



2014-15
SCHOOL COMPREHENSIVE EDUCATIONAL PLAN
(SCEP)

DRAFT – PENDING NYSED APPROVAL

DBN: (i.e. 01M001):

14K474

School Name:

PROGRESS HIGH SCHOOL FOR PROFESSIONAL CAREERS

Principal:

WILLIAM C. JUSINO

School Comprehensive Educational Plan (SCEP) Outline

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Section 1: School Information Page

School Information

School Name: PROGRESS HIGH SCHOOL School Number (DBN): 14K474
School Level: High School Grades Served: 9 - 12
School Address: 850 Grand Street, Brooklyn, NY 11211
Phone Number: 718-387-0228 Fax: 718-782-0911
School Contact Person: wjusino Email Address: wjusino@schools.nyc.gov
Principal: William C. Jusino
UFT Chapter Leader: Kevin Wilkinson
Parents' Association President: Pamela Hicks
School Leadership Team
Chairperson: Pamela Hicks
Student Representative(s): Joanna Guzman; Elischua Agustave

District Information

District: 14 Superintendent: Karen Watts
Superintendent's Office Address: 1396 Broadway, Room 110, Brooklyn, NY 11211
Superintendent's Email Address: KWatts@schools.nyc.gov
Phone Number: 718-455-4635 Fax: 718-455-4684

Cluster and Network Information

Cluster Number: 6 Cluster Leader: Jose Ruiz
Network Number: CFN611 Network Leader: Deborah Schaefer (Acting)

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:

1. 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*.
2. 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.**
3. 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)
William C. Jusino	*Principal or Designee	
Kevin Wilkinson	*UFT Chapter Leader or Designee	
Pamela Hicks	*PA/PTA President or Designated Co-President	
Jeannette Smith	DC 37 Representative, if applicable	
Joanna Guzman and Elischua Agustave	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
	CBO Representative, if applicable	
Jorge Arias	Member/ Assistant Principal	
Diana Rendon	Member/ Teacher Representative	
Lisandra Morales Francisca Robles	Member/ COSA	
Sonia Cruz	Member/ Parent	
Francisca Robles	Member/ Parent	
Christina Rivera	Member/ Parent	
Patricio Cruz	Member/ Parent	
	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.

The Six Elements of the Capacity Framework	
▪	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.
▪	Supportive Environment: The school establishes a classroom and school culture where students feel safe, supported, and challenged by their teachers and peers.
▪	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.
▪	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.
▪	Strong Family-Community Ties: School leadership brings resources from the community into the school building by welcoming, encouraging, and developing partnerships with families, businesses, and community-based organizations.
▪	Trust: 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

administrators value each other.

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).
- **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.

14K474 School Information Sheet Key

School Configuration (2014-15)			
Grade Configuration	09,10, 11,12	Total Enrollment	1100 SIG Recipient
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
Types and Number of Special Education Classes (2014-15)			
# Special Classes	14	# SETSS	11 # Integrated Collaborative Teaching
Types and Number of Special Classes (2014-15)			
# Visual Arts	12	# Music	21 # Drama
# Foreign Language	20	# Dance	N/A # CTE
School Composition (2013-14)			
% Title I Population	85.1%	% Attendance Rate	78.4%
% Free Lunch	85.0%	% Reduced Lunch	3.3%
% Limited English Proficient	15.3%	% Students with Disabilities	17.9%
Racial/Ethnic Origin (2013-14)			
% American Indian or Alaska Native	0.2%	% Black or African American	31.7%
% Hispanic or Latino	66.4%	% Asian or Native Hawaiian/Pacific Islander	1.0%
% White	0.7%	% Multi-Racial	N/A
Personnel (2014-15)			
Years Principal Assigned to School (2014-15)	17.34	# of Assistant Principals (2014-15)	8
# of Deans (2014-15)	N/A	# of Counselors/Social Workers (2014-15)	4
Personnel (2013-14)			
% of Teachers with No Valid Teaching Certificate (2013-14)	N/A	% Teaching Out of Certification (2013-14)	N/A
% Teaching with Fewer Than 3 Years of Experience (2013-14)	0.7%	Average Teacher Absences (2013-14)	7.11
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	50.4%	Mathematics Performance at levels 3 & 4	55.2%
Credit Accumulation High Schools Only (2013-14)			
% of 1st year students who earned 10+ credits	66.7%	% of 2nd year students who earned 10+ credits	66.6%
% of 3rd year students who earned 10+ credits	69.4%	4 Year Graduation Rate	59.2%
6 Year Graduation Rate	82.8%		
Overall NYSED Accountability Status (2014-15)			
Reward		Recognition	
In Good Standing		Local Assistance Plan	
Focus District	X	Focus School Identified by a Focus District	X
Priority School			
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	YES
Hispanic or Latino	NO	Asian or Native Hawaiian/Other Pacific Islander	N/A
White	N/A	Multi-Racial	N/A
Students with Disabilities	N/A	Limited English Proficient	N/A
Economically Disadvantaged	NO		
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)			
American Indian or Alaska Native	N/A	Black or African American	YES
Hispanic or Latino	NO	Asian or Native Hawaiian/Other Pacific Islander	N/A
White	N/A	Multi-Racial	N/A
Students with Disabilities	N/A	Limited English Proficient	N/A
Economically Disadvantaged	NO		
Met Adequate Yearly Progress (AYP) in Graduation Rate (2012-13)			
American Indian or Alaska Native	N/A	Black or African American	YES
Hispanic or Latino	YES	Asian or Native Hawaiian/Other Pacific Islander	N/A
White	N/A	Multi-Racial	N/A
Students with Disabilities	N/A	Limited English Proficient	YES
Economically Disadvantaged	YES		

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# of Deans (2014-15)	N/A	# of Counselors/Social Workers (2014-15)		4
Personnel (2013-14)				
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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
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Student Performance for High Schools (2012-13)				
ELA Performance at levels 3 & 4	50.4%	Mathematics Performance at levels 3 & 4		55.2%
Credit Accumulation High Schools Only (2013-14)				
% of 1st year students who earned 10+ credits	66.7%	% of 2nd year students who earned 10+ credits		66.6%
% of 3rd year students who earned 10+ credits	69.4%	4 Year Graduation Rate		59.2%
6 Year Graduation Rate	82.8%			
Overall NYSED Accountability Status (2014-15)				
Reward		Recognition		
In Good Standing		Local Assistance Plan		
Focus District	X	Focus School Identified by a Focus District		X
Priority School				

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		YES
Hispanic or Latino	NO	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	NO			
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		YES
Hispanic or Latino	NO	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	NO			
Met Adequate Yearly Progress (AYP) in Graduation Rate (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		YES
Hispanic or Latino	YES	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		YES
Economically Disadvantaged	YES			

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6 Year Graduation Rate	82.8%			
Overall NYSED Accountability Status (2014-15)				
Reward		Recognition		
In Good Standing		Local Assistance Plan		
Focus District	X	Focus School Identified by a Focus District		X
Priority School				
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		YES
Hispanic or Latino	NO	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	NO			
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		YES
Hispanic or Latino	NO	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	NO			
Met Adequate Yearly Progress (AYP) in Graduation Rate (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		YES
Hispanic or Latino	YES	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		YES
Economically Disadvantaged	YES			

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.

Tenet 3 Statement of Practice (SOP) Addressed		HEDI Rating
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.	D
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.	D
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.	D
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.	D

Part 1b. Needs/Areas for Improvement:

4. Reflect on your school’s HEDI ratings (or self-ratings) in Part 1a, particularly any ratings of Developing and Ineffective.
5. 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.

HEDI Ratings – Developing

Ensure engaging, rigorous, and coherent curricula in all subjects, accessible for a variety of learners and aligned to Common Core Learning Standards and/or content standards?

Develop teacher pedagogy from a coherent set of beliefs about how students learn best that is informed by the instructional shifts and Danielson Framework for Teaching, aligned to the curricula, engaging, and meets the needs of all learners so that all students produce meaningful work products?

We have continued our effort to ensure that our curricula aligns to the common core standards and citywide instructional expectations and structures are in place to modify them as needed based on feedback from assessments and students’ work products. Our priority needs include:

- All teachers involved in inquiry work during C6 period and Friday modified schedule.
- Common Assessments – to be administered in all core courses the weeks of October 20, December

15, February 23 and April 27.

- Teacher teams will make revisions to curricula using GoogleDocs.
- Modifications for SWD and ELLs will be added to each unit of study.
- Cabinet meetings, common planning, inquiry meetings and pre/post observation conferences will include the analysis of student work.
- Assistant Principals and teacher leads will participate in structured professional development around analyzing student work.

We have continued to improve instructional practices across classrooms to ensure that diverse learners are consistently provided multiple entry points, strategic scaffolds to support their learning and opportunities to extend their learning with tasks that consistently yield student work products and discussion that reflect higher order thinking. Our priority needs include:

- Designing the school’s professional development plan includes monthly offerings around UDL, discussion techniques and other areas related to the school’s instructional focus. Offerings are added to include areas of need surfaced throughout the year.
- Teachers attend differentiated PD based on areas of need.
- Cabinet meetings revolving around improving the quality of administrative feedback take place.
 - Lesson plan template that includes entry points, modifications and pivotal questions.
 - Ongoing professional development for all instructional staff on questioning and discussion techniques (Danielson 3b, school belief on how students learn best).
 - Teacher-lead instructional walk-throughs scheduled every Wednesday to highlight and share best practices with regards to modifications, higher order thinking skills and class discussions.

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.

500 students in the 2014-15 school year will effectively use the school’s instructional focus to cite evidence during discussions. The school instructional focus is to provide explicit instruction in close reading and constant exposure to a wide variety of text to determine the meaning of the text, make logical inferences from the text and cite specific textual evidence when writing and speaking.

Part 3 – Action Plan

Activities/Strategies: Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including:	Target Group(s) <i>Who will be targeted?</i>	Timeline <i>What is the start and end date?</i>	Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i>
1. Research-based instructional programs, professional development, and/or systems and structures needed to impact change			

<ol style="list-style-type: none"> 2. 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). 3. Strategies to increase parent involvement and engagement 4. Activities that address the Capacity Framework element of Trust 			
<p>The school instructional focus is to provide explicit instruction in close reading and constant exposure to a wide variety of text to determine what the text says explicitly and to make logical inferences from the text; cite specific textual evidence when writing and speaking to support conclusions drawn from the text. Strategies and activities to be employed include:</p> <ol style="list-style-type: none"> 1. All disciplines will administer baseline and regular common assessments to measure the impact of the instructional focus on student achievement. <hr/> 2. Continuation of instructional strategies that have contributed to overall improved student achievement, including the implementation of a modified schedule to allow students to participate in intervention and enrichment courses on Friday afternoons. <hr/> 3. Teachers will meet during the 3 hour block on Fridays to identify best practices for targeted subgroups which will include English language learners (ELL) and Students with disabilities (SWD). Teachers will participate in targeted professional development, professional learning intensives and whole group professional development sessions for three hours each Friday. <hr/> 4. Faculty conference time has been restructured to allow for teacher team share-out of best practices and strategies for various student sub-groups including ELL's, and SWD. Best practices and strategies identified through teacher teams will be summarized in a monthly newsletter to the school faculty. <hr/> 5. Castle Learning will be offered to targeted students as part of a continued effort to support the ESL curriculum and Instructional Focus. <hr/> 6. Teachers and educational paras will reinforce the instructional focus of close reading and literacy across all disciplines. The goal is to have students cite textual evidence for their class discussions and writing pieces. 	<p>All students</p> <hr/> <p>All students</p> <hr/> <p>All students</p> <hr/> <p>Students with IEP's</p> <hr/> <p>ESL</p> <hr/> <p>All students</p>	<p>9/14 – 6/15</p> <hr/> <p>9/14 – 6/15</p> <hr/> <p>9/14 – 6/15</p> <hr/> <p>9/14 – 6/15</p> <hr/> <p></p> <hr/> <p></p>	<p>Department AP's</p> <hr/> <p>Teacher Teams</p> <hr/> <p>Inquiry Team Leads</p> <hr/> <p>Principal</p> <hr/> <p>ESL Teachers</p> <hr/> <p>Department AP's</p>

Part 4 – Resources Needed

Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc.

