



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

**DRAFT – PENDING NYSED APPROVAL**

<b>DBN: (i.e. 01M001):</b>	<b>22K495</b>
<b>School Name:</b>	<b>SHEEPSHEAD BAY HIGH SCHOOL</b>
<b>Principal:</b>	<b>JOHN P. O'MAHONEY</b>

## School Comprehensive Educational Plan (SCEP) Outline

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**Section 1: School Information Page**

**School Information**

School Name: Sheepshead Bay High School School Number (DBN): 22K495  
School Level: High School Grades Served: 9-12  
School Address: 3000 Avenue X Brooklyn NY 11235  
Phone Number: (718) 332 – 2003 Fax: (718) 648 – 9349  
School Contact Person: John P. O’Mahoney Email Address: jomahon@schools.nyc.gov  
Principal: John P. O’Mahoney  
UFT Chapter Leader: Teri D’Ambrosio  
Parents’ Association President: John Murdoch  
SLT Chairperson: Teri D’Ambrosio  
Student Representative(s): Katherine Reis, Nisaa Byrd

**District Information**

District: 22 Superintendent: Mr. Michael Prayor  
Superintendent’s Office Address: 6565 Flatlands Avenue Brooklyn, NY Room 112  
Superintendent’s Email Address: Mprayor@schools.nyc.gov  
Phone Number: 718-968-4100 Fax: \_\_\_\_\_

**Cluster and Network Information**

Cluster Number: 5 Cluster Leader: Debra Maldonado  
Network Number: 531 Network Leader: Charles Amundsen

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

All SLT members are expected to sign this page to confirm their participation in the development of this School Comprehensive Educational Plan (SCEP) and consultation regarding the alignment of funding to support this school's educational program, which includes annual goals and action plans, Academic Intervention Services (AIS), Parent Involvement Policy (PIP) and School-Parent Compact (SPC). The SLT must include an equal number of parents and staff and have a minimum of 10 and a maximum of 17 members, in accordance with [Chancellor's Regulation A-655](#), available on the [New York City Department of Education \(NYCDOE\)](#) website.

### Directions:

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

Name	Position and Constituent Group Represented	Signature (Blue Ink)
John P. O'Mahoney	*Principal or Designee	
Teri D'ambrosio	*UFT Chapter Leader or Designee	
John Murdoch	*PA/PTA President or Designated Co-President	
Marlene Belnavis	DC 37 Representative, if applicable	
Katherine Reis Nisaa Byrd	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
	CBO Representative, if applicable	
Rita McRae	Member/Parent	
Jo Segarra	Member/Parent	
Grace Francis	Member/Parent	
Anna Maria Cardillo	Member/Parent	
Joy Richardson	Member/Parent	
Angel Gillam	Member/Teacher	
Ellen Panzer	Member/Lab Specialist (UFT)	
Bryanne Flaherty	Member/Teacher	
	Member/	
	Member/	
	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	
1.	<b>Rigorous Instruction:</b> Instruction is customized, inclusive, motivating, and aligned to the Common Core. High standards are set in every classroom. Students are actively engaged in ambitious intellectual activity and developing critical thinking skills.
2.	<b>Supportive Environment:</b> The school establishes a classroom and school culture where students feel safe, supported, and challenged by their teachers and peers.
3.	<b>Collaborative Teachers:</b> Teachers are committed to the success and improvement of their classrooms and schools. They have the opportunity to participate in professional development within a culture of respect and continuous improvement.
4.	<b>Effective School Leadership:</b> Principals lead by example and nurture the professional growth of teachers and staff, developing and delivering the instructional and social-emotional support that drives student achievement.
5.	<b>Strong Family-Community Ties:</b> School leadership brings resources from the community into the school building by welcoming, encouraging, and developing partnerships with families, businesses, and community-based organizations.
6.	<b>Trust:</b> Everyone works toward the shared goal of improving student outcomes, preparing students for success in school and beyond. Across the school community, there is respect. School staff, parents, students and 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:

1. Tenet 1: District Leadership and Capacity
2. Tenet 2: School Leader Practices and Decisions
3. Tenet 3: Curriculum Development and Support
4. Tenet 4: Teacher Practices and Decisions
5. Tenet 5: Student Social and Emotional Developmental Health, and
6. 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:

7. **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.
8. **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.
9. **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.
10. **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.
11. **Step 5:** Update your school's AIS section. All Title I schools update the Parent Involvement Policy (PIP) and School-Parent Compact (SPC) and complete the ELT program description.
12. **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:

1. 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.
2. School strengths, accomplishments, and challenges.
3. 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.

Sheepshead Bay High School is in year two of the "phase out" process, which means that we have not admitted new students since the fall of 2012. We will officially close in June 2016.

This has led us to develop an increased sense of urgency and adopt the mission "**Ensuring Success for All!**"

While this simple statement could mean many things, we have shared two obligations with our staff, students and families which align to our mission:

- Ensure that all students graduate with a college and career readiness plan by June 2016.
- Ensure that all staff members are prepared to assume the next step in their career by June 2016.

In order to achieve our mission and meet our obligations we conducted a comprehensive needs assessment and realize that we need to:

- Establish a clear and concise instructional focus
- Ensure students have programs which prepare them for success on NYS Regents exams
- Hold students accountable for Regents/Standards level work in all classrooms everyday
- Establish clear expectations for attendance/punctuality
- Provide students with an appropriate educational environment
- Establish clear rituals and routines in our classrooms
- Establish a clear and consistent classroom code of conduct aligned with the DOE code of conduct

We have established the following school-wide instructional focus for 2014 -2015:

Sheepshead Bay High School is focused on building students literacy skills by integrating opportunities to construct viable arguments and critique the arguments of others.

During the 2013-2014 school year teams of teachers worked collaboratively aligning curriculum unit plans and assessments with CCLS and related content standards. The realignment placed a greater emphasis on students using complex text to support claims and make arguments. This redesign led to significant gains on the pass rate of the ELA and US History Regents Examinations in June 2014.

Our challenges include a high number of ELLs (27%), SWDs (17%), and Overage/Under-credited (31%) students. Also, as our school size decreases we have lost our more effective staff members due to seniority exceeding requirements and open market transfers to other schools. Despite these challenges during our most recent Quality Review, on November 14, 2014, conducted by our Superintendent Mr. Michael Prayor he stated at the exit conference that the parents and other members of the school community shared that there had been a positive improvement and a sense of caring for all students.

Over the past year we have made the most growth in Tenet 4 - Teachers engage in strategic practices and decision-making in order to address the gap between what students know and need to learn, so that all students and pertinent subgroups experience consistent high levels of engagement, thinking, and achievement.

Our biggest challenge is finding more innovative ways to engage all students and families to ensure that we can best

support personalized learning for all students.

## 22K495 School Information Sheet

School Configuration (2014-15)				
Grade Configuration	09,10, 11,12	Total Enrollment	574	SIG Recipient
				No
Types and Number of English Language Learner Classes (2014-15)				
# Transitional Bilingual	N/A	# Dual Language	N/A	# Self-Contained English as a Second Language
				N/A
Types and Number of Special Education Classes (2014-15)				
# Special Classes	34	# SETSS	2	# Integrated Collaborative Teaching
				32
Types and Number of Special Classes (2014-15)				
# Visual Arts	26	# Music	N/A	# Drama
				4
# Foreign Language	10	# Dance	N/A	# CTE
				3
School Composition (2013-14)				
% Title I Population	60.2%	% Attendance Rate		73.1%
% Free Lunch	60.4%	% Reduced Lunch		2.5%
% Limited English Proficient	26.6%	% Students with Disabilities		15.8%
Racial/Ethnic Origin (2013-14)				
% American Indian or Alaska Native	0.3%	% Black or African American		54.8%
% Hispanic or Latino	18.5%	% Asian or Native Hawaiian/Pacific Islander		13.0%
% White	13.3%	% Multi-Racial		0.1%
Personnel (2014-15)				
Years Principal Assigned to School (2014-15)	2.83	# of Assistant Principals (2014-15)		8
# of Deans (2014-15)	N/A	# of Counselors/Social Workers (2014-15)		5
Personnel (2013-14)				
% of Teachers with No Valid Teaching Certificate (2013-14)	N/A	% Teaching Out of Certification (2013-14)		8.7%
% Teaching with Fewer Than 3 Years of Experience (2013-14)	0.6%	Average Teacher Absences (2013-14)		6.77
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	45.9%	Mathematics Performance at levels 3 & 4		46.4%
Credit Accumulation High Schools Only (2013-14)				
% of 1st year students who earned 10+ credits	N/A	% of 2nd year students who earned 10+ credits		55.9%
% of 3rd year students who earned 10+ credits	63.5%	4 Year Graduation Rate		47.8%
6 Year Graduation Rate	62.9%			
Overall NYSED Accountability Status (2014-15)				
Reward		Recognition		
In Good Standing		Local Assistance Plan		
Focus District	X	Focus School Identified by a Focus District		
Priority School	X			
Accountability Status – Elementary and Middle Schools				
Met Adequate Yearly Progress (AYP) in ELA (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	N/A			
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	N/A			
Met Adequate Yearly Progress (AYP) in Science (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	N/A			
Accountability Status – High Schools				
Met Adequate Yearly Progress (AYP) in ELA (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		NO
Hispanic or Latino	NO	Asian or Native Hawaiian/Other Pacific Islander		NO
White	NO	Multi-Racial		N/A
Students with Disabilities	NO	Limited English Proficient		NO
Economically Disadvantaged	NO			
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		NO
Hispanic or Latino	NO	Asian or Native Hawaiian/Other Pacific Islander		NO
White	YES	Multi-Racial		N/A
Students with Disabilities	NO	Limited English Proficient		YES
Economically Disadvantaged	NO			
Met Adequate Yearly Progress (AYP) in Graduation Rate (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		NO
Hispanic or Latino	YES	Asian or Native Hawaiian/Other Pacific Islander		NO
White	YES	Multi-Racial		N/A
Students with Disabilities	NO	Limited English Proficient		NO
Economically Disadvantaged	NO			

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

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

### Part 1 – Needs Assessment

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

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

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.	I
3.5	The school leader and teachers develop a data-driven culture based on student needs, assessments and analysis, which leads to strategic action-planning that informs instruction and results in greater student achievement outcomes.	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.

**Data Analysis:**  
 Our student achievement data indicates that during 2013-2014 NYS Regents Examination pass rates in the five mandated exams were:

Algebra = 30%  
 ELA = 57%  
 US History = 69%  
 Global History = 37%  
 Living Environment = 34%

We had a DTSDE review during the 2013-2014 school year and we received an “Ineffective” in SOP 3.4 and “Developing” in SOP 3.2, 3.3, and 3.5. Below is a summary of the needs and areas for improvement:

**3.2 DTSDE Findings:** Although the school leader has made efforts to ensure implementation of the CCLS, the delivery of instruction is inconsistent and does not address the needs of all students.

**3.2 DTSDE Recommendations:** Ensure the development of curriculum maps and unit plans that align with the CCLS. Focus teacher-meeting time on how to implement these plans with rigor to meet the needs of all students. Schedule regular walk-throughs and lesson plan reviews to ensure teachers are following correct

protocol.

**3.3 DTSDE Findings:** Although teachers are beginning to collaborate to plan effectively, instruction is not consistently aligned to the CCLS and does not include a variety of complex materials that incorporate a progression of sequenced and scaffolded skills.

**3.3 DTSDE Recommendations:** Ensure that teachers are writing and implementing rigorous CCLS-aligned lesson plans that expose students to complex material and tasks that promote higher-order thinking skills; ensure that the school leaders carefully and rigorously monitor the planning and implementation of the CCLS and provide additional support where needed.

