



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

**DRAFT – PENDING NYSED APPROVAL**

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

**17K528**

**School Name:**

**THE HIGH SCHOOL FOR GLOBAL CITIZENSHIP**

**Principal:**

**MICHELLE ROCHON**

## School Comprehensive Educational Plan (SCEP) Outline

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**Section 1: School Information Page**

**School Information**

School Name: The High School for Global Citizenship School Number (DBN): 17K528  
School Level: High School Grades Served: 9-12  
School Address: 883 Classon Ave  
Phone Number: 718-230-6300 Fax: 718-230-6301  
School Contact Person: Marsha Gordon Email Address: Mgordon11@schools.nyc.gov  
Principal: Michelle Rochon  
UFT Chapter Leader: Jeremy Bucaria  
Parents' Association President: Malcolm Hayes  
School Leadership Team  
Chairperson: Kabeya Mbuyi  
Student Representative(s): Sabon Johnson, Shavonne Campbell

**District Information**

District: 17K528 Superintendent: Michael Prayor  
Superintendent's Office Address: 6565 Flatlands Ave., Rm 112 Brooklyn NY 11221  
Superintendent's Email Address: mprayor@schools.nyc.gov  
Phone Number: 718-968-4100 Fax: \_\_\_\_\_

**Cluster and Network Information**

Cluster Number: 6 Cluster Leader: Jose Ruiz  
Network Number: 603 Network Leader: Lawrence Pendergast

## 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)
Michelle Rochon	*Principal or Designee	
Jeremy Bucaria	*UFT Chapter Leader or Designee	
Malcolm Hayes	*PA/PTA President or Designated Co-President	
Ebony Southward	DC 37 Representative, if applicable	
Shavonne Campbell and Sabon Johnson	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
Kevin Murungi and Alex Lord	CBO Representative, if applicable	
Kabeya Mbuyi	CSA	
Princess Francois	UFT	
Michelle Gaul	PA	
Joselyn Alexander	PA	
	Member/	

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

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

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

#### The Capacity Framework and SCEP Development

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



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

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

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

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

and administrators value each other.

## Accountability Tools and the Capacity Framework

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

### NYSED’s Six DTSDE Tenets

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

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

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### NYCDOE’s Quality Review (QR)

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

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

### Next Steps for SCEP Development

School Leadership Teams should engage in the following steps:

- **Step 1:** Conduct a comprehensive needs assessment informed by the school’s updated NYSED accountability status and most current quantitative and qualitative data. Prioritize areas of focus for this school year.
- **Step 2:** For schools that received an Integrated Intervention Team (IIT) School Review Report, enter the HEDI rating for each assessed Statement of Practice (SOP) in Part 1A of the needs assessment. For schools that did not undergo an IIT review, refer to the major findings/recommendations from your Quality Review (QR) or Alternative QR (AQR), and other qualitative and quantitative data, to self-rate your school for each SOP in Part 1 of the Needs Assessment.
- **Step 3:** Revisit your school’s Initial Goals and Budget Alignment Form (IGBAF) and modify your goals, as needed, to align with the Capacity Framework. Ensure the annual goals are SMART – Specific, Measurable, Achievable, Relevant, and Time-bound.
- **Step 4:** Build consensus around strategies, activities, and programs to address students’ needs in each action plan. Create action plans that translate into observable, effective strategies to improve

student achievement.

- **Step 5:** Update your school's AIS section. All Title I schools update the Parent Involvement Policy (PIP) and School-Parent Compact (SPC).
- **Step 6:** Establish a process for engaging in progress monitoring throughout the school year as part of an overall cycle of continuous improvement planning to assess whether strategies and activities outlined in the action plans are resulting in improved student performance. Adjust practices, when necessary.

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

## Section 4: SCEP Overview

Develop a narrative summary that includes:

- Contextual information about your school's community and its unique/important characteristics, including your school's mission statement and a description of strategic collaborations/ partnerships and/or special initiatives being implemented.
- School strengths, accomplishments, and challenges.
- The DTSDE Tenet(s) in which your school made the most growth during the previous year and the key areas of focus for this school year.

### **THE HIGH SCHOOL FOR GLOBAL CITIZENSHIP**

Located in the Prospect Heights area of Brooklyn, the High School for Global Citizenship is a small school with a big vision. Our motto is "Bridging the gap between the classroom and the world."

#### **MISSION STATEMENT**

The High School for Global Citizenship is a community of active learners and problem solvers who are engaged participants in a multidisciplinary and experiential approach to learning both in and outside of the classroom. Our school is committed to both academic achievement at the highest standards and to the promotion of diversity, justice, human rights, and the democratic process.

#### **WHAT IS GLOBAL CITIZENSHIP?**

Global Citizenship describes individuals who share an awareness of and a concern for the health and well-being of humanity and our planet. Global Citizens recognize that certain current issues and problems require global attention and action.

#### **5 TENETS OF GLOBAL CITIZENSHIP**

These priorities include the promotion of:

- PEACE – the non-violent resolution of conflict;
- JUSTICE– the guarantee of a standard of living above poverty and basic human rights for all;
- SUSTAINABILITY – the responsible development and protection of our natural environment and resources;
- DIVERSITY – tolerance of and respect for differences across humanity; and,
- DEMOCRATIC PARTICIPATION – the right to participate and express an opinion in one's government and political process.

#### **GLOBAL CITIZENS**

- Recognize that these goals have not yet been universally achieved in today's world.
- Understand the connections between their local actions and experiences and what is happening in the rest of the world.
- Use this awareness and understanding to effect positive change in the world.

#### **OUR STUDENTS WILL**

- Develop skills and attitudes necessary for success in college and in the 21st century economy, including constant and active learning, effective communication, problem-solving skills, and effort/perseverance.
- Acquire specific content knowledge and skills, will be able to meet New York State Commencement Learning Standards and requirements for graduation, and will demonstrate academic readiness for competitive colleges/universities.
- Gain a heightened awareness of current issues facing our global community and will develop a global perspective (which includes a foundation of knowledge about global conditions and events, empathy/concern for condition of others, and recognition of their power to effect positive change in the world).

## **HSGC ACHIEVES ITS MISSION BY**

- Creating a school culture based on high expectations for student learning and behavior;
- Designing our curriculum and core learning experiences around problems and questions;
- Making the curriculum interdisciplinary, interconnected, and focused on global issues;
- Providing opportunities for students to learn and experience their learning inside and outside the classroom;
- Offering multiple layers of support to our students

## **THREE GUIDING PRINCIPLES of HSGC**

- **ONE MIC:** One person speaks at a time. Give full attention to the speaker. Listen actively and wait patiently to speak.
- **SAFE SPACE:** Help create a space in which everyone feels comfortable sharing ideas. Show respect by honoring everyone's physical and mental space.
- **PARTICIPATION:** Actively engage in all activities. Get involved by bringing a positive attitude, open mind, focused listening and critical ideas to class.

## **PARTNERSHIPS**

We have several strategic partnerships that help us to achieve our mission. Please see a detailed list at <http://www.hs-gc.org/#!/partnerships/c1tjb> . Our leading partner is Global Kids.

## **WHAT WE OFFER**

### **College and Career Readiness**

- College Advisory classes for all grades to guide students through each step of the college application process
- College/career centered school-wide events: Career Day, College Rush Week, College Pride Days, SAT Registration Drive
- Peer Leader Program: students spend 4 days/3 nights at a college to train as leaders to mentor their peers in school year
- College tours to various CUNY, SUNY, and private college institutions
- Careers in Focus Program: attend career panels, job shadowing days and participate half-day internships

## **EXCITING, RIGOROUS COURSES**

### **AP CLASSES**

Calculus, US History, English Literature & Composition, English Language & Composition

### **COLLEGE CREDIT COURSES**

Students can take college courses at Medgar Evers College (3 blocks away!), Long Island University & Monroe College

### **ADVANCED STEM CLASSES**

Principles of Biomedical Science, Computer Science, Chemistry, Anatomy & Physiology, Algebra 2/Trigonometry

### **21<sup>st</sup> CENTURY STEM EDUCATION**

- Brand new Mac computer lab
- Hands-on lab experience
- New science lab equipment
- Attend various conferences including Columbia University's Engineering Exploration Experience (E3), Ten80 STEM Challenge, STEM Matters/Citizen Science Research Symposium, and Made with Code by Google

- STEM partnerships with Project Lead the Way, Girls Who Code/ Black Girls Code, Brooklyn on Tech, ScriptEd, and more!

## **EXPERIENTIAL LEARNING**

### **TRAVELING THE WORLD**

HSGC Students travel the world. Places have included:

- \* Bosnia \* Costa Rica \* Kenya \* Thailand \* Heifer Ranch, Arkansas \*
- \* Washington, DC \* Philadelphia, PA \* and more \*

### **COMMUNITY SERVICE REQUIREMENT**

At HSGC, we require all students to perform 25 hours of community service each year in order to graduate, totally 100 hours over the 4 years. We organize several community service events throughout the year including an annual breast cancer walk and blood drives.

## **ENRICHING STUDENT LIFE**

### **PERFORMING ARTS ACTIVITIES:**

- Chorus, Musical Theater, and Hip-Hop Dance through Purelements; Step through Break the Stage

### **OTHER CLUBS:**

- National Honor Society, Peer Leaders, Girls Who Code Club, Game Design Club, Student Government

### **SPORTS TEAMS:**

- Basketball, Indoor and Outdoor Track, Cross Country, Soccer, Cricket, Swimming, Weight training

### **SCHOOL-WIDE EVENTS:**

- Talent show, staff v. student basketball game, monthly assemblies, and more

### **Per our most Recent QR findings**

#### **What the school does well and Area of**

The school carefully leverages time, staff, and other resources to support instructional goals aimed at accelerating student learning and improving teacher practice across the school. (1.3)

- With a three-year school improvement plan in place, the school uses its resources to achieve its instructional goals aimed at raising the level of teacher effectiveness and increasing student progress. Following careful analysis of student and teacher performance data, the school leveraged a number of resources to meet its goals. First, the school identified the 9<sup>th</sup> grade as a critical year to ensure credit accumulation and on-time graduation. Deepening the College Launch advisory class, the school contracted Global Kids to support the incoming cohort with embedded learning during the day, as well as providing a vibrant after school program to support social-emotional as well as academic growth. To address student learning needs in literacy, student programming across the school supports three levels of classes: ramp-up, regular, and honors.
- Ramp-up provides one hundred minutes of English language arts instruction separated into two classes: one focused on developing reading skills and the other, writing skills. The school offers Advanced Placement English language arts to students who meet the criteria of the class. The school leverages its budget as well as hiring and teacher assignments to strategically staff the additional courses, allowing for data-driven, individualized programming. Staff were selected and hired during the summer to teach these courses, and professional development and curricular design took place at that time and continues as job-embedded professional development. Teacher common planning and team time increased to five days a week, allowing staff to collaborate and receive weekly professional development geared toward meeting student learning needs, including English language learners and students with disabilities, as identified by diagnostic, formative and summative assessment data. Teachers and administrators commented that teacher team time focused on implementation of data-informed strategies has led to school-wide consistent practices and increased student

progress. The school attributes a 26% increase in 9<sup>th</sup> grade credit accumulation from 58.33% in January 2012 to 84.13% in January 2013 to the careful coordination of resources aimed at supporting teacher growth and improving student outcomes.

School-wide assessment practices provide teachers with student data used to inform instructional decisions tailored to student learning needs that lead to increased student outcomes. (2.2)

- Periodic, teacher-created and curricula-aligned interim assessments and task-specific rubrics provide teachers with student performance data. Teachers use this data to revise planning to support student needs, collaboratively set student learning goals, co-establish action plans with students, and provide families with on-going communication about student progress. Coupled with progress reports provided three times per semester, these practices ensure that teachers can provide timely, data-informed feedback to students and their families about what they are doing well and what they need to improve. In addition, online performance data allows teachers and families to access and monitor student progress. Students commented that their teachers share assessment data with them frequently to support tracking of goals and action plans following interim assessments. Parents commented that they receive regular communication from teachers via email in addition to the online system and progress reports. Daily checks for understanding, formative and interim assessment data allow teachers to determine the content and skills that students know and are able to do while surfacing gaps in student learning. In-depth analysis of interim assessment data by teachers and reviewed by school leaders promotes on-going communication of student learning and leverages collaboration aimed at shifting teacher practice to align with student needs. Based on this data, teachers make adjustments to curricula and daily planning to re-teach identified gaps in content and skills. Students participate in the process of self-assessment by using rubrics to assess peers' and their work prior to teacher feedback. Students also create their own performance data action plans with guidance from teachers. This school-wide articulated assessment approach and feedback loop is leading to increases in student progress. The school's teacher team focus on improving the progress of its lowest third through the use of assessment data to modify instruction has resulted in a 10% increase in credit accumulation from January 2012 to January 2013 for lowest third students entering the in 2011-12.

Supporting pedagogical practice with feedback from observation of instruction, review of teacher planning, responsive professional development and peer support promotes continual improvement aligned to goals. (4.1)

- The school provides on-going, framework-aligned feedback to teachers focused on curricular planning, classroom practice, and student performance. Teachers reflect on practice before and after classroom observation, through the curricular planning revision process, and following student assessments. Teachers receive email and formal written feedback as well as engage in conversations with school leaders and colleagues about their work and next steps. In addition to feedback from school leaders, teachers provide each other with feedback and support through the systematic process of reviewing of curricula, lesson plans, classroom practice and student work/data. The school's use of the Danielson Framework aligns school goals with the on-going development of pedagogical practice. Focused on rigorous and Common Core- aligned planning, the school provides a number of supports connected to the competency of planning and preparation. Teachers receive feedback on their maps, units, and lessons, as well as responsive, differentiated professional development to meet their needs. The school's online curriculum mapping and unit planning system allows teachers to review colleagues' curricula and provide reflective feedback. Teachers and school leaders commented on how this process promotes sharing of best practice and the adoption of strategies across grades and content. Teacher goals correlate with school goals and provide concrete alignment across the school, focused on: increasing student progress and performance as an outcome of unified work on curricular planning, questioning and discussion techniques, and assessment of student learning. Tracking of teacher growth across the school allows for responsive professional development. The school provides time for in depth curriculum mapping and unit planning, more opportunities for teachers to collaborate and for additional hours of professional development during the first semester which has led to all teachers writing effective lesson and unit plans aligned to the school's suggested templates and stated criteria.