The principal, AP Supervisors and Instructional coaches will collaborate with teachers to co-construct and articulate a shared vision around citywide instructional expectations and Danielson framework. Danielson Framework, Domains and competencies will be articulated during department, faculty, common planning periods, in observations and informal feedback, and in the new instructional professional development weekly newsletter, *PROGRESS Newsletter*. Lead Instructional Teachers will support CCLS, Teacher Effectiveness (Charlotte Danielson) and pedagogies that support special populations in a once a week after-school one-hour session.

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

4.4 Funds used to provide needed professional development, purchase supplies and create Classroom Libraries

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.

Teachers will provide direct, explicit strategy instruction daily, which consists of:

- identifying text for instruction, which include both information and literary texts;
- giving explanation, modeling, scaffolding, and helping students practice to become independent in the use of the strategy;
- assuring students record outcomes of strategy use in their personal portfolios/work folders, (e) have students collaborate within teams and the whole class for outcomes of strategy use and comprehension activities.
- Provide opportunity for student discussions

To track and monitor progress, PHS has developed a feedback loop consisting of a range of evidence:

- We have defined a student outcome goal of increasing the number of students that effectively utilize close reading strategies to cite evidence during discussions by 500 students in the 2014-15 school year.
- We have several leading indicators. (One related to CCSS implementation, for example, is the retention rate of teachers with fewer than five years of service in grades 9-12).

- We have created a project with milestones and deliverables for each of the projects, with an explicit estimate of the contribution that successful completion of each project will make toward the student outcome goal.
- Our schools CCRPP committee has developed benchmark implementation goals to guide their work. Monthly debriefing sessions have been scheduled.

School leaders will monitor for evidence of the impact of the instructional focus on student work products through formal and informal observations. Teacher leads and mentors will use the walkthrough process to identify areas of strengths and weaknesses and recommend strategies based on observations, student work and inquiry meetings. This feedback will inform adjustments to strategies being used.

Part 6b. Complete in February 2015.

- | | | | | |
|--|--|-----|--|----|
| <ul style="list-style-type: none"> • Did the school meet the mid-point benchmark(s) in the timeframe specified? | | Yes | | No |
| <ul style="list-style-type: none"> • 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 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.	E
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.	E
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.	E
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.	E

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.

HEDI Rating – Effective

1.4 Maintain a culture of mutual trust and positive attitudes that supports the academic and personal growth of students and adults?
 3.4 Establish a culture for learning that communicates high expectations to staff, students and families, and provide supports to achieve those expectations?

Our priority needs include:

Maintaining a nurturing, supportive and respectful environment that is conducive to the academic and personal growth of faculty and students. (1.4)

School leaders, parents, and students alike cited the maintenance of a safe environment and the building of school culture as a high priority in the school community. Across classrooms and professional collaborations, respectful language and tones were observed. Students cited influence over several initiatives in the school community, including the revision of the scope and sequence of college exposure. Parents cited the modified Friday schedule, freshman academy, and Saturday and PM school, as initiatives that reflected school leadership had “listened” to them and implemented. As a result, all school constituents feel they have a strong influence on key elements of the school community.

In student interviews, many students cited leadership as a school value and cited the various ways that students were pushed to be leaders, ranging from self-advocacy at the classroom level to opportunities to participate in programs and student council. As a result, students feel that there is a focus on supporting them in gaining the ability to demonstrate behaviors that will help them succeed in the world beyond high school.

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.

By June 2015, 100% of all classes in English, social studies, mathematics, and science will be fully aligned with the Common Core Standards and administered to the students in each of these subject areas. Non-core subject areas will develop a minimum of three (3) common core aligned units with formative and summative assessments.

Part 3 – Action Plan

Activities/Strategies: Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including: 7. Research-based instructional programs, professional development, and/or systems and structures needed to impact change 8. 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). 9. Strategies to increase parent involvement and engagement 10. Activities that address the Capacity Framework element of Trust	Target Group(s) <i>Who will be targeted?</i>	Timeline <i>What is the start and end date?</i>	Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i>
<ul style="list-style-type: none"> Modifications for ELL and SWD will be outlined in each unit of study. Common assessments for each course will be included in curriculum maps 	ESL and Students with IEP	9/14 – 6/15	ESL and IEP Coordinators
<ul style="list-style-type: none"> Using data from the 2013-2014 ELA Inquiry team, teachers will continue to refine their practice and incorporate close reading strategies such as annotating, highlighting and developing questions based on texts. 	Sub -groups	9/14 – 6/15	Inquiry Team Leaders
<ul style="list-style-type: none"> All non-core classes will design a minimum of 3 Common Core aligned units. Each unit will include 2 formative and 1 summative assessment. 	All students	9/14 – 6/15	Department AP’s
<ul style="list-style-type: none"> Non-core class teachers will receive specialized professional development support on strategies to help them implement Common Core standards in their classrooms 	All students	9/14- 6/15	Department AP’s

Part 4 – Resources Needed

Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc.

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

- Participating personnel will include administrators, teacher leaders, mentors, coordinators and support personnel.

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

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		P/F Set-aside		Grants
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List below any additional funding sources that will be utilized to support achievement of the goal.

Purchase textbooks, software and ancillary materials - for Special Education and ESL classes

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.

- Administrators will observe and visit classes regularly in three-week cycles, noting that teachers are utilizing the Common Core Standards into their unit and lesson plans. Administrators will visit classes to conduct observations using low inference note taking to ensure there is effective Common Core alignment in lesson plans, unit goals and pacing guides.
- School leaders will monitor for evidence of the impact of the instructional focus on student work products through formal and informal observations. Teacher leads and mentors will use the walkthrough process to identify areas of strengths and weaknesses and recommend strategies based on observations, student work and inquiry meetings. This feedback will inform adjustments to strategies being used.

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

1.	Did the school meet the mid-point benchmark(s) in the timeframe specified?		Yes		No
2.	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 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.

Tenet 4 Statement of Practice (SOP) Addressed		HEDI Rating
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.	D
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.	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.

HEDI Ratings – Developing

4.1 Observe teachers using the Danielson Framework for Teaching along with the analysis of learning outcomes to elevate school-wide instructional practices and implement strategies that promote professional growth and reflection?

4.2 Engage in structured professional collaborations on teams using an inquiry approach that promotes shared leadership and focuses on improved student learning?

Our priority needs include:

Building on the existing variety of teacher team and distributed leadership structures to ensure that our collaborative work has maximum impact on instructional strategies and resulting student work products.

School leadership has created several different structures for professional collaborations in the school community: grade teams, department teams, instructional leads, and a new teacher institute. Although these structures exist and share broad goals, sets of focused, concrete and measurable goals that guide the work of the respective teams, as well as structured support for the development and facilitation of agendas towards goals, is currently inconsistent across these collaborations. For example, school leadership cited over seven goals connected to the work of the newly created instructional leads, but were unable to articulate processes for

evaluation of or benchmarks of success towards those goals. As a result, some of the collaborations are not explicitly connected to the advancement of school wide goals and end up being focused more on ad-hoc problem solving. In addition, because meeting facilitation is rotated, there is uneven support towards the quality of the agenda across teams and facilitation of meetings, leading to some meetings moving less concretely towards progress for the groups of students served.

Refine teacher feedback expectations and accompanying professional development to ensure that teachers consistently receive effective feedback and next steps to support teacher development. (4.1)

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, 50% of PHS teachers (at least 30) will be involved in inquiry work which will measure students’ performance on a monthly basis.

Part 3 – Action Plan

<p>Activities/Strategies: Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including:</p> <ul style="list-style-type: none"> • 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>Target Group(s) <i>Who will be targeted?</i></p>	<p>Timeline <i>What is the start and end date?</i></p>	<p>Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i></p>
<ul style="list-style-type: none"> • The outcomes of these assessments will be used to further strengthen the teaching/learning process, which will over time improve student performances at the end of each marking period. This strategy will also improve Regents performance and overall scholarship. <ul style="list-style-type: none"> ➤ Student performances will be disaggregated by individual teachers, Department sub-groups and whole Departments, to identify their progress throughout the school year. ➤ Sub-group reports will be distributed to all teachers highlighting strategies that will improve achievement of SWD and ELLs. 	<p>All students</p>	<p>9/14 -6/15</p>	<p>Inquiry Team Leads</p>

<ul style="list-style-type: none"> • Topics to be assessed will be identified by teacher teams during the planning phase of this exercise. Students’ performances will then be analyzed by each department. Students’ strengths and weaknesses will be identified and wherever necessary, topics will be revisited to effect student mastery. Students will then be retested in the areas in which they performed below mastery. 	Sub-groups	9/14 -6/15	Teacher Team Leads
<ul style="list-style-type: none"> • Faculty meetings have been re-designed to include inquiry team share-outs. A summary of these strategies will be included in our inquiry newsletter. 	All students	9/14-6/15	Principal
<ul style="list-style-type: none"> • Teacher professional learning time will be restructured to include time for inquiry meetings on a weekly basis. Inquiry team meeting agendas, minutes and next steps will be posted on Google Drive and monitored regularly. This data will be available to all faculty members through the use of Google Drive 	All students	9/14-6/15	Assistant Principals
<ul style="list-style-type: none"> ▪ Scholarship meetings will take place every marking period. Teachers will identify a group of students to focus on for the following inquiry cycle. Assistant principals will regularly monitor these students through; classroom observations, student meetings, parent meeting and student activities. 	All students	9/14-6/15	Department Assistant Principal’s

Part 4 – Resources Needed

Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc.

- Teachers will be divided into teams for inquiry work.
- Findings will be shared and analyzed by Principal, AP’s, Mentors and Coaches and disaggregated by subgroups, whole groups and grade levels.
- Skedula will be utilized to post and disseminate all student outcomes. This tool will serve as a vehicle to increase communication between students, parents and other educators.

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		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.													
Funds used to purchase inquiry PD support													

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.

To track and monitor progress, PROGRESS HS will be using a range of evidence.

- Administrators will participate and review in inquiry data on a regular basis. Administrators will cite evidence in their observations of the use of strategies identified through inquiry work. They will specifically monitor and evaluate the effective use of these strategies.
- The impact of these inquiry groups will be closely monitored through classroom observations, walkthroughs and analyzing student work.
- Weekly cabinet meetings will include an inquiry component in the agenda and administrators will receive regular professional development from CFN 611 on using inquiry data to inform instruction, observations and curricula.

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

1.	Did the school meet the mid-point benchmark(s) in the timeframe specified?		Yes		No
2.	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 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.

Tenet 2 Statement of Practice (SOP) Addressed		HEDI Rating
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).	E
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.	D
2.4	Leaders make strategic decisions to organize resources concerning human, programmatic and fiscal capital so that school improvement and student goals are achieved.	E
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.	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.

Our priority needs include:

- School leaders have systems in place to regularly observe and provide feedback to teachers. Data on Danielson components culled from observation cycles is used to inform professional development, most notably regular staff walk-throughs (CTT classes) that culminate in peer-to-peer feedback.
- Although these structures exist and provide a valuable foundation for professional development, a review of feedback delivered to teachers from observations reveals general feedback and next steps that are not consistently or specifically tailored to support growth regarding areas noted for growth in the observations.
- The school community maintains a nurturing, supportive and respectful environment that is conducive to community/family engagement.
- School leaders, parents, and students alike cited the maintenance of a safe environment and the building of school culture as a high priority in the school community. Across classrooms and professional

collaborations, respectful language and tones were observed. Students cited influence over several initiatives in the school community, including the revision of the scope and sequence of college exposure. Parents cited the modified Friday schedule, freshman academy, and Saturday and PM school, as initiatives that reflected school leadership had “listened” to them and implemented. As a result, all school constituents feel they have a strong influence on key elements of the school community.