**3.4 DTSDE Findings:** Teachers are not working together to connect curriculum across subject areas in order to promote higher levels of student engagement and more opportunities for enrichment.

**3.4 DTSDE Recommendations:** Provide training in how to incorporate the CCLS into all content areas, including art, music, PE, technology, and other enrichment areas. Review unit and lesson plans and monitor instruction for evidence of collaborative planning and implementation of interdisciplinary curricula.

**3.5 DTSDE Findings:** Although teachers use a variety of assessments to plan for instruction and provide limited feedback to students about their work, this has not resulted in student ownership or increased achievement.

**3.5 DTSDE Recommendations:** Review the current data system and revise where necessary to ensure that all teachers and staff are consistently using current data to inform curriculum and instructional planning to support the academic needs of students.

This needs assessment informed the development of the annual goal listed below.

## **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.

By June 2015, improve Regents' pass rates on all five mandated NYS Regents' Exams (ELA, Algebra, US History, Global Studies and Geography, Living Environment/Earth Science) by at least 7% by infusing Kaplan Advantage support materials with our school based units and daily standards based instruction.

## **Part 3 – Action Plan**

<b>Activities/Strategies:</b> Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including:	<b>Target Group(s)</b> <i>Who will be targeted?</i>	<b>Timeline</b> <i>What is the start and end date?</i>	<b>Key Personnel</b> <i>Who is responsible for implementing and overseeing the activity/strategy?</i>
<ul style="list-style-type: none"><li>• Research-based instructional programs, professional development, and/or systems and structures needed to impact change</li><li>• 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).</li><li>• Strategies to increase parent involvement and engagement</li><li>• Activities that address the Capacity Framework element of Trust</li></ul>			

Teacher programs will be designed to include one period per day to engage in Professional Learning Teams (PLTs). PLTs will use two to three periods per week to align curricula and school developed common assessments with CCLS and the instructional shifts by using NYS Regents Results and NYC Performance Assessment Results from 2013-2014. Adjustments will include multiple points of entry for all students including but not limited to ELLs and SWDs.	All Teachers	2- 3 times per week September 2014 – June 2015	Principal, Assistant Principals, Pearson Consultants, Teachers
PLTs will use two to three periods per week to conduct specific inquiry on student populations that have been previously unsuccessful on NYS Regents Exams in Algebra, ELA, Global Studies, US History and Living Environment. The purpose of the inquiry will be to design learning activities to better meet the needs of all students including but not limited to ELLs and SWDs.	All Teachers	2- 3 times per week September 2014 – June 2015	Principal, Assistant Principals, Pearson Consultants, Teachers
Courses will be designed to ensure that students who have previously been unsuccessful on one or more of the five mandated NYS Regents Exams will have access to a course preparing them to meet the demands of the exam. Each of these courses will be aligned with curriculum, assessments and learning activities developed by PLTs (above) and will be infused with Kaplan Advantage Regents materials to better meet the needs of all students including but not limited to ELLs and SWDs.	Off-Track Students requiring Regents Exams	July 2014 – October 2014 & November 2014 – February 2015	Principal, Assistant Principals, Programmer, Kaplan, Guidance Counselors
After school program “Project Success” to support overage/under-credited students make up missed credits and prepare for NYS Regents Exams using a blended learning approach combining APEX Learning and Kaplan Advantage with additional interventions for ELLs and SWDs.	Overage/Under-credited students	July 2014 – June 2015	Principal, Assistant Principals, Programmer, Guidance Counselors, Teachers

**Part 4 – Resources Needed**

Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc.
Master schedule programming to allow daily time for professional learning teams for 90% of all teachers Funding for Kaplan Advantage NYS Regents materials Funding for Kaplan Advantage professional development Funding for Pearson Staff Developers Funding for After-School “Project Success” Program CFN Support for ongoing development of Professional Inquiry

**Part 5 – Budget and Resource Alignment**

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

**Part 6 – Progress Monitoring**

<p><b>Part 6a.</b> Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. In this part:</p> <ol style="list-style-type: none"> <li>Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.</li> <li>Specify a timeframe for mid-point progress monitoring activities.</li> </ol>
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1. Purchase, professional development, and implementation of Kaplan Advantage materials
2. Administrative observation of curriculum and assessments aligned to CCLS infused with Kaplan Advantage materials
3. Improved performance on NYS Regents Exams in January 2015
4. Improved performance on NYS Regents Exams in June 2015

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

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

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

**Section 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:**

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

<b>Tenet 5 Statement of Practice (SOP) Addressed</b>		<b>HEDI Rating</b>
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.	D
5.4	All school constituents are able to articulate how the school community is safe, conducive to learning and fosters a sense of ownership that leads to greater student outcomes.	D
5.5	The school leader and student support staff work together to develop teachers’ ability to use data to respond to students’ social and emotional developmental health needs, so students can become academically and socially successful.	D

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

5. Reflect on your school’s HEDI ratings (or self-ratings) in Part 1A, particularly any ratings of Dveloping and Ineffective.
6. 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.

**Data Analysis:** Average Daily Attendance was 73% in 2013 – 2014. (2014 High School quality Snapshot)

We had a DTSDE review during the 2013-2014 school year and we received a an “Effective“ in 5.2 and “Developing” 5.3, 5.4, and 5.5. Below is a summary of the needs and areas for improvement:

**5.3 DTSDE Findings:** Although the school has a variety of programs and partnerships in place to address social and emotional developmental health, there is no sustained PD program to build capacity or system to ensure that these programs align to the school’s vision.

**5.3 DTSDE Recommendations:** Implement PD opportunities that build adult capacity to support the social and emotional developmental health of students as it relates to their learning experiences.

**5.4 DTSDE Findings:** The school has protocols and processes in place that address the roles of certain stakeholders. However, not all supports are strategically organized and monitored to meet students social and emotional developmental health needs.

**5.4 DTSDE Recommendations:** Revise the school’s vision for behavior and academic expectations and create an opportunity for all stakeholders to collaborate on the specific goals pertaining to student social and emotional developmental health. Align this vision to the school’s instructional vision and ensure that all stakeholders understand and are equipped to support the achievement of this vision.

**5.5 DTSDE Findings:** Although the school collects data from many sources, there is no strategic plan to systemically analyze and use this data to meet the social and academic needs of all students.

**5.5 DTSDE Recommendations:** The inconsistent use of data to support student social and emotional developmental health limits student success.

This needs assessment informed the development of the annual goal listed below.

**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, we will develop a comprehensive school-wide plan which will engage students and families supporting their social and emotional development which will improve our average daily attendance by at least 7%.

**Part 3 – Action Plan**

<b>Activities/Strategies:</b> Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including: 1. Research-based instructional programs, professional development, and/or systems and structures needed to impact change 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	<b>Target Group(s)</b> <i>Who will be targeted?</i>	<b>Timeline</b> <i>What is the start and end date?</i>	<b>Key Personnel</b> <i>Who is responsible for implementing and overseeing the activity/strategy?</i>
Using 2014-2015 attendance data, guidance counselors, with individual students, will develop an attendance plan for each student. Plans will include an attendance goal and marking period attendance meetings to discuss progress toward this goal.	Students At-Risk due to Attendance	September 2014 – June 2015	Principal, Assistant Principals, Guidance Counselors, Attendance Office
Initiate an “Attendance Alert” newsletter. This monthly newsletter will be based on a collaboratively developed school wide attendance rubric and inform parents of students with highest daily attendance rate and instructions for finding their own child’s attendance rate on Skedula/Pupil Path.	All Students	December 2014 – June 2015	Principal, Assistant Principals, Guidance Counselors, Parent Coordinator Attendance Office
Develop Attendance Target Groups: <ul style="list-style-type: none"> <li>• Parent Engagement time will be used to focus on students whose daily in class attendance is between 50 and 80%</li> <li>• Guidance Counselors will focus on students whose daily attendance is between 30 and 80%</li> <li>• Attendance Office will focus on students whose daily attendance is between 0 and 30%</li> </ul>	Students At-Risk due to Attendance	December 2014 – June 2015	Principal, Assistant Principals, Guidance Counselors, Attendance Office, Parent Coordinator, Teachers
Make daily home contact via the School Messenger system for all students absent and late each day	All Students	September 2014 – June 2015	Principal, Assistant Principal, Parent Coordinator, Attendance Office

**Part 4 – Resources Needed**

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

Funding for Assistant Principals  
 Funding for Guidance Counselors  
 Funding for Parent Coordinator  
 Funding for Attendance office Family Worker  
 Funding for SKEDULA/Pupil Path  
 Funding for School Messenger System

**Part 5 – Budget and Resource Alignment**

Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.

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

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**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:

1. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.
2. Specify a timeframe for mid-point progress monitoring activities.

1. Attendance Alert newsletters begin in December 2014
2. Logs of calls home via School Messenger
3. Teacher Logs of calls and family visits
4. Individual student attendance plans
5. Improved student attendance from September 2014 – January 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?				

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

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

### Part 1 – Needs Assessment

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

7. 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.
8. 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:**

9. Reflect on your school's HEDI ratings (or self-ratings) in Part 1A, particularly any ratings of Developing and Ineffective.
10. 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.

**Data Analysis:** After a careful analysis of the Measure of Teacher Practice data in the advance system we found that the three Danielson Components with the lowest average score for all teachers on our staff were:

- 3b – Using Questioning and Discussion Techniques (Average = 2.10/4.00)
- 3C – Cognitively Engaging Students in Learning (Average = 2.44/4.00)
- 3d – Using Assessment & Feedback in Instruction (Average = 2.35/4.00)

We had a DTSDE review during the 2013-2014 school year and we received a “Developing” in 4.2, 4.3, 4.4, and 4.5. Below is a summary of the needs and areas for improvement:

**4.2 DTSDE Findings:** Teachers do not consistently ensure that instructional practices are organized around unit and lesson plans that address all student goals and needs.

**4.2 DTSDE Recommendations:**

- Ensure teachers use student performance data to plan and create instructional groups in lessons.
- Support teachers' ability to use data to create short- and long-term goals for students. Ensure that teachers consistently share these goals to promote student ownership and to encourage student inquiry.

**4.3 DTSDE Findings:** Although some teachers are beginning to plan lessons aligned to the CCLS, teachers do not consistently ask higher-order thinking questions based on high levels of text and content complexity or provide a rigorous, critical thinking environment.

**4.3 DTSDE Recommendations:**

- Monitor teacher planning and instruction on a regular basis to check that differentiated activities for identified subgroups, and strategies that promote multiple points of access, are in place across all grades and subjects.
- Provide support to teachers to enable them to ask questions that require students to think deeply and to support their answers by citing high-level text.

**4.4 DTSDE Findings:** Although students report they feel physically safe, teachers are not providing a learning environment that includes high levels of student engagement and student voice in the classroom.

**4.4 DTSDE Recommendations:** Ensure teachers plan and organize activities that stimulate and invite student participation and inquiry by creating multiple entry points, planning for purposeful grouping, and inviting choice and reflection.

**4.5 DTSDE Findings:** Teachers inconsistently use data to inform instruction and adjust student groupings. While some teachers provide some written feedback to students, it is not purposeful and does not allow students to reflect and assess their progress.

**4.5 DTSDE Recommendations:** Ensure instructional coaches support teacher use of data to inform instructional planning, goal setting, and student feedback. Analyze individual student data to provide meaningful feedback to students that leads them to knowing their next steps in their learning process.

This needs assessment informed the development of the annual goal listed below.

**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, the average teacher score in components 3b, 3c, and 3d will increase by at least 0.15 in each component through participation in targeted professional development sessions focused in these three Danielson components which will be measured through the Advance system.