Teacher team collaborations provide multiple opportunities for focused, ongoing professional development and collegial conversations aligned to school goals that work to improve teacher practice and student learning. (4.2)

- Teachers engage in multiple meetings each week, including content, inquiry, and grade level teams. The school provides daily dedicated time to focus on team work aligned to school goals. Each department has articulated data-driven goals aligned to the school credit accumulation and Regents' goals as well as those focused on effective teacher planning and practice. Focused on the needs of struggling students, teachers receive professional development within their teams that aligns with student assessment data and the implementation of specific strategies aimed at increasing student learning. Instructional lead teachers facilitate inquiry team meetings and professional development. During department team meetings, members share responsibility for the protocol process of looking at student work by rotating roles of facilitator, documenter, and presenter. Teachers commented that their practice has shifted as a result of both inquiry and department team work. One teacher mentioned how adopting the Power Point layout used by his department colleagues, coupled with the use of Depth of Knowledge leveled questioning learned during team professional development, led to an increase of 42% in student performance on the concept of the converse, inverse, and contra-positive of a conditional statement. Another teacher shared that the suggestion of focusing on key word knowledge during a department team meeting led to an increase of 50% in student performance following conceptual re-teaching based on interim assessment data. Teachers mentioned the adoption of guided notes as a strategy to support student learning shared during inquiry and department meetings has led to increased student engagement and the completion of assignments across the school. One teacher specified that using guided notes led to an increase in daily student work completion and retention of information as observed by student oral responses and in written assessment across classes.

### **What the school needs to improve and Key Area of Focus**

Continue to refine curricula to include a range of rigorous tasks so that all students demonstrate increasingly higher levels of thinking, questioning and cognitive engagement, thus ensuring college and career readiness. (1.1)

- The school has a system for developing, revising, and implementing curricula aligned to key State standards. By using the Atlas Rubicon online system for curriculum mapping and unit planning in unison with on-going professional development on curricular development and refinement provided by a leader in the field, the school has created a uniform, systematic approach to school-wide curriculum. Evidence of alignment to the Common Core Learning Standards (CCLS) and instructional shifts was seen in sample curriculum maps and units. For example, the focus on domain specific vocabulary is present in maps and units of study across the school. The use of informational text and tasks asking for evidence to support claims is embedded in literacy content in English language arts, social studies, and science. Teachers plan and revise curricula using student data and feedback from peers and school leaders. Special attention to the needs of struggling students is the focus on strategy instruction implementation developed through inquiry team professional development sessions. While the school has consistently structured curriculum across the school that is systematically planned and revised using student data, rigorous habits and higher order skills that are differentiated for a range of learners from lowest to highest is not emphasized and embedded in all plans to the same level of depth and detail across the school. In reviewing maps and units, there were differences in the levels of articulated differentiation of instruction. In some, differentiation was generic while in others it was highly articulated by learning style and student grouping information. As a result, consistency in the depth and detail of rigorous and differentiated instruction focused on meeting the needs of all students across the school is uneven across curricula, thus limiting the school's capacity to accelerate the closing of the achievement gap.

Deepen common teaching practices focused on questioning, discussion challenging tasks for all students so that all students create work products that demonstrate mastery of State standards. (1.2)

- The school's consistent use of the workshop model to structure daily instruction aligns with the school's belief about how students learn best. This process uses direct and modeled instruction followed by guided practice for groups as well as individual students and leads to the gradual release of responsibility fostering independence and accountability for learning. As observed in written lesson plans and classrooms visited, teachers carefully plan and deliver instruction to support student learning. The use of consistent structures such as guided notes was seen across classrooms. Questioning along the range of Depth of Knowledge (DOK) was evident in plans and heard in classrooms observed. While teacher plans and classrooms observed evidenced the use of these consistent structures, teachers did not consistently capture, build upon and extend student thinking among students or build upon student questioning of other students during whole class discussion, shares and summaries. In some

classrooms observed, teachers asked students questions at different points in the lesson; however, follow up questions about how they came to their answer, why they thought something was so were not asked, or the asking for clarification and explanation was not always prompted. One example was observed when a student asked a question and the teacher provided the answer and did not redirect it to the students in the class to consider and respond, thus allowing for deeper thinking, clarification, and probing follow-up questions by students. Limited opportunities for students to deeply and rigorously engage their thinking as well as critiquing and questioning the reasoning of their peers during whole class discussion does not allow for consistently high levels of thinking, participation, and ownership across all grades and content.

## 17K528 School Information Sheet

School Configuration (2014-15)					
Grade Configuration	09,10,11,12	Total Enrollment	249	SIG Recipient	N/A
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	N/A	# SETSS	1	# Integrated Collaborative Teaching	40
Types and Number of Special Classes (2014-15)					
# Visual Arts	4	# Music	1	# Drama	1
# Foreign Language	3	# Dance	2	# CTE	N/A
School Composition (2013-14)					
% Title I Population	80.0%	% Attendance Rate			87.1%
% Free Lunch	82.4%	% Reduced Lunch			6.6%
% Limited English Proficient	11.7%	% Students with Disabilities			17.2%
Racial/Ethnic Origin (2013-14)					
% American Indian or Alaska Native	N/A	% Black or African American			83.2%
% Hispanic or Latino	12.9%	% Asian or Native Hawaiian/Pacific Islander			2.3%
% White	1.6%	% Multi-Racial			N/A
Personnel (2014-15)					
Years Principal Assigned to School (2014-15)	4.25	# of Assistant Principals (2014-15)			N/A
# of Deans (2014-15)	N/A	# of Counselors/Social Workers (2014-15)			1
Personnel (2013-14)					
% of Teachers with No Valid Teaching Certificate (2013-14)	5.6%	% Teaching Out of Certification (2013-14)			5.6%
% Teaching with Fewer Than 3 Years of Experience (2013-14)	0.2%	Average Teacher Absences (2013-14)			6.84
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	49.7%	Mathematics Performance at levels 3 & 4			41.2%
Credit Accumulation High Schools Only (2013-14)					
% of 1st year students who earned 10+ credits	92.1%	% of 2nd year students who earned 10+ credits			77.2%
% of 3rd year students who earned 10+ credits	63.2%	4 Year Graduation Rate			55.3%
6 Year Graduation Rate	82.2%				
Overall NYSED Accountability Status (2014-15)					
Reward		Recognition			
In Good Standing		Local Assistance Plan			
Focus District	X	Focus School Identified by a Focus District			X
Priority School					
Accountability Status – Elementary and Middle Schools					
Met Adequate Yearly Progress (AYP) in ELA (2012-13)					
American Indian or Alaska Native	N/A	Black or African American			N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander			N/A
White	N/A	Multi-Racial			N/A
Students with Disabilities	N/A	Limited English Proficient			N/A
Economically Disadvantaged	N/A				
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)					
American Indian or Alaska Native	N/A	Black or African American			N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander			N/A
White	N/A	Multi-Racial			N/A
Students with Disabilities	N/A	Limited English Proficient			N/A
Economically Disadvantaged	N/A				
Met Adequate Yearly Progress (AYP) in Science (2012-13)					
American Indian or Alaska Native	N/A	Black or African American			N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander			N/A
White	N/A	Multi-Racial			N/A
Students with Disabilities	N/A	Limited English Proficient			N/A
Economically Disadvantaged	N/A				
Accountability Status – High Schools					
Met Adequate Yearly Progress (AYP) in ELA (2012-13)					
American Indian or Alaska Native	N/A	Black or African American			YES
Hispanic or Latino	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	YES				
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)					
American Indian or Alaska Native	N/A	Black or African American			YES
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	YES				
Met Adequate Yearly Progress (AYP) in Graduation Rate (2012-13)					
American Indian or Alaska Native	N/A	Black or African American			YES
Hispanic or Latino	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	YES				

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

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

### Part 1 – Needs Assessment

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

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

Tenet 3 Statement of Practice (SOP) Addressed		HEDI Rating
3.2	The school leader and staff support and facilitate the quality implementation of rigorous and coherent curricula appropriately aligned to the Common Core Learning Standards (CCLS) in Pre K-12.	H
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.	E
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.	E
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.	H

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

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

**Strengths:**

- Use of a systematic plan to provide teachers access to robust pedagogical support (i.e., inter-visitation, cross-grade conversations, exemplar curriculum models, access to expert CCLS curriculum writers, and CCLS conferences), materials, and training aligned to CCLS curricula and instructional shifts for individual and subgroups of students.
- Structure and protocols for analysis, plan to track progress over time on explicitly identified targets, creation of pre- and post-unit assessments and have a process for adapting curriculum that demonstrates improving individual and subgroup achievement.

**Priority needs:**

**Based upon the schools internal review we need to increase the rigor of our curriculum to ensure students success.**

- Collaborate consistently within grades and subjects to deliver interdisciplinary curricula that incorporate the arts, technology, and other enrichment opportunities, and there is evidence that teachers regularly develop innovative strategies for connecting these curricula with subject-specific curricula.
- Teachers monitor and adjust curricula to support the CCLS instructional shifts and NYS content standards and ensure higher-order thinking skills are consistently present by providing necessary supports and extensions for all groups of students across core content areas and grades.

### 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.

During SY 2014-15, as a result of implementation of WICOR/AVID curricula, there will be a 5% increase in 10<sup>th</sup> grade students earning 10 or more credits.

### 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: <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>	<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>
<b>Interim Assessments:</b> Administer interim assessments every six weeks as a benchmark of student progress. Quantitative data from Interim assessments will be analyzed in content teams through an inquiry protocol. Administration will meet with teachers individually regarding interim results.	Low Performing Students on Interim Assessment	Sept. 2, 2014-June 30, 2015	Administration and each department's lead teachers
<b>Common Instructional Framework (CIF):</b> Introduction to staff and students the CIF, which includes the following 6 components, Collaborative Group work, Questioning, Writing To Learn, Scaffolding, Questioning, Classroom Talk, and Literacy Groups, via staff monthly professional development and implementation during the first 21 days of CIF launching lessons in all Math, Science, ELA, and Social Studies classrooms, in order to establish teaching and learning habits with predictability and consistency across classrooms. The establishment of teaching and learning habits, fosters trust amongst teachers and students because of the predictability and consistency across classrooms.	Teachers and students	September 2, 2014-June 30, 2015	Principal and all teachers
<b>Lesson Studies:</b> During common planning time Mon-Wed, teachers in department teams conduct lesson studies to plan lessons together and collect qualitative data on student work and lesson execution while lesson is being taught by a teacher in the department. The collaborative lesson planning process helps to cultivate trust amongst teachers.	Teachers	Sept. 2, 2014-June 30, 2015	Each department's lead teachers
<b>Skedula Training:</b> All teachers are trained to use Skedula as an online gradebook. All students are taught in their College Launch classes how to access their grades online and analyze their gradebook so they can keep track of their performance. Parents are sent information on how to access their child's gradebook in order to support their child. And allows parents to interact directly with staff and schedule appoints and attend workshops and trainings.	Students and Parents	Sept. 2 2014-June 30, 2015	College Launch teachers and parent coordinator
<b>Tutoring:</b> Looking at data from Skedula and interim assessments, students who are considered to be at risk of failing will be referred	At-risk students	Sept. 2, 2014-June 30, 2015	Guidance counselor and

for tutoring. We have created a peer tutoring afterschool program for students to receive extra support. Tutoring provided by Medgar Evers is also made available for students who are struggling. Tutors receive 16 hours of tutoring by our trained AVID Site Coordinator	and Tutors		AVID program coordinators
<b><u>AVID Program (Advancement Via Individual Determination):</u></b> Looking at data from Skedula and interim assessments, students who were considered to be “C” average students in the 9 <sup>th</sup> grade were invited to be a part of the AVID program. As part of the AVID program, students learn academic skills necessary to succeed such as Cornell note-taking and binder organization. They receive extra tutoring and support on a daily basis and expected to apply these academic skills in all classes. <b><u>Parent Involvement:</u></b> We will host 5 AVID Parent Workshops in order to familiarize parents with AVID and our expectations of AVID students, so that they can be of support to their child and our initiative. This will also help to cultivate trust and a sense of inclusion amongst students, parents, faculty, and staff.	“C” average 10 <sup>th</sup> grade students, 10 <sup>th</sup> grade teachers, and Parents	Sept. 2, 2014-June 30, 2015	AVID team of 10 <sup>th</sup> grade teachers
<b><u>WICOR Instructional Framework:</u></b> To create consistency in school-wide curricula, we adopted the WICOR instructional framework from AVID. WICOR stands for Writing, Inquiry, Collaboration, Organization, and Reading. 10 <sup>th</sup> grade teachers receive professional development around AVID WICOR strategies to embed in all school curricula. The AVID team of teachers meet bimonthly to discuss AVID implementation and to utilize the tuning protocol to support lesson planning with embedded WICOR strategies. Use of the tuning protocol amongst the AVID teacher team helps to cultivate trust and sharing of best practices.	AVID 10 <sup>th</sup> grade team and all Teachers in general via the sharing of best practices	Sept. 2, 2014-June 30, 2015	Lead teachers and administration
<b><u>Instructional Rounds:</u></b> During common planning time Thurs-Fri, teachers in grade teams conduct instructional rounds via the lens of our CIF to collect qualitative data on student learning while lesson taught by member of grade team. Instructional round protocols come from <b>Jobs for the Future</b> , whose goal is to improve high school instruction to increase graduation rates, increase college entry, and provide crucial supports. Instructional rounds also help to cultivate trust and self-reflection amongst teachers through peer classroom visitation and sharing of best practices through a self-reflective lens (verse a critical lens).	Teachers	Sept. 2, 2014-June 30, 2015	Grade Team Advisors and administration
<b><u>SIOP (Sheltered Instruction Observation Protocol):</u></b> Teachers from each content area, as well as an ESL teacher, have been trained on using the SIOP Model: a framework for organizing instruction to support teachers in planning and delivering high-quality instruction for all students, especially English Language Learners. Those teachers then facilitate Professional Development for all teachers to carry out SIOP.	Teachers	Sept. 2, 2014-June 30, 2015	SIOP-trained teachers and administration
<b><u>Kaplan:</u></b> Twice a week in the Living Environment and Global Studies classes Kaplan instructors provide instruction to our 10 <sup>th</sup> grade students who will be sitting for the Regents exam in January 2015. Kaplan instructors meet with the main NYCDOE teachers for those courses to plan and debrief. This is also a support for the NYCDOE teachers who are both untenured/new teachers.	10 <sup>th</sup> grade students, Kaplan Instructors, Living Environment and Global Studies Teachers	October 1, 2014- January 30, 2015	Kaplan and 21 <sup>st</sup> Century Grant Team

