



2014-15
SCHOOL COMPREHENSIVE EDUCATIONAL PLAN
(SCEP)

School Name: HS FOR YOUTH AND COMMUNITY DEVELOPMENT AT ERASMUS HALL

DBN: (i.e. 01M001): 17K537

Principal: MARY A. PRENDERGAST

School Comprehensive Educational Plan (SCEP) Outline

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Section 1: School Information Page

School Information

School Name: High School for Youth and Community Development School Number (DBN): 17K537
School Level: HS Grades Served: 9-12
School Address: 911 Flatbush Avenue
Phone Number: 718 564-2470 Fax: 718 564-2471
School Contact Person: Raizy Silberstein Email Address: rsilberstein@schools.nyc.gov
Principal: Mary A. Prendergast
UFT Chapter Leader: James Cochran
Parents' Association President: Chris Reckley
SLT Chairperson: Marie Prendergast. Avi Joffe- co- chair
Student Representative(s): Joshua Coleman, James Tanis, Sara Larosiliere, Tanayah Overton

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
Phone Number: 718- 455-4635 Fax: _____

Cluster and Network Information

Cluster Number: 05 Cluster Leader: _____
Network Number: 563 Network Leader: Lorraine Boyhan

Section 2: School Leadership Team (SLT) Signature Page

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

Directions:

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

Name	Position and Constituent Group Represented	Signature (Blue Ink)
Marie Prendergast	*Principal or Designee	
James Cochran	*UFT Chapter Leader or Designee	
Chris Reckley	*PA/PTA President or Designated Co-President	
Lindell Mitchell	DC 37 Representative, if applicable	
Joshua Coleman, James Tanis, Sara Larosiliere, Tanayah Overton	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
	CBO Representative, if applicable	
Yvette Thom	Member/Parent	
Aisha Muhammad	Member/ Parent	
Jeannine Prince	Member/ Parent	
Florence Mondesir	Member/ Parent	
Ricky Muhammad	Member/ Parent	
Avi Joffe	Member/ Teacher	
Zabeeda Naveed	Member/ Teacher	
Charity Graham	Member/ Teacher	
	Member/	
	Member/	
	Member/	

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

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

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

The Capacity Framework and SCEP Development

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



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

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

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

The Six Elements of the Capacity Framework	
<ul style="list-style-type: none"> 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. 	
<ul style="list-style-type: none"> Supportive Environment: The school establishes a classroom and school culture where students feel safe, supported, and challenged by their teachers and peers. 	
<ul style="list-style-type: none"> 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. 	
<ul style="list-style-type: none"> 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. 	
<ul style="list-style-type: none"> 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. 	
<ul style="list-style-type: none"> 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:

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

NYCDOE's Quality Review (QR)

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

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

Next Steps for SCEP Development

School Leadership Teams should engage in the following steps:

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

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

Section 4: SCEP Overview

Develop a narrative summary that includes:

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

The High School for Youth and Community Development (YCD) is a small school of approximately 389 students, situated on the Erasmus campus in Flatbush, Brooklyn. The school opened in 20004 and has experienced increases in academic success and over all school climate for the past four years. Our student population is primarily African American (87.4%)with a growing Hispanic and multi-racial population from the Middle East and south Asia. The # of students who qualify for free lunch is about 82% and Title 1 is about 75%. Our student with disabilities population has increased to 22% and our ELL population is about 11%. Our attendance rate has increased to 90.8% and we are maintaining those levels this year. YCD is currently listed as a Priority School and we are in a Focus District (17) for ELLs. Our strengths continue to grow in the areas of family community engagement, college readiness percentages, college enrollment, and attendance. We have maintained a variety of successful partnerships to ensure that we actualize our vision "Effort Creates Excellence" and our mission to prepare all students to enter and complete a four year college degree. This year, we have reorganized our school to support our College Pathway initiative "From Aspiration, to application, To Actuality. This initiative is a multilayered, scaffolded plan that impacts all students beginning in the 9th grade through freshman year of college and all disciplines through our accelerated learning plans-beginning with the Calculus Project, our mathematics plan to prepare students for AP Calculus in the 12th grade. Our challenges and key focus areas are in instruction, specifically in the areas of differentiation, questioning and discussion, and ongoing assessments.

