



**2014-15**  
**SCHOOL COMPREHENSIVE EDUCATIONAL PLAN (SCEP)**  
**TITLE I APPENDIX FOR SIG COHORT 4/5 AND SIF SCHOOLS**

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

**17K533**

**School Name:**

**SCHOOL FOR DEMOCRACY AND LEADERSHIP**

**Principal:**

**JAMES OLEARCHIK**

**Outline of SCEP Title I Appendix for SIG Cohort 4/5 and SIF Schools**

**Section 1: School Information Page**

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

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

**Section 4: Academic Intervention Services (AIS)**

**Section 5: Expanded Learning Time (ELT)**

**Section 6: Title I Program Information**

**Section 7: Parent Involvement Policy (PIP) and School Parent Compact (SPC)**

**Section 1: School Information Page**

**School Information**

School Name: School for Democracy and Leadership School Number (DBN): 17K533  
School Level: Middle/High Grades Served: 6-12  
School Address: 600 Kingston Avenue, Brooklyn, NY 11203  
Phone Number: 718-771-4865 Fax: 718-771-5847  
School Contact Person: Emilie Mittiga Email Address: [emittiga@schools.nyc.gov](mailto:emittiga@schools.nyc.gov)  
Principal: James Olearchik  
UFT Chapter Leader: Thomas Mackay  
Parents' Association President: Natasha Willems  
SLT Chairperson: Catrina Williams  
Student Representative(s): Romario Duncan, Rose Bertresse, Patrick Senior

**District Information**

District: 17 Superintendent: Michael Prayor  
Superintendent's Office Address: 6565 Flatlands Avenue, Brooklyn, NY 11236  
Superintendent's Email Address: [mprayor@schools.nyc.gov](mailto:mprayor@schools.nyc.gov)  
Phone Number: 718-968-4100 Fax: 718-241-9223

**Cluster and Network Information**

Cluster Number: 1 Cluster Leader: Chris Groll  
Network Number: 106 Network Leader: Vivian Orlen

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

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

### Directions:

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

Name	Position and Constituent Group Represented	Signature (Blue Ink)
Catrina Williams	*Principal or Designee	
Andrew Ridore	*UFT Chapter Leader or Designee	
Natasha Willems	*PA/PTA President or Designated Co-President	
Aubrey Assanah	DC 37 Representative, if applicable	
Romario Duncan	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
Idris Barnes, CAMBA	CBO Representative, if applicable	
Rose Bertresse	Student	
Patrick Senior	Student	
Angelina Franceis	Teacher, UFT	
Perpetua Michel	Parent	
Wendy Clarke	Parent	
Namisha Brown	Parent	
Laneda Mondesir	Parent	
	Member/	

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

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

### Title I Appendix for SIG Cohort 4/5 and SIF Schools

The SIG Cohort 4/5 and SIF plans are meant as tools 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 SCEP Title I Appendix development informed by the Capacity Framework. Additional information is available in the Comprehensive Educational Planning [Comprehensive Educational Planning Memorandum](#).

#### **The Capacity Framework and SCEP Title I Appendix for SIG Cohort 4/5 and SIF Schools**

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 SIG Cohort 4/5 and SIF plans will serve as the whole school reform models and will reflect this focus. The plans 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 Six Elements of the Capacity Framework**

- **Rigorous Instruction:** Instruction is customized, inclusive, motivating, and aligned to the Common Core. High standards are set in every classroom. Students are actively engaged in ambitious intellectual activity and developing critical thinking skills.
- **Supportive Environment:** The school establishes a classroom and school culture where students feel safe, supported, and challenged by their teachers and peers.
- **Collaborative Teachers:** Teachers are committed to the success and improvement of their classrooms and schools. They have the opportunity to participate in professional development within a culture of respect and continuous improvement.
- **Effective School Leadership:** Principals lead by example and nurture the professional growth of teachers and staff, developing and delivering the instructional and social-emotional support that drives student achievement.
- **Strong Family-Community Ties:** School leadership brings resources from the community into the school building by welcoming, encouraging, and developing partnerships with families, businesses, and community-based organizations.
- **Trust:** Everyone works toward the shared goal of improving student outcomes, preparing students for success in school and beyond. Across the school community, there is respect. School staff, parents, students and administrators value each other.

## Accountability Tools and the Capacity Framework

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

### NYSED's Six DTSDE Tenets

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

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

### NYCDOE's Quality Review (QR)

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

- I. Instructional Core Across Classrooms: Curriculum (1.1), Pedagogy (1.2), Assessment (2.2)
- II. School Culture: Positive Learning Environment (1.4), High expectations (3.4)
- III. 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 the Development of the SCEP Title I Appendix for SIG Cohort 4/5 and SIF Schools

SLTs will utilize their SIG Cohort 4/5 and SIF plans as their whole school reform model and will complete an SCEP Appendix to address the federal requirements for Title I and NCLB. SLTs have the option to either reference information from their approved SIG or SIF plan within the Appendix or craft their own statements to respond to each required element. You can find the approved plans posted on the following websites:

SIG Cohort 4: <http://www.p12.nysed.gov/turnaround/SIG4.2Applications.html>

SIG Cohort 5: <http://www.p12.nysed.gov/turnaround/SIG5Applications.html>

SIF Round 3: <http://www.p12.nysed.gov/turnaround/SIF3.html>

School Leadership Teams should engage in the following steps related to their SIG/SIF plans and SCEP Appendix:

- **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, incorporate these findings as you begin to develop your annual SIG/SIF renewal plan. 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.
- **Step 3:** Revisit your school's initial SIG/SIF goals, as needed, to align with the Capacity Framework. Ensure the annual goals are SMART – Specific, Measurable, Achievable, Relevant, and Time-bound.
- **Step 4:** Build consensus around strategies, activities, and programs to address students' needs in each action plan. Create action plans that translate into observable, effective strategies to improve student achievement.
- **Step 5:** Update your school's AIS section. All Title I schools update the Parent Involvement Policy (PIP) and School-Parent Compact (SPC) and ELT program description.
- **Step 6:** Establish a process for engaging in progress monitoring throughout the school year as part of an overall cycle of continuous improvement planning to assess whether strategies and activities outlined in the

action plans are resulting in improved student performance. Adjust practices, when necessary.