- In addition to this, the regular review of student work and data is not incorporated into either the written observations or the CTT de-briefs at this point. As a result, observation and feedback cycles do not consistently push individual teacher growth or collective (CTT Pairings) staff growth on identified components.
- School leaders have re-envisioned the use of resources, including staff and student time in order to focus on the school’s instructional goals to impact student achievement. (1.3)
- At the beginning of the year, school leadership identified increased professional collaboration time and the redesign of credit accumulation opportunities as resource priorities. As a result, the school passed a School Based Option (SBO) to modify the Friday schedule that creates time for structured professional collaborations and also allows time for additional student interventions and programs to support social-emotional growth and college and career exposure. As a result of this, advisory programs now exist for the students in most need of support (as identified by IEP, grades, absences and suspensions), teachers cite closer collaborations than in the past, and based on projections, student credit accumulation is approximately 10% greater across grades than in the past school year.

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.

By June, 2015 80% of all eligible students with IEP’s will be enrolled in Collaborative Team Teaching classes utilizing an integrated service approach through which students with disabilities are educated with age appropriate peers in the general education classroom. It provides students the opportunity to be educated alongside their non-disabled peers with the full-time support of a special education teacher throughout the day to assist in adapting and modifying instruction.

Part 3 – Action Plan

Activities/Strategies: Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including:	Target Group(s) <i>Who will be targeted?</i>	Timeline <i>What is the start and end date?</i>	Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i>
<ul style="list-style-type: none"> • 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 			

<ul style="list-style-type: none"> ▪ Collaborative Team Teaching ensures that students master specific skills and concepts in the general education curriculum, as well as ensuring that their special education needs are being met including meeting alternative curriculum goals. 	All students	9/14-6/15	All teachers
<ul style="list-style-type: none"> ▪ Curricula in core subject areas will include Universal Design for Learning (UDL) strategies and modifications to their existing curricula. Lesson plan template will include a components for; UDL, modifications, role of the paraprofessional or co-teacher and entry points. ▪ Teachers will receive intensive professional development on co-teaching, UDL and differentiation strategies on an ongoing basis beginning September, 2014. ▪ Have high expectations for students with disabilities. Meet the student’s needs to enable the student to access, participate and progress in the general education curriculum to the maximum extent possible. Ensure that parents have meaningful opportunities to participate in the development, review and revision of the individualized education program (IEP). Ensure that families have meaningful opportunities to participate in the education of their children at school and at home. ▪ Ensure that special education is a service, rather than a place where students are sent. Provide appropriate special education services and supplementary supports and services in the general education classroom, whenever appropriate. Provide effective systems of school-wide, classroom, small group and individualized systems of behavior supports. Ensure that all those who work with students with disabilities have the skills and knowledge necessary to help such students to meet academic and functional goals. Prepare students for their transition to adult living, working and learning to lead productive independent adult lives to the maximum extent possible. ▪ Our vision for a single, seamless and unified service delivery system for all students embraces the firm legal mandate to educate students with disabilities alongside their non-disabled peers to the maximum extent appropriate. It establishes the requirement that all students be held to high academic and behavioral standards. 			

Part 4 – Resources Needed

Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc.

Trained personnel within our school such as pupil personnel staff, deans, mediators and parent coordinator will conference with students and parents who need assistance with issues that may be affecting their safety or academic performance. These meetings will be recorded (i-logged) on ATS. Interactions will be constantly reviewed on a monthly basis and follow-up actions will be taken wherever necessary.

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		Title I Basic		Title I 1003(a)		Title IIA		Title III	X	P/F Set-aside		Grants
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List below any additional funding sources that will be utilized to support achievement of the goal.

IEP/CTT – Collaborative Teaching – Use of Data

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.
- Administrators and teacher leads will assess the effectiveness and impact of these strategies through IEP meetings, walk-throughs, formal and informal observations and inquiry work.
- Administrators will conduct parent and student meetings for all students with an IEP beginning in October 2014 and continuing until June 2015.
- Teachers will be involved in inquiry work revolving around strategies for co-teaching, UDL and modifications beginning in September 2014 and continuing through June 2015.
- Afterschool programs to support all learners will begin n November 2014 and continue until June 2015.
- Tutoring for SWD will begin in September 2014 and continue through June 2015. This tutoring will take place during lunch periods, afterschool and during Saturday academy.

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

1.	Did the school meet the mid-point benchmark(s) in the timeframe specified?	X	Yes		No
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2. 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.	E
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.	E
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.	E
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.	E

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.

Our priority needs include:

Maintaining a nurturing, supportive and respectful environment that is conducive to the academic and personal growth of faculty and students. (QR 1.4)

School leaders, parents, and students alike cite the maintenance of a safe environment and the building of school culture as a high priority in the school community. Across classrooms and professional collaborations, respectful language and tones are observed. Students cite influence over several initiatives in the school community, including the revision of the scope and sequence of college exposure. Parents cite the modified Friday schedule, freshman academy, and Saturday and PM school, as initiatives that reflected school leadership had “listened” to them and implemented. As a result, all school constituents feel they have a strong reciprocal communication and influence on key elements of the school community.

In student interviews, many students cited leadership as a school value and cited the various ways that students were pushed to be leaders, ranging from self-advocacy at the classroom level to opportunities to participate in programs and student council. As a result, students feel that there is a focus on supporting them in gaining the ability to demonstrate behaviors that will help them succeed in the world beyond high 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, 100 % of teachers and administrators will engage in professional development and then bring instructional strategies back to vertical and horizontal teams.

Part 3 – Action Plan

<p>Activities/Strategies: Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including:</p> <ul style="list-style-type: none"> • 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>Target Group(s) <i>Who will be targeted?</i></p>	<p>Timeline <i>What is the start and end date?</i></p>	<p>Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i></p>
<ul style="list-style-type: none"> • School leaders will support teachers’ reflection on their practice and development of pedagogical strengths based on identified areas for growth using data from ADVANCE and weekly walkthroughs. School cabinet along with teacher leads, coordinators and mentors will review data to assess the impact of professional development on student learning. • Mentoring- all first year teachers will receive a teacher mentor. This mentor will co-teach with the first year teacher for a minimum of one period a day. Mentors will co-plan, co-teach and provide mentees with strategies to help them transition into the field of education. • Intensives- professional development intensive workshops will be offered to provide teachers with specific supports for areas of concern. These intensives will be 3-4 part workshops that will allow teachers to master a specific skill by providing them with continuous support for an extended period of time. • Whole group professional development- each week, faculties will participate in general session professional development revolving around questioning and discussion and UDL strategies. 			

<ul style="list-style-type: none"> • Faculty Conferences- faculty conferences have been re-structured to include inquiry team share-outs and the sharing of best practices/strategies identified through inquiry work. • Learning Labs- six teachers have been identified as being highly effective in different Danielson competencies (3b,3c, 2a, 1e). A schedule of teachers and classrooms has been shared with the entire faculty so that teachers may visit these classrooms to observe best practices. • Cabinet PD- professional development is offered to administrators on a weekly basis. This PD is facilitated by cabinet members and Network staff and focus on effective feedback and analyzing student work. • Walk-through- each Wednesday, teachers are identified to conduct an instructional walk-through that focuses on a specific Danielson competency. Best practices, next steps and trends are shared with the entire faculty through our PD newsletter on a weekly basis. • Quarterly review- administrators conduct an in-house mock quality review every eight weeks. This review mirrors the actual QR and provides actionable feedback/recommendations to the entire school staff. <p>Inquiry Work- teachers are involved in inquiry work which focuses on specific disciplines as well as sub-groups.</p>			

Part 4 – Resources Needed

Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc.

Administrators, coaches, teacher leads, mentors and teacher facilitators will participate in all aspects of professional development. Administrators will facilitate and recommend topics for professional development. A review of ADVANCE data will inform topics for walk-throughs, intensive professional development as well as areas of focus for mentor-mentee interactions.

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.

	Tax Levy		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

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.

- Professional development begins in August 2014 with our new teacher orientations and continues through June 2015.
- All teachers begin weekly professional development on Tuesday, September 2, 2014.
- Walk-throughs begin September 17, 2014 and weekly thereafter through June 2015.

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

1.	Did the school meet the mid-point benchmark(s) in the timeframe specified?		Yes		No
2.	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.

Type of Academic Intervention Service (AIS)	Criteria for determining AIS services	Type of Program or strategy (e.g. repeated readings, interactive writings, etc.)	Method for delivery of service (e.g. small group, one-to-one, tutoring, etc.)	When the service is provided (e.g. during the school day, before or after school, etc.)
English Language Arts (ELA)		Incoming freshmen scoring level one and two on their junior high school ELA NY State exam are scheduled with a second English course.	Additional Course – Reduced Class Size.	Meeting 45 minutes daily with the aim of improving reading comprehension and writing skills.
		Students that have failed the ELA Regents are scheduled for an English Regents review course.	Additional Course – Reduced Class Size	This course meets daily for 45 minutes and is scheduled in each student’s program
		PM (after school) school is offered to students needing extra help and regents review.	small group	Two times per-week.
		“Lunch and Learn” Interested English teachers offer and or are assigned to tutoring during their circular six assignment.	one-to-one, and small group tutoring	Periods 3 and 6

<p>Mathematics</p>		<p>Incoming freshmen are grouped according to their 8th grade NY State Math exam scores and are scheduled for a second math course. Math teachers use this second math course to diagnose and address student deficiencies.</p> <p>Students failing the algebra regents are assigned to a four term algebra curriculum. Teachers review the algebra regents results, use acuity and common assessments to identify students areas of weakness and target those areas throughout the semester.</p> <p>“Lunch and Learn” Interested Math teachers offer and or are assigned to tutoring during their circular six assignment</p> <p>Saturday Academy is</p>	<p>Additional Course – Reduced Class Size</p> <p>Additional Course – Reduced Class Size</p> <p>one-to-one, and small group tutoring</p> <p>small group tutoring</p>	<p>Meeting 45 minutes daily with the aim of improving reading comprehension and writing skill</p> <p>This course meets daily for 45 minutes and is scheduled in each student’s program</p> <p>Two times per-week.</p> <p>Weekly</p>

		offered from 9-12 to all students in need of extra help, remediation and regents review.		
Science		<p>Students who did not meet the Regents' requirements for science are scheduled for a review class that meets daily for 45 minutes.</p> <p>"Lunch and Learn", Interested Science teachers offer and or are assigned to tutoring during their circular six assignment</p> <p>Saturday Academy is offered from 9-12 to all students in need of extra help, remediation, regents review and lab make-up</p>	<p>Additional Course – Reduced Class Size</p> <p>one-to-one, and small group tutoring</p> <p>small group tutoring</p>	<p>This course meets daily for 45 minutes and is scheduled in each student's program</p> <p>Two times per-week.</p> <p>Weekly</p>
Social Studies		<p>Students who did not meet the regents' requirements for U.S. History and or Global Studies are scheduled for a support/elective class that meets daily for 45 minutes.</p> <p>"Lunch and Learn", Interested</p>	<p>Additional Course – Reduced Class Size</p> <p>one-to-one, and small group</p>	<p>This course meets daily for 45 minutes and is scheduled in each student's program</p> <p>Two times per-week.</p>

		History teachers offer and or are assigned to tutoring during their circular six assignment	tutoring	
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)		Attend PPT meetings; crisis intervention in emergency situations; provides assistance and mediation between student-parent, student-teacher, student-student relationships; connects parents and students to recreational, educational, medical, and self-empowering programs and services; conducts parent outreach and makes appropriate referrals	Individual, group and family counseling	Monthly

Section 7: 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.			
x	Schoolwide Program (SWP)	Targeted Assistance (TA) Schools	Non-Title I

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.
<p>The PHS Professional Development Plan supports goals of our schools Comprehensive Development Plan and the NYC Department of Education's Citywide Instructional Expectations. Our overarching goal is to improve student achievement and school climate:</p> <ul style="list-style-type: none"> • Student Achievement - Assessment: Develop or implement formal data collection methods at each grade level and in each curriculum content area that are consistent within the grade level or consistent among those teaching the same curriculum content. • Student Achievement - Curriculum: Develop units of study at each grade level and in each curriculum content area that are consistent (and common core aligned) within the grade level or consistent among those teaching the same curriculum content. • Student Achievement - Instruction: Develop a system of tiered instruction and train staff in differentiating instruction to ensure that students are reaching the standards set by their grade level, course of study or individualized plan. <p>School Climate: Train staff to implement a social curriculum that improves classroom climate to allow students to learn and teachers to teach in a healthy, safe and structured environment. Establish the internal capacity to perpetuate training in the future to achieve school-wide implementation of the social curriculum.</p>

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).
<p>Our professional development plan aims to use research based instructional techniques to support and improve student learning and help our students meet the demands of the Common Core Learning Standards. Professional Development will take place through school-wide PD, Department PD, Mentoring and Department Meetings. The themes of Student Engagement through discussions, Rigor and Literacy will be interwoven through all facets of</p>

Professional Development. These focus areas will allow faculty to improve student learning by increasing teacher effectiveness. In addition to these focal points teachers will also engage in developmental opportunities based on Danielson’s Framework and the Common Core Learning Standards.