Section 5: Needs Assessment, Annual Goals and Action Plans

17K537 School Information Sheet Key

School Configuration (2014-15)				
Grade Configuration	09,10, 11,12	Total Enrollment	388	SIG Recipient
				No
Types and Number of English Language Learner Classes (2014-15)				
# Transitional Bilingual	N/A	# Dual Language	N/A	# Self-Contained English as a Second Language
				N/A
Types and Number of Special Education Classes (2014-15)				
# Special Classes	N/A	# SETSS	9	# Integrated Collaborative Teaching
				14
Types and Number of Special Classes (2014-15)				
# Visual Arts	6	# Music	8	# Drama
				2
# Foreign Language	7	# Dance	N/A	# CTE
				N/A
School Composition (2013-14)				
% Title I Population	77.6%	% Attendance Rate	90.8%	
% Free Lunch	79.0%	% Reduced Lunch	3.8%	
% Limited English Proficient	9.8%	% Students with Disabilities	23.3%	
Racial/Ethnic Origin (2013-14)				
% American Indian or Alaska Native	0.9%	% Black or African American	88.8%	
% Hispanic or Latino	8.1%	% Asian or Native Hawaiian/Pacific Islander	0.6%	
% White	1.2%	% Multi-Racial	0.3%	
Personnel (2014-15)				
Years Principal Assigned to School (2014-15)	9.63	# of Assistant Principals (2014-15)	2	
# of Deans (2014-15)	N/A	# of Counselors/Social Workers (2014-15)	3	
Personnel (2013-14)				
% of Teachers with No Valid Teaching Certificate (2013-14)	4.3%	% Teaching Out of Certification (2013-14)	20.1%	
% Teaching with Fewer Than 3 Years of Experience (2013-14)	0.2%	Average Teacher Absences (2013-14)	8.09	
Student Performance for Elementary and Middle Schools (2013-14)				
ELA Performance at levels 3 & 4	N/A	Mathematics Performance at levels 3 & 4	N/A	
Science Performance at levels 3 & 4 (4th Grade)	N/A	Science Performance at levels 3 & 4 (8th Grade)	N/A	
Student Performance for High Schools (2012-13)				
ELA Performance at levels 3 & 4	43.8%	Mathematics Performance at levels 3 & 4	60.0%	
Credit Accumulation High Schools Only (2013-14)				
% of 1st year students who earned 10+ credits	85.2%	% of 2nd year students who earned 10+ credits	73.2%	
% of 3rd year students who earned 10+ credits	82.4%	4 Year Graduation Rate	70.7%	
6 Year Graduation Rate	77.7%			
Overall NYSED Accountability Status (2014-15)				
Reward		Recognition		
In Good Standing		Local Assistance Plan		
Focus District	X	Focus School Identified by a Focus District		
Priority School	X			
Accountability Status – Elementary and Middle Schools				
Met Adequate Yearly Progress (AYP) in ELA (2012-13)				
American Indian or Alaska Native	N/A	Black or African American	N/A	
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander	N/A	
White	N/A	Multi-Racial	N/A	
Students with Disabilities	N/A	Limited English Proficient	N/A	
Economically Disadvantaged	N/A			
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)				
American Indian or Alaska Native	N/A	Black or African American	N/A	
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander	N/A	
White	N/A	Multi-Racial	N/A	
Students with Disabilities	N/A	Limited English Proficient	N/A	
Economically Disadvantaged	N/A			
Met Adequate Yearly Progress (AYP) in Science (2012-13)				
American Indian or Alaska Native	N/A	Black or African American	N/A	
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander	N/A	
White	N/A	Multi-Racial	N/A	
Students with Disabilities	N/A	Limited English Proficient	N/A	
Economically Disadvantaged	N/A			
Accountability Status – High Schools				
Met Adequate Yearly Progress (AYP) in ELA (2012-13)				
American Indian or Alaska Native	N/A	Black or African American	NO	
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander	N/A	
White	N/A	Multi-Racial	N/A	
Students with Disabilities	N/A	Limited English Proficient	N/A	
Economically Disadvantaged	NO			
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)				
American Indian or Alaska Native	N/A	Black or African American	NO	
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander	N/A	
White	N/A	Multi-Racial	N/A	
Students with Disabilities	N/A	Limited English Proficient	N/A	
Economically Disadvantaged	NO			
Met Adequate Yearly Progress (AYP) in Graduation Rate (2012-13)				
American Indian or Alaska Native	N/A	Black or African American	YES	
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander	N/A	
White	N/A	Multi-Racial	N/A	
Students with Disabilities	N/A	Limited English Proficient	N/A	
Economically Disadvantaged	YES			

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6 Year Graduation Rate	77.7%				
Overall NYSED Accountability Status (2014-15)					
Reward		Recognition			
In Good Standing		Local Assistance Plan			
Focus District	X	Focus School Identified by a Focus District			
Priority School	X				
Accountability Status – Elementary and Middle Schools					
Met Adequate Yearly Progress (AYP) in ELA (2012-13)					
American Indian or Alaska Native	N/A	Black or African American		N/A	
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A	
White	N/A	Multi-Racial		N/A	
Students with Disabilities	N/A	Limited English Proficient		N/A	
Economically Disadvantaged	N/A				
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)					
American Indian or Alaska Native	N/A	Black or African American		N/A	
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A	
White	N/A	Multi-Racial		N/A	
Students with Disabilities	N/A	Limited English Proficient		N/A	
Economically Disadvantaged	N/A				
Met Adequate Yearly Progress (AYP) in Science (2012-13)					
American Indian or Alaska Native	N/A	Black or African American		N/A	
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A	
White	N/A	Multi-Racial		N/A	
Students with Disabilities	N/A	Limited English Proficient		N/A	
Economically Disadvantaged	N/A				
Accountability Status – High Schools					
Met Adequate Yearly Progress (AYP) in ELA (2012-13)					
American Indian or Alaska Native	N/A	Black or African American		NO	
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A	
White	N/A	Multi-Racial		N/A	
Students with Disabilities	N/A	Limited English Proficient		N/A	
Economically Disadvantaged	NO				
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)					
American Indian or Alaska Native	N/A	Black or African American		NO	
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A	
White	N/A	Multi-Racial		N/A	
Students with Disabilities	N/A	Limited English Proficient		N/A	
Economically Disadvantaged	NO				
Met Adequate Yearly Progress (AYP) in Graduation Rate (2012-13)					
American Indian or Alaska Native	N/A	Black or African American		YES	
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A	
White	N/A	Multi-Racial		N/A	
Students with Disabilities	N/A	Limited English Proficient		N/A	
Economically Disadvantaged	YES				

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

Part 1 – Needs Assessment

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

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

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

Part 1b. Needs/Areas for Improvement:

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

- Teachers over last four years have improved and expanded their capacity in their planning and implementation of CCLS.
- In pilot years (2010-2012), three to six teachers at the school, under guidance of New Visions for Public Schools began crafting common core aligned units.
- Since 2012, the number of teachers planning common core units expanded school wide through peer coaching and teacher led professional development with administrative guidance and support.
- Teachers also participated in ADVANCE during its pilot stage (2011-2013). Their learning through the pilot supported their work in CCLS.
- In 2014-2015, the Professional Development Team crafted a comprehensive plan to facilitate analysis of student skill gaps, create targeted interventions, and assessment and analysis of the interventions.
- Teachers meet in grade teams and cohort level teams around reading and writing interventions in the content area.

Part 2 – Annual Goal

List your school’s 2014-15 goal for improving student outcomes and school performance that addresses Capacity Framework element – Rigorous Instruction. Your goal must be responsive to the identified priority need(s) indicated in

Part 1b, and should be written as SMART – Specific, Measurable, Achievable, Relevant, and Time-bound.

- By June 2015 all teachers will plan, assess, and revise four common core aligned tasks, in the content areas, with the focus on improving student literacy.