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

**Section 4: 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>	Analysis of school-level grades (pass rates, marking period and progress reports, unit assessments) and state-level exams (Regents or ELA/Math exams); Schoolwide Diagnostics in September; Grade Level Teacher Team analysis; IEP determinations.	Kaplan Middle School Saturday Academy; For Youth Initiative (Middle School); Extra Literacy Class in 10 <sup>th</sup> Grade; CAMBA Access to Careers (9 <sup>th</sup> ); CAMBA RISE tutoring (9 <sup>th</sup> -12 <sup>th</sup> ); Leading to College Program (10 <sup>th</sup> -12 <sup>th</sup> ); Guided Readings and Literature Circles (all grades); extra SETTS before and after school; afterschool tutoring; Read 180 Literacy Class (starting February 2015); Young Men’s Academic Intervention; ESL; Course Extension	Small Group, one-to-one, tutoring; whole class	Services are provided before, during and after school as well as weekends.
<b>Mathematics</b>	Analysis of school-level grades (pass rates, marking period and progress reports, unit assessments) and state-level exams (Regents or ELA/Math exams); Schoolwide Diagnostics in September; Grade Level Teacher Team analysis; IEP determinations.	Kaplan Middle School Saturday Academy; For Youth Initiative (Middle School); CAMBA RISE tutoring (9 <sup>th</sup> -12 <sup>th</sup> ); Leading to College Program (10 <sup>th</sup> -12 <sup>th</sup> ); Read 180 Literacy Class (starting February 2015); Young Men’s Academic Intervention; extra SETTS before and after school; afterschool tutoring; Course Extension	Small group, one-to-one, tutoring, whole class	Services are provided before, during and after school as well as weekends.

<b>Science</b>	Analysis of school-level grades (pass rates, marking period and progress reports, unit assessments) and state-level exams (Regents or ELA/Math exams); Schoolwide Diagnostics in September; Grade Level Teacher Team analysis; IEP determinations.	For Youth Initiative (Middle School); CAMBA RISE tutoring (9 <sup>th</sup> -12 <sup>th</sup> ); Leading to College Program (10 <sup>th</sup> -12 <sup>th</sup> ); extra SETTS before and after school; Read 180 Literacy Class (starting February 2015); Young Men’s Academic Intervention; afterschool tutoring; Course; Extension	Small group, one-to-one, tutoring, whole class	Services are provided before, during and after school.
<b>Social Studies</b>	Analysis of school-level grades (pass rates, marking period and progress reports, unit assessments) and state-level exams (Regents or ELA/Math exams); Schoolwide Diagnostics in September; Grade Level Teacher Team analysis; IEP determinations.	For Youth Initiative (Middle School); ); Extra Literacy Class in 10 <sup>th</sup> Grade ; CAMBA RISE tutoring (9 <sup>th</sup> - 12 <sup>th</sup> ); Leading to College Program (10 <sup>th</sup> -12 <sup>th</sup> ); Young Men’s Academic Intervention; extra SETTS before and after school; Read 180 Literacy Class (starting February 2015); afterschool tutoring; Course Extension	Small group, one-to-one, tutoring, whole class	Services are provided before, during and after school.
<b>At-risk services</b> (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	Grade Level Teacher Team analysis; IEP determinations; Discipline Team referrals; PPT Meetings based upon teacher referrals.	Advisory/Circles; Individual Counseling; Group Counselling; My Sisters’ Keeper girls’ group; Boys’ Group	Small group, one-to-one services	During and After School

## Section 5: Expanded Learning Time (ELT) Program Description

### *(Required for All Priority Schools)*

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

When completing this section, you may reference your approved SIG/SIF plan, which may address ELT in the following sections:

- Section A. School Overview
- Section F. Partnerships
- Section H. Educational Plan, under Section III. Use of Time
- Section K. Project Plan and timeline in the section which discusses “leading indicators”
- Approved Budget Narrative

#### **Part 1 – ELT Program Goal(s)**

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

1. By August 2015, at least 85% of all 8<sup>th</sup> through 11<sup>th</sup> grade students, including those in the lowest third, will have earned 10 or more credits.
2. By June 2015, overall school attendance will have increased to 84%, up from 80% in the 2013-2014 school year.
3. By June 2015, 75% of students who need to complete missed credits will have earned at least one credit.
4. By June 2015, Level 3, 4 and 5 disciplinary infractions will have decreased by 15% from the previous year.

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

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

The school’s ELT program targets all students. As described in the school’s SIG plan, the school has adopted a Theory of Change (see Section A of SIG) that states that if we 1) implement consistent, research-based, schoolwide instructional practices, 2) address the socio-emotional needs impacting students’ readiness to learn, and 3) involve students in a broader range of engaging and rigorous curriculum and activities; then we will be able to foster the academic achievement, college-readiness and connection to academia and the community for which our school’s mission strives. This last area of focus speaks directly to the goals of our ELT program; we have implemented a range of different programming to appeal to a wide range of student interest and need. In particular, the school is targeting students who have had low credit accumulation, poor attendance and disciplinary issues. Other specific programming has been designed to address the needs of adolescent males, English Language Learners, and Students with Disabilities.

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

- Integrate academics, enrichment, and skill development through hands-on experiences that make learning relevant and engaging.
- Offer a range of activities that capture student interest and strengthen student engagement in learning so as to promote higher attendance, reduces risk for retention or drop out, and increases the likelihood of graduation.
- Actively address the unique learning needs and interests of all types of students, especially those who may benefit from approaches and experiences not offered in the traditional classroom setting.
- Contain components designed to improve student academic, social, and emotional outcomes, including opportunities for enrichment programs such as in music and art.
- Ensure instruction in any core academic subject offered in the program will be delivered under the supervision of a teacher who is NYS certified in that particular content area.

