, verbal announcements are made through the public address during 3<sup>rd</sup> period homeroom time that announce the following
  - School assemblies
  - Invitations to field exploration
  - Tutoring
  - Credit recovery classes
  - Social events
  - Incentive programs
14. What instructional materials, including technology, are used to support ELLs (include content area as well as language materials; list ELL subgroups if necessary)?
  - Lenova laptops
  - Dell desktop computers
  - Glossaries in home languages
  - English Dictionaries
  - Word Walls
  - [www.Achieve3000.com](http://www.Achieve3000.com)
  - headphones
  - flashdrives
  - [www.iLearn.com](http://www.iLearn.com)
15. How is native language support delivered in each program model (TBE, Dual Language, and ESL)?

-Native language support is provided through class grouping and pair work to provide students with the opportunity to speak in their home language. In addition online translators are made available on the Internet and search engines when students use the Lenova laptops.
16. Explain how the required services support, and resources correspond to ELLs' ages and grade levels.
  - ELLs are provided with grade level counselors that correspond to the level of credits earned and age level.

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.
- I-Course/I-Learn classes
  - Freshman Summer Programs
  - Boys to Men mentoring program
  - School Orientations
  - Parent Orientations
  - Workshops for Parents
  - Field Trips
18. What language electives are offered to ELLs?
- Spanish
  - French
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)?

N/A

### 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. Boys and Girls High School has an ongoing Professional Development Plan that includes teachers of ELL attend relevant workshops offered at the Office of English Language Learners. In addition, the ESL teacher is offered opportunities for offsite conferences such as ASCD, school intervisitations, and intervisitations. The school has also a contracted service with School Improvement Network, which maintains an archive of best practices in all classroom genres for teachers self-direct their professional development.

2. Again, this is consistent with understanding the Common Core Standards, which is provided in-house and from the CFN partner. The office of OELL also offer workshops in this area.

3. The school assures that the staff has a clear plan of action in place to immediately service transitioning students as they arrive. This plan of action is to include personnel organization that references personnel specific responsibilities of ELLs whether its crisis intervention, or social support, or instructional support. This has been very helpful to our ELL teacher. In addition, the school has a bridge program that includes the ELL population.

4. This can include training in administering the NYSLATE, or training the highly qualified staff to use the integrated-skills approach where language abilities are combined with the vocabulary, grammar and American culture. Critical thinking and improvisation is encouraged through genuine interaction and authentic communication. Time updating and analyzing Individual Educational Plans are also administered during these hours of training.

## D. Parental Involvement

1. Describe ELL parent involvement in your school. Include specific activities that foster parental involvement for parents of ELLs.
2. Does the school partner with other agencies or Community Based Organizations to provide workshops or services to ELL parents?
3. How do you evaluate the needs of the parents?
4. How do your parental involvement activities address the needs of the parents?
  1. . Unfortunately, we are still developing our parent involvement. The ESL teacher whose passion for parental support has been scheduling monthly meetings with parents, using mediums such as emails, school website, PupilPath, the DOE's translation service and guidance counselors to keep parents actively involved. Paste response to questions here: The school also has its parent coordinator work with ELL student parents.

## 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.

2. Currently, the school has Good Shepherd Services, Queens Mediation Services, and Bedford Stuyvesant Restoration services as partners to the schoolwide community. These agencies also will provide needed support to our ELL population, their parents and the ELL teacher.
3. We have conducted surveys, informal and formal discussions with parents, and student feedback.
4. We disseminate information whether through print or audio translated version in their native languages. We provide relevant news that addresses their social, academic and personal needs.

## Part VI: LAP Assurances

School Name: <u>Boys and Girls High School</u>		School DBN: <u>16K455</u>	
Signatures of LAP team members certify that the information provided is accurate.			
Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Bernard Gassaway	Principal		11/15/13
Jeffrey Harris	Assistant Principal		11/15/13
Elmer Anderson	Parent Coordinator		11/15/13
Marshalla Ramos	ESL Teacher		11/15/13
Mahamadou Labo	Parent		11/15/13
	Teacher/Subject Area		11/15/13
Kisha Muir/English	Teacher/Subject Area		11/15/13
Alethea Leo	Coach		11/15/13
	Coach		11/15/13
Marie Eilien	Guidance Counselor		11/15/13
Cristina Jimenez	Network Leader		1/1/01
	Other _____		1/1/01

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

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

DBN: 455 School Name: Boys and Girls High School

Cluster: 4 Network: 402

**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.

In order to determine the translation and oral interpretation needs to ensure parents are provided with appropriate and timely information in a language they can understand the Principal's Chief of Staff and School Secretary will translate documents and notices that are sent out to all parents. In addition, the P.T.A will translate their posters and notices in the languages indicated on the current and former ELL parent's/guardian's home language with the support of the New York State Department of Education's website, and the Parent Coordinator Mr. E. Anderson. In our subsequent parent/teacher conferences parents will be provided with a survey to complete based on their language preferences. This will be created by the E.S.L teacher/acting coordinator M. Ramos.

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.

The major findings in regards to the translation and oral interpretation needs are that we have staff that can translate conversations from English to Spanish and Spanish to English, English to French and French to English, English to Haitain Kreyol and Haitain Kreyol to English.

Currently Boys and Girls High School's written translation and oral interpretation needs are as follows:

- Computer Translation software to send out Phone Master calls to parents so they may hear the announcements in their home language or English.
- A list of vendors that can provide translation services.
- Software that can translate the following languages; French, Spanish, Dutch, Bengali, Haitain Kreyol, Arabic and Bambara.

These findings will be discussed during the quarterly ESL team meetings held with Principal B. Gassaway, E.S.L Subject supervisor, Mr. J. Harris, Assistant Principal of IEP services C. Whittingham, Assistant Principal of Guidance Ms. N. Johnson, guidance counselor L. Allred, Parent Coordinator; E. Anderson and the E.S.L teacher/acting coordinator M. Ramos.

### **Part B: Strategies and Activities**

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1. Describe the written translation services the school will provide, and how they will meet identified needs indicated in Part A. Include procedures to ensure timely provision of translated documents to parents

determined to be in need of language assistance services. Indicate whether written translation services will be provided by an outside vendor, or in-house by school staff or parent volunteers.

The written translation services the school will provide to parents who identified that their Home Language is other than English is to utilize the Chief of Staff, Principal's secretary and the Parent Coordinator with the support of the PTA president to use online New York State Department of Education tools as a resource as well as the Translation and Interpretation Unit's services to translate documents.

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.

The oral interpretation services that Boys and Girls will provide are as follows:

- Use in house staff to translate during parent-teacher conferences, meetings, orientations and other school events.
- If it should happen that a parent speaks a language other than the in house school's staff speaks, then the Translation and Interpretation Unit will be called and translation will be provided through a conference call.

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

We will make sure that school calendars and notices are translated in a timely manner to ensure that parents who need them actually receive them. We will make sure that teachers notify the office prior to a parent meeting where a translator is needed. In this manner, we may provide a school employee so that translation services will be provided. At the present time we don't have enough staff members to accommodate our translation needs. We will place signs in the lobby of our school advertising such services.