Part 3 – Action Plan

<p>Activities/Strategies: Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including:</p> <ol style="list-style-type: none"> 1. Research-based instructional programs, professional development, and/or systems and structures needed to impact change 2. Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). 3. Strategies to increase parent involvement and engagement 4. Activities that address the Capacity Framework element of Trust 	<p>Target Group(s) <i>Who will be targeted?</i></p>	<p>Timeline <i>What is the start and end date?</i></p>	<p>Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i></p>
<p>100% of teachers in Science, ELA, and Social Studies will create at least three to four common core aligned writing tasks and will teach these tasks in their classes and will complete a cycle of inquiry around the efficacy of the task. This will be evidenced by observation data and shared resources on Google drive. Strategies include: various formative assessment strategies to check for understanding, heterogeneous collaborative learning groups, software designed to promote dynamic learning opportunities through Smart Board, flipped classrooms, vocabulary development, activities derived from UDL best practices.</p>	<p>All Students with a special focus on: ELLs Lowest 1/3 Economically Disadvantaged Instructional Support Over-Aged/Under-credited</p>	<p>September 2014-June 2015</p>	<p>Jacob Baty, A.P. Supervision; Pamela Washington, A.P. Instructional Support</p>
<p>100% of teachers in Mathematics will participate in the Calculus Project, an initiative designed to accelerate math learning for all students. The professional development and CCLS planning and implementation enhance and directly supports building college readiness in mathematics in all four grades. This will be evidenced by increased numbers of students meeting college readiness metrics in mathematics by the 12th grade. This will also be reflected in the number of students completing the IA and Geometry Regents by the end of the 9th grade.</p>	<p>All students with a special focus on: ELLs Lowest 1/3 Economically Disadvantaged Instructional Support Over-Aged/Under-</p>	<p>September 2014-August 2015</p>	<p>Stanley Chapman AP Supervision, Raizy Silberstein, IA AP Supervision/Operations</p>

	credited		
By December 2014, 100% of teachers will engage in a comprehensive process of design and revision of curriculum unit maps and plans to fully incorporate literacy planning, instruction and assessment (diagnostic, formative, and summative) into all of the content areas, especially in regards to reading interventions, resulting in increased reading comprehension for students, as measured by diagnostic and benchmark assessments (both formative and summative.)	All students with a special focus on: ELLs Lowest 1/3 Economically Disadvantaged Instructional Support Over-Aged/Under-credited	September 2014-December 2015	Jacob Baty, AP Supervision; Pamela Washington A.P. Instructional Support
Through targeted practices to increase parent involvement and knowledge of student progress, 40% of students that are identified as being “almost on track” will move to “on track” by the end of the school year. These practices include: ongoing parent workshops in 4 core disciplines, transcript analysis, college readiness, one on one parent conferences throughout the day, parent mentoring.	All Parents with a special focus on parents of: ELLs Lowest 1/3 Economically Disadvantaged Instructional Support Over-Aged/Under-credited	September 2014-June 2015	Pamela Washington A.P. Instructional Support; Chantal Desdunes, Parent Coordinator

Part 4 – Resources Needed

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

Software such as ALEKS for Math; ELT in all core subjects and in enrichment classes such as music, dance and theatre; Cohort Inquiry Team work is integrated into the time allotted for teachers every Tuesday; College Leadership Team, designed to govern the SIF-College Pathway grant.

Part 5 – Budget and Resource Alignment

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

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

Part 6 – Progress Monitoring

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

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

Quarterly College Leadership Team meetings to directly assess goals of the College Pathway grant, Mid- year conversations between supervision and teachers regarding observation metrics on ADVANCE and instructional planning.

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

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

Section 5: Needs Assessment, Annual Goals and Action Plans

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

Part 1 – Needs Assessment

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

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

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

Part 1b. Needs/Areas for Improvement:

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

Social Emotional Supports reflect the school’s efforts to build student self-awareness, resiliency, engagement in learning, self-reflection about learning and emotional growth, and a distinct sense of belonging in the school community.

Part 2 – Annual Goal

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

By June 2015, student and parent responses to inquiries regarding safety, sense of belonging, respect, support and experiences of rigor in classrooms will rise 10% as evidenced in the 2014-2015 School Environment Survey.

Part 3 – Action Plan

<p>Activities/Strategies: Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including:</p> <ol style="list-style-type: none"> 1. Research-based instructional programs, professional development, and/or systems and structures needed to impact change 2. Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). 3. Strategies to increase parent involvement and engagement 4. Activities that address the Capacity Framework element of Trust 	<p>Target Group(s) <i>Who will be targeted?</i></p>	<p>Timeline <i>What is the start and end date?</i></p>	<p>Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i></p>
<p>All teachers receive ongoing support in providing holistic approaches to teaching and learning.</p>	<p>All teachers</p>	<p>Ongoing throughout the year</p>	<p>Pamela Washington, A.P. Instructional Support</p>
<p>CBO and DOE staff meet in various teams throughout the week to discuss students using school based reports (Data Tracker, ATS reports, Student Success Plan)</p>	<p>All students with a special focus on students who are presenting academic, social/emotional, attendance issues and or indications of troubled affect.</p>	<p>Ongoing throughout the year.</p>	<p>Raizy Silberstein, A.P. Supervision</p>
<p>➤ Work with Counseling in Schools (CIS), our lead partner in social emotional supports, has started its fourth year with the goal of increasing the attendance and engagement of students who had struggled in previous years. Building on this success, the program has integrated art therapy for the past three years. Student attendance, progress reports, and dean anecdotes all inform the measure of success of the goal.</p>	<p>All students with a special focus on students who are presenting academic, social/emotional, attendance issues and or indications of troubled affect.</p>	<p>Ongoing throughout the year</p>	<p>Raizy Silberstein, A.P. Supervision</p>
<p>➤ Under the SIF grant, CIS has added the following supports: Individual/Group counseling; family involvement; college readiness, Out of School Time program; Young Men’s/ Women’s Leadership Group; post suspension counseling supports.</p>	<p>All students with a special focus on students who are presenting academic, social/emotional, attendance issues and or indications of troubled affect.</p>	<p>Ongoing throughout the year</p>	<p>Raizy Silberstein, A.P. Supervision</p>

Part 4 – Resources Needed

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

CBO's; Mediation specialists, anti-bullying curricula; conferences.

Part 5 – Budget and Resource Alignment

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

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

Part 6 – Progress Monitoring

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

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

Guidance and support staff meet with students in jeopardy of failing classes mid marking period. Transcripts and report cards will be reviewed mid- year. Program adjustments will be made based on individual needs.