In the area of arts, the school offers Theater, STEP, Dance Team, and Drumming clubs. Other after school clubs include HERO (early adolescent literacy mentoring program), Spirit Club, Cheerleading, Yearbook, Debate Team and a Gay-

Straight Alliance. The school also offers several ELT programs to support leadership development, including Student Government, Senior and Junior Council, Coro Exploring Leadership and Campus Youth Council, Restorative Justice Panel, National Honors Society, One Simple Act Movement, and Peer Mentoring. The school's CBOs include CAMBA, Global Kids, Global Glimpse and BuildOn, all of which offer ELT programs. In particular, CAMBA offers Leading to College, Access to Careers, and CAMBA Rise Tutoring. Kaplan offers Middle School Saturday Academy Test Prep in English and Math as well as SAT Prep on the weekends and after school for high school students. Middle School students also are offered participation in For Youth Initiative after school four times per week. Other ELT programs include the Young Men's Academic Intervention and Basketball Team, My Sisters' Keeper, Course Extension Programming, Math Tutoring, an additional credited Math Course, after school Regents Prep and additional SETTS and ESL programming. Finally, the school also offers Summer School as an ELT program.

In various ways, each component of the program is designed to inspire student self confidence in both academic achievement and social settings. It is also designed to establish a more supportive culture in the school in which students value academics but also value the support of one another. For example, many programs combine extracurricular activities with designated homework or tutoring time. The Young Men's Academic Intervention and Basketball Team, for example, has practice afterschool followed by a mandatory Study Hall/Tutoring hour. Student advisors and ELT programs both monitor participants' attendance and discipline referrals; students who have issues in either area are counselled and supported by the ELT program directors. In some cases, participation is put on hold until issues of attendance, academic performance or discipline are addressed.

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

The school offers a wide range of programs, based upon student interest and needs, aimed at having at least one program that attracts each student. Participation is encouraged in a number of ways. Regular marketing of the events (fliers, backpacked and mailed letters home, posters, event bulletin board, etc.), outreach from the school's COSA, and Advisor meetings all help to get students involved. Advisors work to ensure that all students are enrolled in at least one after school program. This is done by individual conferencing with students as well as through the coordination of the grade level teacher team, which meets weekly.

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

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

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

The entire ELT program is overseen by school administration. Individual programs are run by a combination of school-based staff and community-based partners. Purelements, a Brooklyn-based performing arts organization, runs the arts programming. CAMBA, the school's main community-based organization, runs Access to Careers, CAMBA Rise, My Sister's Keeper and Leading to College. Kaplan runs the Middle School Saturday Academy and SAT Prep course. Other CBOs that run ELT programs are Global Kids, BuildOn, CORO Exploring Leadership and Campus Youth Council, and For Youth Initiative (FYI). All other ELT programs are run by school-based staff. In all programs that include credit accumulation, DOE-certified teachers either run the program or supervise the work done by a partner. Regular meetings of all partners are held every six to eight weeks to ensure program management and alignment.

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

Human resources for ELT include staff members, CBO partners, and administration. Instructional resources include basic supplies, OTPS purchases of materials and per session funds. In most cases, instructional resources are created by staff. ELT programs run by Kaplan, CAMBA, CORO, and FYI have their own instructional resources that they provide. All ELT activities are currently conducted at the school.

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

ELT programs vary in implementation dates. ELT programs that are offered as part of the regular school year start in September 2014 and end in June 2015. Summer programs start in June 2015 and end in August 2015. Vacation activities start and end in line with vacation dates.

**Part 4 – Budget and Resource Alignment**

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

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

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

School Improvement Grant (SIG 1003g) Funds

**Part 5 – Progress Monitoring**

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

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

ELT Progress is monitored by school administration and school leaders throughout the year at regular benchmarks. In 2014-2015, the school reports three times per year (November, February and June) to NYSED regarding SIG goals and progress. For ELT programming, the school runs Data Deep Dives with administration, staff members and partners twice a year (January and May) to analyze school attendance, ELT participation rates, academic data (pass-rates), and discipline data to monitor progress in areas of need, identify trends and new areas for revision. In these Data Deep Dives, the team measures progress towards the above stated goals. Benchmarks will be

- 75% of students on track by the end of the first semester to earn all of their credits;
- overall attendance will reach 82%; and
- there will be an 8% drop in discipline referrals compared to the same time period last year.

Other monitoring happens on a rolling basis, including quarterly student transcript reviews, weekly Attendance meetings, weekly Team Leaders meeting, monthly School Leadership Cabinet meetings, and partner meetings every six to eight weeks.

**Part 5b.** 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 6: 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
- When completing this section, you may reference your approved SIG/SIF plan, which may address Title I program information in the following sections:
  - Section E. Instructional Staff under Sections II. & IV.
  - Section G. Organizational Plan under Section I. Training Support and Professional Development
  - Section H. Educational Plan under Section I. Curriculum, II., Instruction and VII., Parent and Community Engagement

### 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>
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### Part 2: All Title I Schools

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

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

- *Administrative staff and teachers regularly attend hiring fairs to identify and recruit highly-qualified teachers*
- *Potential candidates come in during one evening for a Hiring Event that includes sample lessons, candidate discussions/problem solving, one-on-one interviews, and writing samples.*
- *The administration and pupil personnel secretary work closely the network HR point to ensure that non-HQT meet all required documentation and assessment deadlines.*
- *Mentors are assigned to support struggling and un-qualified teachers.*
- *Administration conducts regular informal observations of teachers and provides non-evaluative feedback.*
- *Regular structured common planning time enables teachers to support each other's development*
- *Planning partners are assigned so new teachers have time with more experienced teachers to work on lesson planning.*
- *All core teachers and special education teachers receive weekly coaching from ISA Coaches; an additional coach from Creative School Services also provides weekly literacy coaching to a group of teachers*
- *Network-led professional development opportunities are equitably distributed among staff members to build capacity and then to turn-key the information to other teacher teams.*
- *There are significant leadership opportunities for teachers including Leadership Cabinet, Leadership Subcommittee Members, grade team leaders, ELT program directors, and other positions.*