Using available data, information from instructional rounds and observations a strategic Professional Development plan will address the Citywide Instructional Expectations and the Instructional Shifts as they relate to individual disciplines. External resources such as Network Institutes and internal resources such as teacher expertise will be used to provide differentiated professional development opportunities. Using our modified school schedule teachers will meet twice a month for a three hour block of time to attend Professional Development sessions intended to; strengthen teacher competency in elements of the framework for teaching, deepen teacher understanding and knowledge of the Common Core Learning Standards and assume best practices for implementation.

Our School Monthly Professional Development Focus will be established by a team of administrators and teachers to design Professional Development activities based on Danielson’s Framework for Teaching. The monthly focus will be evident in Teacher Teams, Monthly Assessments, Professional Walk-Through, Grade team Meetings and Inter-visitations. The cabinet will review and revise the professional development plan on a monthly basis to assess progress and make any changes necessary based on data collected.

Part 3: TA Schools Only

3a. Use of Program Resources

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

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).

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 codes¹. 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 consolidated². **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	\$899,447	X	Page 12
Title I School Improvement 1003(a)	Federal			
Title I Priority and Focus School Improvement Funds	Federal	227,690	X	Page 15
Title II, Part A	Federal			
Title III, Part A	Federal			
Title III, Immigrant	Federal			
Tax Levy (FSF)	Local	5,720,392	X	Page 19

¹Explanation/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.

²The **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. **PROGRESS High School**, in compliance with the Section 1118 of Title I, Part A of the No Child Left Behind (NCLB) Act, is responsible for creating and implementing a parent involvement policy to strengthen the connection and support of student achievement between 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. **PROGRESS High School** will support parents and families of Title I students by:

- providing materials and training to help parents work with their children to improve their achievement level, e.g., literacy, math and use of technology;
- providing parents with the information and training needed to effectively become involved in planning and decision making in support of the education of their children;
- fostering a caring and effective home-school partnership to ensure that parents can effectively support and monitor their child's progress;
- providing assistance to parents in understanding City, State and Federal standards and assessments;
- sharing information about school and parent related programs, meetings and other activities in a format, and in languages that parents can understand;
- providing professional development opportunities for school staff with the assistance of parents to improve outreach, communication skills and cultural competency in order to build stronger ties between parents and other members of 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 1st of each school year to advise parents of children participating in the Title I program about the school's Title I funded program(s), their right to be involved in the program and the parent involvement requirements under Title I, Part A, Section 1118 and other applicable sections under the No Child Left Behind Act;
- schedule additional parent meetings, e.g., quarterly meetings, with flexible times, such as meetings in the morning or evening, to share information about the school's educational program and other initiatives of the Chancellor and allow parents to provide suggestions;
- translate all critical school documents and provide interpretation during meetings and events as needed;
- conduct an Annual Title I Parent Fair/Event where all parents are invited to attend formal presentations and workshops that address their student academic skill needs and what parents can do to help;

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

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

I. School Responsibilities

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

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

Support home-school relationships and improve communication by:

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

- providing parents with timely information regarding performance profiles and individual student assessment results for each child and other pertinent individual school information;
- ensuring that the Parent Involvement Policy and School-Parent Compact are distributed and discussed with parents each year;

Provide parents reasonable access to staff by:

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

Provide general support to parents by:

- creating a safe, supportive and effective learning community for students and a welcoming respectful environment for parents and guardians;
- assisting parents in understanding academic achievement standards and assessments and how to monitor their child's progress by providing professional development opportunities (times will be scheduled so that the majority of parents can attend);
- sharing and communicating best practices for effective communication, collaboration and partnering with 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: PROGRESS HIGH SCHOOL	DBN: 14K474
This school is (check one):	
<input checked="" type="checkbox"/> conceptually consolidated (skip part E below) <input type="checkbox"/> NOT conceptually consolidated (must complete part E below)	

Part B: Direct Instruction Supplemental Program Information
The direct instruction component of the program will consist of (check all that apply):
<input type="checkbox"/> Before school <input checked="" type="checkbox"/> After school <input checked="" type="checkbox"/> Saturday academy
Total # of ELLs to be served: 170
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: 4
of certified ESL/Bilingual teachers: 4
of content area teachers: 0

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:

1. Rationale

One of the school's goals is to raise student achievement by providing the students the skills, strategies and confidence to meet proficiency levels in all content areas by passing regents exams and accumulating credits. It also aims to help our ELLs strengthen their English skills in order for them to do well on all subject area classes, including math, science, and Social Studies. Language acquisition is the primary goal with an emphasis on the rhetorical modes of writing. We also work on building students academic language so they can navigate the demands of the content areas.

The primary focus of these sessions is to provide effective guidance so that students will be able to grasp the content, concepts, and skills needed to develop their English language skills – skills they will need to pass all classes and Regents exams across subject areas. The students will then be given the option to take the other content area exams in their native Spanish language. The English Regents being the only exception.

As to the process, students are identified as ELLs upon enrolment via their last NYSESLAT score or their home language identification survey. If students who are ELLs are enrolled in the school, the Bilingual/ESL guidance counselor schedules students depending on their last NYSESLAT score and the mandated hours of instruction in the parent’s program of choice. When a student is new to the New York City Public School system, parents complete a home language identification survey where they indicate the primary language spoken at home. If the primary language spoken at home is a language other than English, students are given the LAB-R within five days by our Bilingual/ESL program coordinator (certified ESL teacher) to identify if they are indeed ELLs. The ESL coordinator gives parents an orientation describing the programs available to ELLs with a focus on helping parents make an educated choice when choosing their program of choice.

Our ELL curriculum is aligned with the New York State Standards for ELA and ELL. The focus of this instruction is language acquisition and conceptual development. The program seeks to service students by offering basic literature, grammar and language skills. The curriculum focuses on word acquisition. Teachers utilize written exercises, journal writing, Read-Aloud, Independent Reading, oral presentation

Part B: Direct Instruction Supplemental Program Information

and other means of assessment and delivery of information. Our target goal is to have students pass the regents exam during their junior year. The program seeks to make students proficient at English as measured by the NYSESLAT exam.

Students in our bilingual program receive ESL classes along with core classes. The Math department provides five classes of bilingual Math. The Social Studies department provides five classes of history instruction. The Science department provides five classes of science instruction.

The school has many extracurricular activities that involve all students in the school, including ELLs. Extracurricular activities vary from academic to artistic in nature. Our school has various PSAL teams, after school clubs, and tutoring. We promote our clubs and other extracurricular activities to our ELLs through the school as a whole and via our ESL/Bilingual classes. You can find our ELLs participating in our baseball, basketball, soccer, wrestling, volleyball teams, school orchestra, choir, as well as participating in student government, yearbook, and various student committees.

2. Subgroups and Grade Levels

The ESL program is not organized by grade level, but by proficiency level as identified by the latest NYSESLAT score. There are 2 classes for each of the beginning, intermediate, and advanced levels.

The different subgroups are: Students with Disabilities (SWD), Bottom 1/3, By gender, Hispanics, Other Language Groups

3. A. After School - 46 sessions- Tuesdays and Thursdays in the Computer Room 297 (3:00-4:30 pm) focusing on United States and Global History using the A Plus computer program.

Start Date: November 11, 2014 End Date: June 11, 2014

Number of teachers : 1 bilingual teacher certified in Social Studies content area

B. After School -97 sessions of ESL Enrichment and Regents ELA Preparation-Monday to Thursday (2:40 to 4:00 pm)

Start Date: November 10, 2014 End Date: June 11, 2014

Number of teachers: 1 Certified ESL teacher

C. Saturday School - 24 Sessions- every Saturday (9:00 to 12:00 a.m.) focusing on English and Math

Start Date: November 08, 2014 End Date: June 11, 2013

Number of teachers: 1 certified English teacher and 1 bilingual teacher certified in Math content area

4. Language of Instruction - English for ESL afterschool and English Saturday / Spanish and English for Social Studies Afterschool and Math Saturday school

5. Number and Types of Certified Teachers -

3 certified content area bilingual teachers for Social studies, Math, and English afterschool and Saturday

Part B: Direct Instruction Supplemental Program Information

school

1 certified ESL teacher for ESL afterschool

Afterschool - A plus program, differentiated materials that are NYSESLAT and Regents-based, use of technology such as promethean boards, computers, RIGOR program, use of software like First Words for ESL designed to teach key English Vocabulary by Essential Skills company, Castle Learning Online, among others.

Our ESL program follows the Common Core Learning Standards and our teachers use the performance indicators in planning their instruction. Our program incorporates UDL and scaffolding strategies on all ESL levels. The classrooms have a wide range of print and visual materials to support increasing English Language Proficiency. Classrooms have leveled classroom libraries to support student literacy. Graphic novels will also be used as well as more abridged versions of literary works, educational DVDs, DOE ELL Video Library, translating dictionaries, other adapted texts specifically geared for the English Language learner, a curriculum focusing on the rhetorical strategies with an emphasis on paragraph and essay composition, as well as an emphasis on response to literature strategies in preparation for the Common Core English Regents. Also, teachers are provided with hands-on manipulatives that will enhance learning in the classroom, such as authentic and computer-based pictures, visuals, film adaptations of books, demonstrations, simplified rubrics, and this year we are incorporating more technology in the classroom via the use of a laptops, computer labs and promethean boards. The emphasis is also on teaching good study skills, more cooperative learning activities, and more frequent use of visuals and real objects to enhance instruction.

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:

1. Rationale

To keep abreast with the current teaching and learning effective practices, the teachers will continue to work on ESL presentations and methodologies in teaching ELL students. Professional Development focused on helping ESL teachers align instruction with common core standards to improve students' reading and writing skills will be provided by the school during departmental meetings, and professional development days. ELL teachers will participate in other workshops facilitated by the Department of Education specifically CFN and the DELLS.

2. Teachers to receive training - All ESL and bilingual education teachers

3. Schedule and duration

Part C: Professional Development

Every first Monday of the month - Staff meeting

Every second Monday of each month, department meetings for instructional and support staff across subject areas are focused on different areas of language arts instruction to enhance learning for ELLs.

Once a month - other providers

Every Friday is professional development for 90 minutes in the school where all teachers involved in Title III are also participants.