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

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

Section 5: Needs Assessment, Annual Goals and Action Plans

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

Part 1 – Needs Assessment

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

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

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

Part 1b. Needs/Areas for Improvement:

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

4.2 Strengths and Challenges: While all teachers are engaged in deep inquiry regarding reading, writing strategies across the curriculum, high levels of student engagement and inquiry are lacking in some classrooms. PD Plan and teacher meetings on Monday are being revisited to ensure that ALL not just most teachers are providing effective practices in this SOP.

4.3 Some teachers are effectively using the best practices of UDL , DOK, and targeted goals based on level of performance to provide multiple entry points for all students, particularly ELLs and IS students. To ensure that all teachers are providing best practices in planning and teaching, the professional development plan is focusing on reading comprehension strategies and checking for understanding, with a specific look at the performance of ELLs, lowest 1/3, and IS students.

Part 2 – Annual Goal

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

By June 2015, as evidenced by observation and Learning Walk reports, all teaching strategies developed in inquiry based professional development cycles will be clearly evident across all classrooms.

Part 3 – Action Plan

<p>Activities/Strategies: Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including:</p> <ol style="list-style-type: none"> 1. Research-based instructional programs, professional development, and/or systems and structures needed to impact change 2. Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). 3. Strategies to increase parent involvement and engagement 4. Activities that address the Capacity Framework element of Trust 	<p>Target Group(s) <i>Who will be targeted?</i></p>	<p>Timeline <i>What is the start and end date?</i></p>	<p>Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i></p>
<p>Increase the number of Learning Walks to establish and deepen instructional norms.</p>	<p>All teachers</p>	<p>Ongoing, throughout the year</p>	<p>Marie Prendergast, Principal and Supervisory Staff</p>
<p>In cross curricular Monday meetings and Departmental meetings, teachers will review their questioning techniques; create and discuss questions that prompt redirection, probing, rephrasing to ensure comprehension and inspire argument, extended thinking and reflection.</p>	<p>All teachers</p>	<p>September-June 2015</p>	<p>Marie Prendergast, Principal and Supervisory Staff</p>
<p>In PD meetings, teachers will research and adopt multiple assessment techniques that directly check for understanding, and reassess student learning targets. Focused feedback on 1E of the Danielson Framework, professional development around UBD, and collaboration between Instructional Support Services (ISS) teachers and administrators has aided in the creation of learning activities that allow for multiple points of access for all students. Continued analysis and revision of curriculum maps, as discussed above, will lead to greater alignment to standards and greater coverage of standards; further, continued collaboration between the ISS faculty and teachers will lead to increased access for students to the curriculum.</p>	<p>All teachers</p>	<p>September-June 2015</p>	<p>Jacob Baty, A.P. Supervision; Stanley Chapman, AP Supervision, Pamela Washington, AP Instructional Support</p>
<p>All communications will be fully translated, especially for families of ELLs. Open door parent /student policy- Direct contact to immediately address issues and concerns of students and family involving support staff (PC, Guidance, CBOs, Teacher/staff) Informative weekly meetings with PC to plan and strategize around parental involvement and troubleshooting any family issues and concerns (attendance, behavior and social issues in the home) that may arise and hinder student academic achievement.</p>	<p>Parent/Guardian Community</p>	<p>Throughout the year</p>	<p>Chantal Desdunes, Parent Coordinator</p>

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Part 4 – Resources Needed

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

Professional Development training and resources in UDL (CAST); PD training in CTT teaching models; leveled libraries and nonfiction collection, Reading Diagnostic; and continued support from Counseling In Schools.

Part 5 – Budget and Resource Alignment

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

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

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Part 6 – Progress Monitoring

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

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

Mid-year conversations with teachers; mid year review of curriculum maps and unit plans; mid year review of PD planning and impact on instruction as evidenced by observation reports.

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

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

Midyear conversations rescheduled to correspond with January credit accumulation and regents data analysis and will be completed by March 5.

Section 5: Needs Assessment, Annual Goals and Action Plans

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

Part 1 – Needs Assessment

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

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

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

Part 1b. Needs/Areas for Improvement:

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

The school’s overall instructional goals are focused on explicitly building the literacy, mathematical, and social emotional skills that students need to achieve college readiness by the 12th grade. We have designed our instructional, professional development, and student support infrastructure to meet our goals. Professional Development will provide teachers the opportunity to align their practices with the Common Core Standards and best practices that are reflected in the Danielson Framework.

Part 2 – Annual Goal

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

By June 2015, as a result of a comprehensive reorganization effort, all leadership, instructional, operational, and budgetary resources fully aligned to support the professional growth of all supervisors, teachers and staff.

Part 3 – Action Plan

Activities/Strategies: Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including: <ol style="list-style-type: none"> 1. Research-based instructional programs, professional development, and/or systems and structures needed to impact change 2. Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). 3. Strategies to increase parent involvement and engagement 4. Activities that address the Capacity Framework element of Trust 	Target Group(s) <i>Who will be targeted?</i>	Timeline <i>What is the start and end date?</i>	Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i>
In consultation with school reorganization specialist from Replications, (funded through the SIF grant), school will undertake reorganization through a process of inquiry, feedback and deep analysis of school infrastructure at all levels. Development of Principal’s Leadership Team to organize work in three key areas: Teaching and Professional Development, Operations and Data, School Culture.	All staff	September 2014-ongoing	Marie Prendergast, Principal
By December, 2014, supervisory support embedded in leadership structure to stream line all operational activities and direct operational resources to support teacher and staff development, particularly in the area of guidance.	Supervisory and teaching staff	September 2014-ongoing	Marie Prendergast
Through the application of targeted feedback. Teachers and administration will engage in cycles of feedback with the goal of improving teacher performance under 1E, 2A, and 3B of the Danielson Framework. Ongoing “norming” support will be provided to supervisory staff to ensure alignment with Danielson Framework rating criteria.	Teaching staff; supervisory staff	September 2014-June 2015	Marie Prendergast
All teachers will receive at a minimum, their required observations along with a mid-year and end of year meeting to discuss professional growth; all teachers invited to participate in targeted external professional development meetings and conferences with follow up “turnkey” for staff. Intervisitations around best practices provided across the school. Peer observations with guidance from Principal conducted on a targeted basis.	Teachers	September 2014-June 2015	Marie Prendergast; Supervisory staff

Part 4 – Resources Needed

Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc.
Professional Development Opportunities for supervision. Peer observations.