#### 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).

1. Four Core Subject Content Coaches, one Special Education Coach, and an additional literacy coach were hired for weekly PD with all teachers. This work is with SIG partner ISA and CSS.
2. Two Leadership Coaches were hired to help build administration capacity and to provide high quality PD. One leadership coach focuses more on instructional support while the second coach provides more holistic/operational/systems support. This work is with SIG partner ISA.
3. Planning Partners were organized for teachers so that time was built into schedule for collaboration on CCSS alignment.
4. Monday professional development is divided between Instructional PD, Planning Partners, and Social Emotional PD. The Instructional PD is broken down into differentiated groups of teachers, each with different areas of focus. These areas of focus are a result of teacher feedback and administrative observations. This work is supported by SIG partner CIS.
5. All staff members participate in Staff Circles each Monday as a social emotional professional development and support. This work is supported by SIG partner CIS.

6. Paraprofessionals receive monthly PD from administration. Topics have included understanding their roles in the classroom, establishing positive relationships with teachers, how to support children, and
7. Staff Developer Rhonda Bondie offers whole staff PD periodically throughout the year; four teachers currently participate in her All-ED workshops off site throughout the year.
8. Network resources and PD opportunities are shared with all staff.

**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.

The school is organized around a distributed leadership model. All teachers meet in weekly grade team meetings and are invited to participate in the decision making process, including the use and selection of assessments and PD. Administration meets with grade team leaders weekly, providing a regular cycle of feedback between all stakeholders. In addition, all staff members are invited to sit on Leadership Cabinet and various teacher teams to develop various school initiatives or programs.

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

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

Program Name	Fund Source (i.e. Federal, State or Local)	Funding Amount: Indicate the amount contributed to Schoolwide pool. (Refer to Galaxy for	Place an (X) in <u>Column A</u> below to verify that the school has met the intent and purposes of each program whose funds are consolidated. Indicate in <u>Column B</u> , page # references where a related program activity

		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	261,787	x	SIG PLAN: Section E. Instructional Staff, Section H. Educational Plan, Section J. Communication with Stakeholders
Title I School Improvement 1003(a)	Federal			
Title I Priority and Focus School Improvement Funds	Federal	68,888	x	SIG PLAN: Section D. School Leadership; Section E. Instructional Staff; Section F. Partnerships; Section G. Organizational Plan; Section H. Educational Plan; Section I. Training, Support and Professional Development.
Title II, Part A	Federal			
Title III, Part A	Federal			
Title III, Immigrant	Federal			
Tax Levy (FSF)	Local	1,979,357	x	SIG PLAN: Section E. Instructional Staff

**<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 7: Parent Involvement Policy (PIP) and School Parent Compact (SPC)

*(Required for All Title I Schools)*

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

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

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

---

### Parent Involvement Policy (PIP)

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 School for Democracy and Leadership**, 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 School for Democracy and Leadership** 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 School for Democracy and Leadership**, 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 with all members of the school community;
- supporting parental involvement activities as requested by parents;
- ensuring that the Title I funds allocated for parent involvement are utilized to implement activities as described in this Compact and the Parent Involvement Policy;
- advising parents of their right to file a complaint under the Department's General Complaint Procedures and consistent with the No Child Left Behind Title I requirement for Elementary Secondary Education Act (ESEA) and Title I programs;

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

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

and this Compact;

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

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

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

**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>533</b>
School Name <b>School for Democracy and Leadership</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>James Olearchik</b>	Assistant Principal <b>James Heaton</b>
Coach <b>type here</b>	Coach <b>Steven Stoll</b>
ESL Teacher <b>type here</b>	Guidance Counselor <b>Nicole Jarvis</b>
Teacher/Subject Area <b>Rachel Romanello/ELA</b>	Parent <b>type here</b>
Teacher/Subject Area <b>type here</b>	Parent Coordinator <b>Kimberly Ray</b>
Related Service Provider <b>Guerline Morency</b>	Other <b>type here</b>
Network Leader(Only if working with the LAP team) <b>type here</b>	Other <b>type here</b>

### C. Teacher Qualifications

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

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

### D. Student Demographics

Total number of students in school (Excluding Pre-K)	331	Total number of ELLs	18	ELLs as share of total student population (%)	5.44%
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# Part II: ELL Demographics

## A. ELL Programs

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

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

This school offers (check all that apply):

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

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

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

## B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	19	Newcomers (ELLs receiving service 0-3 years)	9	ELL Students with Disabilities	0
SIFE	0	ELLs receiving service 4-6 years	10	Long-Term (completed 6+ years)	0

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	9			10			0			19

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>	9	0	0	10	0	0	0	0	0	19
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												1		1
Chinese														0
Russian														0
Bengali											1			1
Urdu														0
Arabic										1				1
Haitian								1		1	1	3	1	7
French								1						1
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other										1	4	1		6
<b>TOTAL</b>	<b>0</b>	<b>2</b>	<b>0</b>	<b>3</b>	<b>6</b>	<b>5</b>	<b>1</b>	<b>17</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)														0
Intermediate(I)														0
Advanced (A)								1		1	3	4		9
Total	<b>0</b>	<b>1</b>	<b>0</b>	<b>1</b>	<b>3</b>	<b>4</b>	<b>0</b>	<b>9</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	1								1
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	2		1	
Integrated Algebra	3		1	
Geometry	1		0	
Algebra 2/Trigonometry				
Math _____				
Biology				
Chemistry				
Earth Science				
Living Environment	3		1	
Physics				
Global History and Geography	3		0	
US History and Government	1		0	
Foreign Language				
Other _____				
Other _____				
NYSAA ELA				
NYSAA Mathematics				
NYSAA Social Studies				
NYSAA Science				