<p><b>NYCDOE Teacher Development Coach (TDC):</b> An assigned NYCDOE TDC observes and debrief with new, developing, and ineffective teachers in order to improve instruction.</p>	<p>New, Developing, and Ineffective teachers</p>	<p>October 2014-June 2015</p>	<p>TDC and Office of Teacher Effectiveness</p>
<p><b>Shadowing a Student:</b> All teachers will shadow a student in order to experience instruction from a student at the High School for Global Citizenships Perspective. This is a self-reflective process designed to transform instruction so that it is more student centered, hands-on, engaging, and rigorous.</p>	<p>Teachers and students with varying needs (IEP, ELL, Gifted, etc.)</p>	<p>December 1, 2014-December 23, 2014</p>	<p>Principal and Teachers</p>
<p><b>Observation and Feedback Cycle:</b> Utilizing the Danielson framework and teach boost the administrative team will observe and give feedback to teachers bimonthly in order to support teachers in providing rigorous and engaging instruction. Emphasis will be placed on feedback connected to our instructional focus which relates to component 3b of the Dainelson Framework.</p>	<p>Teachers</p>	<p>September 2014-June 2015</p>	<p>Principal and Assistant Principal</p>

**Part 4 – Resources Needed**

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

<p>Human Resources:</p> <ul style="list-style-type: none"> <li>● Students to provide peer tutoring</li> <li>● Tutors from Medgar Evers</li> <li>● Lead Teachers/Cabinet</li> <li>● All Teachers</li> <li>● Principal</li> <li>● AVID Program Manager</li> <li>● Kaplan Instructors</li> <li>● Teacher Development Coach</li> </ul> <p>Instructional Resources:</p> <ul style="list-style-type: none"> <li>● Launching Lessons for first 21 days in Math, Science, ELA, Social Studies</li> <li>● AVID Library (Includes family workshops, cornell note taking training CD, strategy books in ELA, Social Studies, Math, Science)</li> <li>● SIOP Books</li> <li>● Instructional Rounds Protocol</li> <li>● Lesson Study Protocol</li> <li>● WICOR Posters</li> <li>● Datacation/Skedula</li> <li>● Driven by Data Books</li> <li>● Regents Prep Books</li> <li>● Teachboost</li> </ul> <p>Scheduling:</p> <ul style="list-style-type: none"> <li>● Scheduling common planning time for all teachers 5th period</li> <li>● Scheduling all students for College Launch and College Summit classes</li> <li>● Coverages for teachers to observe each other</li> <li>● Professional Development Monthly for 3hrs on First Monday’s</li> <li>● Bi monthly AVID meetings: 5 teachers twice a month for 2 hours, 1 guidance counselor and 2 administrator twice a month during periods 2-5</li> </ul>
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**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>	X	<b>Grants</b>
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List below any additional funding sources that will be utilized to support achievement of the goal.

21<sup>st</sup> Century Grant

**Part 6 – Progress Monitoring**

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

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

- Interim Analysis meetings every six weeks (One week for data analysis) to check mastery of instructional objectives
- Progress Reports/Grades every three weeks in Fall 2014 Semester to look at percentage of 10<sup>th</sup> grade students on track to pass course, at-risk, and failing course
- Learning Walks once a month to check for effectiveness of lesson studies and instructional rounds as it relates to our Common Instructional Framework, Instructional Focus and WICOR strategies
- Teachboost will be monitored monthly for teacher growth in component 3b

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

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

Yes

No

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

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

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

### Part 1 – Needs Assessment

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

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

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

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

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

#### Based upon the schools internal review we need to:

- The school leader, together with staff, establishes a system that allows each student to be known by a designated adult and positively reinforces academic success for all students.
- The school leader ensures that all staff knows and uses research-based programs and practices for referral and support for all students that address social and emotional developmental health and academic success.
- The school leader ensures that all staff members use data to identify areas of need and leverages internal resources to promote student social and emotional developmental health.

### 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.

In collaboration with the ISS staff, teachers, students, guidance counselor and Dean's office, during SY 2014-15 students will increase their view of how adults at HSGC support their social, emotional and developmental health by 5% evidenced on the engagement portion of the NYC Environmental Survey (January 2014-15)

### 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: <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>	<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>
Promotion of students to a less restrictive environment will be increased by a close monitoring of all social, emotional and academic goals by all related service support staff. As evident by student attendance, IEPs, and teacher recommendations on an ongoing basis and at each annual review.	Students and Parents/ Guardians	9/2/14-6/30/15	Administration SIT Team ISS Coordinator
Implementation of a school wide model for transitional planning and academic planning monitored by the SIT team and ISS Coordinator will ensure that the social, emotional and developmental needs of all students will be achieved. This will be implemented by June 2015 and reviewed on a bi-weekly basis by SIT team, ISS Coordinator, the student, and the students' parent/guardian.	Students	9/2/14-6/30/15	Administration SIT Team ISS Coordinator
Engage in collaborative partnerships between SIT team, pupil personnel staff, instructional support services staff, instructional staff and administration in order to develop and implement successful strategies to support students' social, emotional and developmental growth as evident by increased participation in ongoing weekly pupil personnel team and bi-weekly SIT team meetings.	SIT Team PPT Team ISS Staff Instructional Staff Administration	9/2/14-6/30/15	Administration
Promote an environment that nurtures an active and vibrant partnership to engage students, parents/guardians, teachers, support staff and the parent coordinator in activities that ensure that the school community at large has a vested interest in students' social, emotional and developmental growth as evident by increased attendance at PA meetings, NYC Learning Environment Survey and increased participation in school wide activities. Student achievement will be celebrated through awards ceremonies.	Students CBOs Local Colleges/ Universities Local middle schools	9/2/14-6/30/15	Entire school community Parents/ Guardians Administration
Accountability for the environment surrounding HSGC will be supported by increased efforts in partnerships between the School Safety Agents, the Dean's offices of all schools on the PHEC campus, and the Local Police Department to decrease the number of safety transfers by 2% by June 2015. This will help to promote a safe environment to address the social, emotional, and developmental needs of students in regards to safety and discipline. Students and parents/guardians will have an increased feeling that the overall school population is working to promote students' social, emotional, and developmental growth as measured by the results of the following year's Learning Environment Survey and parent surveys.	SSAs, Dean, Administration, Local Precinct	9/2/14-6/30/15	Administration Level III

<p>Solidify meaningful partnerships between post-secondary organizations (i.e.: Long Island University and Medgar Evers College) in order to implement programs to improve students' ability to participate in the fields of technology, health careers, and engineering. These fields are popular student choices based on outreach conducted during past citywide and borough wide high school fairs. Implementation of these partnerships will encourage students to apply to HSGC, as measured by the increased student 2014-2015 application pool. In addition participating students will increase in the percentage of College and Career Readiness and College Enrollment Statistics on the NYC 2014-2015 Progress Report, by 10%. This will also be evident based on an increased enrollment in College Now and Advanced Placement courses for SY 2014-2015. This will help students to feel more academically and socially prepared to enter all post-secondary options.</p>	<p>Students CBOs Local Colleges/ Universities Local middle schools</p>	<p>9/2/14- 6/30/15</p>	<p>Administration</p>
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**Part 4 – Resources Needed**

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

- Common planning time for SIT team members
- Common planning time for PPT members
- Availability for per-session funds to facilitate after school outreach projects/efforts

**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**

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

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

A mid-year survey will be administered to assess progress towards meeting goals at the beginning of the spring semester, 2/1/15.

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

<ul style="list-style-type: none"> <li>• Did the school meet the mid-point benchmark(s) in the timeframe specified?</li> </ul>		Yes		No
<ul style="list-style-type: none"> <li>• If the mid-point benchmark(s) was not met, describe any revisions made to the action plan to achieve the goal?</li> </ul>				

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

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

### Part 1 – Needs Assessment

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

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

Tenet 4 Statement of Practice (SOP) Addressed		HEDI Rating
4.2	Teachers use instructional practices and strategies organized around annual, unit and daily lesson plans to meet established student goals and promote high levels of student engagement and inquiry.	H
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.	H
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.	H
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.	H

**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.

**Based upon the schools internal review we need to:**

- 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
- 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.
  - During SY 2014-15, ongoing professional development will be provided for literacy strategies within the content areas so as to improve instructional practices and promote high levels of engagement that will result in 40% of the teachers improving one HEDI rating in the Danielson Framework.
  - During SY 2014-15, each content area will develop CCLS-aligned Performance Tasks for each unit of a course that will result in 10% increase in students passing each unit exam (or quarterly test, mid-term, or final exam).
  - During SY 2014-15, ongoing professional development will be provided so teachers can use ongoing formative assessment tools to monitor and track student participation, understanding, and content specific skills which will result in 15% increase in the course pass rate from the previous year.

### 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.

Focused professional development on Lesson Studies, Instructional Rounds, and Teacher Team Facilitation for teacher leaders will increase our passing rate of our school’s 11<sup>th</sup> grade lowest third by 5% for the 2014-15SY.

**Part 3 – Action Plan**

<p><b>Activities/Strategies:</b> Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including:</p> <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>	<p><b>Target Group(s)</b> <i>Who will be targeted?</i></p>	<p><b>Timeline</b> <i>What is the start and end date?</i></p>	<p><b>Key Personnel</b> <i>Who is responsible for implementing and overseeing the activity/strategy?</i></p>
<p><b>AVID Team Meetings</b>—The AVID team meets bimonthly to discuss utilization of AVID strategies and overall AVID implementation, to ensure college readiness for AVID Elective students and improved academic performance for all students. The Lesson Tuning protocol is used to ensure the intentional embedding of WICOR strategies in lesson plans. The AVID meetings help to foster trust and collaboration amongst the 10<sup>th</sup> grade AVID team.</p> <p><b>Parent Involvement:</b> We will host 5 AVID Parent Workshops in order to familiarize parents with AVID and our expectations of AVID students, so that they can collaborate with the AVID team and be of support to their child and our initiative. This will also help to cultivate trust and a sense of inclusion amongst students, parents, faculty, and staff.</p>	<p>10th Grade Teachers, , Guidance Counselor, AVID Parents</p>	<p>Sept 2- June 30</p>	<p>Teachers, Administration, Guidance Counselor</p>
<p><b>Instructional Rounds</b>-- teachers build basic skills, improve high school instruction through instructional rounds focused on our CIF, increase graduation rates, increase college entry, and provide crucial supports to help college students and job trainees advance toward credentials with high labor market value. Instructional rounds help to foster a sense of trust and collaboration amongst teachers.</p>	<p>All Teachers</p>	<p>Sept 2- June 30, Thursdays and Fridays</p>	<p>Teachers, Teacher Leaders</p>
<p><b>Lesson Studies:</b> During common planning time Mon-Wed, teachers in department teams conduct lesson studies to plan lessons together and collect qualitative data on student work and lesson execution while lesson is being taught by a teacher in the department. The collaborative lesson planning process helps to cultivate trust amongst teachers.</p>	<p>All Teachers</p>	<p>Sept 2- June 30, Mon-Wed</p>	<p>Teachers, Teacher Leaders</p>
<p><b>TLP—Teacher Leadership Program</b>-- teachers develop their leadership skills to support collaborative learning and practice with colleagues; they will deepen their understanding of the Common Core standards, the Danielson Framework for Teaching, and other aspects of the citywide instructional expectations. Furthermore, the skills and knowledge acquired through the 11 sessions help to cultivation collaboration and trust amongst teacher teams.</p>	<p>Teacher Leaders</p>	<p>Sept 2- June 30</p>	<p>Office of Leadership, Teacher Leaders, Administration</p>

<p><b>Project Lead The Way Gateway to Technology Academy</b>—One of our priorities is on preparing students for post-secondary education while providing them with the STEM related skills and experience necessary to attain entry-level jobs. In doing so, the Computer Science, Biomedical Science, Global Kids, and Librarian collaborated to provide incoming 9<sup>th</sup> graders a summer Gateway to Technology 2 week learning and exposure opportunity. This experience included hands-on activities, STEM related field trips, and Cornell Note Taking and Research training.</p>	<p>Computer Science, Biomedical Science, Global Kids, and Librarian</p>	<p>Sept 2-June 30 Sept 2-June 30 Sept 2-June 30</p>	<p>Administration, Biomed Teacher, Computer Sci Teacher, Librarian, Global Kids</p>
<p><b>College Going Culture Team</b>—This team consist of grade advisors and peer leaders who meet regularly and collaborate in order to enhance the college going culture. They attended College Access Inquiry Institute and College Summit training in order to give them the skills and knowledge necessary to ensure school wide college access.</p>	<p>Grade Advisors and Peer leaders</p>	<p>August 18-22, 2014</p>	<p>Grade Advisors</p>

**Part 4 – Resources Needed**

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

Professional Development for Teachers (i.e., Professional Learning Community, PLTW, College Access Inquiry Institute, AVID)  
 Training for Peer Leaders at University of Connecticut

- Per Session for after school Professional Development via TLP, 11 days/3 hours each day/5 teachers and 2 Administrators
- Membership Fees (AVID 10K and PLTW 3k for Biomed, 2k for CS, 2k for Engineering)
- Any funding that may be associated with subs, coverages, or teachers in general

Per session: 15 teachers, 4 sessions/2 hours  
 Per Diem: 18 per diem \$155, and 18 teachersx5 coverages at \$35.

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

Office of Leadership funds TLP participants per session

**Part 6 – Progress Monitoring**

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

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

- Lesson Studies
- Instructional Rounds
- Self-Studies
- Instructional Walkthroughs
- Scholarship Data

Increase in the passing rate of lowest third 11<sup>th</sup> grade population by 3% by end of the first semester, Feb 1, 2015

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

<p>● Did the school meet the mid-point benchmark(s) in the timeframe specified?</p>		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 5: Needs Assessment, Annual Goals and Action Plans

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

### Part 1 – Needs Assessment

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

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

	Tenet 2 Statement of Practice (SOP) Addressed	HEDI Rating
2.2	Leaders ensure an articulated vision, understood and shared across the community, with a shared sense of urgency about achieving school-wide goals aligned with the vision as outlined in the School Comprehensive Educational Plan (SCEP).	E
2.3	Leaders effectively use evidence-based systems to examine and improve individual and school-wide practices in the critical areas (student achievement, curriculum & teacher practices; leadership development; community/family engagement; and student social and emotional developmental health) that make progress toward mission-critical goals.	H
2.4	Leaders make strategic decisions to organize resources concerning human, programmatic and fiscal capital so that school improvement and student goals are achieved.	H
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.	H

**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.

Strength:

- 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.
- Leaders make strategic decisions to organize resources concerning human, programmatic and fiscal capital so that school improvement and student goals are achieved.
- 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.