Part 5 – Budget and Resource Alignment

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

Part 6 – Progress Monitoring

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

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

Weekly review by Principal of all observations reports uploaded to ADVANCE. Weekly Cabinet meetings to review observations and impact on instruction with supervisors. Ongoing Learning Walks to ensure continued alignment in ratings.

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

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

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Section 5: Needs Assessment, Annual Goals and Action Plans

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

Part 1 – Needs Assessment

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

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

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

Part 1b. Needs/Areas for Improvement:

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

Part 2 – Annual Goal

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

YCD has been noted in various reports as having a distinct culture of support for our community and effective partnerships with various agencies and organizations throughout the five boroughs. Partnering with a variety of CBOS, youth development organizations, our goal is to maintain our 90+% daily attendance rate; reduce student lateness by 20%; increase parent involvement by 10% in each graduating cohort.

Part 3 – Action Plan

Activities/Strategies: Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including: <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Strategies to increase parent involvement and engagement • Activities that address the Capacity Framework element of Trust 	Target Group(s) <i>Who will be targeted?</i>	Timeline <i>What is the start and end date?</i>	Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i>
Monthly meetings our parent leaders from the Parent Association Board, addressing issues and concerns, brainstorming and strategizing/planning on meaningful parental involvement in school.	Parent Community	Ongoing	Marie Prendergast, Pamela Washington
Informative weekly meetings with PC to plan and strategize around parental involvement and troubleshooting any family issues and concerns (attendance, behavior and social issues in the home) that may arise and hinder student academic achievement.)	Family Community	Ongoing	Marie Prendergast
Bi-weekly College Leadership Team meeting to govern and support our College Pathway initiatives.	All students	September –June 2015	Pamela Washington, Suwon Smith
Quarterly Review of work done in partnership with CBOs based on quarterly progress reports submitted to NYSED.	CBO partners	September-June 2015	Marie Prendergast

Part 4 – Resources Needed

Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc.
Speakers and workshop facilitators. Teachers capable of facilitating Common Core workshops. College exposure trips for parents/guardians.

Part 5 – Budget and Resource Alignment

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

Part 6 – Progress Monitoring

Part 6a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. In this part: <ol style="list-style-type: none"> 1. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal. 2. Specify a timeframe for mid-point progress monitoring activities.
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Review the college application and acceptance percentage rate mid year. Analyze the correlation between increased parent involvement - academic success and disciplinary issues.

Part 6b. Complete in February 2015.

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

x

Yes

No

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

Analysis in the process of being completed. Debrief to stakeholders will be provided at Open School Night meeting with parents and school community.

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

Directions: Schools need to maintain accurate records of students who are receiving Academic Intervention Services (AIS) to ensure that students who are not achieving at proficiency receive effective and timely assistance. These records need to be made available upon request and indicate the total number of students receiving AIS in each subject area listed below and for each applicable grade in your school.

Type of Academic Intervention Service (AIS)	Criteria for determining AIS services	Type of Program or strategy (e.g. repeated readings, interactive writings, etc.)	Method for delivery of service (e.g. small group, one-to-one, tutoring, etc.)	When the service is provided (e.g. during the school day, before or after school, etc.)
English Language Arts (ELA)	Inquiry teams meet weekly and analyze student data. Teachers discuss areas of academic concern and craft interventions on an individual student level.	1.ELA Regents Tutoring (literacy instruction, practice exams, targeted instruction)	1. Small group instruction 2. Small group instruction/Tutoring	After school T-F/Saturday School
Mathematics	Inquiry teams meet weekly and analyze student data. Teachers discuss areas of academic concern and craft interventions on an individual student level.	1. Algebra tutoring 2. Geometry peer tutoring Trigonometry peer tutoring	1.Small group instruction 2.One on one 3.One on one and small group	After school T-F/Saturday School
Science	Inquiry teams meet weekly and analyze student data. Teachers discuss areas of academic concern and craft interventions on an individual student level.	1.Living Environment Tutoring 2.Chemistry tutoring	1.Small group instruction/Tutoring 2.Small group instruction/Tutoring	After school T-F/Saturday School
Social Studies	Inquiry teams meet weekly and analyze student data. Teachers discuss areas of academic concern and craft interventions on an individual student level.	1.Global History Tutoring 2.US History tutoring	1.Small group instruction 2.One on one 3.One on one and small group	After school T-F/Saturday School

<p>At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)</p>	<p>The SBST/Data team meets weekly and analyzes student data. The guidance counselor and data specialist identify students academic struggles and identify interventions for each student.</p>	<p>1. Graduation workshops 2. Mandated counseling 3. Crisis interventions</p>	<p>1. Student/Parent workshop 2. One on one counseling 3. One on one</p>	<p>After school periodically during semester During school day as needed</p>
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Section 7: Expanded Learning Time (ELT) Program Description

(Required for All Priority Schools)

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

Part 1 – ELT Program Goal(s)

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

1. Increase student attendance by 0.5 percent by the end of the school year from the previous year.
2. 80% of students repeating either the Global, ELA, US History, Living Environment, or Integrated Algebra Regents will receive a 65 or better

Part 2 – ELT Program Description

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

While activities are open to all students, those that are in the lowest one third as well as those that receive instructional services are targeted for these additional services.

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.
 Maintain 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.

According to Ed.gov (2013) the 21st Century Community Learning Center model “helps students meet state and local student standards in core academic subjects, such as reading and math; offers students a broad array of enrichment activities that can complement their regular academic programs; and offers literacy and other educational services to the families of participating children.” This additional time for academics and enrichment activities will aid in the academic development and social emotional wellbeing of students in the school community aiding in college readiness and engagement across the school.

Part 2c. 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.

High interest enrichment programs are offered to all and a high number of students are expected to attend. Likewise, the academic remediation piece is programmed and put onto student schedules so part of the program is mandatory, ensuring a high percentage of participation

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.
Marie Prendergast, Principal, Stanley Chapman, Assistant principal of supervision, Avi Joffe, head dean.
Part 3b. Indicate resources needed including human resources, instructional resources, and schedule adjustments to implement the ELT program.
A school aid distributes the snacks to the students. Five teachers teach after school classes in the 4 core subject areas. Mr. Joffe, deals with any disciplinary situation that arise and coordinates attendance for the program. Materials include but are not limited to, books, paper, Chrome books. No schedule adjustments are necessary.
Part 3c. Timeline for implementation and completion, including start and end dates.
The ELT program begins in early October and ends mid-June.