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

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

- Describe what assessment tool your school uses to assess the early literacy skills of your ELLs (e.g., ECLAS-2, EL SOL, Fountas and Pinnell, DRA, TCRWP). What insights do the data provide about your ELLs? How will this data help inform your school's instructional plan? Please provide any quantitative data available to support your response.  
We administered the LAB-R to all incoming ELLs within 10 days of their arrival at our school. One 7th grade student, recently arrived from France, scored a 13 which placed him as a "beginner." One student scored a 46 which placed him as "advanced." The remainder of the students were not placed on the scale as ESL students. The number of students that require ESL services at our school is

increasing. As such the administration is considering the hiring of additional staff, and the training of existing staff to address the needs of ELL students.

Also the DRA was administered to grades 6-9.

Another tool is comprised by our running records which provide ongoing assessment of students.

The data generated by these tools results in differentiated instruction in the classroom, and the determination of student groupings.

The data reveals that about 20% of our ELL students are working at grade level.

2. What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?  
According to the LAB-R, most students placed above the advanced category. Only one student out of 17 placed in the advanced category, and one in the beginning category. The NYSESLAT was not considered in this analysis. All of these 17 students are receiving services. There is a devoted ESL class for ELLs during 6<sup>th</sup> period, and students who could not be scheduled for this class are receiving them in class through differentiated instruction, such as student-centered activities that allow students to choose their own texts and select the difficulty of assignment to respond to the text.
3. How will patterns across NYSESLAT modalities—reading/writing and listening/speaking—affect instructional decisions? How does your school use information about Annual Measurable Achievement Objectives? What does the data reveal? (see [SED memo](#) and [AMAQ tool](#))  
Just as our special education population has risen, our ELL population has suddenly risen as well. Our teachers continue to differentiate for both subgroups. This work involves the differentiation of the Common Core Learning Standards for special education and ELL subgroups. The data produced by the tools indicated above is used strategically as we develop our Comprehensive Education Plan and as we have developed our School Improvement Grant.
4. For each program, answer the following:
  - a. What are the patterns across proficiencies and grades? How are ELLs faring in tests taken in English as compared to the native language?
  - b. Describe how the school leadership and teachers are using the results of the ELL Periodic Assessments.
  - c. What is the school learning about ELLs from the Periodic Assessments? How is the native language used?

a. For such a small population of ELLs with such great diversity it is difficult to ascertain patterns. ELLs show a variety of levels of proficiency with tests taken in English. Tests taken in the home language show higher quality of work.
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](#).)  
Students receive individualized support from their teachers, classroom paraprofessionals, and other school staff. Such support is provided at the individualized level of each student. ELLs are discussed in terms of class data and anecdotal data from classroom examinations, activities, and homework assignments. Students that are struggling are referred to our School Improvement Team (SIT) and Pupil Personnel Team (PPT) where interventions are discussed and information is shared. As student needs for reinforcement or remediation of skills are identified, quantified, and turned into measurable outcomes, the interventions are carried out. Time is created during the students "elective" courses, during recess/lunch, or in after school program
6. How do you make sure that a child's second language development is considered in instructional decisions?  
Through our grant we have been able to hire an Assistant Principal of Special Education who is focused heavily on ELLs and instruction for ELLs. He has coordinated the administration of the LAB-R tests, professional development for teachers, has sat in on grade level team meetings, and coordinated directly with families regarding ELL students. He has been able to customize an individualized program for each student in consideration of the student's second language development. He coordinates the organization of grade and exam data, running records/DRA, and former NYSESLAT data. He facilitates the dissemination of the data to relevant staff through meetings such as planning Partners, grade level team meetings and departmental teams.
7. For dual language programs, answer the following:
  - a. How are the English-proficient students (EPs) assessed in the second (target) language?
  - b. What is the level of language proficiency in the second (target) language for EPs?
  - c. How are EPs performing on State and City Assessments?

n/a
8. Describe how you evaluate the success of your programs for ELLs (e.g. meeting AYP for ELLs, etc.).  
Data on a wider level is analyzed as well through Data Deep Dives. These analyze a number of items, including exam and grade data, on a periodic basis. Administration in conjunction with the school's School Leadership Team and leadership coaches continuously monitors the data on a programmatic level. Yearly progress is assessed not only on an individual basis, but on a whole-school/programmatic basis.

## 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](#).)  
Students at intake are screened for evidence of alternate languages in each students' background. These screens are conducted by our Parent Coordinator Mrs. Kimberly Ray and Assistant Principal Emilie Mittiga. In the intake office there are postings in a variety of languages that alert families to their rights. If necessary, families that require language support are provided with interpreters (existing staff members). Students are then referred to Assistant Principal James Heaton who arranges the interviews with targeted families. Mr. Heaton administers the HomeLanguage Identification Survey (HLIS) which includes the informal oral interview in English and in the native language, which is conducted on the school premises in the AP's office. if the HLIS indicates that there is indeed a language other than English that is dominant in the home, students are selected for administration of the LAB-R. (This was the last year for the LAB-R to be administered.) As we only have two students in the school that are designated as ELLs, and these two students have been part of our school for a number of years, there was no need to administer the Spanish LAB this year. Mr. Heaton is also responsible for administering the LAB-R which he did in conjunction with pedagogues from the school community.
2. What structures are in place at your school to ensure that parents understand all three program choices (Transitional Bilingual, Dual Language, Freestanding ESL)? Please describe the process, outreach plan, and timelines.  
The three choices are reviewed at the annual ELL parent orientation. These were explained by Assistant Principal James Heaton. Targeted families were invited to a special orientation session for ELL families. This orientation is held within 10 days of the start of the school year.
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 [\[see tool kit\]](#).)  
Special education teachers at each grade level ensure that the surveys are returned, secured and stored. Assistant Principal James Heaton is responsible for the distribution and collection of the Parent Survey and Program Selection forms. These are stored in the AP's office. Mr. Heaton uses the translation service to translate letters into any languages not covered by existing staff members.
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.  
Students display palpable deficiencies in the skills required to succeed in the general education curriculum without support. Parents are brought in as key role players, and native language translation is made available on an as-needed basis. As we only offer an ESL program at our school, students that require a bilingual program are connected with schools within the district that do. However, most of our ELL students function well and are making progress within the ESL program here on campus.
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.  
Our list of ELL students is generated through ATS reports consulted and the test is administered to eligible students each Spring. Assistant Principal James Heaton orders the exams by January 31, 2014 and ensures that all four parts are administered.
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.   
The vast majority of parents have opted for a freestanding ESL program. Therefore we have aligned our programs with their requests. No other options were expressed by parents. The trend in parent choice was to opt for the freestanding ESL program. Parental preference is monitored on a quarterly basis. Parental feedback and preference is also garnered at periodic School Leadership Team and other parent forums to keep in touch with parent concerns.