**Part 3 – Action Plan**

<b>Activities/Strategies:</b> Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including: 1. Research-based instructional programs, professional development, and/or systems and structures needed to impact change 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	<b>Target Group(s)</b> <i>Who will be targeted?</i>	<b>Timeline</b> <i>What is the start and end date?</i>	<b>Key Personnel</b> <i>Who is responsible for implementing and overseeing the activity/strategy?</i>
Relevant student data will be provided by the Principal and Assistant Principals to support instructional practices that meet established student and school-wide goals. This will include but not be limited to: item analysis on the 2014 June and August Regents exams for each content area, the past three years of NYSESLAT results, the 2014 NYC Performance Post-Assessment results for each content area, student subgroup list (ELL, SWD, Lowest Third), and ongoing attendance and course performance trends based on marking period data	All Teachers	September 2014 – June 2015	Principal, Assistant Principals, CFN Team
Individual and schoolwide teacher performance data based on observation reports using the Danielson Framework for Teaching	All Teachers	August 2014 –	Principal, Assistant Principals, Pearson

from the Advance system will be shared and used to develop a schoolwide professional learning opportunities for teachers.		June 2015	Consultants
Professional learning opportunities for teachers scoring below effective during the 2013 – 2014 school year will be individualized with enhanced opportunities for one-to-one coaching, bi-weekly assistant principal support and other supports as needed by the teacher.	Teachers below an Effective Rating 2013 – 2014	September 2014 – June 2015	Principal, Assistant Principal, Pearson Consultants
Pearson ESL Consultant will provide professional development on using Benchmark-Longman for Beginner ELLs, Ramp-Up for Intermediate ELLs, and support the alignment of on-level ELA curriculum with ESL for Advanced ELLs focused on the three Danielson components listed above and aligned with our schoolwide instructional focus.	ESL Teachers	September 2014 – June 2015	Principal, Assistant Principal, Pearson Consultants

#### **Part 4 – Resources Needed**

Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc.
Pearson Consultants Advance System NYCDOE Talent Coach CFN Team

#### **Part 5 – Budget and Resource Alignment**

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

#### **Part 6 – Progress Monitoring**

<b>Part 6a.</b> Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. In this part:				
1. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.				
2. Specify a timeframe for mid-point progress monitoring activities.				
1. Data binders for all classes to support teachers in planning lessons to meet individual student needs by October 2014				
2. Administrative observation of ESL teachers using Ramp-Up and Longman/Benchmark to support students in language acquisition leading to greater student engagement with on-level text				
3. Administrative observation of greater student engagement with curriculum as evidenced in the MOTP scores on Advance				
4. Administrative observation of enhanced questioning and discussion using higher order thinking skills as evidenced in the MOTP scores on Advance				
5. Administrative observation of greater use of assessment and feedback to students to plan instruction as evidenced in the MOTP scores on Advance				
<b>Part 6b.</b> Complete in <b>February 2015.</b>				
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:**

11. 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.
12. 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).	D
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.	D
2.5	The school leader has a fully functional system in place to conduct targeted and frequent observations; track progress of teacher practices based on student data, feedback and professional development opportunities; and hold administrators and staff accountable for continuous improvement.	D

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

13. Reflect on your school’s HEDI ratings (or self-ratings) in Part 1A, particularly any ratings of Developing and Ineffective.
14. 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.

**Data Analysis:** Our student achievement data indicates that during 2013-2014 48% of our students graduated within four years and 63% of students graduated within six years (2014 High School Quality Snapshot).

We had a DTSDE review during the 2013-2014 school year and we received a “Developing” in 2.2, 2.3, 2.4, and 2.5. Below is a summary of the needs and areas for improvement:

**2.2 DTSDE Findings:** Although the school leader has worked with the school community to develop and promote the school’s goals and vision, members of the school community are not fully aware of, or can they clearly articulate, the school’s vision.

**2.2 DTSDE Recommendations:** Develop a vision/mission for the school with input of all stakeholders that reflects the SMART goals in the SCEP and addresses academic, social, and emotional health expectations for students.

**2.3 DTSDE Findings:** The school leader assessed the immediate needs and concerns of the school and made decisions to provide fiscal and programmatic resources that address these needs. Nevertheless, these resources have not made a significant impact on teacher performance and student achievement.

**2.3 DTSDE Recommendations:**

Review the effectiveness of the school’s operations and resources against whether they are enabling the school to

reach its improvement goals as set forth in the SCEP. Review how all resources are used to ensure that support leads to improvement in student achievement.

**2.4 DTSDE Findings:** Although school leaders are on schedule for completing all of the required observations as indicated in the APPR, there is little evidence of targeted feedback and the use of data to track teacher improvement.

**2.4 DTSDE Recommendations:** Improve teacher feedback to include clear targets for improvement that are rigorous, actionable, and measurable. Follow-up with additional walk-throughs to monitor progress and to hold teachers accountable for the continuous improvement of instruction.

**2.5 DTSDE Findings:** The school leader and staff use evidence-based systems to provide support in some, but not all, critical areas of leadership development, academic achievement, and social and emotional developmental health.

**2.5 DTSDE Recommendations:** Revise the SCEP to include goals, action steps and responsibilities of staff and the school leader for the critical areas of improving student attendance and graduation rates. Provide PD and resources that would ensure the implementation of a plan to increase attendance and the graduation rate and monitor it carefully for its impact on measurable improvement.

This needs assessment informed the development of the annual goal listed below.

**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, the four year and six year graduation rate will increase by at least 5%.

**Part 3 – Action Plan**

<b>Activities/Strategies:</b> Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including: 1. Research-based instructional programs, professional development, and/or systems and structures needed to impact change 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	<b>Target Group(s)</b> <i>Who will be targeted?</i>	<b>Timeline</b> <i>What is the start and end date?</i>	<b>Key Personnel</b> <i>Who is responsible for implementing and overseeing the activity/strategy?</i>
A cycle of non-evaluative learning walks and evaluative formal/informal classroom visitations will be conducted for all teachers using the Danielson Framework for Teaching. Meaningful and actionable feedback will be provided in a timely manner. Our focus will be on the three components listed above to ensure coherence with our schoolwide expectations and to better meet the needs of our students	All Teachers	September 2014 – June 2015	Principal, Assistant Principals
Collaboratively develop a schoolwide mission, goals and instructional focus directly connected to our obligations for all students and staff. Ensure that all professional learning opportunities, collaborations and conversations are connected to the mission, goals and instructional focus.	All Teachers	September 2014 – June 2015	SLT, Assistant Principals, Parent Coordinator

Develop an early warning system to “catch” at risk students in danger of not meeting promotion/graduation requirements.	At – Risk Students	September 2014 – June 2015	Principal, Assistant Principal, CFN Team, Guidance Counselors
Monitor school operations and allocation of resources to ensure they are effectively supporting the school in meeting the needs of all students	All Programs	September 2014 – June 2015	SLT, Principal, Assistant Principals, CFN Team

**Part 4 – Resources Needed**

Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc.
Guidance Counselors CFN Team Parent Coordinator SLT

**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		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**

<b>Part 6a.</b> Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. In this part:				
5. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.				
6. Specify a timeframe for mid-point progress monitoring activities.				
1. Three formal/informal observations for all teachers with timely and actionable feedback aligned to the school mission, obligations and instructional focus by February 1, 2015				
<ul style="list-style-type: none"> <li>• First by 10/31/14</li> <li>• Second by 12/12/14</li> <li>• Third by 2/1/15</li> </ul>				
2. Frequent non-evaluative Learning Walk feedback to all teachers aligned to the school mission, obligations and instructional focus.				
3. Develop schoolwide mission, obligations, and instructional focus by 9/10/14				
<b>Part 6b.</b> Complete in <b>February 2015.</b>				
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 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:

15. 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.
16. For schools that did not receive an IIT School Review, or did not receive a HEDI rating for one or more SOPs: Self-rate your school for that SOP, informed by an analysis of student performance trends and any major findings/recommendations from your Quality Review (QR) or Alternative QR (AQR), and other relevant qualitative and quantitative data. Enter your HEDI self-rating(s) on the chart below.

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

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

17. Reflect on your school's HEDI ratings (or self-ratings) in Part 1A, particularly any ratings of Developing and Ineffective.
18. 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.

**Data Analysis:** Our student achievement data indicates that during 2013-2014 48% of our students graduated within four years and 63% of students graduated within six years (2014 High School Quality Snapshot).

We had a DTSDE review during the 2013-2014 school year and we received an "Ineffective" in 6.4 and "Developing" in 6.2, 6.3, and 6.5. Below is a summary of the needs and areas for improvement:

**6.2 DTSDE Findings:** The school leader does not consistently ensure that regular communication with families fosters high expectations for student academic achievement.

#### 6.2 DTSDE Recommendations:

- Bring in parents to collaborate on a new school vision that is shared with the entire school community.
- Seek feedback from families on how the school can improve its relationship with them and the community and how the school can better engage families regarding student learning.

**6.3 DTSDE Findings:** The school does not consistently engage in effective planning and reciprocal communication with family and community stakeholders to support student success.

**6.3 DTSDE Recommendations:** Ensure that all teachers are providing and recording student data into Skedula and that it is monitored, analyzed, and evaluated on a daily basis to ensure communication with parents; ensure that all communication to parents is translated into home languages; evaluate the strategies and tools for communicating with parents, assess their impact and make improvements where necessary.

**6.4 DTSDE Findings:** The school does not consistently partner with families and community agencies to provide training to support student success.

**6.4 DTSDE Recommendations:** Provide PD for school staff on how to actively seek, sustain, and strengthen partnerships with families and community agencies that will support student needs; provide guidance, support, tips, and strategies as to how parents can better partner with the school to improve their children’s education.

**6.5 DTSDE Findings:** The school does not consistently share data in a way that promotes dialogue among stakeholders and encourages families to advocate for their children.

**6.5 DTSDE Recommendations:** Provide additional opportunities for families to understand how to read, analyze, and use student data to increase their knowledge of academic and social-emotional health in order to support their children’s learning.

This needs assessment informed the development of the annual goal listed below.

**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, there will be tiered system of reciprocal communication between the school and the home, all students and families will be aware of expected learning targets, areas of strength, areas for improvement, attendance and social emotional needs. This will be accomplished through a combination of our SKEDULA/Pupil Path System and written goals forms sent home each marking period as well as structured use of parent engagement time every Tuesday afternoon and four parent teacher conferences.

**Part 3 – Action Plan**

<b>Activities/Strategies:</b> Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including:	<b>Target Group(s)</b> <i>Who will be targeted?</i>	<b>Timeline</b> <i>What is the start and end date?</i>	<b>Key Personnel</b> <i>Who is responsible for implementing and overseeing the activity/strategy?</i>
<ol style="list-style-type: none"> <li>1. Research-based instructional programs, professional development, and/or systems and structures needed to impact change</li> <li>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).</li> <li>3. Strategies to increase parent involvement and engagement</li> <li>4. Activities that address the Capacity Framework element of Trust</li> </ol>			
Family engagement opportunities will be developed every Tuesday afternoon (2:40 – 3:20) allowing time for individual conferences, group conferences, and/or telephone conferences so teachers and families can collaborate on meeting the needs of all students	All Families	September 2014 – June 2015	Principal, Assistant Principals, Parent Coordinator
Family Curriculum Evening will be established to allow families to learn about schoolwide expectations as well as the curriculum and assessments their child will be responsible for during the 2014 – 2015 school year. Families will also be able to share the needs of their child.	All Families	September 2014	SLT, Principal, Family Engagement Team
SKEDULA/Pupil Path online tool will be used to provide parents with up to the minute results of their child’s performance and attendance and allow for families to communicate with teachers and other staff through Pupil Path.	All Families	September 2014 – June 2015	Principal, Assistant Principals, Programming Office

Marking period progress monitoring reports will be sent home to all parents sharing: learning targets for the prior marking period, strengths, areas for improvement, how the teacher will support the student in improvement and projected learning targets for the following marking period. Finally, there will be a section for the parent to return a comment or call to make an appointment with the teacher through the parent coordinator.	All Parents	November 2014 – June 2015	Principal, Assistant Principals, Parent Coordinator
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#### **Part 4 – Resources Needed**

Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc.
Weekly Parent Engagement Time (Tuesday 2:40 – 3:20) Parent Coordinator Skedula/Pupil Path Family Curriculum Evening

#### **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		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**

<b>Part 6a.</b> Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. In this part:				
1. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.				
2. Specify a timeframe for mid-point progress monitoring activities.				
1. Family Curriculum Evening – September 17, 2014				
2. Marking Period Progress Monitoring Reports:				
<ul style="list-style-type: none"> <li>• November 2014</li> <li>• December 2014</li> <li>• February 2015</li> <li>• March 2015</li> <li>• May 2015</li> </ul>				
3. Administrative review of SKEDULA/Pupil Path grades, attendance and anecdotes entered timely				
4. Teacher logs of parent contacts (calls & meetings) during weekly parent engagement				
<b>Part 6b.</b> Complete in <b>February 2015.</b>				
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.