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 st Century		Tax Levy		Title I SWP		Title I TA		P/F Set-aside		C4E
	Title I 1003(a)		Title III		PTA Funded		Grants		School Success Grant		In Kind
List below any additional fund sources that will be utilized to support achievement of the goal.											

Part 5 – Progress Monitoring

Part 5a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. In this part: Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal. Specify a timeframe for mid-point progress monitoring activities.				
Following January Regents exams, attendance in ELT classes, which are all regents prep based (no credits,) will be reviewed according to student sub-groups and graduating cohort groups. Attendance patterns will be analyzed and correlated to regents passing rates and college readiness attainment. ELT teacher observations and ELT curriculum will be analyzed in relation to attendance, regents passing rate, and college readiness attainment. Curricula adjustments for the Spring will be made as a result of this analysis.				
Part 5b. Complete in February 2015.				
Did the school meet the mid-point benchmark(s) in the timeframe specified?	x	Yes		No
If the mid-point benchmark(s) was not met, describe any revisions made to the action plan to achieve the goal?				

Section 8: Title I Program Information

Directions:

All schools must indicate their Title I status in Part 1

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

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

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

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

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

Part 1: Title I Status

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

X	School Wide Program (SWP)		Targeted Assistance (TA) Schools		Non-Title I
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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.

Partner with HR representatives from New Visions and The New Teacher Collaborative to access candidates with high quality training. Expanding our school based recruitment team to attend hiring events, review resumes and participate in hiring process.

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).

Teachers engage in professional development on a weekly basis that includes double sessions on a monthly basis. There are two broad strains in PD that are interwoven with each other. Curriculum/Performance Task planning to ensure that we meet our goals surrounding the school-wide focus on literacy and evidence. Teachers rotate this training with Cohort data analysis and skill acquisition analysis. We are also engaged in a reading initiative that is in the pilot stages.

Part 3: TA Schools Only

3a. Use of Program Resources

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

3b. TA Coordination with the Regular Program

Describe the planning, coordination and support of the TA program with the regular educational program (i.e., providing ELT, accelerated, high-quality curriculum, including applied learning; and minimize removing children from the regular classroom during regular school day).

Part 4: SWP Schools Only

4a. Transition Plans to Assist Preschool Children (Elementary Schools Only)

Describe the transition plans used to assist preschool children from early childhood programs to the elementary school program (e.g. aligned curriculum, joint PD & parent involvement activities, sharing of records/info, early intervention services, etc.).

4b. Measures to Include Teachers in Decisions Regarding Assessments

Describe the decision making process that teachers participate in regarding the use and selection of appropriate multiple assessment measures and the professional development provided regarding the use of assessment results to improve instruction.

- Teachers designed and implemented school-wide grading policy.

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

Directions: All Schoolwide Program (SWP) schools in NYC are conceptually consolidating their Federal, State, and Local funds, even though the Galaxy system reports the allocations in separate accounting codes¹. To be eligible for the flexibility consolidation of Federal funds enables, a Schoolwide Program school must identify in its Schoolwide plan (SCEP) which programs are included in its consolidation and the amount each program contributes to the consolidated Schoolwide pool. Additionally, the school plan must document that it has met the intent and purposes of each program whose funds are consolidated². **On the chart below**, indicate which Federal, State, and/or local Tax Levy program funds that are consolidated in your school's Schoolwide Program, the amount each program contributes to the consolidated Schoolwide pool, and verification that the school has met the intent and purposes of each program whose funds are consolidated.

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

¹Explanation/Background:

Title I Schoolwide Program schools are expected to use the flexibility available to them to integrate services and programs with the aim of enhancing the entire educational program and helping all students reach proficient and

advanced levels of achievement. In addition to coordinating and integrating services, Schoolwide Program schools may combine most Federal, State and local funds to provide those services. By consolidating funds from Federal, State, and local sources, a Schoolwide Program school can address its needs using *all* its available resources. This gives a school more flexibility in how it uses available resources to meet the identified needs of all its students.

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

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

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

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

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

Important Note: The following funds may not be consolidated:

- **Title I Parent Involvement Set-aside:** Title I, Part A funds must support parent involvement activities and programs. Chancellor’s Regulation A-655 requires School Leadership Teams to consult with Title I parent

representatives regarding the Title I program and the use of these funds. Parent involvement activities funded through Title I must be included in the parent involvement policy and aligned with student achievement goals in the school comprehensive educational plan.

- **Title I Priority and Focus School Parent Engagement Set-aside:** Additional set-aside is to enable greater and more meaningful parent participation in the education of their children.
- **IDEA:** To ensure that all children with disabilities have available to them a free appropriate public education designed to meet their individual needs.
- **Grant funds awarded via a competitive process, including Title I 1003(g) SIG or SIF funds:** These funds must be used for the purposes specified by the Grantor, as described in the school's approved grant application.

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

(Required for All Title I Schools)

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

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

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

Parent Involvement Policy (PIP) Template

Educational research shows a positive correlation between effective parental involvement and student achievement. The overall aim of this policy is to develop a parent involvement program that will ensure effective involvement of parents and community in the school. **[High School for Youth and Community Development]**, 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. **[High School for Youth and Community]** will support parents and families of Title I students by:

- providing materials and training to help parents work with their children to improve their achievement level, e.g., literacy, math and use of technology;
- providing parents with the information and training needed to effectively become involved in planning and decision making in support of the education of their children;
- fostering a caring and effective home-school partnership to ensure that parents can effectively support and monitor their child's progress;
- providing assistance to parents in understanding City, State and Federal standards and assessments;
- sharing information about school and parent related programs, meetings and other activities in a format, and in languages that parents can understand;
- providing professional development opportunities for school staff with the assistance of parents to improve outreach, communication skills and cultural competency in order to build stronger ties between parents and other members of the school community;

The school's Parent Involvement Policy was designed based upon a careful assessment of the needs of all parents/guardians, including parents/guardians of English Language Learners and students with disabilities. The school community will conduct an annual evaluation of the content and effectiveness of this parent involvement policy with Title I parents to improve the academic quality of the school. The findings of the evaluation through school surveys and

feedback forms will be used to design strategies to more effectively meet the needs of parents, and enhance the school's Title I program. This information will be maintained by the school.