Priority Needs:

- The SMART goals/mission and long-term vision are created and supported by staff, families, and students and are uniformly seen, heard, and known across the entire school community and affiliated partnerships.

### 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.

Shared sense of urgency about achieving school-wide goals aligned with the vision as outlined in the School Comprehensive Educational Plan (SCEP) will result in a **10% increase in the credit accumulation of the 11<sup>th</sup> grade students for 2014-15 SY.**

**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: <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>	<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>
Introduce the Common Instructional Framework in order to create consistency of best instructional practices across classrooms	Teachers	Sept 2- June 30	Principal and Teacher Leaders
Implementation of Lesson Study Cycles in order to continuously refine curriculum. Collaboration amongst teachers to co create lesson plans help to foster trust.	Teachers	Sept 2- June 30	Principal and Teacher Leaders
Implementation of Instructional Rounds in order to collaboratively continuously refine curriculum through feedback and reflection. Instructional rounds help to foster trust amongst teachers.	Teachers	Oct 1-June 30	Principal and Teacher Leaders
Frequent Informal Observations using the Danielson Framework	Teachers	Oct 1-June 30	Principal and Teacher Leaders
In order to increase parent involvement and engagement the school will update website to include teacher course Weebly sites containing curriculum and other instructional resources, in order to foster collaboration and partnership between teachers and parents.	Teachers	Oct 1-Oct 30	Principal and Teachers

**Part 4 – Resources Needed**

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

Monthly Professional Development after school for Teachers for 3 hours on CIF components, coverage for teachers to conduct lesson studies, instructional rounds, shadow a student for a day, and to plan to ensure consistency.

**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.

**Part 6 – Progress Monitoring**

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

planning. In this part:

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

Monthly walkthroughs will be implemented starting in October and ending in June to determine progress of teachers' implementation of best practices and consistency across the school. We will be looking for at least half of all teachers effectively implementing questioning and discussion strategies. Additionally, we will be looking at scholarship data and Regents data in January to determine teacher impact on student outcomes.

**Part 6b. 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?
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## Section 5: Needs Assessment, Annual Goals and Action Plans

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

### Part 1 – Needs Assessment

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

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

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

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

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

Strengths:

- The school leader makes it a school-wide priority for all students and their families to be aware of the school-wide expectations and plan pertaining to graduating from the school and provides age appropriate information about college and postsecondary CTE programs to students and their families.
- The school staff uses a plan to communicate with parents (i.e., text-messaging, and communicating in a variety of ways) concerning student progress, achievement, and needs.
- School leaders, data specialists, student support professionals, program coordinators, and community agencies share data and integrate data systems in order to identify family needs and target appropriate support strategies.
- The entire school community ensures that student data is shared in a way that families can understand a child’s learning needs and successes, proactively advocate for their children, and partner with the school to provide appropriate student support.

Priority Needs:

**Based upon the schools internal review we need to:**

- The school provides professional development to school staff on how to actively seek and sustain partnerships with families and community organizations linked to the school’s plan for engaging parents to support student success.

### 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.

Increased school communication to all school constituents will increase the number of students attending the school's AIS by 3% for 2014-15 SY

**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: <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>	<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>
Professional development training to the staff on how to actively seek and sustain partnerships with families and community organizations that are linked to the school's plan for engaging parents to support student success and build trust.	Faculty and Staff	Sept 2 - June 30	Triad, SLATE, 21st Century Grant
Provide information and training needed to effectively become involved in planning and decision making in support of the education of their children.	Parents	Sept 2 - June 30	Parent Coordinator, Triad, SLATE, and 21st Century Grant
There will be a minimum of 14 professional development meetings for parents, which will begin in September through the end of June.	Parents	Sept 2 - June 30	Parent Coordinator
The AVID team will host 5 AVID Parent Workshops in order to familiarize parents with AVID and our expectations of AVID students, so that they can be of support to their child and our initiative. This will also help to cultivate trust and a sense of inclusion amongst students, parents, faculty, and staff.	Parents	Sept 2 - June 30	AVID Team
Update website to include teacher course Weebly sites containing curriculum and other instructional resources, in order to foster collaboration and partnership between teachers and parents.	Parents	Oct 1-Oct 31	Teachers

**Part 4 – Resources Needed**

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

- Administrators, teachers, support staff (i.e., Guidance Counselor, Parent Coordinator, Family worker, etc.), parents, Triad funded 25k through Title 1 focus funds, Slate funded through the 21st Century Grant.
- Coaching by Triad to support parent/family engagement and workshop delivery, funded by 21<sup>st</sup> Century.
- Per Session 1teacher, 1 family paraprofessional and 1 administrator funded through 21<sup>st</sup> Century Grant.
- Training on the Academic policy, CCLS, credit accumulation, Regents requirements, understanding the transcript, Skedula...and making it comprehensible for parents etc.

**Part 5 – Budget and Resource Alignment**

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

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

**Part 6 – Progress Monitoring**

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

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

- 10% of parent population in attendance at 7th workshop
- 3% of students attending AIS by Feb

Mid-point progress monitoring will be done Jan 5-Jan 30.

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

<ul style="list-style-type: none"> <li>● Did the school meet the mid-point benchmark(s) in the timeframe specified?</li> </ul>		Yes		No
<ul style="list-style-type: none"> <li>● If the mid-point benchmark(s) was not met, describe any revisions made to the action plan to achieve the goal?</li> </ul>				

**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> <li>4. Students with IEPs</li> </ol>	<ol style="list-style-type: none"> <li>1. Compass Blended online learning</li> <li>2. Student Projects</li> <li>3. Writing, Editing and Revision</li> <li>4. Small group instruction reinforcing and extending reading skills and strategies</li> <li>5. Scholastic ID Vision Voice Curriculum</li> <li>6. Medgar Evers College Upward Bound</li> <li>7. AVID Tutorials</li> </ol>	<ul style="list-style-type: none"> <li>-1:1, Small Group, Tutoring, -Small group instructional strategies</li> <li>-Individualized learning goals</li> </ul>	<ul style="list-style-type: none"> <li>-Services are provided during the school day as well as after school, and on Saturday</li> </ul>
<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> <li>3. Students with IEPs</li> </ol>	<ol style="list-style-type: none"> <li>1. Peer-Tutoring: Cross grade tutoring with higher grade students tutoring lower grade students</li> <li>2. Medgar Evers College Upward Bound</li> <li>3. AVID Tutorials</li> <li>4. Compass Blended online learning</li> </ol>	<ul style="list-style-type: none"> <li>-1:1, Small Group, Tutoring, -Small group instructional strategies</li> <li>-Individualized learning goals</li> </ul>	<ul style="list-style-type: none"> <li>- Services are provided during the school day as well as after school, and on Saturday</li> </ul>
<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> <li>3. Students with IEPs</li> </ol>	<ol style="list-style-type: none"> <li>1. Kaplan Advantage</li> <li>2. Medgar Evers College Upward Bound</li> <li>3. AVID Tutorials</li> <li>4. Compass Blended</li> </ol>	<ul style="list-style-type: none"> <li>-1:1, Small Group, Tutoring, Small group instructional strategies</li> <li>- Individualized learning goals</li> </ul>	<ul style="list-style-type: none"> <li>-Services are provided during the school day as well as after school, and on Saturday</li> </ul>

		online learning		
<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> <li>3. Students with IEPs</li> </ol>	<ol style="list-style-type: none"> <li>1. Kaplan Advantage</li> <li>2. Medgar Evers College Upward Bound</li> <li>3. AVID Tutorials</li> <li>4. Compass Blended online learning</li> </ol>	<ul style="list-style-type: none"> <li>-1:1, Small Group, Tutoring, -Small group instructional strategies</li> <li>-Individualized learning goals</li> </ul>	-Services are provided during the school day as well as after school, and on Saturday
<b>At-risk services</b> (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	<ul style="list-style-type: none"> <li>-Students with poor attendance</li> <li>-Students in temporary housing</li> <li>-Students with social and emotional behavior concerns</li> </ul>	<ul style="list-style-type: none"> <li>-The guidance counselor meets with students and parents of at-risk students regularly.</li> <li>-Guidance counselor provides mandated related services counseling.</li> <li>-Guidance counselor meets on a weekly basis with administrators, teachers, and other support staff to review attendance and other pertinent educational data of at-risk students.</li> <li>-School based support team social worker provides counseling during school time, meets with parents, develops and implements IEP's goals for counseling services</li> </ul>	<ul style="list-style-type: none"> <li>-One-on-one or group counseling</li> <li>-Attendance review and group discussion during attendance and grade teams meetings</li> </ul>	-Services are provided during the school day as well as after school, and/or on Saturday

## 17K528 School Information Sheet Key

School Configuration (2014-15)			
Grade Configuration	09,10, 11,12	Total Enrollment	249
		SIG Recipient	N/A
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	N/A	# SETSS	1
		# Integrated Collaborative Teaching	40
Types and Number of Special Classes (2014-15)			
# Visual Arts	4	# Music	1
# Foreign Language	3	# Dance	2
		# CTE	N/A
School Composition (2013-14)			
% Title I Population	80.0%	% Attendance Rate	87.1%
% Free Lunch	82.4%	% Reduced Lunch	6.6%
% Limited English Proficient	11.7%	% Students with Disabilities	17.2%
Racial/Ethnic Origin (2013-14)			
% American Indian or Alaska Native	N/A	% Black or African American	83.2%
% Hispanic or Latino	12.9%	% Asian or Native Hawaiian/Pacific Islander	2.3%
% White	1.6%	% Multi-Racial	N/A
Personnel (2014-15)			
Years Principal Assigned to School (2014-15)	4.25	# of Assistant Principals (2014-15)	N/A
# of Deans (2014-15)	N/A	# of Counselors/Social Workers (2014-15)	1
Personnel (2013-14)			
% of Teachers with No Valid Teaching Certificate (2013-14)	5.6%	% Teaching Out of Certification (2013-14)	5.6%
% Teaching with Fewer Than 3 Years of Experience (2013-14)	0.2%	Average Teacher Absences (2013-14)	6.84
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	49.7%	Mathematics Performance at levels 3 & 4	41.2%
Credit Accumulation High Schools Only (2013-14)			
% of 1st year students who earned 10+ credits	92.1%	% of 2nd year students who earned 10+ credits	77.2%
% of 3rd year students who earned 10+ credits	63.2%	4 Year Graduation Rate	55.3%
6 Year Graduation Rate	82.2%		
Overall NYSED Accountability Status (2014-15)			
Reward		Recognition	
In Good Standing		Local Assistance Plan	
Focus District	X	Focus School Identified by a Focus District	X
Priority School			
Accountability Status – Elementary and Middle Schools			
Met Adequate Yearly Progress (AYP) in ELA (2012-13)			
American Indian or Alaska Native	N/A	Black or African American	N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander	N/A
White	N/A	Multi-Racial	N/A
Students with Disabilities	N/A	Limited English Proficient	N/A
Economically Disadvantaged	N/A		
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)			
American Indian or Alaska Native	N/A	Black or African American	N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander	N/A
White	N/A	Multi-Racial	N/A
Students with Disabilities	N/A	Limited English Proficient	N/A
Economically Disadvantaged	N/A		
Met Adequate Yearly Progress (AYP) in Science (2012-13)			
American Indian or Alaska Native	N/A	Black or African American	N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander	N/A
White	N/A	Multi-Racial	N/A
Students with Disabilities	N/A	Limited English Proficient	N/A
Economically Disadvantaged	N/A		
Accountability Status – High Schools			
Met Adequate Yearly Progress (AYP) in ELA (2012-13)			
American Indian or Alaska Native	N/A	Black or African American	YES
Hispanic or Latino	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	YES		
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)			
American Indian or Alaska Native	N/A	Black or African American	YES
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	YES		
Met Adequate Yearly Progress (AYP) in Graduation Rate (2012-13)			
American Indian or Alaska Native	N/A	Black or African American	YES
Hispanic or Latino	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	YES		

## 17K528 School Information Sheet Key

School Configuration (2014-15)			
Grade Configuration	09,10, 11,12	Total Enrollment	249
			SIG Recipient
			N/A
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	N/A	# SETSS	1
			# Integrated Collaborative Teaching
			40
Types and Number of Special Classes (2014-15)			
# Visual Arts	4	# Music	1
			# Drama
			1
# Foreign Language	3	# Dance	2
			# CTE
			N/A
School Composition (2013-14)			
% Title I Population	80.0%	% Attendance Rate	87.1%
% Free Lunch	82.4%	% Reduced Lunch	6.6%
% Limited English Proficient	11.7%	% Students with Disabilities	17.2%
Racial/Ethnic Origin (2013-14)			
% American Indian or Alaska Native	N/A	% Black or African American	83.2%
% Hispanic or Latino	12.9%	% Asian or Native Hawaiian/Pacific Islander	2.3%
% White	1.6%	% Multi-Racial	N/A
Personnel (2014-15)			
Years Principal Assigned to School (2014-15)	4.25	# of Assistant Principals (2014-15)	N/A
# of Deans (2014-15)	N/A	# of Counselors/Social Workers (2014-15)	1
Personnel (2013-14)			
% of Teachers with No Valid Teaching Certificate (2013-14)	5.6%	% Teaching Out of Certification (2013-14)	5.6%
% Teaching with Fewer Than 3 Years of Experience (2013-14)	0.2%	Average Teacher Absences (2013-14)	6.84
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	49.7%	Mathematics Performance at levels 3 & 4	41.2%
Credit Accumulation High Schools Only (2013-14)			
% of 1st year students who earned 10+ credits	92.1%	% of 2nd year students who earned 10+ credits	77.2%
% of 3rd year students who earned 10+ credits	63.2%	4 Year Graduation Rate	55.3%
6 Year Graduation Rate	82.2%		
Overall NYSED Accountability Status (2014-15)			
Reward		Recognition	
In Good Standing		Local Assistance Plan	
Focus District	X	Focus School Identified by a Focus District	X
Priority School			
Accountability Status – Elementary and Middle Schools			
Met Adequate Yearly Progress (AYP) in ELA (2012-13)			
American Indian or Alaska Native	N/A	Black or African American	N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander	N/A
White	N/A	Multi-Racial	N/A
Students with Disabilities	N/A	Limited English Proficient	N/A
Economically Disadvantaged	N/A		
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)			
American Indian or Alaska Native	N/A	Black or African American	N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander	N/A
White	N/A	Multi-Racial	N/A
Students with Disabilities	N/A	Limited English Proficient	N/A
Economically Disadvantaged	N/A		
Met Adequate Yearly Progress (AYP) in Science (2012-13)			
American Indian or Alaska Native	N/A	Black or African American	N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander	N/A
White	N/A	Multi-Racial	N/A
Students with Disabilities	N/A	Limited English Proficient	N/A
Economically Disadvantaged	N/A		
Accountability Status – High Schools			
Met Adequate Yearly Progress (AYP) in ELA (2012-13)			
American Indian or Alaska Native	N/A	Black or African American	YES
Hispanic or Latino	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	YES		
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)			
American Indian or Alaska Native	N/A	Black or African American	YES
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	YES		
Met Adequate Yearly Progress (AYP) in Graduation Rate (2012-13)			
American Indian or Alaska Native	N/A	Black or African American	YES
Hispanic or Latino	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	YES		