<b>Type of Academic Intervention Service (AIS)</b>	<b>Criteria for determining AIS services</b>	<b>Type of Program or strategy (e.g. repeated readings, interactive writings, etc.)</b>	<b>Method for delivery of service (e.g. small group, one-to-one, tutoring, etc.)</b>	<b>When the service is provided (e.g. during the school day, before or after school, etc.)</b>
<b>English Language Arts (ELA)</b>	<ol style="list-style-type: none"> <li>1. Students who previously failed the NYS Regents exam</li> <li>2. Students who are behind in credits</li> <li>3. ESL students</li> </ol>	<ol style="list-style-type: none"> <li>1. Kaplan Advantage</li> <li>2. Apex Blended Learning</li> <li>3. Push – In Reading Specialist</li> </ol>	<ol style="list-style-type: none"> <li>1. Whole Class/Small Group</li> <li>2. Small Group</li> <li>3. Whole Class/Small Group</li> </ol>	<ol style="list-style-type: none"> <li>1. During the Day &amp; After School</li> <li>2. During the Day &amp; After School</li> <li>3. During the day</li> </ol>
<b>Mathematics</b>	<ol style="list-style-type: none"> <li>1. Students who previously failed the NYS Regents exam</li> <li>2. Students who are behind in credits</li> </ol>	<ol style="list-style-type: none"> <li>1. Kaplan Advantage</li> <li>2. Apex Blended Learning</li> </ol>	<ol style="list-style-type: none"> <li>1. Whole Class/Small Group</li> <li>2. Small Group</li> </ol>	<ol style="list-style-type: none"> <li>1. During the Day &amp; After School</li> <li>2. During the Day &amp; After School</li> </ol>
<b>Science</b>	<ol style="list-style-type: none"> <li>1. Students who previously failed the NYS Regents exam</li> <li>2. Students who are behind in credits</li> </ol>	<ol style="list-style-type: none"> <li>1. Kaplan Advantage</li> <li>2. Apex Blended Learning</li> </ol>	<ol style="list-style-type: none"> <li>1. Whole Class/Small Group</li> <li>2. Small Group</li> </ol>	<ol style="list-style-type: none"> <li>1. During the Day &amp; After School</li> <li>2. During the Day &amp; After School</li> </ol>
<b>Social Studies</b>	<ol style="list-style-type: none"> <li>1. Students who previously failed the NYS Regents exam</li> <li>2. Students who are behind in credits</li> </ol>	<ol style="list-style-type: none"> <li>1. Kaplan Advantage</li> <li>2. Apex Blended Learning</li> </ol>	<ol style="list-style-type: none"> <li>1. Whole Class/Small Group</li> <li>2. Small Group</li> </ol>	<ol style="list-style-type: none"> <li>1. During the Day &amp; After School</li> <li>2. During the Day &amp; After School</li> </ol>
<b>At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)</b>	<ol style="list-style-type: none"> <li>1. Academic Counseling</li> <li>2. Behavioral Counseling</li> <li>3. Attendance Counseling</li> <li>4. At-Risk Counseling</li> </ol>	<ol style="list-style-type: none"> <li>1. Guidance Counselors</li> <li>2. Dean/Guidance Counselors</li> <li>3. Attendance Teacher/Guidance Counselor</li> <li>4. Guidance Counselor/School Social Worker/School Psychologist</li> </ol>	<ol style="list-style-type: none"> <li>1. Individual/Small Group/Whole Class</li> <li>2. Individual/Small Group</li> <li>3. Individual/Small Group</li> <li>4. Individual/Small Group</li> </ol>	<ol style="list-style-type: none"> <li>1. During the Day and After School</li> <li>2. During the Day and After School</li> <li>3. During the Day, Home Visits and After School</li> <li>4. During the Day and After School</li> </ol>

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

*(Required for All Priority Schools)*

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

### **Part 1 – ELT Program Goal(s)**

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

By June 2015, improve Regents’ pass rates on all five mandated NYS Regents’ Exams (ELA, Algebra, US History, Global Studies and Geography, Living Environment/Earth Science) by at least 7% by infusing Kaplan Advantage support materials with our school based units and daily standards based instruction.

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

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

The target populations to be served will be:

1. Students who have previously been unsuccessful on one or more of the five required NYS Regents Exams for graduation in ELA, Math, US History, Global History or Science
2. Students who are overage and under-credited
3. ESL students struggling with language acquisition

**Part 2b.** Describe how the school will meet the following SED requirements for an ELT program in a Priority School:

Integrate academics, enrichment, and skill development through hands-on experiences that make learning relevant and engaging.

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

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

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

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

There will be varied programs to engage learners who have been previously unsuccessful. A key component will be the guidance counselor and social worker support to assist students overcome obstacles outside of the school house which may prevent them from being successful. The counselor and social worker will forge relationships with the students and follow up with enrichment activities such as trips and celebrations upon meeting benchmarks.

The instructional program will be a combination of blended learning using the APEX learning system and small group tutoring to focus on individual student needs using Kaplan Advantage.

**Part 2c.** Is the ELT program voluntary or compulsory?

X

Voluntary

Compulsory

If the ELT program is voluntary, indicate how you will offer the program to all students and actively encourage their participation, with the goal of serving at least 50% of students.

The program began in July 2014 with a summer program running from July 1 – August 12. In partnership with our counselor and CBO – Counseling in Schools attendance showed a strong improvement from Summer 2013. We also piloted APEX and Kaplan during these summer session and we saw a significant improvement in daily attendance, Regents exam scores and credits earned. Over 250 students attended and earned credit or passed Regents exams during summer 2014 and 38 students earned diplomas as a result. We will continue these strategies with our program during

the 2014 – 2015 school year.

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

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

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

The ELT program will be run by our Assistant Principal Mr. Mario Ford. There will be highly qualified teachers for all courses (ELA, Math, SS, Science, and PE). Our CBO – Counseling in Schools will continue to support us in this program.

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

1. Funding for supervisor - 1
2. Funding for HQT Teachers – 6
3. Funding for Guidance Counselor – 1
4. Funding for School Social Worker – 1
5. Funding for CBO Counseling in Schools
6. Funding for APEX Learning
7. Funding for Kaplan Advantage
8. Funding for basic supplies/materials
9. Funding for student trips/celebrations

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

July 1, 2014 – June 30 2015

**Part 4 – Budget and Resource Alignment**

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

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

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

**Part 5 – Progress Monitoring**

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

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

Specify a timeframe for mid-point progress monitoring activities.

1. Administrative observation of credits accumulated, Regents pass rates, and diplomas earned during Summer 2014 - September 2014
2. Outreach and registration for after-school program- November 2014
3. Attendance rosters for after-school program – December 2014 & January 2015

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

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



## Section 8: Title I Program Information

**Directions:**

6. All schools must indicate their Title I status in Part 1
7. All elements of the *All Title I Schools* section must be completed in Part 2
8. All Targeted Assistance (TA) Schools must also complete the *TA Schools Only* section in part 3
9. All Schoolwide Program (SWP) schools must also complete the *SWP Schools Only* section in Part 4
10. If a required component is addressed elsewhere in this plan, you may refer to the page number(s) where the response can be found
11. For additional information, visit the [Title I Intranet webpage](#)

**Part 1: Title I Status**

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

**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.
Currently our staff is HQT. We are in a phase out school and not at the recruitment or retention phase. However, we offer high quality professional development aligned with the Danielson Framework for Teaching to ensure that our teachers are using best practices at all times to meet the needs of our students.

**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>We have developed a multi-tiered professional development program based on our needs assessment.</p> <p><b><u>Tier 1</u></b></p> <p>Teams of teachers analyze student reflective (2013-2014) and current (2014 – 2015) data to surface gaps between expected student learning and actual student outcomes. The professional learning teams (PLTs) use the analysis to make adjustments to curriculum unit and lesson plans, revise common assessments and develop strategies to meet the needs of all learners including but not limited to ELLs and SWDs. At this tier of professional development teachers learn to gather and analyze data to make instructional decisions.</p> <p><b><u>Tier 2</u></b></p> <p>After a careful analysis of the Measure of Teacher Practice data in the advance system we found that the three Danielson Components with the lowest average score for all teachers on our staff were:</p> <p>3b – Using Questioning and Discussion Techniques (Average = 2.10/4.00)          3C – Cognitively Engaging Students in Learning (Average = 2.44/4.00)          3d – Using Assessment &amp; Feedback in Instruction (Average = 2.35/4.00)</p> <p>Therefore this tier of professional development focused on these three components. During these professional learning opportunities specific strategies/skills aligned to components 3b, 3c, and 3d were modeled by an AP and/or teacher, participants were then given an opportunity to practice the strategy/skill in small groups and finally given time to plan using the strategy/skill in upcoming lesson plans.</p>

**Tier 3**

Professional learning opportunities for teachers whose overall evaluation was developing or ineffective during 2013 – 2014 included all of the above plus individual support for planning and preparation as well as in-class coaching from an assistant principal and Pearson Coach.

**Tier 4**

ESL teachers are supported with professional development to plan the use of Benchmark/Longman with beginner ELLs, Ramp-Up with intermediate ELLs, or integration of ESL curriculum with on-level ELA coursework with advanced ELLs with a content assistant principal and a Pearson ESL Specialist.

**Tier 5**

All teachers using Kaplan Advantage will be provided professional development by Kaplan Staff Developers within each content.

**Tier 6**

Paraprofessionals were surveyed and developed a professional learning plan. The plan included topics related to supporting students in the various roles a paraprofessional plays in a high school.

**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.).

N/A

**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.

Teachers play an integral role in development and selection of multiple assessments as discussed in 2B - Tier 1 above

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

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

Program Name	Fund Source (i.e. Federal, State or Local)	Funding Amount: Indicate the amount contributed to Schoolwide pool. (Refer to Galaxy for FY '15 school allocation amounts.)	Place an (X) in <u>Column A</u> below to verify that the school has met the intent and purposes of each program whose funds are consolidated. Indicate in <u>Column B</u> , page # references where a related program activity has been described in this plan.	
			Column A Verify with an (X)	Column B Page # Reference(s)
Title I Part A (Basic)	Federal	\$605,064	X	p.11; p. 15; p. 18; p.21; p. 24
Title I School Improvement 1003(a)	Federal			
Title I Priority and Focus School Improvement Funds	Federal	\$153,169	X	p. 11
Title II, Part A	Federal			
Title III, Part A	Federal	\$34,980	X	p. 11
Title III, Immigrant	Federal			
Tax Levy (FSF)	Local	\$3,365,513	X	P. 11; P. 15; p. 18; p.21; p.24

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

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

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

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

1. 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.