In developing the Title I Parent Involvement Policy, parents of Title I participating students, parent members of the school's Parent Association (or Parent-Teacher Association), as well as parent members of the School Leadership Team, were consulted on the proposed Title I Parent Involvement Policy and asked to survey their members for additional input. To increase and improve parent involvement and school quality, the school will:

- actively involve and engage parents in the planning, review and evaluation of the effectiveness of the school's Title I program as outlined in the School Comprehensive Educational Plan, including the implementation of the school's Title I Parent Involvement Policy and School-Parent Compact;
- engage parents in discussion and decisions regarding the required Title I set-aside funds, which are allocated directly to the school to promote parent involvement, including family literacy and parenting skills;
- ensure that the Title I funds allocated for parent involvement are utilized to implement activities and strategies as described in the school's Parent Involvement Policy and the School-Parent Compact;
- support school-level committees that include parents who are members of the School Leadership Team, the Parent Association (or Parent-Teacher Association) and Title I Parent Committee. This includes providing technical support and ongoing professional development, especially in developing leadership skills;
- maintain a Parent Coordinator (or a dedicated staff person) to serve as a liaison between the school and families. The Parent Coordinator or a dedicated staff person will provide parent workshops based on the assessed needs of the parents of children who attend the school and will work to ensure that the school environment is welcoming and inviting to all parents. The Parent Coordinator will also maintain a log of events and activities planned for parents each month and file a report with the central office.;
- conduct parent workshops with topics that may include: parenting skills, understanding educational accountability grade-level curriculum and assessment expectations; literacy, accessing community and support services; and technology training to build parents' capacity to help their children at home;
- provide opportunities for parents to help them understand the accountability system, e.g., NCLB/State accountability system, student proficiency levels, Annual School Report Card, Progress Report, Quality Review Report, Learning Environment Survey Report;
- host the required Annual Title I Parent Meeting on or before December 1st of each school year to advise parents of children participating in the Title I program about the school's Title I funded program(s), their right to be involved in the program and the parent involvement requirements under Title I, Part A, Section 1118 and other applicable sections under the No Child Left Behind Act;
- schedule additional parent meetings, e.g., quarterly meetings, with flexible times, such as meetings in the morning or evening, to share information about the school's educational program and other initiatives of the Chancellor and allow parents to provide suggestions;
- translate all critical school documents and provide interpretation during meetings and events as needed;
- conduct an Annual Title I Parent Fair/Event where all parents are invited to attend formal presentations and workshops that address their student academic skill needs and what parents can do to help;

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

- holding an annual Title I Parent Curriculum Conference;
- hosting educational family events/activities during Parent-Teacher Conferences and throughout the school year;
- encouraging meaningful parent participation on School Leadership Teams, Parent Association (or Parent-Teacher Association) and Title I Parent Committee;

- supporting or hosting Family Day events;
- establishing a Parent Resource Center/Area or lending library; instructional materials for parents;
- encouraging more parents to become trained school volunteers;
- providing written and verbal progress reports that are periodically given to keep parents informed of their children's progress;
- developing and distributing a school newsletter or web publication designed to keep parents informed about school activities and student progress;
- providing school planners/folders for regular written communication between /teacher and the home in a format, and to the extent practicable in the languages that parents can understand

School-Parent Compact (SPC) Template

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

I. School Responsibilities

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

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

Support home-school relationships and improve communication by:

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

Involvement Policy and this Compact;

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

Provide parents reasonable access to staff by:

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

Provide general support to parents by:

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

II. Parent/Guardian Responsibilities:

- monitor my child's attendance and ensure that my child arrives to school on time as well as follow the appropriate procedures to inform the school when my child is absent;
- ensure that my child comes to school rested by setting a schedule for bedtime based on the needs of my child and his/her age;
- check and assist my child in completing homework tasks, when necessary;
- read to my child and/or discuss what my child is reading each day (for a minimum of 15 minutes);
- set limits to the amount of time my child watches television or plays video games;
- promote positive use of extracurricular time such as, extended day learning opportunities, clubs, team sports and/or quality family time;
- encourage my child to follow school rules and regulations and discuss this Compact with my child;
- volunteer in my child's school or assist from my home as time permits;

- participate, as appropriate, in the decisions relating to my child's education;
- communicate with my child's teacher about educational needs and stay informed about their education by prompting reading and responding to all notices received from the school or district;
- respond to surveys, feedback forms and notices when requested;
- become involved in the development, implementation, evaluation and revision to the Parent Involvement Policy and this Compact;
- participate in or request training offered by the school, district, central and/or State Education Department learn more about teaching and learning strategies whenever possible;
- take part in the school's Parent Association or Parent-Teacher Association or serve to the extent possible on advisory groups, e.g., Title I Parent Committees, School or District Leadership Teams;
- share responsibility for the improved academic achievement of my child;

III. Student Responsibilities:

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

**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

E. School Information [i](#)

District 17	Borough Brooklyn	School Number 537
School Name HS for Youth and Community Development		

F. 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 Marie Prendergast	Assistant Principal Stanley Chapman
Coach Daniel Landberg	Coach
ESL Teacher Emily Donbeck	Guidance Counselor Gretchen Lernihan
Teacher/Subject Area Genina Burnett/Social Studies	Parent type here
Teacher/Subject Area Corlin Allrich/Science	Parent Coordinator Chantal Desdunes
Related Service Provider Juanito Hingpis	Other
Network Leader(Only if working with the LAP team) type here	Other type here

C. Teacher Qualifications

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

Number of certified ESL teachers currently teaching in the ESL program.	1	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	1	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)	360	Total number of ELLs	43	ELLs as share of total student population (%)	11.94%
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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 #
Transitional Bilingual Education <small>(60%:40% → 50%:50% → 75%:25%)</small>														0
Dual Language <small>(50%:50%)</small>														0
Freestanding ESL														
self-contained										3	2	1		6
SELECT ONE														0
Total	0	0	0	0	0	0	0	0	0	3	2	1	0	6