## 17K528 School Information Sheet Key

School Configuration (2014-15)			
Grade Configuration	09,10, 11,12	Total Enrollment	249      SIG Recipient
Types and Number of English Language Learner Classes (2014-15)			
# Transitional Bilingual	N/A	# Dual Language	N/A      # Self-Contained English as a Second Language
Types and Number of Special Education Classes (2014-15)			
# Special Classes	N/A	# SETSS	1      # Integrated Collaborative Teaching
Types and Number of Special Classes (2014-15)			
# Visual Arts	4	# Music	1      # Drama
# Foreign Language	3	# Dance	2      # CTE
School Composition (2013-14)			
% Title I Population	80.0%	% Attendance Rate	87.1%
% Free Lunch	82.4%	% Reduced Lunch	6.6%
% Limited English Proficient	11.7%	% Students with Disabilities	17.2%
Racial/Ethnic Origin (2013-14)			
% American Indian or Alaska Native	N/A	% Black or African American	83.2%
% Hispanic or Latino	12.9%	% Asian or Native Hawaiian/Pacific Islander	2.3%
% White	1.6%	% Multi-Racial	N/A
Personnel (2014-15)			
Years Principal Assigned to School (2014-15)	4.25	# of Assistant Principals (2014-15)	N/A
# of Deans (2014-15)	N/A	# of Counselors/Social Workers (2014-15)	1
Personnel (2013-14)			
% of Teachers with No Valid Teaching Certificate (2013-14)	5.6%	% Teaching Out of Certification (2013-14)	5.6%
% Teaching with Fewer Than 3 Years of Experience (2013-14)	0.2%	Average Teacher Absences (2013-14)	6.84
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	49.7%	Mathematics Performance at levels 3 & 4	41.2%
Credit Accumulation High Schools Only (2013-14)			
% of 1st year students who earned 10+ credits	92.1%	% of 2nd year students who earned 10+ credits	77.2%
% of 3rd year students who earned 10+ credits	63.2%	4 Year Graduation Rate	55.3%
6 Year Graduation Rate	82.2%		
Overall NYSED Accountability Status (2014-15)			
Reward		Recognition	
In Good Standing		Local Assistance Plan	
Focus District	X	Focus School Identified by a Focus District	X
Priority School			
<b>Accountability Status – Elementary and Middle Schools</b>			
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		
<b>Accountability Status – High Schools</b>			
Met Adequate Yearly Progress (AYP) in ELA (2012-13)			
American Indian or Alaska Native	N/A	Black or African American	YES
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	YES		
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)			
American Indian or Alaska Native	N/A	Black or African American	YES
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	YES		
Met Adequate Yearly Progress (AYP) in Graduation Rate (2012-13)			
American Indian or Alaska Native	N/A	Black or African American	YES
Hispanic or Latino	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	YES		

## 17K528 School Information Sheet Key

School Configuration (2014-15)			
Grade Configuration	09,10, 11,12	Total Enrollment	249      SIG Recipient
Types and Number of English Language Learner Classes (2014-15)			
# Transitional Bilingual	N/A	# Dual Language	N/A      # Self-Contained English as a Second Language
Types and Number of Special Education Classes (2014-15)			
# Special Classes	N/A	# SETSS	1      # Integrated Collaborative Teaching
Types and Number of Special Classes (2014-15)			
# Visual Arts	4	# Music	1      # Drama
# Foreign Language	3	# Dance	2      # CTE
School Composition (2013-14)			
% Title I Population	80.0%	% Attendance Rate	87.1%
% Free Lunch	82.4%	% Reduced Lunch	6.6%
% Limited English Proficient	11.7%	% Students with Disabilities	17.2%
Racial/Ethnic Origin (2013-14)			
% American Indian or Alaska Native	N/A	% Black or African American	83.2%
% Hispanic or Latino	12.9%	% Asian or Native Hawaiian/Pacific Islander	2.3%
% White	1.6%	% Multi-Racial	N/A
Personnel (2014-15)			
Years Principal Assigned to School (2014-15)	4.25	# of Assistant Principals (2014-15)	N/A
# of Deans (2014-15)	N/A	# of Counselors/Social Workers (2014-15)	1
Personnel (2013-14)			
% of Teachers with No Valid Teaching Certificate (2013-14)	5.6%	% Teaching Out of Certification (2013-14)	5.6%
% Teaching with Fewer Than 3 Years of Experience (2013-14)	0.2%	Average Teacher Absences (2013-14)	6.84
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	49.7%	Mathematics Performance at levels 3 & 4	41.2%
Credit Accumulation High Schools Only (2013-14)			
% of 1st year students who earned 10+ credits	92.1%	% of 2nd year students who earned 10+ credits	77.2%
% of 3rd year students who earned 10+ credits	63.2%	4 Year Graduation Rate	55.3%
6 Year Graduation Rate	82.2%		
Overall NYSED Accountability Status (2014-15)			
Reward		Recognition	
In Good Standing		Local Assistance Plan	
Focus District	X	Focus School Identified by a Focus District	X
Priority School			
<b>Accountability Status – Elementary and Middle Schools</b>			
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		
<b>Accountability Status – High Schools</b>			
Met Adequate Yearly Progress (AYP) in ELA (2012-13)			
American Indian or Alaska Native	N/A	Black or African American	YES
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	YES		
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)			
American Indian or Alaska Native	N/A	Black or African American	YES
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	YES		
Met Adequate Yearly Progress (AYP) in Graduation Rate (2012-13)			
American Indian or Alaska Native	N/A	Black or African American	YES
Hispanic or Latino	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	YES		

## 17K528 School Information Sheet Key

School Configuration (2014-15)			
Grade Configuration	09,10, 11,12	Total Enrollment	249      SIG Recipient
Types and Number of English Language Learner Classes (2014-15)			
# Transitional Bilingual	N/A	# Dual Language	N/A      # Self-Contained English as a Second Language
Types and Number of Special Education Classes (2014-15)			
# Special Classes	N/A	# SETSS	1      # Integrated Collaborative Teaching
Types and Number of Special Classes (2014-15)			
# Visual Arts	4	# Music	1      # Drama
# Foreign Language	3	# Dance	2      # CTE
School Composition (2013-14)			
% Title I Population	80.0%	% Attendance Rate	87.1%
% Free Lunch	82.4%	% Reduced Lunch	6.6%
% Limited English Proficient	11.7%	% Students with Disabilities	17.2%
Racial/Ethnic Origin (2013-14)			
% American Indian or Alaska Native	N/A	% Black or African American	83.2%
% Hispanic or Latino	12.9%	% Asian or Native Hawaiian/Pacific Islander	2.3%
% White	1.6%	% Multi-Racial	N/A
Personnel (2014-15)			
Years Principal Assigned to School (2014-15)	4.25	# of Assistant Principals (2014-15)	N/A
# of Deans (2014-15)	N/A	# of Counselors/Social Workers (2014-15)	1
Personnel (2013-14)			
% of Teachers with No Valid Teaching Certificate (2013-14)	5.6%	% Teaching Out of Certification (2013-14)	5.6%
% Teaching with Fewer Than 3 Years of Experience (2013-14)	0.2%	Average Teacher Absences (2013-14)	6.84
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	49.7%	Mathematics Performance at levels 3 & 4	41.2%
Credit Accumulation High Schools Only (2013-14)			
% of 1st year students who earned 10+ credits	92.1%	% of 2nd year students who earned 10+ credits	77.2%
% of 3rd year students who earned 10+ credits	63.2%	4 Year Graduation Rate	55.3%
6 Year Graduation Rate	82.2%		
Overall NYSED Accountability Status (2014-15)			
Reward		Recognition	
In Good Standing		Local Assistance Plan	
Focus District	X	Focus School Identified by a Focus District	X
Priority School			
<b>Accountability Status – Elementary and Middle Schools</b>			
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		
<b>Accountability Status – High Schools</b>			
Met Adequate Yearly Progress (AYP) in ELA (2012-13)			
American Indian or Alaska Native	N/A	Black or African American	YES
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	YES		
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)			
American Indian or Alaska Native	N/A	Black or African American	YES
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	YES		
Met Adequate Yearly Progress (AYP) in Graduation Rate (2012-13)			
American Indian or Alaska Native	N/A	Black or African American	YES
Hispanic or Latino	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	YES		

## 17K528 School Information Sheet Key

School Configuration (2014-15)			
Grade Configuration	09,10, 11,12	Total Enrollment	249      SIG Recipient
Types and Number of English Language Learner Classes (2014-15)			
# Transitional Bilingual	N/A	# Dual Language	N/A      # Self-Contained English as a Second Language
Types and Number of Special Education Classes (2014-15)			
# Special Classes	N/A	# SETSS	1      # Integrated Collaborative Teaching
Types and Number of Special Classes (2014-15)			
# Visual Arts	4	# Music	1      # Drama
# Foreign Language	3	# Dance	2      # CTE
School Composition (2013-14)			
% Title I Population	80.0%	% Attendance Rate	87.1%
% Free Lunch	82.4%	% Reduced Lunch	6.6%
% Limited English Proficient	11.7%	% Students with Disabilities	17.2%
Racial/Ethnic Origin (2013-14)			
% American Indian or Alaska Native	N/A	% Black or African American	83.2%
% Hispanic or Latino	12.9%	% Asian or Native Hawaiian/Pacific Islander	2.3%
% White	1.6%	% Multi-Racial	N/A
Personnel (2014-15)			
Years Principal Assigned to School (2014-15)	4.25	# of Assistant Principals (2014-15)	N/A
# of Deans (2014-15)	N/A	# of Counselors/Social Workers (2014-15)	1
Personnel (2013-14)			
% of Teachers with No Valid Teaching Certificate (2013-14)	5.6%	% Teaching Out of Certification (2013-14)	5.6%
% Teaching with Fewer Than 3 Years of Experience (2013-14)	0.2%	Average Teacher Absences (2013-14)	6.84
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	49.7%	Mathematics Performance at levels 3 & 4	41.2%
Credit Accumulation High Schools Only (2013-14)			
% of 1st year students who earned 10+ credits	92.1%	% of 2nd year students who earned 10+ credits	77.2%
% of 3rd year students who earned 10+ credits	63.2%	4 Year Graduation Rate	55.3%
6 Year Graduation Rate	82.2%		
Overall NYSED Accountability Status (2014-15)			
Reward		Recognition	
In Good Standing		Local Assistance Plan	
Focus District	X	Focus School Identified by a Focus District	X
Priority School			
<b>Accountability Status – Elementary and Middle Schools</b>			
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		
<b>Accountability Status – High Schools</b>			
Met Adequate Yearly Progress (AYP) in ELA (2012-13)			
American Indian or Alaska Native	N/A	Black or African American	YES
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	YES		
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)			
American Indian or Alaska Native	N/A	Black or African American	YES
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	YES		
Met Adequate Yearly Progress (AYP) in Graduation Rate (2012-13)			
American Indian or Alaska Native	N/A	Black or African American	YES
Hispanic or Latino	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	YES		

## 17K528 School Information Sheet Key

School Configuration (2014-15)			
Grade Configuration	09,10, 11,12	Total Enrollment	249      SIG Recipient
Types and Number of English Language Learner Classes (2014-15)			
# Transitional Bilingual	N/A	# Dual Language	N/A      # Self-Contained English as a Second Language
Types and Number of Special Education Classes (2014-15)			
# Special Classes	N/A	# SETSS	1      # Integrated Collaborative Teaching
Types and Number of Special Classes (2014-15)			
# Visual Arts	4	# Music	1      # Drama
# Foreign Language	3	# Dance	2      # CTE
School Composition (2013-14)			
% Title I Population	80.0%	% Attendance Rate	87.1%
% Free Lunch	82.4%	% Reduced Lunch	6.6%
% Limited English Proficient	11.7%	% Students with Disabilities	17.2%
Racial/Ethnic Origin (2013-14)			
% American Indian or Alaska Native	N/A	% Black or African American	83.2%
% Hispanic or Latino	12.9%	% Asian or Native Hawaiian/Pacific Islander	2.3%
% White	1.6%	% Multi-Racial	N/A
Personnel (2014-15)			
Years Principal Assigned to School (2014-15)	4.25	# of Assistant Principals (2014-15)	N/A
# of Deans (2014-15)	N/A	# of Counselors/Social Workers (2014-15)	1
Personnel (2013-14)			
% of Teachers with No Valid Teaching Certificate (2013-14)	5.6%	% Teaching Out of Certification (2013-14)	5.6%
% Teaching with Fewer Than 3 Years of Experience (2013-14)	0.2%	Average Teacher Absences (2013-14)	6.84
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	49.7%	Mathematics Performance at levels 3 & 4	41.2%
Credit Accumulation High Schools Only (2013-14)			
% of 1st year students who earned 10+ credits	92.1%	% of 2nd year students who earned 10+ credits	77.2%
% of 3rd year students who earned 10+ credits	63.2%	4 Year Graduation Rate	55.3%
6 Year Graduation Rate	82.2%		
Overall NYSED Accountability Status (2014-15)			
Reward		Recognition	
In Good Standing		Local Assistance Plan	
Focus District	X	Focus School Identified by a Focus District	X
Priority School			
<b>Accountability Status – Elementary and Middle Schools</b>			
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		
<b>Accountability Status – High Schools</b>			
Met Adequate Yearly Progress (AYP) in ELA (2012-13)			
American Indian or Alaska Native	N/A	Black or African American	YES
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	YES		
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)			
American Indian or Alaska Native	N/A	Black or African American	YES
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	YES		
Met Adequate Yearly Progress (AYP) in Graduation Rate (2012-13)			
American Indian or Alaska Native	N/A	Black or African American	YES
Hispanic or Latino	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	YES		