4. Topics to be covered - Dates - Names of Providers

10/03/14 Student Engagement11201 (Rendon & Smith)

10/10/14 Engagement through Questioning and Discussion (Rendon and Smith)

10/17/14 Saving Time with Technology (Barresi &Desai)

10/24/14 Using Assessment in Instruction (Bharat)

10/31/14 Fostering Grit (Wise & Rendon)

11/14/14 Creating Optimal Environment for ELLs (Zabski & Rendon)

Empowering Students to take Ownership of Learning (Moharrem & Ayiehmohhtsoh)

11/21/14 Creating an Optimal Environment for SWD (Rivera & Wise)

Embedding Higher Order Thinking Skills into Instruction (Rendon)

12/12/14 Using Media to Engage Parents (Barresi & Desai)

12/19/14 Tune into your Individual Student Needs (K Smith & Moharrem)

01/16/15 Real World Connections (Vasquez & Edmisson)

Questioning and Discussion Techniques (Rendon)

1/23/15 Assessing Digital Student Work (Desai)

Effectively Integrating Technology into Rigorous & Meaningful Student Work Products (Rendon & Bharat)

1/30/15 Purposeful Grouping (A. Morales & K Wilkinson)

Questioning and Discussion Techniques part 2 (Rendon)

02/13/15 Practical Tools for Enhancing Assessment (K. Smith & Bharat)

02/27/15 Technology & the Common Core Standards (Wise) Using Formative Assessments to Drive Instruction (Bharat & Rendon)

03/13/15 Turning Data into Action (Bharat & Edmission) Designing Summative Assessments (Rendon &

Part C: Professional Development

George)

03/20/15 Exciting Students about Writing (Edmission & Vasquez)

03/27/15 Effective Strategies for Engaging Students in Discussion (Aieymohstoh & K. Smith)
Socratic Seminars (A. George & D. Vasquez)

04/24/15 Rigor Through Empowerment (A. George & N. Ayeimohtsoh) Using Rigor and Relevance to
prepare students for college (A. George & B. Young)

05/08/15 Common Core Modifications for SWD & ELL (Calixto & Zabski)

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:

Rationale

PROGRESS High School recognizes the importance of keeping the parents of ELLs informed of academic issues and events affecting their children, including information about the college application process.

Research indicates the following:

- Effective programs that engage families embrace a philosophy of partnership between the teachers, parents, administrators, and school community as a whole.
- Studies find that students with parents who are well informed about activities in school are more likely to:
 - a. have parents who will be more involved in their children's academic life
 - b. earn higher grades and test scores,
 - c. pass their classes, earn credits and be promoted,
 - d. attend school regularly,
 - e. have better social skills, show good behavior and adapt well to school,
 - f. graduate and go on to further education

Part D: Parental Engagement Activities

2. Schedule and Duration

There will be four ELL Parent meetings- two in the Fall and two in the spring. The location of these meetings will be the school library.

3. Topics to be covered

Topic 1- Computer and Internet Literacy

Rationale- Parents are crucial stakeholders in teaching children safe and healthy use of internet. It can also help them in other practical ways. Date- December 12, 2014 Time- 12:30 to 2:30 pm Name of Provider- Ms. Esposito ESL Teacher

Topic 2- Using the Skedula Account and Navigating ARIS

Rationale- It allows parents to view important student and school information such as attendance records, assignments due dates and grades, graduation eligibility, school announcements and more. Date-Friday January 16, 2015 Time- 12:30 to 2:30 pm Provider-Mrs. Zabski ESL Teacher

Topic 3- Navigating Application and Requirements for American Citizenship

Rationale-Demystify the process Date-Friday, February 27, 2014 Time-12:30 to 2:30 pm Name of Provider- Ms. Colon ESL Teacher

Topic 4 -Guide in the College Application Process

Rationale- To help parents understand the process and make it more manageable Date - Friday, March 27, 2014 Time- 12:30 to 2:30 pm Name of Provider -Ms. Granovsky ESL Teacher

4. Name of Provider - ESL teachers with the assistance of parent coordinator

5. How the parents will be notified of these activities

Parents will be notified using English and Spanish languages -

* by mail

* by giving the letter to their children

*by using phone masters

Part E: Budget

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

Allocation Amount: \$0

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

**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 [i](#).

Part I: School ELL Profile

A. School Information [i](#)

District 05	Borough Brooklyn	School Number 474
School Name PROGRESS HIGH SCHOOL		

B. Language Allocation Policy Team Composition [i](#) 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 William Jusino, Ed.D	Assistant Principal Alberto Garcia/AP Supervision
Coach type here	Coach type here
ESL Teacher Aylin Zabski	Guidance Counselor Jorge Arias/AP
Teacher/Subject Area Williana Colon/ESL	Parent type here
Teacher/Subject Area	Parent Coordinator Emily Cruz
Related Service Provider type here	Other type here
Network Leader(Only if working with the LAP team) type here	Other type here

C. Teacher Qualifications

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

Number of certified ESL teachers currently teaching in the ESL program.	3	Number of certified bilingual teachers <u>not</u> currently teaching in a bilingual program	0	Number of teachers who hold both content area and ESL certification	1
Number of certified bilingual teachers currently teaching in a bilingual program	1	Number of certified NLA/foreign language teachers	2	Number of teachers who hold both a bilingual extension and ESL certification	0
Number of certified ESL teachers <u>not</u> currently teaching in the ESL program	0	Number of teachers currently teaching a self-contained ESL class who hold both a common branch license and ESL certification	1	Number of special education teachers with bilingual extensions	2

D. Student Demographics

Total number of students in school (Excluding Pre-K)	1103	Total number of ELLs	167	ELLs as share of total student population (%)	15.14%
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Part II: ELL Demographics

A. ELL Programs

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

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

This school offers (check all that apply):

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

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

ELL Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Tot #
Transitional Bilingual Education (60%:40% → 50%:50% → 75%:25%)														0
Dual Language (50%:50%)														0
Freestanding ESL														
SELECT ONE														0
SELECT ONE														0
Total	0	0	0	0	0	0	0	0	0	0	0	0	0	0

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	167	Newcomers (ELLs receiving service 0-3 years)	90	ELL Students with Disabilities	31
SIFE	69	ELLs receiving service 4-6 years	38	Long-Term (completed 6+ years)	42

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

	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	79	17	4	17	25	5	9	4	22	105
Dual Language										0
ESL	19	15		17			23			59

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		
Total	98	32	4	34	25	5	32	4	22	164
Number of ELLs who have an alternate placement paraprofessional: <u>5</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 Spanish										43	32	24	6	105
SELECT ONE														0
SELECT ONE														0
TOTAL	0	43	32	24	6	105								

*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
TOTAL	0																			

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	
TOTAL	0										

This Section for Dual Language Programs Only

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

Freestanding English as a Second Language

Number of ELLs by Grade in Each Language Group

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish										61	44	44	14	163
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic														0
Haitian										1	1			2
French													1	1
Korean														0
Punjabi														0
Polish														0
Albanian										1				1
Other														0
TOTAL	0	63	45	44	15	167								

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)										11	13	13		37
Intermediate(I)										21	17	12	4	54
Advanced (A)										31	15	19	11	76
Total	0	63	45	44	15	167								

NYSESLAT Modality Analysis

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

NYSESLAT Modality Analysis

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

NYS ELA

Grade	Level 1	Level 2	Level 3	Level 4	Total
3					0
4					0
5					0
6					0
7					0
8					0
NYSAA Bilingual (SWD)					0

NYS Math

Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
3									0
4									0
5									0
6									0
7									0
8									0
NYSAA Bilingual (SWD)									0

NYS Science

	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
4									0
8									0

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	75		10	
Integrated Algebra	71		47	
Geometry	48		9	
Algebra 2/Trigonometry				
Math _____				
Biology				
Chemistry				
Earth Science	37		14	
Living Environment	85		28	
Physics				
Global History and Geography	57		21	
US History and Government	62		40	
Foreign Language				
Other _____				
Other _____				
NYSAA ELA				
NYSAA Mathematics				
NYSAA Social Studies				
NYSAA Science				

Native Language Tests								
	# of ELLs scoring at each quartile (based on percentiles)				# of EPs (dual lang only) scoring at each quartile (based on percentiles)			
	Q1 1-25 percentile	Q2 26-50 percentile	Q3 51-75 percentile	Q4 76-99 percentile	Q1 1-25 percentile	Q2 26-50 percentile	Q3 51-75 percentile	Q4 76-99 percentile
ELE (Spanish Reading Test)	36	30	17	17				
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.
We use a combination of strategies to assess the early literacy skills of our ELLs, including the LAB-R in English and Spanish LAB, the NYSESLAT, reading and writing surveys to determine what students' likes and dislikes are in terms of their literacy, and teacher made diagnostics. SIFE Identification Questionnaire, ATS reports on ELA and Math tests, RLAT/RMNR, REDS are also used. Generally, data

indicate that ELLs are below grade level in reading and writing. This means that more rigorous instruction in these modalities be provided.

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

In the NYSESLAT, the results revealed across proficiency levels are the following:

Out of 166 NYSESLAT takers, 26% passed . Of those who didn't pass, 46% scored in the advanced level, 32% scored in the intermediate and 22% scored in the beginning level. Compared to the past 3 years, majority of the ELLs were in the intermediate level following the old procedure of identifying proficiency levels. With the revised test aligned to Common Core and following the new [procedure of of proficiency level determination, the results showed significant progress.

Speaking of NYSESLAT trends, there seems to be a reversal in a positive sense because majority of the ELLs before scored in the intermediate level but now, they are mostly advanced. For the remaining ELLs, the beginners are evenly spread in 9th-30%, 10th 35% and 11th -35%. Majority of intermediates are in the 9th grade-39%, followed by 10th-31%, 11th-22% and 12th-7%. For the advanced level students, 41% are 9th, followed by 11th-25%, 10th-20%, and 12th-14%. Noteworthy to mention that aside from having no 12th grade beginner, majority-14% of them are advanced and only 7% are intermediate. On the other hand, 70th of all beginners are in 10th and 11th -35% each. These numbers pose concerns in terms of curricular and instructional decisions to provide timely interventions. During common planning conferences, these students need to be identified and individually addressed in order to move them forward. Speaking about the LAB-R, the trend shows that most newcomers are in the beginning level.

Analysis of LAB-R and NYSESLAT data further indicate that our students need a lot more support in terms of reading comprehension and development of writing skills than they do in speaking and listening where many scored at the intermediate level. In fact, the NYSESLAT results reveal that the students show progress developing proficiency faster in listening and speaking than in reading and writing. The ESL team has discussed the inclusion of more reading and writing activities into the ESL classes, including more grammar-based instruction and vocabulary-building activities. The shorter term goals and intent is to help them build stamina and move those at the intermediate and advanced level ELLs from the adapted texts to the actual texts that will include richer vocabulary.

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 [AMAQ tool](#))

As of September 27, 2003, this data is not available on ATS.

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?

a. In the NYSESLAT, the results revealed across proficiency levels are the following:

Out of 166 NYSESLAT takers, 26% passed . Of those who didn't pass, 46% scored in the advanced level, 32% scored in the intermediate and 22% scored in the beginning level. Compared to the past 3 years, majority of the ELLs were in the intermediate level following the old procedure of identifying proficiency levels. With the revised test aligned to Common Core and following the new [procedure of of proficiency level determination, the results showed significant progress.

Across grade levels, out of 76 advanced students, 41% are in the 9th grade, 19% are 10th, 26% are 11th and 14% are 12th. Of the 54 intermediate students, 38% are 9th, 32% are 10th, 23% are 11th, and 7% are 12th. Among the 37 beginners, 30% are 9th, 35% are 10th, 35% are 11th and there is no 12th grader who is a beginner. This school year, the school is trying a heterogeneous grouping of ELLs with mixed proficiency levels in each freestanding class using more differentiation with the hope that it will improve performance.

b and c. The Periodic Assessments were administered for the first time in the past years and our school is still learning how to use them more effectively in planning our ESL goals for the year. We are learning more and more about the exam, but find the NYSESLAT more useful in helping us to plan for the year because the NYSESLAT also tests students in the speaking modality.

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](#).)

..not applicable

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

Yes, the program models offered by the school are aligned with the parents' choice. Most new admits choose the Transitional Bilingual program and they are placed accordingly.

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?

not applicable

8. Describe how you evaluate the success of your programs for ELLs (e.g. meeting AYP for ELLs, etc.).
- The success of our programs for ELLs is determined based on common assessments, state assessments, formative classroom assessments and conversations with students and parents, as well as teacher evaluations. Specifically in the AMAO, 59.13% showed progress from last year. Progress here means students moving up one level to the next, i.e beginning to intermediate or intermediate moving up to advanced. Out of those who made progress, 32% became proficient or tested out of ESL.