## Part V: ELL Programming

### A. Programming and Scheduling Information

1. How is instruction delivered? (see [The Practitioners' Work Group for Accelerating English Language Learner Student Achievement: Nine Common Features of Successful Programs for ELLs](#))

- a. What are the organizational models (e.g., departmentalized, push-in [co-teaching], pull-out, collaborative, self-contained)?
- b. What are the program models (e.g., block [class travels together as a group], ungraded [all students regardless of grade are in one class], heterogeneous [mixed proficiency levels], homogeneous [proficiency level is the same in one class])?

Instruction at SDL is delivered predominantly through a mainstream education curriculum, instruction for certain sub groups is administered through an Integrated Co-Teaching program. SDL is fortunate to have abundant resources to provide students with two teachers for each and every academic class period. This is a push-in model.

Interventions are determined by grade level teams and may result in targeted programs that use elective, recess, lunch, after school and Saturday sessions to pair individual students with tutoring opportunities to address student need. If possible students are paired with tutors that speak their home language and can develop materials that are appropriate for ELL students.

Additionally, instruction for a group of high school ELLs is delivered through an ESL class offered four days per week in 6<sup>th</sup> period. This is a pull-out, ungraded, distinct program that is administered as a class in addition to their usual daily English class. After the class the students disperse and proceed to different classrooms. The proficiency level of students in this group is fairly homogenous as all of the students are newly arrived. Maturity levels differ to the point where instruction must allow students to engage with texts and writing assignments that are appropriate for student ages.

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)?

Services are designed as push-in services, we have a vacancy for a teacher who would be able to travel with the various cohorts for different parts of the day to ensure that the appropriate number of minutes for each level is met. In its current configuration the students in the ESL class are receiving 225 minutes of devoted ESL instruction 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.

Content areas are delivered in English. Students receive individualized support from their teachers, classroom paraprofessionals, and other school staff. Such support is provided at the individualized level of each student as they work toward Common Core Learning Standards. our ELL students are receiving instruction in the content areas through our integrated co-teaching program. In this program the team teachers can consider the ELLs in terms of the differentiation of content expressed throughout the class through groupings and modifications of readings, assignments, and assessments. Instructional approaches are based on breaking down and further scaffolding the work students must do to succeed with the Common Core curriculum.

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

Information on ELL students is disseminated through grade level team meetings. Evaluations are conducted in the native language to the extent determined by pedagogues and with the assistance of interpreters that are pulled from teaching staff. In-school exams are translated for ELL students to address their needs. For state exams, we order the exams necessary for each home language to be addressed in the test administration, if applicable.

5. How do you ensure that ELLs are appropriately evaluated in all four modalities of English acquisition throughout the year?  
A simulation of the NYSESLAT is administered periodically through the school year to evaluate the four modalities. These evaluations are conducted four times per year at regular intervals: October, December, March and May. The diagnostic tool used is the NYC Performance examinations. Formative assessments are performed by teaching staff, through professional development with Assistant Principal Heaton. Through PD assessment techniques for all four modalities is reviewed, and a schedule for coordinating these assessments through the school year is established?
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).
  - a. There are no SIFE students at SDL at this time.
  - b. Newcomers receive individualized support from their teachers, classroom paraprofessionals, and other school staff. Such support is provided at the individualized level of each student.
  - c. Students receive individualized support from their teachers, classroom paraprofessionals, and other school staff. Such support is provided at the individualized level of each student.
  - d. n/a
  - e. Students receive individualized support from their teachers, classroom paraprofessionals, and other school staff. Such support is provided at the individualized level of each student.
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?  
Students receive individualized support from their teachers, classroom paraprofessionals, and other school staff. Such support is provided at the individualized level of each student. Instructional strategies include word walls, student created dictionaries, word lists, flash cards, modified texts, visual aids, kinesthetic presentations of materials, student centered inquiry activities and books-on-tape for homework assignments.
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?  
Interventions are used through opportunities afforded by flexible scheduling, particularly during elective course periods. Students are insured the least restrictive environment by teams of pedagogues who meet regularly to discuss student needs and plan their interventions. The Integrated Co-Teaching model provides further options for flexibility to enable diverse ELL-SWDs to achieve their IEP goals.