## Section 7: Title I Program Information

**Directions:**

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

**Part 1: Title I Status**

Indicate with an "X" your school's Title I Status.			
<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.
<ul style="list-style-type: none"> <li>● Hiring Committee</li> <li>● Hiring Fairs, College Teaching Programs, TFA, Open Market resumes, etc.</li> <li>● Interviewed Questions to that reflect an understanding of teacher best practices (DF, CCLS, meeting the needs of all students, belief in how students learn best, assessment practices, etc.)</li> <li>● Mentoring to support new teachers, New Teacher Induction Committee</li> <li>● Lead teachers, Department Heads</li> <li>● Intervisitations</li> <li>● Professional development, teacher teams, department meetings</li> <li>● External PD opportunities</li> <li>● Accelerated courses and programs</li> <li>● Support in teacher to administration certification</li> <li>● Partnership with LIU School of Education, site for pre-service practicum and student teaching</li> </ul>

**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).
<ul style="list-style-type: none"> <li>● Common planning time: Unit Plans – Performance Tasks and Rubrics</li> <li>● Partners for CCLS coaching, support, and training</li> <li>● Network PD for CCLS-aligned instruction</li> <li>● Alignment to DF and best practices and strategies</li> <li>● Modifications for SPED/ELLs and use of Paraprofessionals to support students</li> <li>● Specific school and/or instructional Goals and/or Objectives related to CCLS and skills</li> <li>● Ongoing monitoring and support to provide teacher and paraprofessionals feedback on their practice and its alignment to the CCLS</li> <li>● Lesson and unit planning that encourages CCLS best practices and strategies, monitoring the progress, and review of student work to revise the process as needed</li> <li>● Ongoing revision of curriculum for alignment to CCLS and student achievement</li> <li>● Continuous review of student work related to CCLS to modify practice and meet needs of all students</li> </ul> <p>Teacher feedback on PD and its effectiveness in the classroom – to revisit needed areas or revisions</p>

**Part 3: TA Schools Only**

**3a. Use of Program Resources**

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

N/A

**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).

N/A

**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.

- Teacher teams review the effectiveness of school-wide and or common assessments.
- Different assessment strategies are compared so as to determine the most effective strategies and how they can be best modified and/or adapted for school-wide use
- Teachers and teacher teams help design rubrics that effectively assess students and modify and revise based on feedback
- Teacher teams also help create, align, and modify school grading policies
- PD always includes a reflection piece so that all voices are heard in terms of the assessment practices and the needed PD.
- The MOSL committee meets to make assessment decisions

**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:	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 #
		Indicate the amount contributed to Schoolwide pool. (Refer to Galaxy for	references where a related program activity

		FY '15 school allocation amounts.)	has been described in this plan.	
			Column A Verify with an (X)	Column B Page # Reference(s)
Title I Part A (Basic)	Federal	\$207,800	X	Pages 8-17
Title I School Improvement 1003(a)	Federal			Pages 8-17
Title I Priority and Focus School Improvement Funds	Federal	\$52,602	X	Pages 8-17
Title II, Part A	Federal			
Title III, Part A	Federal			
Title III, Immigrant	Federal			
Tax Levy (FSF)	Local	\$1,481,676	X	Pages 8-17

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

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

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

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

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

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

- **Title I, Part A – Schoolwide Programs:** To upgrade the entire educational program in the school in order to improve the academic achievement of all students, particularly the lowest-achieving students. This includes provision of services for Students in Temporary Housing (STH).
- **Title I School Improvement 1003(a)** - support implementation of school improvement activities identified through the Diagnostic Tool for School and District Effectiveness (DTSDE) reviews or a school review with district oversight and included in the DCIP/SCEP.

- **Title I Priority and Focus School Improvement Funding:** support implementation of school improvement plans that aims to improve instruction and address the identified needs
- **Title II, Part A:** Supplementary funding to improve student academic achievement by reducing class size in grades K, 1, 2, and 3, with an emphasis on grades with average register greater than 20. If space is not available to form additional classes, funds may support push-in teacher(s) to supplement the instructional program.
- **Title III, Part A:** To help ensure that children with limited English proficiency become proficient in English, develop high academic attainment in English, and meet the same challenging State academic content and achievement standards in the core academic subjects that all other children are expected to meet. Another purpose of this program is to increase the capacity of schools to establish, implement and sustain high-quality language instruction programs and English language development programs that assist schools in effectively teaching students with limited English proficiency. Title III, Part A is also designed to promote the participation of parents and communities of limited English proficient children in English language instruction programs.
- **Title III Immigrant:** Supplementary and enhanced services to LEP/ELL immigrant students, in the areas of English language acquisition and content area achievement.

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

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

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

*(Required for All Title I Schools)*

**Directions:** All Title I schools are required to develop a **Parent Involvement Policy (PIP)** that meets the parental involvement requirements of Title I. The PIP should describe how your school will plan and implement effective parent involvement activities and/or strategies to improve student academic achievement and school performance. The **School-Parent Compact (SPC)** is a component of the PIP that outlines how parents, the entire school staff, and students will share this responsibility.

The activities and/or strategies included in your school's PIP should align with current SCEP goals for improving student achievement. Schools are encouraged to include feedback from the Parent Coordinator when updating the policy. In addition, if the school community will be engaged this year in central parent involvement initiatives, such as Parent Academy, which will provide training for school communities to help strengthen family-school partnerships, please be sure to include these activities in the school's policy.

Your school is encouraged to use the sample PIP and SPC templates below (which meet federal Title I parental involvement requirements) as guidance for updating the school's current policy.

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### Parent Involvement Policy

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. **The High School for Global Citizenship**, 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. **The High School for Global Citizenship** 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 Culture 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 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. **The High School for Global Citizenship**, 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. **The High School for Global Citizenship** 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)**

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

#### **I. School Responsibilities**

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

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

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

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

*Provide parents reasonable access to staff by:*

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

*Provide general support to parents by:*

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

Title I programs;

**II. Parent/Guardian Responsibilities:**

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

**III. Student Responsibilities:**

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

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

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

**Part I: School ELL Profile**

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

District <b>17</b>	Borough <b>Brooklyn</b>	School Number <b>528</b>
School Name <b>HS for Global Citizenship</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>Michelle Rochon</b>	Assistant Principal <b>Kabeya Mbuyi</b>
Coach	Coach
ESL Teacher <b>Riu Xue Wang</b>	Guidance Counselor <b>Vera Clarke</b>
Teacher/Subject Area <b>Kalliopi Hatzivasilis</b>	Parent
Teacher/Subject Area	Parent Coordinator
Related Service Provider	Other
Network Leader(Only if working with the LAP team) <b>Lawrence Pentergast</b>	Other

**C. Teacher Qualifications**

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

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

**D. Student Demographics**

Total number of students in school (Excluding Pre-K)	<b>256</b>	Total number of ELLs	<b>33</b>	ELLs as share of total student population (%)	<b>12.89%</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> <small>(60%:40% → 50%:50% → 75%:25%)</small>														0
<b>Dual Language</b> <small>(50%:50%)</small>														0
<b>Freestanding ESL</b>														
Push-In										1	1	1	1	4
Discrete ESL class										1	1	1	1	4
<b>Total</b>	0	0	0	0	0	0	0	0	0	2	2	2	2	8

## B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	33	Newcomers (ELLs receiving service 0-3 years)	25	ELL Students with Disabilities	3
SIFE	12	ELLs receiving service 4-6 years	3	Long-Term (completed 6+ years)	5

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	25	10	1	3	1	2	5	1	0		33

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>	25	10	1	3	1	2	5	1	0	33
Number of ELLs who have an alternate placement paraprofessional: <u>0</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>	0	0	0	0	0	0	0	0	0	0	0	0	0	0

\*EP=English proficient student

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

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

**This Section for Dual Language Programs Only**

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

**Freestanding English as a Second Language**

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

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish										4	3	3	2	12
Chinese														0
Russian														0
Bengali													1	1
Urdu														0
Arabic										3	2			5
Haitian										1	5	2	1	9
French											1	1		2
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other										1	3			4
<b>TOTAL</b>	<b>0</b>	<b>9</b>	<b>14</b>	<b>6</b>	<b>4</b>	<b>33</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)										5	6	3	0	14
Intermediate(I)										1	5	2	1	9
Advanced (A)										3	3	1	3	10
Total	<b>0</b>	<b>9</b>	<b>14</b>	<b>6</b>	<b>4</b>	<b>33</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	4		0	
Integrated Algebra	7		3	
Geometry	4		0	
Algebra 2/Trigonometry				
Math _____				
Biology				
Chemistry	1		0	
Earth Science	2		1	
Living Environment	8		1	
Physics				
Global History and Geography	4		3	
US History and Government	3		0	
Foreign Language	1		1	
Other _____				
Other _____				
NYSAA ELA				
NYSAA Mathematics				
NYSAA Social Studies				
NYSAA Science				

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

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

- Describe what assessment tool your school uses to assess the early literacy skills of your ELLs (e.g., ECLAS-2, EL SOL, Fountas and Pinnell, DRA, TCRWP). What insights do the data provide about your ELLs? How will this data help inform your school's instructional plan? Please provide any quantitative data available to support your response.  
N/A
- What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?  
According to the NYSESLAT and LAB-R, the majority of our ELL population (42%) tested at the Beginner Level (B), followed by 27% at

the Intermediate Level (I), and 9% at the Advanced Level (A). The majority of our Beginner ELL population (75.75%) have lived in the USA for less than 3 years. The breakdown of Beginner, Intermediate, and Advanced ELLs by grade, indicated by the 2013 NYSESLAT and LAB-R is as follows:

	9	10	11	12
B	15%	18%	9%	0%
I	3%	15%	6%	3%
A	9%	9%	1%	9%

3. How will patterns across NYSESLAT modalities—reading/writing and listening/speaking—affect instructional decisions? How does your school use information about Annual Measurable Achievement Objectives? What does the data reveal? (see [SED memo](#) and [AMAO tool](#))

The RNMR is not available as of November 7, 2013.

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?

4a. On the 2013 NYSESLAT and LAB-R results indicate the following: 5 beginner, 1 intermediate, and 3 advanced ELL students in grade 9, 6 beginner, 5 intermediate, and 3 advanced in grade 10, 3 beginner, 2 intermediate, and 1 advanced in grade 11, and 1 intermediate and 3 advanced in grade 12. Our ELLs need additional support to help them pass the Regents examination, and help them score proficient in the NYSESLAT.

4b. The school leadership and teachers are looking at the ELL data and periodic assessments and on a monthly basis. From the results, administration, teachers, ESL teacher, and guidance counselor review the data, the curriculum and lesson plans to make modification to address the particular needs of the ELL, ELL-SWD, and SIFE students.

4c. According to the Regents results, 3 out of 7 ELL students passed the Algebra Regents, 1 out of 2 passed the Earth Science, 3 out of 4 passed the Global, 1 out of 8 passed the Living Environment, none of our ELL students passed the English, Chemistry, or US History Regents. The teachers, ESL teacher, and guidance counselor will continue to work with the ELLs to ensure mastery academic achievement, language and social development, reading comprehension, and writing. With the additional support given to our ELL students, such as tutoring, small classroom instruction, AIS services, and emotional/psychological support for both our ELLs and their family, they scored better on the US History Regents than our non-ELL students. Through the periodic assessments, the ESL teacher and academic teachers look at data for the ELL students and SIFE students and create a plan for each ELL student to provide the academic support they need to maximize student learning and language acquisition in order to master the content in each subject area. There is a strong focus on reading comprehension and writing for all students, particularly the ELLs and SIFE students, to help them master the content and pass the English Regents, and be prepared for higher level English classes (i.e. honors English, and AP English).

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?
- All teachers receive their ELL students information through the RNMR report from ATS, and are provided with their students biographical excel list of parents name, address, telephone numbers, student and parent home language. The information will help teachers prepare communication for the families in their native language. Glossaries and bilingual dictionaries are provided in each academic classroom, to meet the standards that are expected in the ELLs core content area. Teachers, support staff, and the ESL teacher meet on a weekly basis to discuss and review the ELLs, former ELLs, SIFE students, and ELL-SWDs progress towards their mastery in the English language, social development, and academic achievement. Core teachers provide instruction that prepares students to think critically, solve problems and communicate in the language of instruction and interventional support services are made available to every students. At the end of each Interim Assessment, teachers and the ESL teacher review the test data and identify the students who are in the bottom third of each core class, including the ELL students. Teachers review their curriculum maps with the Principal and their peers and make necessary revisions and adjustments to their curriculum and lesson plans to address the academic needs of our students, particularly our ELL students.

7. For dual language programs, answer the following:

- How are the English-proficient students (EPs) assessed in the second (target) language?
- What is the level of language proficiency in the second (target) language for EPs?
- How are EPs performing on State and City Assessments?

N/A

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

The success of our ELL program will be determined by the results of the NYSESLAT, Regents examination results, NYSESLAT interim assessments. To increase testing results and increase student learning, the ESL teacher will collaborate with the core teachers to look at the ELL data, student work, align lesson plans and curriculum to the Common Core Learning Standards. The guidance counselor and support staff will continue to work with the ELLs to improve their scholarship, attendance, attend after-school tutoring, decrease behavior problems with the PBIS program, and continue communication with the family and students.