Part IV: ELL Identification Process

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

1. Describe the steps followed for the initial identification of ELLs. These steps must include administering the Home Language Identification Survey (HLIS) which includes the informal oral interview in English and in the native language, and the formal initial assessment. Identify the person(s) responsible, including their qualifications, for conducting the initial screening, administering the HLIS, the LAB-R (if necessary), and the formal initial assessment. (Refer to [ELL Policy Brief](#) and [EPIC](#).)

The school follows these steps to identify our ELLs:

1. At registration, the parent fills out a Home Language Identification Survey (HLIS) in his/her language with the assistance of a pedagogue. The survey is reviewed by our certified ESL teacher/ESL Coordinator to determine if a language other than English is spoken at home and, if necessary, an interview is conducted with the parent. The informal interview is conducted by a certified ESL teacher. If the HLIS indicates that a language other than English is spoken at home, then the LAB-R is administered within 10 school days from admission. Answer sheets of the students without any English skills are bubbled as tested but unable to answer. Hispanic students who didn't test out on the LAB-R are also administered the Spanish LAB and a written sample in their native language. The admission process also includes screening questions for potential SIFE. If in his/her language the student's scores falls within the range for ESL services, then the parent is invited for an orientation. At the orientation, the parent looks at a video in his/her language that shows the different ESL programs offered by the NYC Department of Education. This orientation is facilitated by the ESL Coordinator who will discuss NYC Department of Education programs available for ELLs and to answer any questions the parents may have about the programs, including the one in place at our school. The Parent Coordinator also assists especially in translating the information to mostly latino parents. At the end of the session, the parents fill out the Program Choice form which is provided in his/her language. The student is placed as per the parent's choice of program but if the program selected is not available in the school, the parent understands that he/she has the option of transferring his/her child to another school that offers the program. The parent also understands that the child's enrollment in a program is for the entire school year. The trend in program choices is our Transitional Bilingual Education program. To accommodate the parents, orientations are held at different times: during the day, in the evening, in groups or individually upon registration approximately within two weeks of the students' first day.

ELLs' proficiency levels are assessed every year during the spring by administering the NYSESLAT. The parents are informed of the results and if the student does not score out, the parents fill out the continuation letter to indicate their desire to have their children enroll in the same program they were in the previous year. The students are programmed as per parental choice and according to their proficiency level. The beginners receive 540 minutes of ESL per week; the intermediate students 360 minutes and the advanced students, 180 minutes of ESL along with 180 minutes of ELA instruction. The students who are in the Transitional Bilingual Program also receive content area instruction in both English and Spanish based on graduation requirements. Furthermore, all ELLs are provided with native language support in their content area classes and we are working toward creating Native Language Arts classes to satisfy the requirements for the Transitional Bilingual Program.

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.

To ensure that parents understand all three program choices, formal parent orientation sessions are given right away the moment the parent steps in the school for the first time. This is usually done individually. The language preference of the parent is first assessed. Second, an orientation video in their native language is shown. Third, a parent survey and program selection form is given in their native language. Parents are given opportunities to ask questions about each program choice. These sessions are conducted in both English and Spanish since approximately 97% of the ELLs speak Spanish. Invitations to these meetings are sent in English and Spanish by the Parent Coordinator for those parents who are unable to do it that day. Parents' meetings are held periodically to keep them abreast of their children's academic progress and are given the opportunity to meet with the teachers to discuss ways to improve their children's performance. Fourth, once the parent made the selection which usually is bilingual spanish for newcomers, they are placed in that

program and parents are informed. Fifth, original parent selection forms and HLIS are placed in the students' cumulative folders and copies are kept by the ESL Coordinator.

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 [\[see tool kit\]](#).)

If the LAB-R result indicates that the student is eligible for ESL services, an entitlement letter, along with the invitation to the parent orientation, is sent out to the parent by the ESL Coordinator. At the end of the parent orientation session, the Parent Survey and Program Selection forms are filled out with the assistance of a pedagogue. If the parent does not attend the first parent orientation, he/she is invited to a second one; and if the parent is unable to attend the meeting, the forms are sent out with the students. If the forms are not returned, by default, the student is placed in the Transitional Bilingual Program. All entitlement, continuance and other ELL notification letters in English and Spanish language are distributed during ESL classes by the ESL teacher. Continuance letters are sent home each semester but parents are encouraged to keep the program for the entire year. Continuance letters and program request are filed by grade and the numbers are monitored regularly for necessary program changes.

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.

At the beginning of the school year, each parent is notified of the child's score on the NYSESLAT, along with a separate description of what is expected of that child in the classroom environment in terms of his/her level of English proficiency. English language proficiency is a developmental process and parents are made aware of descriptors for the expected ability of each child in the four modalities of communication based on the NYSESLAT score. They are also invited to a parent orientation and are asked to fill out the program choice for their child. The same is done for the new admits after reviewing the result of the LAB-R. The parents are introduced to all program choices and often they choose to keep the students in school and register for the TBE program. The students are placed in the Transitional Bilingual Program, if as per the parent choice of program. If a parent prefers to enroll his or her child in a Dual language program or a bilingual program not offered by the school, the guidance counselor will help the parent choose an appropriate school and assist with the transfer. Parents are then notified of their placement based on their choice. Copies of continued entitlement and placement letters are kept in binder with the ELL Coordinator. All letters and flyers are in the parents' native language. The parent coordinator who speaks spanish is present during the orientation process. Within 20 days from admission, parental option is entered on ATS ELPC screen.

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.

- a. RLER (Y indicator for NYSESLAT eligible) is generated from ATS to determine the ELLs eligible for NYSESLAT testing
RLAT, RLAB, and RNMR are also generated to make sure no ELL is left out.

- b. The ESL Coordinator draft a schedule for the Speaking, Listening, Reading, and Writing modalities. This schedule is emailed to the principal, assistant principals, testing coordinator, and all teachers.

- c. Two weeks before the test, informative letters are sent in the parents desired language explaining the nature of the test, its impact on student future academic options, and the test schedule.

- d. ELLs are given letters individually informing of the test schedule, lunch passes, and their content area teacher notification of excuse on specific times that they will be tested.

- e. Test is given according the timeline provided- a couple of periods a day for each modality simultaneously in about 6 classrooms.

- f. Test accommodations are given to students with IEPs.

- g. During the testing day, a team of ESL teachers, paraprofessionals, guidance counselor and attendance personnel work together to contact absent ELLs, making home calls or visits.

- h. The NYSESLAT test booklets and answer grids are stored securely in the ESL Coordinator's office. As each component of the test is administered, a security form is filled and signed by teachers.

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, 100% want to remain in the Transitional Bilingual Program which is offered by the school. It has been noticed that as the ELL progresses and become intermediate or advanced, 34 of them prefer to opt out of bilingual classes and be placed in the Freestanding ESL program.

The program models offered at PROGRESS are aligned with parent requests and state law. Since about 70% of the students enrolled are spanish speaking, the Transitional Bilingual Education program meets the parents' requests.

Part V: ELL Programming

A. Programming and Scheduling Information

1. How is instruction delivered? (see [*The Practitioners' Work Group for Accelerating English Language Learner Student Achievement: Nine Common Features of Successful Programs for ELLs*](#))
 - a. What are the organizational models (e.g., departmentalized, push-in [co-teaching], pull-out, collaborative, self-contained)?
 - b. What are the program models (e.g., block [class travels together as a group], ungraded [all students regardless of grade are in one class], heterogeneous [mixed proficiency levels], homogeneous [proficiency level is the same in one class])?
 1. a. The school adopts a Transitional Bilingual Education program and an ESL departmentalized program. For the ESL departmentalized programs, the students report to the scheduled ESL class(es) as indicated on their programs and as required by the CR Part 154 regulations; ie. beginners receive 540 minutes per week of ESL instruction; therefore, they are enrolled in 3 periods of ESL instruction per day. Intermediate level students receive 360 minutes of ESL instruction, therefore, they are enrolled in two ESL classes per day. The advanced level students receive 180 minutes and are, therefore, enrolled in one ESL class and one ELA class per day. Beginners are placed in 3 class periods of ESL, We also have 1 ESL class that is team taught as well as some across content areas.
 - b. As to the program models, in the TBE and ESL classes, students are programmed heterogeneously and by literacy needs. They receive English language arts instruction in their ESL classes and NLA support is provided in the content areas.
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)?

For the ESL classes, the students are programmed as per the language provision of the CR Part 154, ie. Beginners = 540 minutes of ESL, Intermediate = 360 of ESL minutes, and Advanced = 180 of ESL+180 of ELA instruction and they receive a copy of their program. The teachers are also programmed accordingly, as discussed above in item #1. In the Transitional Bilingual Program, in the content area classrooms the beginner level students receive 40% instruction in English and are supported with 60% instruction in their native language, the intermediate level students receive 50% in English and 50% in Spanish, and the advanced level 75% in English and 25% native language support. The content-area teachers differentiate based on the students' levels of proficiency and needs while also implementing ESL strategies. We are in the process of creating native language arts classes in order to support the literacy needs of the ELLs; meanwhile, the content area classes are taught by teachers who are certified in the subject area and fluent in the Spanish language. There are also Spanish speaking paraprofessionals who provide additional native language support. Three of these teachers; two special education and one math, also possess their bilingual extension certificates;

The other teachers are willing to work on the requirements needed for the bilingual extension certificate.

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.

The ESL teachers continue to engage in collaborative activities and they also share best practices with content area teachers. The ESL as well as the content area teachers read, gather, and share instructional materials, and provide common assessments, analyze the results, and consider and implement 'next steps' that can help them meet the needs of all students. Also, more elements of technology are expected in both the ESL and the content area classrooms. The Assistant Principal of ESL has made all teachers involved with the ELLs more aware of the educational challenges the ELLs face across content areas and provides them with instructional support and ideas on differentiation of instruction aligned with the new Core Standards and all focusing on literacy. Academic intervention is provided with individualized remedial instruction during Lunch and Learn and after school beginning in November for students who need extra support like the SIFE, Long Term ELLs, newcomers, and those alternatively placed in special education. For students reaching proficiency, they will be gradually placed in mainstream classes. In addition to implementation of these strategies, in the bilingual classes, instruction of the content areas is provided in English and Spanish.

For Social Studies, students with little fluency are taught the Social Studies curriculum in both their native language (Spanish) and English with an emphasis on the English Language. The H1 curriculum covers prehistory until Medieval Europe. In this course the students will complete a series of writing assignments that aim on improving their English proficiency. Students are assessed frequently to document their progress and this data is used to drive instruction. This class is a co-teacher model where the history and ESL teacher co-teach. The "Do now" is a grammar related activity and is usually lead by the ESL teacher. The mini lesson is a history concept, event, or person, this is usually lead by the social studies teacher as the ESL teacher conferences with students. The daily group work is targeted to practice reading and writing skills. Students are grouped according to their proficiency and work on a series of task which improve their English proficiency. The ESL teacher and Social Studies teacher circulate the classroom to assess student speaking and listening skills. Pictures, tables, maps, diagrams, globes and other visual aids are provided to assist in the comprehension of concepts.

For Science and Math, both languages are used. Instruction is aligned with common core and different domains in Danielson framework for teaching. ELLs first learn a concept in Spanish and are then taught the academic English vocabulary that goes with that concept. In all bilingual content areas the following are used - content-area glossaries, visuals, flexible homogeneous grouping, differentiation of questioning and prompting within heterogeneous grouping, word walls, and audio-visuals are projected through the Promethean board. In addition, the Universal Design for Learning is embedded in instruction.

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

ELE Spanish Reading exam is administered every spring time annually. In addition, ELLs are also evaluated periodically through teacher generated language assessments and online exams such as from Castle Learning.

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

Lesson units throughout the year are planned to balance acquisition and evaluation of the four modalities. For speaking, oral presentation of reports whether in a form of student-created powerpoints, posters, short videos are included as regular part of the curriculum. Students also use Castle Learning Online Program and Rosetta Stone software where speaking, listening, reading, and writing are assessed and reported graphically. The diagnostic, formative, and summative tests given also cover four modalities.

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).