### Courses Taught in Languages Other than English ⓘ

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

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

Class/Content Area	Language(s) of Instruction	Class/Content Area	Language(s) of Instruction
Native Language Arts:	0		0
Social Studies:	0		0
Math:	0		0
Science:	0		

### 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


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

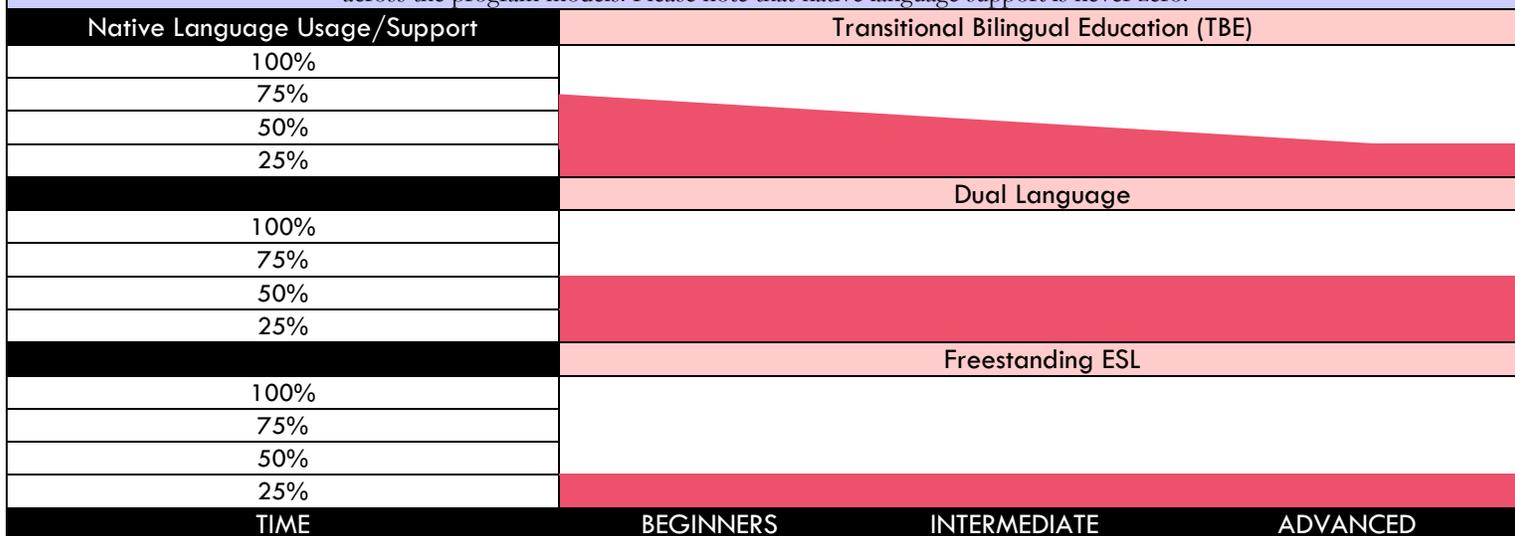
	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
<b>FOR TBE /DL PROGRAMS:</b> Native Language Arts	45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



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



## B. Programming and Scheduling Information--Continued

9. Describe your targeted intervention programs for ELLs in ELA, math, and other content areas (specify ELL subgroups targeted). Please list the range of intervention services offered in your school for the above areas as well as the language(s) in which they are offered.
- We provide translated worksheets for students in their own language. Bilingual para services are available. Student needs in ELA, math and other content areas are determined through grade level teams and the PPT and/or SIT and are arranged on an as-needed basis during elective periods. Interventions pair appropriate staff with students depending on the specific intervention and language requirements. Tutors and other staff are tasked with translation of intervention materials. Our on-site partner CAMBA provides further tutoring/intervention activities, pairing tutors with language skills with ELL students in need of assistance. ELL students receive additional personalized attention through our advisory program in which an advisor is assigned to each ELL student and will advocate for that student to the point where the students needs are addressed by the school community. The ESL program represents yet another type of intervention as our students receive targeted instruction to support them in their work in their regular English classes. The SETSS program offers another opportunity for support as students are part of small groups that are supervised and led by a special education teacher. In these small groups students receive support in specific content areas depending on their need, and can coordinate translation services during this time as well.
10. Describe the effectiveness of your current program and how it is meeting the needs of your ELLs in both content and language development.
- In light of the range of ages and levels across the grades 6-12 we are managing to insure that all ELL students are receiving support. However, we are working to build a more comprehensive ELL intervention plan. Our ELLs are progressing toward graduation. They are progressing in ELA, math, science and social studies. All teachers are alerted to the ELL list at the beginning of each semester. As teachers are introduced to their new students they receive data on prior performance. Student performance data is continuously reviewed by grade level teams, and in departmental teams.
11. What new programs or improvements will be considered for the upcoming school year?
- We will be hiring a certified ESL teacher for the upcoming school year.
12. What programs/services for ELLs will be discontinued and why?
- None will be discontinued.
13. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
- ELLs are fully integrated in all programs within the school. They have access to after school programs including FYI, CAMBA, tutoring and sports (intermural and intramural) programs. ELLs are invited to participate through student and parent orientations, and are reminded of opportunities by staff that are on campus as well as by advertisements in the form of postings in the school hallways and classrooms, as well as through announcements on the PA system. ELLs are represented in all after school programs including FYI, CAMBA and weekend tutoring programs. Programs that are language based receive feedback and support to adult leaders as they coordinate the group's activities.
14. What instructional materials, including technology, are used to support ELLs (include content area as well as language materials; list ELL subgroups if necessary)?
- We have provided small laptop computers and iPads for students to use for online dictionaries. Also, any communications that are sent to the parents through our datacation school information system are automatically translated into the home language. Students also have access to dictionaries and glossaries in the classroom. We also employ the technology of Apex Online Learning for some of our courses.
15. How is native language support delivered in each program model (TBE, Dual Language, and ESL)?
- We only have freestanding ESL. Our Haitian-Creole students are receiving support through translation services for giving instructions to projects. Haitian-Creole comprises the greatest percentage of our ELL population. We have also compiled textbooks and other books in Haitian-Creole and other languages to provide additional native language support for our ELL students in the ESL class.
16. Explain how the required services support, and resources correspond to ELLs' ages and grade levels.
- Students receive individualized support from their teachers, classroom paraprofessionals, and other school staff. Such support is provided at the individualized level of each student. As such materials that are made available to our students, and assignments that are customized for our students, are created and furnished with appropriate interest level and ability level for each age of student.
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.
- Our students receive an orientation in the weeks before the school year begins. This orientation includes sessions with their new advisory groups. Orientation also includes break-out sessions for subgroups including ELL students as well as groups based on native

language, including Haitian-Creole.