## 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 entering the NYC DOE for the first time, the guidance counselor or ESL teacher administers the Home Language Identification Survey (HLIS), which indicates which language(s) are spoken at home. An interview is conducted with a teacher and/or guidance counselor and a translator with the parent and child. The HLIS is placed in the student's permanent record and is kept on file in the main office. If the information on this questionnaire indicates that the student speaks any other language at home other than English, the ESL teacher administers the Language Assessment Battery-Revised (LAB-R) to determine the English proficiency level of the student. The LAB-R is administered within 10 school days of the initial enrollment as per CR Part 154. The ATS report "Reminder to Administer the LAB-R," which is generated once a week facilitates this phase of the ELL Identification process. The results of the LAB-R indicate whether or not the student needs ESL services, and if so, how much service time is required as outlined by New York State. The ESL teacher scores and determines the proficiency level of the student. If a student scores below proficiency on the LAB-R, he/she becomes eligible for state-mandated services for ELLs. The school sends an Entitlement Letter, in the native language, to the parents of students who is eligible for ELL services.
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.  
After reviewing and discussing the Parent Survey and Program Selection Form with the family, both in English and their native language through translators, and the parents have viewed the orientation video, the ESL teacher, administrator, and/or guidance counselor discusses the different program choices the DOE offers for their child. We explain to the family that the Freestanding ESL is the only program that is offered at our 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 [\[see tool kit\]](#).)  
When a newly enrolled ELL is administered the LAB-R, within 10 days of enrollment and scores below proficiency Ms. Wang, ESL Teacher mails an Entitlement Letter to the parent, in their native language, followed by a Placement Letter. If a student scores above proficiency on the LAB-R a Non Entitlement Letter is mailed to the parent's home, in their respective language. Ms. Gordon, Family Paraprofessional and Ms. Hatzivasilis, Data Specialist keep a copy of the Entitlement letters in the main office and the original is placed in the student's cumulative records. If an ELL student scores below proficiency on the NYSESLAT Ms. Wang, ESL Teacher mails a Continued Entitlement letter to the parent's home and a copy is placed in student's cumulative record, and if they score proficiency on the NYSESLAT the Non Entitlement/Transition Letter is mailed to the home. The collection of data is in alignment with the New York State accountability requirements.

Properly maintaining and storing parent information ensures that we honor parent choice and follow the mandates of providing a parent orientation. Entitlement Letter, Parent Survey and Program Selection forms are stored in the ESL file cabinet, in the main office for easy access to the administrator, teachers, ESL teacher, and guidance counselor. The attendance coordinator reviews the school ATS report in ELLs to ensure that the home language, grade level, and program matches the HLIS, LAB-R, and other information.

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.

During the parent orientation, Ms. Wang, ESL Teacher and translator explain to the parent that ESL is the instructional program that is offered in our school. If the newly enrolled student scores below proficiency, then student is immediately placed in ESL classes, and an ENtitlement Letter is mailed to the home, a copy is placed in the cumulative records, and a copy is filed in the mail office. If a parent insists on a bilingual program for their child, the teacher explains to the family that once we receive 20 requests in the same grade for a bilingual program, then we will open up a bilingual class. If they insist on a bilingual program, then we offer them the option of transferring their child to another school where the parent's choice is currently available. The teacher sends an e-mail to [ELLProgramTransfer@schools.nyc.gov](mailto:ELLProgramTransfer@schools.nyc.gov) requesting to transfer the student. While we are awaiting a response, the student begins ESL classes.

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.

As mandated by the State Education Department, each spring, all ELLs, newly identified ELLs, ELL-SWD, and SIFE are administered the New York State English as a Second Language Achievement Test (NYSESLAT) to identify their English proficiency. The following ATS report are run RNMR, RHSP, and RLER to determine who is eligible to take the NYSESLAT examination. ELL students and parents are notified of the administration of the NYSESLAT examination, and inform the family that the test is designed to show how well they can listen to, read, write, and speak the English language. Ms. Wang, ESL Teacher explains to the students the general types of questions they should see on the test and the procedures that should follow in recording their answers. The ELL students continue to take the NYSESLAT examination until they score proficient.

We notify parents via mail, in their native language, of the upcoming NYSESLAT examination, the dates of testing and the purpose of the test. Teachers and staff are provided with the schedule. ELL students with Disabilities are testing in accordance to the IEP testing recommendations. The NYSESLAT examination tests the ELL students English proficiency on Speaking, Listening, Reading, and Writing. The Speaking part of the NYSESLAT is administered to the ELLs, followed by the Listening, Reading, and the last part of the NYSESLAT examination is the Writing.

6. After reviewing the Parent Survey and Program Selection forms for the past few years, what is the trend in program choices that parents have requested? (Please provide numbers.) Are the program models offered at your school aligned with parent requests? If no, why not? How will you build alignment between parent choice and program offerings? Describe specific steps underway. 

After reviewing the Parent Survey and Program Selection forms for the past few years, the data indicates 92% of the parents requested freestanding ESL service for their child, followed by bilingual, and dual. We are a small school located in central Brooklyn, if our ELL population grows and we receive 20 requests for bilingual services in that respective grade, then we will honor the request of the parents. Until then, ESL is the program that is offered in our school.

## 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])?

All our ESL push-in classes are heterogeneously grouped. For Beginner Level ELL students, the ESL instruction is delivered in homogeneous double period ESL classes, and a single heterogeneous push-in class, equaling to 750 minutes of ESL instruction per week. The Intermediate Level ELL student receives one period of ESL and one period of push-in equaling 550 minutes of instruction per week. The Advanced Level ELL student receives either 1 period of push-in or 1 period of a free-standing ESL heterogeneous class everyday equaling 250 minutes of ESL instruction a week. Students receive the State mandated number of ESL classes per day, which includes three periods of ESL for beginner, 2 periods for intermediate, and 1 period for advanced. Intermediate and Advanced students also receive an ELA class, and our Beginner ELLs are enrolled in a writing course.

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)?

ESL instruction focuses on the four basic-language acquisition skills: listening, speaking, reading, and writing. ESL Instruction is provided by ESL classes as determined by English language proficiency levels and regulated by New York State CR Part 154 guidelines. ESL and ELA instructional strategies and methodologies are employed to teach Language Arts and Content areas which allow students to learn content and receive content credit while simultaneously developing English language skills and meeting or exceeding New York State and City standards. English Language Learners receive the New York State-mandated ESL/ELA allotted instruction time based on student proficiency level. Students scoring on a Beginner level on the NYSESLAT are programmed for a triple period of ESL, 2 periods of ESL and 1 period of push-in totaling a total of 750 minutes of ESL instruction. Students scoring on an Intermediate level receive 2 periods of push-in ESL or 1 period of free standing ESL and 1 push-in class, a minimum of 360 minutes a week. The advanced ELL students receive 1 period of ESL push-in instruction in one of their content areas or 1 free standing ESL, a minimum of 180 minutes per week.

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

HSGC has high expectations for ELL student achievement, and the goal is to have all ELL students pass the NYSESLAT, all five Regents examinations, and attend a college/university post graduation. Instruction in all content areas is rigorous, strategies across all content areas include essay revision checklist, rubrics for every writing assignment, use scaffolding strategies for providing English language learners with support to enable them to successfully complete tasks requiring academic language proficiency by modifying language without simplification, modifying vocabulary, speed, stress and intonation, use activate students' prior knowledge, use the primary language to facilitate learning, contextualize language, use media, technology resources, and other visual supports, use formative and summative assessment and how to re-teach accordingly, and provide explicit instruction in content-specific skills, and embedding language in an understandable context.

HSGC focuses on writing, and the ELLs, former ELLs and SIFE students are provided with a writing course and an opportunity to attend after-school tutoring and enriched after-school ESL classes.additional services. ESL instructions is delivered in English, with a focus on vocabulary, writing, speaking, memorizing, and listening. ESL instructional methods are used to foster language development include modeling, creating an interactive classroom where ELL student are encouraged to speak and listen to one another, speaking clearly and slowly, use of vocabulary, word walls, learning to read graphs and maps, have pictures, etc. Our ESL teacher teacher collaborates with the content area teachers to provide ESL strategies and methodologies in their lesson plan and curriculum, which is aligned with the Common Core Learning Standards, and to strengthen language development for the ELL students.

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

Newly arrived students with limited English are administered the LAB-R, and for Spanish speaking students, the Spanish the LAB-R. If the students are ELLs then they take the NYSESLAT in the Spring. ELL students are given extended time during formal and

informal examinations, and they have an option of testing in in their native language on State assessments.

5. How do you ensure that ELLs are appropriately evaluated in all four modalities of English acquisition throughout the year?  
ESL instruction focuses on the four language acquisition skills: listening, speaking, reading, and writing. The ESL teacher administers the NYSESLAT interim assessments, performance assessments, and to the ELL students to track and support their progress and measures their English language proficiency level based on their results. From the results, ESL and content area lesson plans and curriculum mapping is revise to meet the needs of the ELL student, which is an on-going process based on these results. The ESL teacher collaborates with the core teachers to ensure student achievement is met in all four modalities.
6. How do you differentiate instruction for ELL subgroups?
  - a. Describe your instructional plan for SIFE.
  - b. Describe your plan for ELLs who have been in US schools less than three years (newcomers)..
  - c. Describe your plan for ELLs receiving service 4 to 6 years.
  - d. Describe your plan for long-term ELLs (completed 6+ years).
  - e. Describe your plan for former ELLs (in years 1 and 2 after testing proficient).
  - 6a. The SIFE students are provided with small group instruction by the ESL teacher pushing-in to the core classes. Guidance counsleros also provide social emotional support to the SIFE stduents. ESL instruction is differentiated for SIFE students through the use of audio books, phonics, guided reading, level based reading materials, using sentence strips, assign daily journal writing, plan role play activities, use interview and questionnaires, have students present information with visual illustrations, etc.
  - 6b. Instruction for ELLs who are new to the US schools, less than three years, will focus on vocabulary development, phonics, technology programs that convert text in the native language, blocked programming, role playing, audio-visual, hand-on demonstrations.
  - 6c. ELL students with 4-6 years of ELL services will continue to meet demands of the core subject classes and be able to pass their classes and Regents examination. They are programmed for a one free standing ESL class, teaching content specific vocabulary, academic language, pronunciation, grammar, vocabulary, following directions, listening, making a brief presentation in class, social communication, and functional communication.
  - 6d. Long-term ELLs will continue to receive social-emotional support, ESL teacher and academic teachers will continue to differentiate instruction, have student sttend higher level classes, such as AP and Kaplan SAT.
  - 6e. Former ELL students, will be able to receive additional services by attending after-school enrchnment programs, use of English language software programs. The goal for the former ELL student is to be able to pass all their Regents requirements and attend Advanced Placement classes. ELL strategies will continue in all subject are classes, small group instruction, use of glossaries, and teacher/adminitration continue to monitor the former ELL student progress.
7. What instructional strategies and grade-level materials do teachers of ELL-SWDs use that both provide access to academic content areas and accelerate English language development?  
The ELL-SWDs are served as per their IEP, ESL/ELA teachers collaborate and ensure the students languaegle learning needs are being met. Instruction will be differentiated.
8. How does your school use curricular, instructional, and scheduling flexibility to enable diverse ELL-SWDs to achieve their IEP goals and attain English proficiency within the least restrictive environment?  
The ESL teacher, Special Education teacher, and content area teacher work together to ensure that the ELL-SWD are achieving their IEP goals, by following the IEP recommnedations. Our ELLs, ELL-SWD, and SIFE students are placed in regular education classes, with push-in services in the core classes, with the exception of the Beginner and Intermediate ELL students who receive a double period of ESL instruction (beginner) and a single period of ESL instruction (intermediate). We ensure that appropriate testing accommodations, time extensions, separate location, bilingual dictionaries and glossaries is provided to the ELL-SWD student.

### 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
Native Language Arts:	
Social Studies:	

Class/Content Area	Language(s) of Instruction

### 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

Math:				
Science:				

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

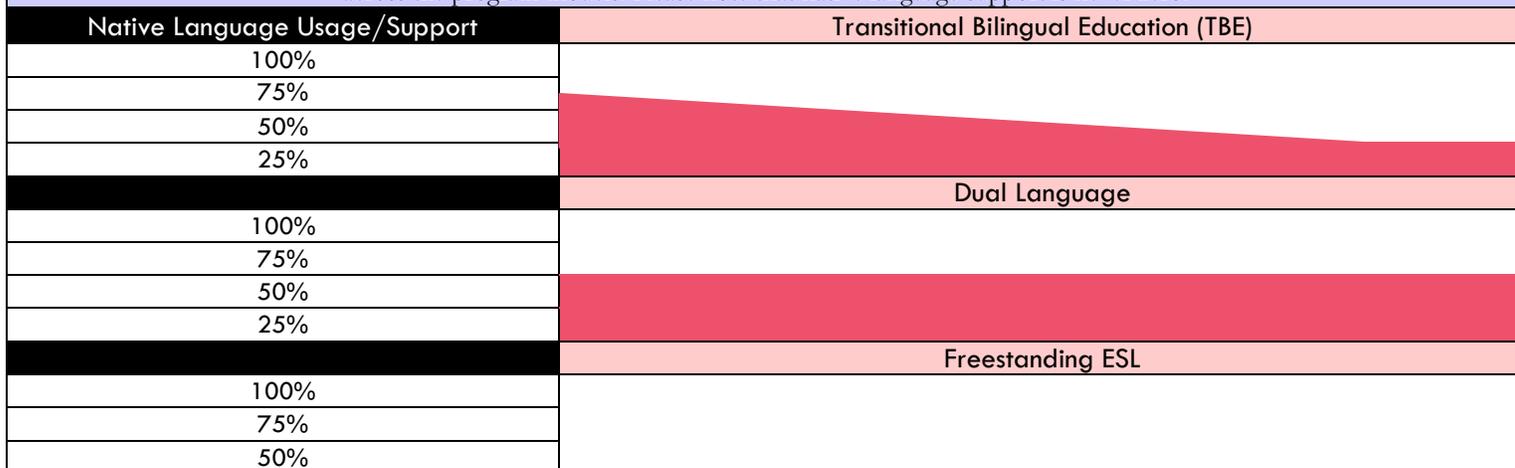
	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
<b>FOR TBE /DL PROGRAMS:</b> Native Language Arts	45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



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.
- English Language Learners are programmed for our academic intervention services (AID), which are aligned with the New York State Standards and are congruent with those of the regular classroom. In addition, student support services are also provided as needed in order to address barriers to improved academic success. Students that are at-risk of not meeting the State Standards in ELA, mathematics, social studies, and science are mandated to attend an after-school program that offers additional support in order to bridge the gap in achieving the NY State Standards. The ELL students and parents are notified of the intervention programs and strategies we have in place and encourage our ELL students to participate in the after-school programs. Intervention strategies to help our ELLs include small group instruction, individual instruction, push-in ESL services in the core classes. ELL students use glossaries, bilingual dictionaries to help them master the content in the specific academic class. Every six weeks the teachers and ESL teacher administer the Interim Assessments to determine the growth and mastery of the content area. The data is shared with the students and parents via mail and a phone call. Translators are available should a parent request to speak to the teacher in their native language.
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 push-in ESL instruction is aligned with the content teachers curriculum, to ensure that the ELL students are prepared to pass the NYSESLAT and Regents examination, and master the core content. The self-contained ESL classes will be evaluated in the spring by looking at the interim assessment and determine if there was a growth in language acquisition from the previous examinations given this school year.
11. What new programs or improvements will be considered for the upcoming school year?
- Due to the increase in ELL students, we will be purchasing Achieve 3000 and opening a Summer Enrichment Program for our ELL students.
12. What programs/services for ELLs will be discontinued and why?
- As our ELL population continues to grow in number, we plan on increasing our ESL program and adding additional after-school and Saturday programs.
13. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
- All students, including ELLs are afforded equal access to all programs, by attending after-school tutoring, taking advanced placement classes, registering for College Now classes, SAT Prep classes, etc.
14. What instructional materials, including technology, are used to support ELLs (include content area as well as language materials; list ELL subgroups if necessary)?
- ESL teacher provides glossaries, word-to-word dictionaries in the ELLs native language, use of classroom library, and technology software to assist students in accelerating their language acquisition process.
15. How is native language support delivered in each program model (TBE, Dual Language, and ESL)?
- ESL teacher provides glossaries, word-to-word dictionaries in the ELLs native language.
16. Explain how the required services support, and resources correspond to ELLs' ages and grade levels?
- Individual counseling is provided by the guidance counselor, school social worker to the ELLs.
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.
- Newly enrolled ELLs receive one-on-one counseling, peer buddy-up, after-school tutoring, and technology software programs.
18. What language electives are offered to ELLs?
- Spanish is the foreign language elective that is offered to our ELLs.
19. For schools with dual language programs:
- How much time (%) is the target language used for EPs and ELLs in each grade?
  - How much of the instructional day are EPs and ELLs integrated? What content areas are taught separately?
  - How is language separated for instruction (time, subject, teacher, theme)?
  - What Dual Language model is used (side-by-side, self-contained, other)?
  - Is emergent literacy taught in child's native language first (sequential), or are both languages taught at the same time (simultaneous)?