As stated above, in order to meet the linguistic needs of our students we will continue to follow parental choice and the CR part 154 mandates, as well as the PROGRESS High School language allocation policy in terms of content subject area instruction, which states the following:

- For beginning students 60% of instruction is conducted in their native language and 40% is conducted in English
- For intermediate students, the percentage shifts to 50% native language, 50% English
- For advanced students, 25% instruction in the native language and 75% in English

Beginners receive 3 periods of ESL instruction a day, Intermediate-2 periods, and advanced- 1 period ESL and 1 period language elective. Because of our growing population of special education ELLs, we have created an L3 co-teaching class to be taught by our ESL Coordinator and a special education teacher currently working on pursuing his Transitional Bilingual license. As our English Language Learners are transitioned, they are introduced to highly contextualized student tasks that encourage thinking, reading, speaking, and

writing. The specific instructional strategies include read-alouds, listening activities, typed final drafts, speaking tasks that establish discussion of routines, shared reading, intensive guided reading, independent reading, phonics, language mechanics taught in context, shared writing, modeled writing, independent writing and reading and using rubrics and writing checklists to self-monitor and self-correct their work. Teachers employ scaffolding activities to provide support, such as differentiated instruction, grouping, peer tutoring, modeling, questioning, and the use of graphic organizers, as well as authentic-based learning in the ESL classrooms such as the use of projects via the writing process. Instruction is augmented with classroom libraries, the Internet, including the use of the media center in the library, and we are using technology more frequently as an instructional tool in each ESL classroom (ie. use of lap top and projectors) in order to enhance instruction and the literacy skills of our ELLs. There will also be an emphasis on typing final drafts (for intermediate and advanced level students), adaptation of books and stories read, as well as books on CD, among others.

We differentiate instruction in a variety of ways to support our ELLs.

a. For our SIFE students we stress explicit instruction in reading across the subject areas with an emphasis on vocabulary-building. This is done in the ESL classrooms as well as across the content areas if they don't practice reading daily. This is done with daily vocabulary instruction related to the lessons and reading comprehension and paragraph and essay composition strategies via the writing process. Academic intervention is also in place with individualized remedial instruction during Lunch and Learn. Students receive supplemental services in our After School ESL Program to better prepare them for the NYSESLAT as well as the English Regents.

b. For the ESL newcomers we have a Bridge credit-bearing program that takes place during the summer for our incoming 9th graders that includes our ELLs, including our SIFE students. In the program students received a host of instructional and culturally-related services via the support from our Leadership Program. Throughout the school year, literacy instruction is emphasized across ESL classes, especially, in regards to the SIFE students and teachers differentiate their lesson plans to include content that will help newcomers better adjust to life in their new school as well as lessons geared towards learning more about the United States culture. Also, more reading and writing is infused in the content area classes and the bilingual teachers are including more instruction on grammar, discourse, phonemic, phonological, and semantic awareness.

c. With those ELLs in ESL service for 4-6 years, most of which fall at the intermediate level of English proficiency, ESL and content area teachers teach word knowledge, they model and teach basic reading skills for fluency, comprehension of classroom texts, grammatical and writing skills lessons, and this year we are putting more emphasis on students reading aloud with peers and discussing and formulating their questions using better phonemic awareness and pronunciation skills.

d. Our plan for the Long Term English Language Learners (LTELLs) includes the strategies listed above. We have applied for a SIFE/LTELLs Intervention Academic Grant using the ExC-ELL/RIGOR. Our target group is of students that are LTELLs and also SIFE. Tier 1 will entail professional development workshops facilitated by the RIGOR program educators geared to ESL teachers, but also to the mainstream teachers on how to integrate language and literacy development along with subject matter instruction. Tier 2 will focus on reading instruction in science and social studies. The lessons in the program are leveled. Also, CDs are provided and it includes pre and post assessments in English and Spanish in order to determine progress.

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?

7. In order to meet the academic needs of our ELL-SWD within the least restrictive environment, our school has implemented a comprehensive curriculum that serves this population. Students are scheduled in ESL courses according to their current learning needs. Other programs, such as Wilson Just Words, have been implemented to serve ELL-SWD that are low readers, and that have not acquired the necessary decoding skills at this point in their academic years. Also, the curriculum is differentiated according to their strengths and their multiple learning modalities, so that the student has more opportunities.

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?

8. We look over a variety of different sources of data to determine which ELLs need the most support in different content areas, including in English and math. With assistance from the other department assistant principals, we specifically target those that have not passed their regents courses and/or struggling in their current courses and provide them with a host of interventions, including but not limited to, review classes during the school day, lunch and learn one-on-one tutoring, after school support and credit-recovery programs, and the planned Saturday Academy tutoring program.

For instructional scheduling, during beginning of the school year, ESL and Special Eds are programmed first for ESL instruction to make sure they receive mandated minutes and accommodations in their IEPs, then they're programmed for other classes. To maximize time spent with non-disabled peers, their program is blended between least restrictive and non-restrictive based on IEP recommendations.

Courses Taught in Languages Other than English

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

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

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

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

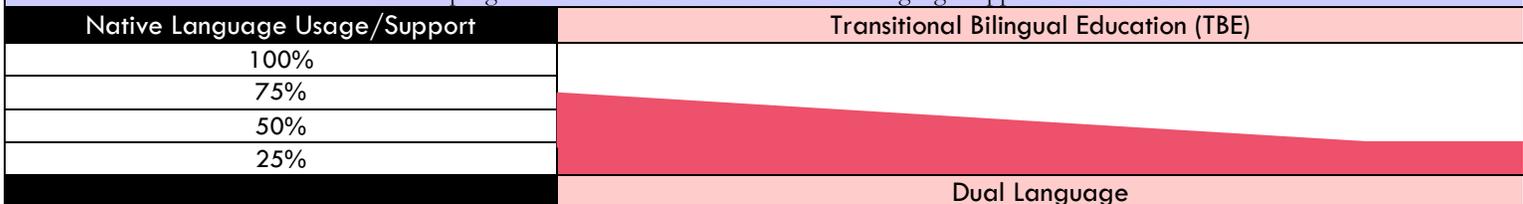
	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS: Native Language Arts	45 minutes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

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

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

Native Language Usage and Supports

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



100%			
75%			
50%			
25%			
		Freestanding ESL	
100%			
75%			
50%			
25%			
TIME	BEGINNERS	INTERMEDIATE	ADVANCED
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.

We look over a variety of different sources of data to determine which ELLs need the most support in different content areas, including in English and math. With assistance from the other department assistant principals, we specifically target those that have not passed their regents courses and/or struggling in their current courses and provide them with a host of interventions, including but not limited to, review classes during the school day, lunch and learn one-on-one tutoring, after school support and credit-recovery programs for ESL, ELA Regents review four times a week, Math and Social Studies to be done twice a week, and the planned Saturday Academy tutoring program for Math and Science. For beginners, native language will be used to support instruction.

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 percentage of ELLs passing the NYSESLAT increased from year to year. In 2011, 15% passed, in 2012, 19% passed, and in 2013, 25% passed. In the past years, majority of the students are intermediate, followed by beginners, and the last are the advanced. This year, it's the opposite - 46% are advanced, 32% are intermediate, and 22% are beginners. In the regents content areas as shown by the charts on pages 5 and 6, the percentage of ELL passers also increased. In Integrated Algebra, 66% passed, a 21% increase from last year. In Earth Science, 38% passed, an increase of 14% from last year. In U.S. History, 65% ELL takers passed, a 23% increase from last year. In Living environment, there is similar percentage of passers. For the other content areas, there are less ELL passers this year than last year. For example in ELA, there are 23% less passers than last year, in Geometry, 20% less than last year, and in Global History, 22% less. These numbers are not conclusive because they are affected by different factors and variables but they are just mentioned here for the purpose of rough comparison.

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

As stated above, we have written the SIFE/LTELLs Academic Intervention Grant to better support our ELLs across subject areas.

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

No programs for ELLs will be discontinued.

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

ELLs are offered access to all school programs, including but not limited to, the National Honor Society, clubs under the Leadership Program, Lunch and Learn, our ESL After School Program, and the planned Saturday Academy tutoring, etc.

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

Teachers are provided with a host of materials to support ESL and transitional bilingual education instruction, abridged versions of the classics, other adapted texts specifically geared for the English Language learner, a curriculum focusing on the rhetorical strategies with an emphasis on paragraph and essay composition, as well as an emphasis on response to literature strategies in preparation for the English Regents. Also, teachers are provided with hands-on manipulatives that will enhance learning in the classroom, such as authentic and computer-based pictures, visuals, film adaptations of books, demonstrations, simplified rubrics, and this year we are incorporating more technology in the classroom via the use of a laptop and projector. The emphasis is also on teaching good study skills, more cooperative learning activities, and more frequent use of visuals and real objects to enhance instruction.

For Social Studies, Math, and Science the curriculum is aligned to Common Core and Danielson framework. There are different class sets for Content Area subjects in English and Spanish like *Historia del Mundo* by Ellis Esler and published by Prentice Hall, *Biologia* published by Prentice hall, Earth Science and Chemistry spanish sets, NY Integrated Algebra in English and Spanish. For Native Language Arts, there's *Realidades* levels 1,2,3 published by Prentice Hall. There are also library books in English and Spanish, NYSESLAT Practice materials, bilingual glossaries. This is supplemented by promethean boards, mobile labs, mac lab, and library media center.

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

In our Transitional Bilingual Program model, we provide instruction in the content area classes in English and in Spanish as stated under the heading in this document titled 'Programming and Scheduling Information' as follows: For beginning level students, 60% of instruction is conducted in their native language and 40% in English.

For intermediate level students, 60% of instruction is conducted in their native language and 50% in English.

For advanced level students, 25% of instruction is conducted in their native language and 75% in English.

Research indicates that students who become proficient in all four modalities successfully carry over the skills and concepts into their English-based classes. We understand and nurture the need for Native Language supports. If students learn to read well in their

native language, they can then transfer these skills to English and, in turn, will develop stronger literacy skills. English acquisition is our goal here at PROGRESS High School.

In the ESL classes we provide a host of supports as stated in this section of the LAP.

16. Explain how the required services support, and resources correspond to ELLs' ages and grade levels.
16. We understand the challenges ELLs face, including in their content area classrooms, and we provide the supports in the form of instruction, books, materials, technology, and tutoring that are both age and level appropriate.
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.
17. As stated in this section, we have a Bridge program that is implemented prior to the beginning of the school year. It includes a host of instructional and cultural activities for our incoming students, including our ELLs newcomers. Also, in our ESL classes, we continually emphasize a curriculum that is culturally-based in order to help our newcomers develop a cultural foundation that will help them to better adjust to their new academic and social environment.
18. What language electives are offered to ELLs?
Our Ethnic Drama and Film, College and Careers, Latino Studies, African-American Studies, and Foreign Language language-based classes are open to ELLs, too, of course.
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)?

not applicable

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 and 2 .The ESL Coordinator attends a monthly ELL Institute provided by the CFN. She then turnkeys the information to the ELL personnel. In addition, the school has a Schoolwide Professional Development Plan for the year that will involve all ELL teachers and ELL Content area teachers.

Our Professional Development Plan aims to use research based instructional techniques to support and improve student learning and help our students meet the demands of the Common Core Learning Standards. Professional development will take place through school-wide professional development, department professional development, mentoring and department meetings. The themes of student engagement through discussions, rigor and literacy will be interwoven through all facets of professional development. These focus areas will allow faculty to improve student learning by increasing teacher effectiveness. In addition to these focal points teachers will also engage in developmental opportunities based on Danielson's Framework and the Common Core Learning Standards.

Using available data, information from instructional rounds and observations a strategic professional development plan will address the Citywide Instructional Expectations and the Instructional Shifts as they relate to individual disciplines. External resources such as Network Institutes and internal resources such as teacher expertise will be used to provide differentiated professional development opportunities. Using our modified school schedule teachers will meet twice a month for a three hour block of time to attend professional development sessions intended to; strengthen teacher competency in elements of the Framework for Teaching, deepen teacher understanding and knowledge of the Common Core Learning Standards and assume best practices for implementation.