2. A school that consolidates Federal funds in its Schoolwide Program is not required to meet most of the statutory and regulatory requirements of the specific Federal programs included in the consolidation (e.g., semi-annual time and effort reporting for Title I). However, the school must ensure that it meets the **intent and purposes of the Federal programs** included in the consolidation so that the needs of the intended beneficiaries are met.

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

3. **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).
4. **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.
5. **Title I Priority and Focus School Improvement Funding:** support implementation of school improvement plans that aims to improve instruction and address the identified needs
6. **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.
7. **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.
8. **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:

9. **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.
10. **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.
11. **IDEA:** To ensure that all children with disabilities have available to them a free appropriate public education designed to meet their individual needs.
12. **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.

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### Parent Involvement Policy (PIP)

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. **Sheepshead Bay 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. **Sheepshead Bay 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 1<sup>st</sup> of each school year to advise parents of children participating in the Title I program about the school's Title I funded program(s), their right to be involved in the program and the parent involvement requirements under Title I, Part A, Section 1118 and other applicable sections under the No Child Left Behind Act;
- schedule additional parent meetings, e.g., quarterly meetings, with flexible times, such as meetings in the morning or evening, to share information about the school's educational program and other initiatives of the Chancellor and allow parents to provide suggestions;
- translate all critical school documents and provide interpretation during meetings and events as needed;
- conduct an Annual Title I Parent Fair/Event where all parents are invited to attend formal presentations and workshops that address their student academic skill needs and what parents can do to help;

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

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

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

### School-Parent Compact (SPC)

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

*Provide parents reasonable access to staff by:*

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

*Provide general support to parents by:*

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

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

- monitor my child's attendance and ensure that my child arrives to school on time as well as follow the appropriate procedures to inform the school when my child is absent;
- ensure that my child comes to school rested by setting a schedule for bedtime based on the needs of my child and his/her age;
- check and assist my child in completing homework tasks, when necessary;
- read to my child and/or discuss what my child is reading each day (for a minimum of 15 minutes);
- set limits to the amount of time my child watches television or plays video games;
- promote positive use of extracurricular time such as, extended day learning opportunities, clubs, team sports and/or quality family time;
- encourage my child to follow school rules and regulations and discuss this Compact with my child;
- volunteer in my child's school or assist from my home as time permits;
- participate, as appropriate, in the decisions relating to my child's education;
- communicate with my child's teacher about educational needs and stay informed about their education by prompting reading and responding to all notices received from the school or district;
- respond to surveys, feedback forms and notices when requested;
- become involved in the development, implementation, evaluation and revision to the Parent Involvement Policy

and this Compact;

- participate in or request training offered by the school, district, central and/or State Education Department learn more about teaching and learning strategies whenever possible;
- take part in the school's Parent Association or Parent-Teacher Association or serve to the extent possible on advisory groups, e.g., Title I Parent Committees, School or District Leadership Teams;
- share responsibility for the improved academic achievement of my child;

### **III. Student Responsibilities:**

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



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

Milady Baez, Senior Executive Director  
 52 Chambers Street, Room 209  
 New York, New York 10007  
 Phone: 212-374-6072

<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.

<b>Part A: School Information</b>	
Name of School: SHEEPSHEAD BAY HIGH SCHOOL	DBN: 22K495
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)	

<b>Part B: Direct Instruction Supplemental Program Information</b>
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: 156
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: 5  
# of certified ESL/Bilingual teachers: 3  
# of content area teachers: 2

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: SBHS currently has students in grades 11 and 12, but we do have a few held over 10th graders as well. To meet the mandates outlined in the Common Core Standards, and to assist our students in literacy in both English and their native languages, we have created an after school program for students and Saturday workshops for parents and students of all ELLs in our school. Using the data from our summer Title 1 ELL Grant, NYSESLAT and the Fall Periodic Assessment along with parent surveys, we have designed classes to assist students and parents in improving all four modalities, as well as their computer literacy, and college and career awareness.

The diverse enrichment classes are open to all levels of ELL students, however, we will customize each program to the different levels of students. For example, in the computer skills classes, we will have one session on Wednesdays, for those with limited computer skills and another on Thursdays for those with more advanced computer skills.

After school classes will be programed according to flexibility in scheduling. Examples of these courses will include Writing Workshop, literary circles, Achieve 3000, computer skills building workshops, and enrichment courses from 2:40pm to 5:00pm on Wednesdays, Thursdays and Fridays. Thursday evening Parent workshops will meet from 4:00 pm -6:00pm only one Thursday per month, beginning in February until June. The projected date of implementation is December 1, 2014 and the program will continue until Friday, June 12, 2015. The proposed schedule is as follows:

Wednesday: Literature Circles, Advanced Writers Workshop, Achieve 3000, Math tutoring

Thursday: Literature circles, Social Studies Non-fiction writing workshop, computer skills, Achieve 3000

Friday: Literature circles, Advanced Computer skills. Achieve 3000

Parent Workshops: (see below)

Instruction will take place in English, however, to build a student's literary skills, we will utilize the iPads that we have in every classroom to download classic texts in students' native languages as a supplement for the reading in English. The current need in ELA is for some classics that give content as well as depth for analysis in being able to master the Common Core ELA Regents exam in January and June of 2015. The aim is to make our students well rounded in their education and be able to achieve mastery in the

### Part B: Direct Instruction Supplemental Program Information

required exams for graduation.

We will have 5 teachers working in the program. Of the 5, 3 hold licenses in ESL/bilingual extensions. There are 2 content area teachers that will be working with the ESL teachers. The content area teachers include 1 teacher of English (Castillo), 1 AIS Reading Specialist (Bernard). The ESL teachers will be Renner, Klass and Hemmings-Noble. The teachers will utilize the Promethean boards, Destination Math, iPads for some small group instruction, and for the computer classes, - desktop computers. Our school already has purchased licenses from the iLearn platform. The non-ESL certified teacher (Social Studies - Mr. Laventure), will also push in or pull out for instruction as needed. Mr. Laventure has a bilingual extension license in Social Studies.

### 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: English Language Learners make up 26% of our student population, we will continue to provide professional development sessions for all teachers in all content areas to help teachers incorporate strategies to meet our ESL population. We invite specific teachers who have a significant number of ELLs in their classes to professional development at least once per month through the mandated Professional development period on Mondays, and this will increase in frequency, as often as the teachers feel they need assistance. There will be an exit slip for evaluation after every PD and this will be used to determine the next steps for subsequent PDs and training.

It is already embedded in their schedules that the English and ESL departments meet everyday for common planning during the first period, and at least once per week, this meeting is dedicated to the ESL Department for inquiry. The teachers included in the weekly professional development are all of the ESL teachers (Hemmings-Noble, Renner and Klass), as well as teachers who have classes that are predominantly ELLs or former ELLs (Scott, Bernard, Katusa and Joseph). During PD assignments, the ESL teachers meet to evaluate their students, make adjustments to the curricula, and discuss interventions. (Inquiry team work). The four ESL certified teachers in the building will be participants in the Title III program.

Professional development and common planning time periods are one period per day (47 minutes); school wide professional development will range in duration, depending on the needs of the staff. The school has also invested in the Ramp Up and Longman programs for intermediate and beginner ELLS respectively. These programs include professional development from Pearson provided by Ms Jeannie Feldman and Ms. Cathy Schwartz every Wednesday. The cost for the Pearson staff is already absorbed in the regular school budget. Ms. Schwartz and Ms Feldman work with ESL teachers as a group and individually providing a combination of in-class coaching and standard professional development. The

### Part C: Professional Development

professional learning cycle includes frequent opportunities for feedback on observed implementation of curricula and strategies/skills for ELL success.

Topics for Professional Development will include Academic Rigor and the ELL Classroom and the Ramp - Up model, Integrating Technology in the Classroom (Mark Chesler), Improving Literacy in the Content Area (Soto), Maximizing Productivity in the ELL Classroom (network representative), ELL-Institute workshops (turn key), Working with SIFE/Long Term ELLs, Incorporating The Common Core In the ELL Classroom, and Close Reading Strategies (R-BERN). The developers and presenters of these professional development sessions will include but are not limited to outside instructors (ELL Institute, Pearson Products), network staff, R-BERN staff, assistant principals and teachers who have attended earlier workshops and/or have an aptitude in the subject (for example, using technology in the classroom).

Field trips are an important piece of our program. A trip is being planned for BAM Theatre coupled with artist workshops to help students become totally submerged in their use of the target language. For the BAM series, they either send in an educator to the school, or the course outline beforehand, so we can prepare the students in advance for the grand expo and maximize participation on field trip day.

Trips to the colleges around NY, including Long Island's Nassau County are planned in conjunction with College Confident, to give the students their first real experience of college life and includes a hands-on approach to college preparation and readiness. College Confident is already an in-house program. Parents can also make appointments to see the college advisor to discuss their child's college and career preparation route, and feel free to get themselves some help and advise as they possibly make the transition and further their own career options.

In addition, this year we want to engage in a state organized convention, the NYS TESOL convention in Albany to gain deeper insight as to the best practices used with ELLs on a broader scale.

### 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: A parent orientation session is offered in addition to the initial orientation offered at enrollment, so all parents can come to hear of the programs in place for our ELL population. We began sharing our ELL program with all parents during our SBHS Family Curriculum Night on September 17, 2014. During this event all departments including ESL shared curriculum, pedagogy and expectations with students and families. In an attempt to continue and extend this dialogue with students and families, we have sent home surveys in their native languages to find out what areas of interest they have and need. Students are encouraged to invite their parents to attend classes on Saturdays for assistance with literacy skills in English and Spanish, computer skills, and to attend college

**Part D: Parental Engagement Activities**

preparation workshops throughout the year. Letters, phone calls and personal invitations will be included in our strategies to recruit parents for this initiative. They are also encouraged to join us when we take the students on trips such as college tours, art exhibits, and performance artists expos at BAM.

The college enrichment and college prep talks are given by our 12th grade counselor, Ms. Mazzola, and our Community Based Organization, College Confident (Ms. Enjolie Dubois), with translators available both in-house and by utilizing the service provided by the DOE, as needed. We notify parents through letters in their native languages, as well as speak with them (with translators as necessary) when they call or visit the school.

Parent workshops are proposed to be held one Thursday per month beginning in February, and will include topics such as:

Getting your Child College and Career Ready - Ms. Enjolie Dubois (College Confident)

Literacy Skills for Parents - Ms. Crichlow/Ms. Renner ( ESL certified Teachers and Title III participating teachers)

Forging Ahead in NYC schools - Ms. Sally Shipone (Parent Coordinator and Language Coordinator for our building)

Navigating Your Way Around Skedula and Pupil Path - Ms Sally Shipone - (Parent Coordinator)

Financial Counseling (with an emphasis on College financing) - Ms. Enjolie Dubois (College Confident).