N/A

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

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

1. The Special Education Teachers, Lead Teachers, and the support from Network 603 provide staff development and one-on-one professional development sessions to develop and align their curriculum and lesson plans with Common Core Learning Standards and best practice of the Danielson Framework, the New Teaching Standards, Differentiating Instruction and Goal Setting.

2. All teachers and support staff attend monthly professional development with the focus on Curriculum and Lesson Plan Design, with an emphasis on vocabulary development and Critical Reading Skills for the ELLs, former ELLs, and SIFE students. The LEAD teachers schedule inter-visitations in the classroom, and meet with the teachers to discuss the lessonplan observed. In addition, the ESL teacher attends weekly meetings with the academic teachers, during Common Planning Time and Grade team Meetings to address the ELL strategies with the focus on components 3C: Engaging Student Learning, 2B: Establishing a Culture for Learning and 1E: Designing Coherent Instruction for ELL students, including the SIFE students.

3. All core teachers and the ESL teacher have attended outside professional development offered by the Office of English Language Learners, PD offered by the DOE, and the Network. Our Mathematics teachers are began their six session series on CCLS Mathematics Institute for Secondary Teachers of ELLs. Our ESL teacher attends on-going professional development related to the NYSESLAT and the NYSITELL.

4. The training for the 7.5 hours will focus on how to increase language acquisition for the ELLs, and increase academic achievement. Instructional strategies that all academic and the ESL teacher will use is scaffolding, integration of language and literacy in all academic content. Teachers will engage students in hands-on learning by creating picture dictionaries, flash cards, teaching a mini-lesson, create a rich environment where students are motivated to learn by having word walls, classroom expectations, rubrics. Teachers will build on literacy instruction in order to master proficiency in English by having a pre and post reading strategies, use graphic organizers, reading logs, and journal writing. Teachers will looking at data and develop lessons based on the ELLs proficiency level.

## D. Parental Involvement

1. Describe ELL parent involvement in your school. Include specific activities that foster parental involvement for parents of ELLs.
2. Does the school partner with other agencies or Community Based Organizations to provide workshops or services to ELL parents?
3. How do you evaluate the needs of the parents?
4. How do your parental involvement activities address the needs of the parents?
  1. HSGC conducts 3-4 ELL parent orientation throughout the year by the administration, teachers, ESL teacher . Parents of ELLs, former ELLs and SIFE students are invited to attend the freshman orientation, where they receive a copy of the student handbook, discipline and safety (in their native language), health information through the NYU College of Nursing Mobile Van Program, academic expectations, new graduation requirements, requirements for all programs in our school, including the Advanced Placement classes, College Summit, CUNY At-Home, and ESL classes. If parents are not able to attend the orientation, they have another opportunity to meet the HSGC staff the 3rd week of school at Meet Your Child's Teacher night. At the meeting, ELL parents receive Pupil Path access (in their native language), where they can view their child's academic progress, daily attendance, homework, classwork, and be able to correspond with their child's teachers. Pupil Path is able to convert the information in the parents' native language. If a parent is not able to attend either meeting, the material is mailed to the home. Our Peer Leaders and students are present at the meetings and assist the parents, by serving as translators or directing the families to the appropriate people based on their concern and needs. We have teachers and staff who are able to communicate with the families in their native language. Communication with ELL parents are in their home language, and all material are translated in the parents home language. If there is not a staff member or translator available, the school utilized the Translation and Interpretation Unit, where over-the-phone interpreters are available to assist the ELL parents.
  2. To strengthen the connection and support of the parents/guardians of our ELL and former ELL students, our school actively involves parents in planning and decision-making in support of their child's education. Parents are encouraged to participate on the School Leadership Team and Parent Association Meetings. Parent issues and concerns are addressed and shared at the PA and SLT meetings, and are shared via e-mail with the HSGC staff. At the first parent association meeting, parents requested to have e-mails and text messages sent, as well as daily wake-up calls by 6:00 AM, and the following day we began to send out text messages and e-mails to the families. Text and e-mails are sent to the homes through their native language. Parents receive daily phone calls from the support staff, through their child's teachers, and monthly mailings are sent to the homes. Topics discussed at PTA meetings are disseminated to parents via e-mail, mail, and Pupil Path. Parents of ELLs can reach out to the Office for Family Engagement and Advocacy (OFEA) should they wish to attend additional professional development opportunities.
  3. We evaluate the needs of the ELL parents through surveys, feedback, on-going interviews, and phone calls to the parents home.
  4. Once we identify the needs of the ELL parents, then we address the concerns as quickly as possible, through meetings, events, in-house and outside counseling, provide outside resources to parents, such as the Children's-Aid Society Legal Unit, free legal immigration services, adult ESL services in the local area, etc. Parents of ELLs, former ELLs, and parents of SIFE students are encouraged to participate and attend special events that the school holds throughout the year, such as International Night, award ceremonies, Breast Cancer Walk, Blood Drives, etc. Parents are encouraged to attend school trips and volunteer during the day, by assisting in the main office and guidance team. HSGC is partnered with Global Kids, College Summit, New York Cares, and At Home in College. These partnerships have particularly helped our ELL students increase their Regent scores and improve on their overall academics.

## 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.

## Part VI: LAP Assurances

School Name: **HS for GLocal Citizenship**

School DBN: **17K528**

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Michelle Rochon	Principal		11/12/13
Kabeya Mbuyi	Assistant Principal		11/12/13
	Parent Coordinator		
Rui Xue Wang	ESL Teacher		11/12/13
	Parent		
	Teacher/Subject Area		
	Teacher/Subject Area		
	Coach		
	Coach		
Vera Clarke	Guidance Counselor		11/12/13
Lawrence Pentergast	Network Leader		
Kalli Hatzivasilis	Other <u>Data Specialist</u>		11/12/13
	Other _____		
	Other _____		
	Other _____		

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

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

DBN: **17k528** School Name: **High School for Global Citizenship**

Cluster: **6** Network: **N603**

**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.

The High School for Global Citizenship (HSGC) gathers data through ATS system and the Home Language Surveys to determine the written translation and oral interpretation of our parents. The emergency blue cards are cross references with the Home Language Survey to ensure accuracy in the data collected.

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.

23.83% of our Parent/Guardian population speaks a language other than English in the home, with Spanish and French/Haitian-Creole being the greatest need, followed by Arabic. During our first faculty meeting, an announcement is made to staff making them aware of families with limited proficiency in English. All staff are aware of the available interpreters and are able to translate by phone or parent/teacher conference should they need an interpreter.

## 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 versions of military opt-out letters, condon availability letters, lunch forms, parent guides, citywide standards of intervention and discipline measures and similar forms in the native language are mailed to parents homes. Report cards and progress reports are generated in the families native language and mailed to the homes.

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.

It is very important for parents/guardians with limited proficiency in English to be able to communicate with teachers and school staff. At HSGC we have teachers who are fluent in Arabic, Chinese, French/Haitian-Creole, Greek, and Spanish and are able to provide oral interpretation services to the families. Having teachers provide oral translation services to the families helps bridge the communication gap between school and home.

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>.

Signs are posted by the main office, guidance office, and dean's office indicating that translation and interpretation services are available in the school for parents whose primary language is not English, especially for Spanish and French/Haitian-Creole speaking parents. Documents regarding parent rights in relationship to translation and interpretation services will be available and distributed during incoming student orientation and parent-teacher conferences. Additionally, parents are provided with school documents, such as report cards, transcripts, and letters in their home language. An interpreter will be available for parents/guardians safety and discipline matters, academic, health, and any Special Education and/or English Language Learners academic program.



**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.

Part A: School Information	
Name of School: The HS for Global Citizenship	DBN: 17K528
This school is (check one):	
<input checked="" type="checkbox"/> conceptually consolidated (skip part E below) <input type="checkbox"/> NOT conceptually consolidated (must complete part E below)	

Part B: Direct Instruction Supplemental Program Information
The direct instruction component of the program will consist of (check all that apply):
<input type="checkbox"/> Before school <input checked="" type="checkbox"/> After school <input type="checkbox"/> Saturday academy
Total # of ELLs to be served: 36
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: 1  
# of certified ESL/Bilingual teachers: 1  
# of content area teachers: \_\_\_\_\_

Describe the direct instruction supplemental program here and include the

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

Begin description here: The Title III language instructional program will focus on reading comprehension and writing for our current ELL, ELL-SWD, SIFE, and former ELL students. The beginner, intermediate and advanced ELLs in grades 9, 10, 11 and 12 will receive direct instruction from our ESL teacher during the regular school day and after-school. The duration of the after-school program will begin November 17, 2014 through June 2014 from 3:10 PM - 5:00 PM servicing 34 ELL, ELL-SWD, SIFE, and former ELL students. Students in the after-school program will receive instruction in English with the focus on ELA, Social Studies, and Mathematics. ELLs will work with Visions textbook and materials, 4AESL.org computer software, material from the core English, Social Studies, and Mathematics classroom.

The ESL teacher meets with the regular classroom teachers to assess the specific needs of our ELL population. The Title III funds are used to enhance the quality of the educational materials and professional development provided to the ESL teacher and academic teacher, particularly Math and English. The ESL teacher provides small group instruction, by pushing into the academic classes and servicing the ELL students. The ESL teacher provides after-school ESL services 3-4 times a week for additional support to our ELLs. Information related to the project and student achievement is shared with the classroom teacher on a weekly basis during Grade Team Meetings and Common Planning Meeting.

The ESL teacher and academic teacher provide meaningful standard-based instruction in all content areas, aligned with the ELL students proficiency level. After reviewing the NYSESLAT data, Regents scores, progress reports, and interim assessments, it is apparent that the focus will relay on writing and reading comprehension for our ELL students. Our ESL teacher will push-in to academic classes for beginner, intermediate, and advanced ELL students, and ensure that our ELL students are meeting the same state academic standards. Beginning November through mid-June, both our ELL and former ELL students will partake in the after-school program, with the focus on Math, English, and Social Studies. The language of instruction will be in English with ESL methodologies. There will be a co-teaching model with an ESL teacher and a general education teacher in the classroom to build on writing skills and reading comprehension. The after-school program will use supplemental materials to support language acquisition. A formal evaluation of each student's progress will be made at the end of each school year, by reviewing the interim assessment data, Regents results, and NYSESLAT results.

**Part C: Professional Development**

### 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: The academic teachers and ESL teacher will participate in professional development with the focus on multiple entry points to Common Core Learning Standards for ELLs and former ELLs. The rationale for the professional development is to help the teachers align their written and taught curriculum with Common Core Learning Standards and researched-based best practices of ELL instruction to address the needs of ELLs and former ELLs in their classrooms. Professional development will be offered through the Office of English Language Learners, Danielson's Framework, and Shane Purse Associates, Inc. all at no cost to Title III. Professional development will be conducted outside of school, during the school day, and after-school, also at no cost to Title III. Shane Purse Associates, Inc. will conduct whole school workshops, facilitate collaborative planning and common planning, and job embedded modeling of best practices. Professional development workshops will consist of one full day of classroom based professional development per month, starting in September through June, and one three hour workshop per month with the focus on best practices of ELL instruction, at no cost to Title III. Aligning instruction to Common Core Standards, aligning instruction to instructional shifts, and embedding best practices of ELL instruction in literacy and mathematics, and teachers will be trained to address Instructional Shift #3: Staircase of Complexity.

### 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: To strengthen the connection and support of the parents/guardians of our ELL and former ELL students, our school actively involves parents in planning and decision-making in support of the education of their children. Parents are encouraged to actively participate on the School Leadership Team and Parent Association meetings. TRIAD Consulting and SLATE, at no cost to Title III, conduct monthly meetings for parents and parents of ELLs, with translators available in the families' home language.

Our school supports parents and families of ELL students by providing materials and training to help parents work with their children to improve their literacy, math and use of technology, by fostering a caring and effective home/school partnership to ensure that parents can effectively support and monitor their child's progress through Skedula, provide assistance to parents in understanding the NY City and NY State standards and assessments, and sharing information about school and parent related programs in their native language. Translators are available during each of the parent activities. In September, during our Meet Your Teacher night, parents are given a user name and password for

**Part D: Parental Engagement Activities**

Skedula, which parents can use to interactively communicate with their child’s teachers, and provide parents with their child’s progress, daily attendance, and report card, which is converted in their native language.

For parents who are not able to attend the session, letters are mailed to the homes, in their native language, with directions on how to use Skedula. The parent coordinator conducts monthly meetings for parents, which include the following topics: Understanding the Your Child's Transcript, Basic Computer Training, Understanding Skedula. The trainings are conducted in English, with translators in Spanish, French and Haitian-Creole. Transcripts and report cards are available during the training in the families’ home language.

**Part E: Budget**

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

Allocation Amount: \$11200

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

**Part E: Budget**

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

Allocation Amount: \$11200

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