18. What language electives are offered to ELLs?

American sign language is offered to our high school students.

19. For schools with dual language programs:

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

n/a

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

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

1. All ELL personnel at the school receive professional development in the first two days that staff report to school in September. They are informed of PD opportunities related to ESL throughout the school year.

2. Our current ESL teacher will be attending the QTEL training sessions. Teachers will be taught QTEL's 5 Principles and their "3 Moments in a Lesson" structure. Common Core exemplar units will be shared; units will focus on argument writing and reading informational texts. Teachers will walk away with an exemplar unit to adapt for use in their own classrooms, a comprehensive toolkit of QTEL strategies, and a deeper understanding of what "Common Core-aligned" means for ELLs. The teacher has been to two such sessions already, on December 19<sup>th</sup> and January 16<sup>th</sup>, and the next one will be on March 13<sup>th</sup>.

For our wider staff we have established a professional development program in order to assist our general education and special education teachers as they differentiate for our ELL students. These sessions take place on regular bi-monthly sessions as well as professional development days afforded by the yearly calendar.

Our guidance counselor plays a key role for ELLs as they transition into our classrooms. As such our guidance counselor participates in professional development sessions aimed at assisting in this process.

3. Our staff is trained to support ELLs as they transition from elementary to middle school, or from middle to high school. The professional development sessions offered throughout the year include this aspect of the difficulty in transitioning for ELL populations.

4. We provide 7.5 hours of professional development in ELL training (10 hours for special education teachers) for all staff as per Jose P. This is in evidence in the turnkey sessions our current ESL teacher provides for our larger staff.

## 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. We have organized a parent orientation for parents of ELL students. Issues around testing, resources, programming and participation in school activities will be discussed. Interpreters are made available for these events. Parents are involved through Parent Association, SLT and classroom activities such as the annual street fair, dances, Science Fair, publishing parties in classrooms, and parent volunteer program that places parents in key positions in our school.
  2. CAMBA is a key partner that has a permanent office on site. CAMBA provides workshops for ELL parents periodically throughout the school year.
  3. The needs of parents are determined through interaction with parents, as well as through surveys, the School Leadership Team, and the Parent Association.
  4. Our parental involvement activities are created and adjusted to address the needs of the parents. Once the needs are determined they are reflected in event agendas as well as through the provision of interpreters. For example parents expressed a desire for more opportunities to be in the classroom which lead to our orientations and volunteer opportunities that attract to the school on a regular basis.

## 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.

None of note here.

## Part VI: LAP Assurances

School Name: <u>School for Democracy and Leade</u>			School DBN: <u>17k533</u>
Signatures of LAP team members certify that the information provided is accurate.			
Name (PRINT)	Title	Signature	Date (mm/dd/yy)
James Olearchik	Principal		11/15/13
James Heaton	Assistant Principal		11/15/13
Kimberly Ray	Parent Coordinator		11/15/13
Rachel Romanello	ESL Teacher		11/15/13
	Parent		1/1/01
	Teacher/Subject Area		1/1/01
	Teacher/Subject Area		1/1/01
	Coach		1/1/01
	Coach		1/1/01
	Guidance Counselor		1/1/01
	Network Leader		1/1/01
	Other _____		1/1/01

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

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

DBN: **17K533** School Name: **School for Democracy and Leadership**

Cluster:        Network: **106**

**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.

Many of our students are from families that are recently immigrated. A large group of these families are from Caribbean countries that have English as the official language. However, we have a great deal of families from Haiti who use French and Haitian Creole. As many of our staff members are fluent in these languages, reports of parental needs are able to flow naturally from parent to school administration. PTA, SLT, and PPT meetings are all places where parent needs are invited and addressed.

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.

Community needs can be grouped into two categories: student and parent needs. Students need varying levels of support to navigate their school day, access course materials such as readings and videos, and complete homework assignments. Student needs are discussed in grade-level team meetings which are held weekly. Relevant information is passed from the grade level meetings to the Pupil Personnel Team. Interventions that are recommended by these two teams are scheduled and implemented through various roleplayers. Needs vary per student. Some students require all verbal and written statements to be translated, whereas some students require moderate levels of support, mostly through vocabulary enrichment. A few individuals who have recently arrived are in need of a great deal of translation of both oral and written English.

## 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.

STUDENTS Individual students' needs in terms of written translation services are considered on a case-by-case basis. Some of our students receive a paraprofessional to provide continuous support in terms of written translation. Others are provided with a small laptop computer to use as a dictionary or thesaurus during class periods. Others are able to use after school tutors to translate assignments and to clarify difficult phrasings and vocabulary. PARENTS Our online "Datacation" system for school to parent communication (grades, attendance, etc.) has built into it a translation service. Parents using the system indicate their language preference and receive all information in that chosen language. Thereby all reports and information in the online system are presented in the parent's home language. This system is accessible 24-7.

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.

STUDENTS Individual students are considered on a case-by-case basis. Some of our students receive a paraprofessional to provide continuous support. Others are provided with a small laptop computer to use as a dictionary or thesaurus during class periods. Others are able to use after school tutors to work through assignments and to clarify difficult phrasings and vocabulary. PARENTS During open-school night and even independently scheduled appointments, translators are arranged and made available as a resource for parents. Such translators are available at IEP meetings as well.

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

We comply with Section VII of the Chancellor's Regulations A-663 by a) furnishing a copy of the Bill of Parent Rights in their primary language b) posting a sign indicating the availability of interpretation services in the languages required by our community, and c) including in our school's safety plan procedures for ensuring that parents in need of language services are not prevented from reaching our offices due to language barriers.