**Part E: Budget**

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

Allocation Amount: \$34980

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

**Part E: Budget****FOR SCHOOLS NOT CONCEPTUALLY CONSOLIDATED ONLY.** Ensure that your Title III budget matches your Title III Plan.Allocation Amount: \$34980

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
curricula, instructional materials. • Must be clearly listed.		
Educational Software (Object Code 199)	\$	_____
Travel	\$	_____
Other	_____	_____
<b>TOTAL</b>	<b>\$34980.00</b>	<b>\$34980.00</b>

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

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

## Part I: School ELL Profile

### A. School Information [i](#)

District <b>22</b>	Borough <b>Brooklyn</b>	School Number <b>495</b>
School Name <b>Sheepshead Bay High School</b>		

### 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 <b>John O'Mahoney</b>	Assistant Principal <b>Maritza Soto</b>
Coach <b>type here</b>	Coach <b>type here</b>
ESL Teacher <b>Natalie Noble</b>	Guidance Counselor <b>Michael Botwinick</b>
Teacher/Subject Area <b>type here</b>	Parent <b>type here</b>
Teacher/Subject Area <b>type here</b>	Parent Coordinator <b>Salvatrice Shipone</b>
Related Service Provider <b>Nicole Callan</b>	Other <b>Laura Izzo (Special Education)</b>
Network Leader(Only if working with the LAP team) <b>type here</b>	Other <b>type here</b>

### C. Teacher Qualifications

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

Number of certified ESL teachers currently teaching in the ESL program.	<b>5</b>	Number of certified bilingual teachers <u>not</u> currently teaching in a bilingual program	<b>0</b>	Number of teachers who hold both content area and ESL certification	<b>2</b>
Number of certified bilingual teachers currently teaching in a bilingual program	<b>0</b>	Number of certified NLA/foreign language teachers	<b>6</b>	Number of teachers who hold both a bilingual extension and ESL certification	<b>0</b>
Number of certified ESL teachers <u>not</u> currently teaching in the ESL program	<b>0</b>	Number of teachers currently teaching a self-contained ESL class who hold both a common branch license and ESL certification	<b>0</b>	Number of special education teachers with bilingual extensions	<b>1</b>

### D. Student Demographics

Total number of students in school (Excluding Pre-K)	<b>1157</b>	Total number of ELLs	<b>313</b>	ELLs as share of total student population (%)	<b>27.05%</b>
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# Part II: ELL Demographics

## A. ELL Programs

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

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

This school offers (check all that apply):

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

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

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

## B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	3	Newcomers (ELLs receiving service 0-3 years)	1	ELL Students with Disabilities	27
SIFE	28	ELLs receiving service 4-6 years	53	Long-Term (completed 6+ years)	28

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										0
Dual Language										0
ESL	232	13	2	53	14	5	28	1	20	313

ELLs by Subgroups										
ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			Total	
All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD		
<b>Total</b>	<b>232</b>	<b>13</b>	<b>2</b>	<b>53</b>	<b>14</b>	<b>5</b>	<b>28</b>	<b>1</b>	<b>20</b>	<b>313</b>
Number of ELLs who have an alternate placement paraprofessional: <u>3</u>										

### C. Home Language Breakdown and ELL Programs

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

\*EP=English proficient student

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

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

**This Section for Dual Language Programs Only**

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

**Freestanding English as a Second Language**

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

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish										15	19	9	27	70
Chinese										1	8	3	14	26
Russian										1	8	5	13	27
Bengali										0	3	3	4	10
Urdu										1	11	3	11	26
Arabic										6	19	5	8	38
Haitian										6	18	20	37	81
French										0	0	0	4	4
Korean										0	0	0	0	0
Punjabi										0	0	0	1	1
Polish										0	0	0	0	0
Albanian										0	0	0	0	0
Other										3	12	3	12	30
<b>TOTAL</b>	<b>0</b>	<b>33</b>	<b>98</b>	<b>51</b>	<b>131</b>	<b>313</b>								

## Part III: Assessment Analysis

### Assessment Breakdown

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

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

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Beginner(B)										19	36	18	20	93
Intermediate(I)										10	37	29	56	132
Advanced (A)										4	22	17	45	88
Total	<b>0</b>	<b>33</b>	<b>95</b>	<b>64</b>	<b>121</b>	<b>313</b>								

**NYSESLAT Modality Analysis**

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

**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	172		32	
Integrated Algebra	156		66	
Geometry	68		34	
Algebra 2/Trigonometry	4		2	
Math _____				
Biology				
Chemistry	18		8	
Earth Science	37		8	
Living Environment	236		32	
Physics	1		1	
Global History and Geography				
US History and Government				
Foreign Language	129		106	
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)	2	8	10	12				
Chinese Reading Test	7	5	5	5				

**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.  
Our school employs a variety of assessments for early literacy skills of ELLs. All our teachers assess writing using the Six Traits writing framework. Newcomers to the country are given the Lab-R and if necessary the ALL-D (Spanish) to determine their language and literacy levels. We also give a Chinese test on a smaller scale to determine which Chinese level they fall under in preparation for the

Chinese Reading Test in the spring term. If the student has come from an American junior high school, we use the 8th grade assessments and give the students a 9th grade diagnostic from our EPO (Gates MacGinity) or the Acuity test or the Periodic Assessment. We tend to give the teacher the option to use whichever assessment they decide, but ensure that our school invests into assessments that provide reliable and informative data. In addition we administered the Baseline Assessment in English, Math, Social Studies and Science this year to have an even clearer assessment tool from which to launch our intervention approach. We compare the results from the assessments with the work the students are giving the teachers to drive instruction and also to program the students appropriately.

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

The data from this year's assessment shows that our students are often low performing overall, but especially in reading comprehension and writing skills. With regards to the Lab-R, our students score mainly on the Beginner Level and are also overaged, or almost overaged.

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](#))

Our school tends to program our ELL students primarily based on NYSESLAT scores for their English requirements. The tendency also, is to do heterogeneous grouping for the other classes, so students can learn from their peers who are native Americans or former ELLs. They are allowed to merge for these classes so their weaknesses can be overcome and strengthened by the efficiency of the stronger English population.

4. For each program, answer the following:

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

The results of the periodic assessments, NYSESLAT, and initial reading surveys have shown us that our students have made incremental advances in reading comprehension, yet they still struggle with writing skills in English. These deficiencies have led to lower scores on regents examinations that require written explanations, such as essays and short answers. To combat the literacy issues, particularly in writing, we are adding more writing exercises and the teaching of writing skills, to the current ESL curriculum and to the after school and Saturday programs.

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

N/A:

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

In order to accommodate these weaknesses, the teachers are using a program called "Strategic Reading", a balanced literacy program, as well as incorporating independent leveled reading, journaling, and literacy skills. Students are taught in the second language by far in our school and all opportunities for full immersion are afforded each student.

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?

N/A

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

The evidence of success comes through success on the NYSESLAT, native language regents, and content area regents exams. Our students frequently excel on their native language exams, and also are successful on regents they take after having guided instruction. Last year, more ELL students took and passed the regents exams (71% in algebra compared to 41% the previous year; 55% in ELA compared to 45% last year). The students' success was further shown when 47 of our ELLs scored proficient on the NYSESLAT, meeting our AYP targeted goal in 2013.

## 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](#).)  
When students are enrolled, the parents/guardians meet with a team consisting of a guidance counselor, parent coordinator, admissions secretary, and a New York State licensed ESL teacher. If the parents/guardians do not speak English, a translator also attends the meeting. Here the parents/guardians are given the Home Language Identification Survey (HLIS). If the student is present, an interview is conducted with the student to determine his/her level of English. Upon learning the students are ELLs, the LAB-R is administered, if needed, by a New York State certified ESL teacher. Based on this data, the parents/ guardians work with the team to choose the best course of study for the student.
2. What structures are in place at your school to ensure that parents understand all three program choices (Transitional Bilingual, Dual Language, Freestanding ESL)? Please describe the process, outreach plan, and timelines.  
The three program choices are explained to the parents and the ELL Parent Information DVD is shown to them. Interpreters are made available to ensure the parents understand their choices and what is available to them. The parents are asked to choose the method of instruction they would prefer for their children. If the parents choose something we do not offer, we note it and explain what we can offer to them at this time and also advise them of another school that may offer what their preference is, allowing the parents to make the final choice in education for their child. We do keep account of the parents' selections and monitor when the time approaches to create a different program, usually a bilingual program. Upon the new student's arrival for his/her first day of classes, assigned a "buddy" to help the student familiarize him/herself with the school.
3. Describe how your school ensures that entitlement letters are distributed and Parent Survey and Program Selection forms are returned, and secured/stored. (If a form is not returned, the default program for ELLs is Transitional Bilingual Education as per CR Part 154 [\[see tool kit\]](#).)  
The students receive entitlement letters after every assessment (Lab-R; NYSESLAT) . Letters are generated by the ELL Coordinator. The letter indicates whether the child has scored into the ESL service offerings, will continue to receive services, or is no longer entitled to services. These letters are sent home through the mail and also backpacked, in the parent/guardian's native language and in English. Our school's address and phone number are clearly printed on the letters, in the event the parents/guardians need to contact us. We then proceed with programming the student.
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.  
Parents/guardians are notified of Academic Intervention Services via letters and phone calls given by speakers of the native languages we service. Parents/guardians are also invited to come to school to meet with counselors, the parent coordinator, and the teachers whenever they would like to find out how their children are progressing academically and socially. Interpreters of most of the languages we house are available on site to assist the parents in communicating with the staff. Additionally, we send a survey home with the students in their native languages to determine what their parents' needs are. Saturday enrichment classes are offered for parents to improve their literacy and speaking skills in English, as well as computer skills, and, if necessary, information about citizenship. Parents can also come to the school for assistance in filling out forms such as the parent survey, free lunch eligibility forms, and any other administrative paperwork, whether personal or related to the DOE.
5. Describe the steps taken to administer all sections of the New York State English as a Second Language Achievement Test (NYSESLAT) to all ELLs each year.  
The RLER (students eligible for NYSESLAT) is downloaded from the system, and used as a Master list each year. The list is reproduced four times and assigned a modality of the exam. Each modality is completed over two days in succession and all exams are stored securely. The students do the exam in their assigned ESL class and all teachers are proctors of the exam. The exam is completed in the order of Speaking, Listening, Reading then writing. At the end, during the make up days, all four lists are merged and students are flagged at scanning , then escorted to the 'suspension room' to complete all missing parts of the test. All exam routines are strictly adhered to and answer documents are submitted to the Scan center on a timely basis as per the schedule distributed. Question papers (nonscorable) materials are shipped back to Pearson as per standard directions.
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.   
Students are enrolled in ESL or bilingual classes based on parent choice on the HLIS, the student's score on the Lab-R, past transcripts, and the initial interview we have with the student. Interpreters are available to ensure the parents/guardians and student are aware of their options. Once the student is in school, we communicate with the family in many ways, including phone calls (through interpreters when necessary), letters in their native languages, and face to face meetings with teachers, guidance

counselors, the parent coordinator, and an interpreter.

Based on the parent selections, we had created and maintained bilingual programs in Spanish and Haitian/Creole up to our most recent academic year 2012-13. In areas where parents selected bilingual and we do not have a full bilingual program, we offer the students advisories and native language arts classes with licensed pedagogues who either had bilingual extension licenses or who are native language speakers. This was the case in Arabic, Chinese, Russian, and Urdu. The reason we no longer offer bilingual programs in all these languages is because we do not have licensed teachers in these languages, however, we make every attempt to find licensed teachers in these high-demand language areas. Additionally, our numbers requesting bilingual education dropped significantly with graduation and the current parents of our institution had fewer and fewer requests for bilingual education. However, in an effort to assist the students who are new to our school and this country, we always buddy the new students with like-languaged Advanced or former ELLs to help them transition in language, socialization, and academics.

## Part V: ELL Programming

### A. Programming and Scheduling Information

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

Instruction is delivered in English by both the ELA and ESL teachers through a balanced literacy and the Common Core Standards approach. Through the workshop model, teachers are encouraged to offer direct instruction through modeling, conferring, accountable talk and grouping.

English Language Learners (Beginners, Intermediate and Advanced proficiencies) follow a departmentalized schedule, and receive instruction from content specialists, some of whom are fluent in a second language. ESL strategies and methodologies are infused into the content instruction, and teachers work to facilitate the acquisition of academic (Tier III) vocabulary. The Beginner and Intermediate groups are ungraded but homogenous in respect to proficiency level, but the Advanced group is homogenous to grade and proficiency level for their mandated ESL minutes. esl Mandated minutes are self contained, while content area classes are collaborative.
2. How does the organization of your staff ensure that the mandated number of instructional minutes is provided according to

proficiency levels in each program model (TBE, Dual Language, ESL)?