School Monthly Professional Development Focus will be established by administrators to provide teachers with professional development based on Danielson's Framework for Teaching. The monthly focus will be evident in common planning, monthly assessments, professional walk-through, grade team meetings and inter-visitations. The cabinet will review and revise the professional development plan on a monthly basis to assess progress and make any changes necessary based on data collected.

School wide Professional Development

School Wide Professional Development will take place on the first Friday of each month. These professional development sessions will focus on building upon best practices and addressing school weaknesses. These weaknesses are identified by using available data and information collected through observations and instructional rounds.

With guidance from their administrators teachers will select the professional development sessions they would like to attend on a monthly basis. Each teacher is required to attend two 1.5 hour sessions on the first Friday of every month. Teachers will sign up for these sessions electronically and are expected to keep records of professional development sessions attended. These sessions address the established monthly focus of the domains, components and elements of the Framework for Teaching.

Department Professional Development

Department Professional Development will target the implementation of literacy in the different disciplines. Teachers who take part in the various CFN 611 institutes will turn key information during the third Friday of each month.

School-wide Monthly Focus Based On Danielson's Framework

October 3b- Questioning and Discussion Techniques

3c-Engaging Students in Learning

November

2a- Creating an Environment of Respect and Rapport

2b- Establishing a Culture for Learning

2e- Organizing Physical Space

December 2c- Managing Classroom Procedures

2d-Managing Student Behavior

January 1d-Demonstrating Knowledge of Resources

1e-Designing Coherent Instruction

February 3a-Communicating with Students

1b- Demonstrating Knowledge of Students

4c- Communicating with Parents

March 1f- Designing Student Assessment

3d- Using Assessment in Instruction

April 3e-Demonstrating Flexibility and Responsiveness

4d- Participating in the Professional Community

May 4e-Growing and Developing Professionally

4d- Participating in the Professional Community

4f-Demonstrating Professionalism

June 4b- Maintaining Accurate Records

4a-Reflecting on teaching

1a-Demonstrating Knowledge of Content and Pedagogy

The following are the topics to be covered in the Schoolwide and Department PDs

____October 18th, 2013- Department

- o Lesson Alignment to Common Core Learning Standards
- o Implementation of Instructional Shifts
- o Guidelines for the PARCC Exam
- o A Study of the Framework for Teaching

__November 1st, 2013

- o SESIS
- o Classroom Environment
- o Universal Design for Learning (UDL)
- o Fostering Student Discussion

November 15th, 2013

- o Comprehensive Study of the Framework for Teaching
- o Use of Collaborative Teaching Practice
- o Analyzing Student Work
- o Multiple Points of Entry

December 6th, 2013- School Wide

- o Classroom Management
- o Lesson Planning
- o Responding to Student Behavior
- o GoogleDocs- A. Wise

December 20th, 2013- Department

- o Close Reading
- o Curriculum and the Common Core
- o Interdisciplinary Connections
- o Creating Assessments to Bridge the Gap in Student Achievement

January 10th, 2014- School Wide

- o Using ARIS and Jupiter Grades as a resource
- o Lesson Planning and Unit Development
- o Effective Instructional Groups- A. George
- o Creating Common Core Aligned Learning Activities

January 24th, 2014- Department

- o Creating Common Core Aligned Tasks
- o Using Depth of Knowledge in Unit Maps and Individual Lessons
- o Effective Co teaching Models
- o Effective Use of Student Work to Inform Instruction

February 7th, 2014- School Wide

- o Communicating with Students – Conferencing and Student Work
- o Engaging Parents in Instructional Activities- (Parent Coordinator)
- o Differentiated Lesson

March 7th, 2014- School Wide

- o Creating Common Core Aligned Tasks
- o Analyzing Student Work
- o Using Formative Assessments
- o Socratic Seminar

March 21st, 2014- Department

- o Using Student Work to Identify Key Instructional Practices

- o Using Short, Focused Research Projects
- o Identifying Authentic Opportunities for Reading and Writing
- o Promoting Effective Classroom Discussiono Addressing Black and Latino Male Dropout Rate

April 4th, 2014- School Wide

- o Checking for Understanding
- o Team Building
- o Multiple Points of Entry
- o Using Art in all Disciplines

May 2nd, 2014

- o Enhancing Content Knowledge
- o Compliance in Special Education and ESL
- o Professional Inquiry
- o Addressing Black and Latino Male Dropout Rate

May 16th, 2014

- o Using Data for Curriculum Revisions
- o Increasing Rigor
- o Provide Access for Diverse Learners Using UDL Principles
- o Efficient and Effective Common Planning Practice

June 6th, 2014

- o Implementation of the 2014-2015 Citywide Instructional Expectations
- o 2014-2015 Instructional Focus
- o Establishing 2014-2015 Inquiry team Target Population and Students
- o Reflecting on teaching to Inform Curriculum Revisions

3. All staff members are provided with a list of the ELLs, including those that have gained proficiency in recent years, and are made aware of the different challenges these students face even after passing the NYSESLAT. The goal is to have all stakeholders aware so that they are better equipped to serve this population for smooth transitioning to high school.

The school has a Freshman House run by an Assistant Principal who focuses on their instruction, attendance and positive behavior. Guidance Counselors also support by providing workshops on graduation requirements, credit accumulation, and college readiness. Every Friday, there is a Freshmen Academy with a program "Organized for Life" for 3 periods facilitated by the Leadership team. In addition, teachers and guidance counselors are supported by Attendance Improvement Dropout Prevention (AIDP) known as Graduate, Prepare, Succeed-New York City (GPS-NYC) which focuses on 9th grade students and provides academic support, attendance outreach, counseling and family engagement

4. As described in the response above, the school has a very comprehensive professional development plan. Every Friday for 3 periods, all teachers schoolwide (including of course the ESL, bilingual, and special education teachers) go through rigorous PDs the topics of which are detailed in number 2. There will be 30 Fridays.

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. Our ESL teachers, the assistant principal of Guidance, and the parent coordinator reach out to the parents of ELLs in various ways, including via phone calls, one-on-one conferences, invitations to PTA meetings, access to Snapgrade/Jupiter account, letters sent home notifying them of upcoming events in school and in the NYC surrounding areas -- all geared to the immigrant population. There is a once a month PTA meetings conducted by the parent coordinator. On translation services, oral translation services will be provided by school staff and parent volunteers. When needed, the Translation and Interpretation Unit will be used to provide translation for languages that cannot be translated at school.

2. PROGRESS, Incorporated is our Community Based Organization and they, along with our Leadership Program, provide workshops, including on learning of basic computer skills. The school also has partnerships with Woodhull Hospital, and the Committee for Hispanic Children and Families, Inc. These are offered to the parents of all students at PROGRESS High School, including the parents of ELLs.

Speaking of translation services, PROGRESS will survey and identify staff that are fluent in languages other than English. These teachers will be asked if they could make themselves available for any translations needed during the school day.

- We will contact the Office of English Language Learners and request their translation materials.
- School personnel will provide written translation services.
- Parent Coordinator will provide written translation and request translation material from the Office of ELLs.

The school has provided parents that speak a language other than English with a translated Bill of Parents Rights and Responsibilities. We have appropriate school signage and forms in both English and Spanish. The school will provide parents whose primary language is not English or Spanish with written notification of their rights regarding translations and interpretation services. We will post, near the school's main entrance, notification of the office and room where a copy of written notification of parental rights regarding translation and interpretations can be found. The sign will be written in all applicable languages. The school's safety plan will include procedures for ensuring that parents in need of language assistance will be able to communicate with administrative offices. Parents will also be notified of the Departmental website they can go to learn of their translation and interpretation rights and services. PROGRESS will mail home surveys to identify the need of different languages.

3. We learn about the needs of our parents from our PTA meetings where they participate actively and are quite vocal. We also learn about their needs during open school night and during other one-on-one conversations scheduled throughout the year. This year we plan on implementing survey-based feedback process to better assess what their needs are. The parent coordinator has a big role in this area because she provides varied parent services such as the translation needs of families, helps parents obtain log-in information for ARIS parent link, provides information about graduation requirements, Regents exams, college admissions and financial aids, ensures all material translated into the languages appropriate for your parent community., provides to the parents information to different citywide government and privately sponsored initiatives they might be interested in such as
- a. New York Immigration Coalition's Parent Guide to College, "Your Children Can Go to College...Yes They Can
 - b. 2013-2014 Essential Allies Challenge- a competition to inspire New York City iZone schools to generate innovative ideas in supporting our students through family and parent engagement
 - c. NYC Parent Academy-a collaborative effort with Long Island University to enhance partnerships within school communities to support student achievement by strengthening parent involvement
 - d. NYC College Line launches online- a free, online community--available at NYCCollegeLine.org--NYC College Line for NYC-college-related questions
 - e. Free Education Classes for Parents- The Office of Adult of Continuing Education (OACE)
 - f. Finish Your GED in 2013
4. Through the school staff who's taking care of parental involvement, we provide a host of workshops including those related to the college application process, health fairs, and computer training, etc.

E. Additional Information

Please include any additional information that would be relevant to your LAP and would further explain your program for ELLs. You may attach/submit charts. This form does not allow graphics and charts to be pasted.

Paste response to question here:

Part VI: LAP Assurances

School Name: PROGRESS HIGH SCHOOL

School DBN: 14K474

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
William Jusino, Ed.D.	Principal		10/16/13
Alberto Garcia	Assistant Principal		10/16/13
Emily Cruz	Parent Coordinator		10/16/13
Aylin Zabski	ESL Teacher		10/16/13
	Parent		1/1/01
Williana Colon	Teacher/Subject Area		
	Teacher/Subject Area		1/1/01
	Coach		1/1/01
	Coach		1/1/01
Jorge Arias	Guidance Counselor		10/16/13
	Network Leader		1/1/01
	Other _____		1/1/01

LANGUAGE TRANSLATION AND INTERPRETATION 2013-2014 TO 2014-2015

Requirement under Chancellor's Regulations – for all schools

DBN: 14K474 School Name: PROGRESS HIGH SCHOOL

Cluster: 14K474 Network: 611

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

Part A: Needs Assessment Findings

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

• After completing and analyzing data from the Bilingual Education Student Information Survey (BESIS), as well as providing our parents with a needs assessment, we concluded that we had a great need for translated documents in Spanish.
The information gathered is recorded on ATS. Emergency cards and HLIS are kept in the students' cumulative folders.
The parent coordinator will provide a needs assessment survey which will include the languages they speak, and whether or not they require written translation and oral interpretation.
She will keep a copy of the survey results including the number of parents who responded, will communicate them to the administrators, and will develop a plan of action to meet their needs.

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.

a. Parents and students were informally surveyed. Based on our own school data we have a large number of students with Spanish as their home language. We reported the findings to our school leadership team and PTA Executive Board. They agreed that it is vital that our parents are communicated with in their native language. We informed the school community via memos and at PTA meetings. We hire bilingual support staff to help with the verbal and written communication.

Part B: Strategies and Activities

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

- PROGRESS will survey and identify staff that are fluent in languages other than English. These teachers will be asked if they could make themselves available for any translations needed during the school day.
- We will contact the Office of English Language Learners and request their translation materials.
- School personnel will provide written translation services.
- School staff in charge of parent coordination will provide written translation and request translation material from the Office of ELLs.
- PROGRESS will mail home surveys to identify the need of different languages.

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

Oral translation services will be provided by school staff and parent volunteers. When needed, the Translation and Interpretation Unit will be used to provide translation for languages that cannot be translated at school.

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

The school has provided parents that speak a language other than English with a translated Bill of Parents Rights and Responsibilities. We have appropriate school signage and forms in both English and Spanish. The school will provide parents whose primary language is not English or Spanish with written notification of their rights regarding translations and interpretation services. We will post, near the school's main entrance, notification of the office and room where a copy of written notification of parental rights regarding translation and interpretations can be found. The sign will be written in all applicable languages. The school's safety plan will include procedures for ensuring that parents in need of language assistance will be able to communicate with administrative offices. Parents will also be notified of the Departmental website they can go to learn of their translation and interpretation rights and services.