- a. How are explicit ESL, ELA, and NLA instructional minutes delivered in each program model as per CR Part 154 (see table below)?

Our ESL and foreign language teachers are a part of the English department and meet daily in teacher teams to stnchronize their teaching strategies. In areas where bilingually certified teachers are not available in the content areas, teachers of other content, who are native speakers, push in to work with students in their native language.

Because our school is a high school, we do not always have the ability to program our students based on grade level and proficiency level, hence, the combination of homogeneous and heterogeneous classes on the Beginner and intermediate levels. Our beginner level students receive two periods of ESL instruction (blocked) plus one period of English instruction for ESL (94 minutes + 47 minutes) daily, for a total of 705 instructional minutes per week. We currently have two groups of beginner classes having three periods of instruction each day - one group at the State evaluated beginner level and one group at the low-beginning level of ESL. We currently have two classes of L3 (low-intermediate) and three classes of L5 (high-intermediate) which meet for a blocked double period (94 minutes per day) for a total of 470 minutes per week. The double period includes their mandated ESL instruction and their required English credit. We have a total of three advanced level classes for students- The advanced classes each meet for one period per day (47 minutes) for a total of 235 minutes of ESL instruction per week. Each advanced level student is also in the appropriate mainstream English or Special Education English class for his/her grade level. Although the English/ESL classes are not "team teaching" classes, the English grade team teachers and the ESL teachers for the Advanced group (Ms. Hemmings-Noble and Ms. Renner) work closely to plan and coordinate their lessons. Although the beginner and intermediate ESL classes will have students from various grade levels, the mainstream content area classes are grade appropriate. Native language evaluation is completed in the foreign language arts classes through the students' reading comprehension, written and oral communication skills, and their ability to speak the language correctly and eloquently. Students are encouraged to take the LOTE regents when they are ready. Most of our students do extremely well, scoring well over 75% on these exams.

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

Content Assessments are differentiated and modeled from items in the NYSESLAT and Regents exams throughout the year. Students also have access to Native Language State tests. Student glossaries and dictionaries are made available throughout the year. Students are partnered with a student who is fluent in the same native language, but more fluent in English. Students have multiple opportunities to write sustained pieces and receive immediate instructive and constructive feedback. Students engage in multiple conferring opportunities with ESL teachers and also with teachers who may speak a second language. We have incorporated the accessibility of word-for-word translated dictionaries to be available in all classes, and not just for the Regents exams. In the most recent past, we, in some cases, such as Arabic, Russian, and Urdu, we have had advisory periods with native language teachers. Currently as staffing and scheduling allows, native language teachers will push in to some classes (i.e., social studies, math), with a content teacher. The Chinese-speaking students are also offered an advisory/regents review with our Chinese-speaking paraprofessional, who holds teaching certification as well, to help them get ready for the regents.

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

All native Spanish and Chinese students are assessed in the Spanish Reading and Chinese Reading tests each year, whether we have a bilingual program in place or not. The mandates of administration are adhered to strictly, including the make up dates to encourage as many to sit for the test. Additionally all available LOTE exams are offered inhouse or at a close loction as indicated by the city. That is the way we ensure that our students are not allowed to lose contact with their native language as they transition into the target language. Because we are more concerned with each student's language level than grade level, many of our classes are homogeneous based on proficiency level. In content area classes, we try to program beginner students so that a native language teacher pushes in to assist with translation and instruction.
5. How do you ensure that ELLs are appropriately evaluated in all four modalities of English acquisition throughout the year?

Support materials are geared to enhance background knowledge and deepen reading comprehension. Teachers target small group instruction as indicated on the NYS ELA exams and zero in on targeted areas through the item-skills analysis. Students writing is driven by data from our benchmark and baseline assessments. Students are given multiple opportunities to engage in performance tasks through exposure to vocabulary instruction, visual cues, biographies, non-fiction texts and argumentative essays. Reading and Writing is supported by visual artifacts.
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).

Our SIFE students are offered a variety of programs to help them to achieve academically and socially. For example, we provide after school and Saturday tutoring programs for the students and their parents, as needed, in all subject areas, as well as in general communication skills. We are encouraging the use of technology with the students by bringing in Kindles, iPads, and laptops for the students. We take the SIFE students on trips to improve their understanding of culture and give them opportunities for experiential learning. We provide classroom libraries in each of the ESL classrooms, including bilingual dictionaries for the students. For most languages, we offer native language support, if not by the instructors, then by a peer tutor or side buddy. All ELLs are given a combination of ESL and mainstream classes. For beginner ELLs, we encourage native English speaking students to pair with the ELL students to show them around the school and serve as a “friendly face” around the building. The peer tutors often come to the students’ ESL classes to assist them and answer their questions, whenever possible. We also take the beginners on several trips and invite them to share their experiences with others. The students in the ESL classes who have been here at least a year and are preparing to take the ELA Regent are also programmed for a double period ERL/Regents Prep, where the licensed ELA teacher prepares the students for the ELA Regent by infusing content specific material and the ESL teacher works with the students using ESL methodology. This is true for all ELL students-SIFE, ESL and bilingual.

We provide several web based programs to help the students master the subjects while earning the credits they are missing for graduation. These include Destination Math, Achieve 3000, Method Test Prep, Castle Learning and Apex. These programs have been helpful for our students who need the extra help in completing their credits. Apex has been particularly successful for our students who are older and have outside responsibilities such as work or family obligations. It enables the students who need to make up credits and prepare for regents exams.

Students who have been ELLs for 4-6 years are programmed according to their level based on the NYSESLAT and other assessments. Students who have been ELLs for 4-6 years often excel in speaking, however, their competency in writing, reading, and sometimes listening is low. In those cases, we program the student for Castle Learning / Achieve 3000, which allows the students to have frequent writing prompts, combined with building their reading comprehension skills, and the listening component is also covered. Their content classes are scheduled based on their level as well as their requirements for graduation, as best as we can accommodate them. For example, the student may be in Earth Science with a native language push in. When that is not possible, we try to provide a native language peer tutor to assist the students in their academic success. Students who are long term ELLs are also given assessments to determine their strengths and weaknesses. Based on this information, we treat the ELLs who have been here longer than 6 years similar to those who have been here 4-6 years. We encourage after school and Saturday tutoring in all subject areas, and focus our efforts on reading comprehension and writing skills across the content areas.:

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?

In order to support content area instruction, and to align with the Common Core Curriculum Standards, ESL teachers have been emphasizing non-fiction and real life examples in their lessons. The reading and listening assignments are often historic or scientific in content. Because the ESL classes are heterogeneous in grade level, it usually not possible to focus on just one content focus area (living environment, global history), therefore, the teachers incorporate current events articles and leveled reading assignments from Achieve 3000 in their lessons.

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?

Our school has purchased a program called Skedula, that enables teachers to immediately see if a student has an IEP and to read the mandates goals as prescribed by the IEP. Many of our special education students are long term ELLs, not because of a language deficiency, but other limitations as their IEPs indicate. Depending on the students' modifications, they may be in Integrated Team Teaching classes. Due to budgetary restrictions and our population, we do not have any self contained ESL or bilingual ICT classes in a content area, however, the special education teacher works with the content area teacher and ESL or bilingual teachers to create modifications in the subject area, along with an alternative placement paraprofessional. This may include summaries of the material, visual aids and graphic organizers, and bilingual dictionaries and glossaries. The alternative placement paraprofessional is a native language speaker who travels with the student and offers support in language acquisition, academic, physical, and social needs of the student. Additionally, the special education guidance counselors and the school psychologist, work with Mrs. Hemmings-Noble to review the students' programs and their particular needs (self contained, ICT, etc.), to ensure the students are in the appropriate classes with the correct modifications to achieve their IEP goals and meet New York State ESL mandated instruction. At this time, we have three special education students whose IEPs mandate bilingual instruction. All three students are Spanish speaking, and are enrolled in classes with Ms. Velarde, our dual licensed Spanish and special education teacher with a bilingual extension in Spanish. For the classes that are not bilingual Spanish, the students, travel with alternative placement paraprofessionals who assist the students with translation and in class academic support. Because all of our school's classes are scheduled throughout the building, our special education students are always amongst their peers who are not disabled.

**Courses Taught in Languages Other than English **

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

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

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

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

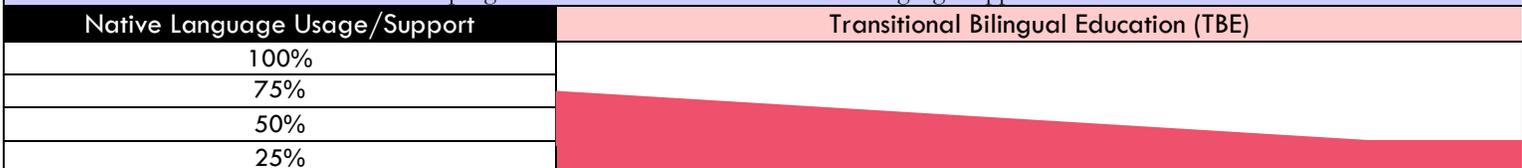
	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
<b>FOR TBE /DL PROGRAMS:</b> Native Language Arts	45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

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

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

**Native Language Usage and Supports**

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



	Dual Language			
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.
- Learning centers will be established in each content area classroom. Teachers will devise a plan of instruction after analysing the data for short term and long term goals. Teachers will provide small group instruction to support the diverse learning needs of ELLs. Our Intermediate and Beginner students will work with Pearson support staff on additional writing strategies to improve the expressive domains and exceed the core requirements of levels of proficiency as measured by the NYSESLAT. Teachers will share effective instructional strategies throughout the building through professional development opportunities. ELL students will be specifically grouped for instruction during the 37 1/2 minutes of extended day. Science, Math and ELA teachers will use KAPLAN and Castle Learning Method test prep material as well as teacher-created material for bolstering the scores of ELLs.
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 strategic coupling of the ELA and Advanced English classes have proven successful as our statistics have shown some improvement in our ELA scores for ELLs. The typical score for ELLs on the ELA regents were popular single digits or low double digits. Scores have drastically improved to the mid 50s and 60s for our current ELL population. We currently have three students sitting in Advanced ESL classes that have scored above 75% on the English Regents exams, but not scored proficient on the NYSESLAT.
11. What new programs or improvements will be considered for the upcoming school year?
- We plan to differentiate in a more overt way across content areas, by examining students data, and planning instruction according to the needs of each student, as expressed by the data. Teachers will establish a data plan of long and short term goals. Teachers will take their learning to a deeper and more personal level with the data available for ELLs. School wide professional development focused on ELLs strategies will be offered.
12. What programs/services for ELLs will be discontinued and why?
- Because of parent selection, the phase out model, the difficulty to source certified staff, and budgetary constraints, bilingual classes (Creole and Spanish), will be discontinued. All students will receive ESL instruction only. If the need arises in the future, supported by the numbers, we will reopen advisory classes with the plan to eventually revisit the bilingual program offering in our school.
13. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
- ELLs participate in after school productions, extended day, extra curricular activities, bands, team activities, intra mural sports, and all activities of the school without discrimination or acknowledgment. They blend into all activities of the school.
14. What instructional materials, including technology, are used to support ELLs (include content area as well as language materials; list ELL subgroups if necessary)?
- When a student enters the school, his/her transcript is reviewed so we may determine what credits the student has earned and place the student in the appropriate classes. Students are given assessments in reading and math, either in class or along with the LAB-R if the ESL teacher feels it is necessary. If a student proves to be deficient in math skills, he/she is enrolled in Destination Math. If the student is deficient in reading comprehension in English, the student is enrolled in a beginner-level ESL class, with an advisory or native language arts class for enrichment if one is available. We also team the student up with another student who is advanced or a former ELL to serve as his/her buddy during the initial transition into an American high school. We encourage the students to attend after school and Saturday content-area tutoring to better improve their skills. After school and Saturday tutoring is available in science, math, social studies, literacy, and computer skills. Content teachers work with the students, and native language speakers who are also staff push in to the tutoring sessions as necessary for the students.
- Additionally, we offer several interventions for our students. They include:
- Achieve 3000
  - Destination Math
  - Teen Tribune
  - Castle Learning
  - Apex
  - Method test prep
  - Kaplan
  - Pearson Argumentative Writing series
  - Literacy Navigator
  - Native Son/The Kite Runner/ The Stranger/MacBeth
  - Peer mediation (translation available)
  - Counseling in Schools (used for students with high absenteeism-translation available)

Counsel for Unity (translation available)

Peer tutoring (various languages)

After school and Saturday tutoring (Spanish, Arabic, Urdu, French, Russian, Chinese)

Transitional advisory tutoring language classes in Chinese and Russian

We often have teachers, paraprofessionals, and advanced or former ELLs available to assist the students in their native languages as an additional AIS.

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

We do not currently have any other model but ESL. We have licensed teachers who are native language speakers and may have bilingual extensions, who are either the teacher assigned to the class or the native language teacher who pushes in. For example, we have a licensed social studies teacher who has a bilingual extension in Haitian Creole native language arts, (Mr. Laventure). Mr. Laventure teaches his social studies classes, and pushes in for Haitian Creole speaking students who need his assistance in social studies or any other class for that matter. In science, where we do not have a licensed Haitian Creole instructor, a native language teacher who speaks Haitian Creole and is a licensed pedagogue, pushes into content area classes to assist in the lesson. The delivery of the bilingual instruction is done in a combination of oral and written instruction, coupled with side by side assistance and after school and Saturday tutoring, and ESL strategies.

Native language evaluation is completed in the foreign language arts classes through the students' reading comprehension, written and oral communication skills, and their ability to speak the language correctly and eloquently. Students are encouraged to take the LOTE or Foreign Language regents when they are ready. Most of our students do extremely well, scoring well over 75% on the exams.

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

The related services providers sit and evaluate their students and include the ESL teacher in their decision making. Each IEP meeting includes an ESL teacher if the student is an ELL. They are an active part of the conversation both in determining the next steps for the student as well as the appropriate interventions deemed necessary at whatever point of their school career.

As a team, we have the SWD and ELL Coordinator look at the students to determine if eligible to be 'decertified' from ESL services via the ELAND, but as of now there has been no directive as to the way forward. The benefit though, was that the process sparked meaningful conversation on each student needing related services support on a much deeper level.

17. Describe activities in your school that assist newly enrolled ELL students before the beginning of the school year. Please include activities for new ELLs who enroll throughout the school year.

ELLs who are incoming 9th graders and newly arrived students are encouraged to sign up for summer school. During the summer of 2011, we offered classes for beginners and low intermediate students and high intermediate and advanced students. This is usually funded through the Title III Summer Enrichment Grant. The lower level class focused on language acquisition, culture, and listening skills; the advanced class focused on reading comprehension and writing skills, as well as computer training. All students are invited to participate in trips to colleges, guest speakers, and a performance artist who comes in to show the students musical instruments from around the world. The students are able to play the instruments and are shown folk dances from Africa. Students are then encouraged to attend the Freshmen Orientation that takes place the week before school begins.

18. What language electives are offered to ELLs?

All students, ELL, SIFE, or otherwise, are entitled to take any of the foreign language classes at our school. They include Spanish, French officially and the LOTE exams are offered in Russian, Chinese, Arabic, Bengali, and Urdu. Although they are offered, most of our English speaking students take Spanish and French. Foreign born students opt for the LOTE exam and the research paper to complete their foreign language requirement.

19. For schools with dual language programs:

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

N/A

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

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

Teachers and administrators attend several professional development sessions. We have in-house PD for teachers of SIFE, explaining the differences between SIFE students and other students; we also offer in-house training in programs such as how to incorporate Castle Learning, Destination Math, iPad, Smartboard, and Kindle use in the classrooms. Teachers from different content areas are trained by Pearson regarding how to support ELLs in their classroom. Three teachers attended the ELL Institute training through OELL and will now turnkey the information with their departments. Teachers of ELLs are required to attend professional development for 7.5 hours per year. They may attend these PD sessions onsite or offsite. All are asked to turnkey and share what they have learned with their colleagues.

This past year, our school was partnered with Diplomas Now. Their focus was the 9th grade academy. All teachers of 9th graders have attended workshops in assisting students during their transition from middle school to high school. All teachers have also been trained in Restorative Justice, a program to help encourage open dialogue between students who are having difficulties with each other. Diplomas Now is no longer in our school this year, but we have seen the effects of that partnership transferred to the rest of the school at large.

The majority of our staff works with ELLs and former ELLs, simply because of the large population of ELLs in our building. As a school, we recognize every student's challenges with literacy in some capacity. As a result, we have appointed lead teachers in each of the content areas who will work with the staff to better accommodate the needs of all of our students. A team of four teachers (Dr. Clarke, math; Ms. Crichlow, Spanish; and Ms. Hemmings-Noble (ELL Coordinator), are attending the ELL Institute offered by OELL on Saturdays, from October to March to specifically address the needs of the ELL students, academically, socially, and emotionally. The team will share this information with the lead teachers to assist in the professional development for each department. The Guidance counselors and the parent coordinator also attend workshops that address the needs the students. These workshops and professional development sessions are usually offered through the Office of English Language Learners, our Network, and in school through guest speakers. Paraprofessionals are given full day professional development a minimum of three times per year, as well as in meetings through the Special Education Department. Paraprofessionals may also be invited to meetings with special education and content area teachers and with the students' guidance counselors. Furthermore, because of our large current and former ELL population, all staff are given the opportunity to select the professional development sessions that would work best for their needs. Lately, our foci have been technology in the classroom and improving literacy skills, particularly in writing. Teachers are encouraged to attend workshops that are offered after school, Saturdays, and at alternate locations. All PD sessions attended by faculty are turn-keyed for their departments and other ELL staff, and enrichment is offered through the lead teachers and administrators. The payroll secretary, as well as each department supervisor, keeps track of the off site professional development sessions the staff attends. The department supervisors also keep track of the on site professional development with copies of the different agendas and sign in sheets for the sessions.

When a student transitions from ELL to mainstream, the student changes guidance counselors. Because our school has created academies that the students apply to, the guidance counselor is specific to the academy. The exception to this is our special education guidance counselor; if the ELL is also a special education student, his/her counselor remains the same. Our ESL counselors review the students' profiles with the academy counselors to help the student and the new counselor transition to the new arrangement. Guidance counselors attend team meetings with their assistant principal, meet with department assistant principals, and work with ESL and content teachers, as well as attend professional development sessions off site

## 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?

Back to school nights

Orientation for ESL programs

High School night offered with translation options

Monthly calendar/newsletter

Online grade reporting system (Pupil Path)

Volunteering activities such as chaperoning on school trips

PTA meetings with translation services available

Parents are members of our School Leadership Team, Parent-Teacher Association, Football Parents Association, cultural and food festivals, and volunteer to work with our Parent Coordinator as chaperones for school trips or during pre-regents calling banks. The SLT meets monthly and is comprised of teachers, administrators, guidance counselors, paraprofessionals, the parent coordinator, students, and parents. The SLT assists in creating the CEP for the school year, as well as addressing issues that the school must address, (budgetary, curricular, social, etc.) . The PTA meets monthly and discusses various outreach and fundraisers they can offer for the school. The Football PA assists the football coaches and team by selling concessions at the home games, helping with uniform maintenance, and planning the homecoming celebration each year. For the past several years, the students have presented cultural festivals, including food and music, and fashion shows. The families of the students assisted in the set up, cooking, sewing, and set design. Ms. Shipone, the Parent Coordinator, reaches out to parents to assist throughout the year with the aforementioned projects. We further encourage parent involvement in our school by employing translation services for correspondences to the parents, in writing and via telephone. Letters in English and native languages are sent reminding families of upcoming events, including state exams. Because we have translation services available, whenever parents or guardians visit the school, they are able to communicate with the parent coordinator, teachers, and guidance counselors. Throughout the school year, we present cultural events that families of the students attend. We also encourage our parents to contact the Office of English Language Learners for needs beyond what our school can offer them. Our Haitian students and parents have a strong presence in Le Flamboyant - cultural community based organization that helps to cater to the socio-economic needs of our Haitian population upon their arrival in NYC.

Because of our frequent contact with the parents, we are able to determine what their needs are. We interview the parents about their needs, as well as send home surveys in their native languages. The surveys are created in house, and are based upon what we have heard are the needs from more involved parents. However, we still face the challenge of having ELL parents participate regularly. We will continue to invite parents to after school and Saturday enrichment classes in literacy, computer skills, and visit the local library with us. We also encourage the parents to attend any trips that we sponsor to cultural events.

## 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.

Even though we are a phase out school in the first year of this model, it is to be noted that a change of supervisor this past school year brought fresh eyes and insight to the development and delivery of instruction. What this supervisor is deficient of in terms of knowledge of mandates, is being compensated by energetic planning and examination of data through fresh eyes throughout the 2013-2014 school year.

## **Part VI: LAP Assurances**

School Name: Sheepshead Bay High School

School DBN: 22K495

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Jonh P. O'Mahoney	Principal		11/14/13
Maritza Soto	Assistant Principal		11/14/13
Salvatrice Shipone	Parent Coordinator		11/14/13
Natalie Hemmings-Noble	ESL Teacher		11/14/13
	Parent		
	Teacher/Subject Area		
	Teacher/Subject Area		
	Coach		
	Coach		
Michael Botwinick	Guidance Counselor		11/14/13
	Network Leader		
Nicole Callan	Other <u>Related Service Prov</u>		11/14/13
Laura Izzo	Other <u>Special Education</u>		11/14/13
	Other _____		
	Other _____		

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

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

DBN: 22K495 School Name: SHEEPSHEAD BAY HIGH SCHOOL

Cluster: 06 Network: 610

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

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

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

Data yielded from surveys conducted at the Orientation meeting and Home Language Surveys, along with notices and phone messages communicated to parents are delivered in the Parents' Native Languages. As far as is possible we provide both the parents' native language version, as well as the English translated version. Haitian creole students are given the preference as to whether they want the Haitian Creole version or the French version. Our studnets have requested a preference for Slovak and Uzbek, but the Russian is all that we have currently to offer. Our teacher resource team fills the gap where there is a deficiency as of now.

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.

During Parent teacher conferences, back to school night, high school nights, college fairs held at the school, homecoming rallies, culture evenings, and other events, parents and volunteers provide translation and interpretation services. Teachers and paraprofessionals in our school community are bilingual in key languages such as Greek, Spanish, Russian, Arabic, Chinese, Haitian Creole, French and Mandarin.

## Part B: Strategies and Activities

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

Translation services will be provided by the DOE Translation Unit, staff members, and parent volunteers. Translated flyers or letters will be distributed along side the English version.

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 is provided in-house. It is provided by school staff and parent volunteers, as well as mature Former ELLs. In addition, Oral Interpretation services may be provided by the translation and Interpretation Unit of the DOE.

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>.

Visible signs are posted strategically at the entrance to the building, near the Principal's office and also near to, as well as in the Parent Coordinator's office. Lists of staff members and students available for translation per period are kept in the main office by the enrollment secretary, and by the ELL Coordinator as well as the Parent coordinator. Staff members are made fully aware of the services that are available both internally and at the DOE Translation and Interpretation Unit.