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	43	Newcomers (ELLs receiving service 0-3 years)	18	ELL Students with Disabilities	4
SIFE	16	ELLs receiving service 4-6 years	16	Long-Term (completed 6+ years)	9

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	18	5	0	16	4	2	9	7	0	43

ELLs by Subgroups										
ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			Total	
All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD		
Total	18	5	0	16	4	2	9	7	0	43
Number of ELLs who have an alternate placement paraprofessional: <u>2</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
TOTAL	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																		
SELECT ONE																			0	0
SELECT ONE																			0	0
SELECT ONE																			0	0
TOTAL	0																			

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

This Section for Dual Language Programs Only

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

Freestanding English as a Second Language

Number of ELLs by Grade in Each Language Group

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish										3	2	2	1	8
Chinese														0
Russian												1		1
Bengali														0
Urdu														0
Arabic												1	1	2
Haitian										5	7	5	7	24
French										1	1	2	2	6
Korean														0
Punjabi												1		1
Polish														0
Albanian														0
Other													1	1
TOTAL	0	9	10	12	12	43								

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)										3	2	1	0	6
Intermediate(I)										3	6	5	4	18
Advanced (A)										3	2	6	8	19
Total	0	9	10	12	12	43								

NYSESLAT Modality Analysis

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

NYSESLAT Modality Analysis

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

NYS ELA

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

NYS Math

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

NYS Science

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

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
NYSAA Bilingual (SWD)									0

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
Comprehensive English	13		2	
Integrated Algebra	29		19	
Geometry	0		0	
Algebra 2/Trigonometry	0		0	
Math _____				
Biology	0		0	
Chemistry	0		0	
Earth Science	0		0	
Living Environment	28		11	
Physics	0	0	0	0
Global History and Geography	21		9	
US History and Government	11		3	
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.
N/A.
- What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?
Analyses of data patterns indicate that LEP students in the 11th and 12th grades are more likely to test at an intermediate or

- advanced level of English proficiency across all modalities. Otherwise, it is likely that the number of students tested at our school each year does not constitute a large enough sample to generate any other meaningful conclusions.
5. 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](#))

Patterns across NYSESLAT modalities are analyzed by the ESL teacher each year and then communicated to the content area teachers in the form of an Individual Improvement Plan for each student. The plan identifies the child's weakest modality and offers suggestions as to how this particular modality can be emphasized and targeted in each of the content areas.
 6. For each program, answer the following:
 - c. What are the patterns across proficiencies and grades? How are ELLs faring in tests taken in English as compared to the native language?
 - d. Describe how the school leadership and teachers are using the results of the ELL Periodic Assessments.
 - e. What is the school learning about ELLs from the Periodic Assessments? How is the native language used?
 - a. All ESL students are offered a glossary and/or a copy of the exam in their native language (if available). We do not have bilingual classes. Test result data suggests that students of lower English proficiency have greater success in passing Math Regents (i.e. Algebra) in their first years of English language learning than they do of passing more written text heavy exams, such as Global History, Living Environment and English. These exams are often passed once the student has been living in the country and receiving ESL instruction for at least one to two years. However, students whose NL is Haitian Creole and/or French are often successful in passing the French Regents on the first attempt. Beginning-level ELLs across all grade levels often successfully pass the Math Regents Exams in their native language on the first attempt. Science and History Regents are typically passed in ESL students' second year of attending classes across the grade levels, while incoming ELLs at the intermediate and advanced-levels of ESL (across all grade levels) are more likely to pass Science and History Regents Exams, as well as the math exams, during their first year with the assistance of referring to the exams in their native languages and their usage of bilingual word-word translations. Both the content area teachers and the ESL teacher are involved in the process of preparing students for the exams, as well as administering, grading and later examining the results. The results are examined at both the departmental levels and grade levels.
 - b. N/A.
 - c. N/A.
 7. Describe how your school uses data to guide instruction for ELLs within the Response to Intervention (RtI) framework (for grades K-5). (see [RtI Guide for Teachers of ELLs](#).)

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

Communication between content area teachers and the ESL teacher is consistent throughout the year. In addition to the students Individual Improvement Plans, the ESL teacher provides content area teachers with a list of all current ELLs and former ELLs, their native language, and options to consider for using the native language throughout instruction. These options include but are not limited to bilingual dictionaries, translated texts and materials, texts in the students' native languages, and native language tutors.
 9. For dual language programs, answer the following:
 - e. How are the English-proficient students (EPs) assessed in the second (target) language?
 - f. What is the level of language proficiency in the second (target) language for EPs?
 - g. How are EPs performing on State and City Assessments?

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

Our self-contained program for ELLs is evaluated on an ongoing basis through both formal and informal means of assessment. Formally, teachers and administration examine NYSESLAT results regarding both movement across levels and passing. In addition, Regents Exam scores are considered, as well as graduation rates when evaluating the success of our ESL program. Informally, content area teachers and the ESL teacher communicate regularly through student inquiry meetings at both the grade and department levels in which the progress of target populations, such as ELLs, is tracked.

Part IV: ELL Identification Process

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

3. 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](#).)
All ESL students are identified as such through the Home Language Survey, an informal interview conducted by a pedagogue (in the student's native language, if necessary) at the time of the new student's enrollment, and ultimately the LAB-R examination, which is administered to all immigrant children whose home language is not English, as determined by the Home Language Survey and the interview. The LAB-R is administered within the first ten days of the student's arrival. Students who score below minimum proficiency are targeted for ESL services, and their parents are contacted to attend an ELL parent orientation, if this was not done on the day of registration. Beginner level students are programmed for three 45 minutes periods of ESL instruction per day five times per week, intermediate level students receive two 45 minutes periods per day, and advanced level students receive one 45 minutes period of ESL per day in addition to an English Language Arts class. Each year, identified children are reassessed using the NYSESLAT examination. Because most of the ESL students are non-Spanish speaking ELLs, the Spanish LAB-R is rarely administered. In the case that a Spanish-speaking ELL is admitted to the school, the Spanish LAB-R is administered as a means of assessing the students' native language literacy for teachers' informational purposes. The results do not affect student placement as per the LAB-R results, especially since there are no bilingual classes offered. Every year, the ESL teacher and testing coordinator refer to the RLER and RLAT reports in order to ensure that all students who qualify for the NYSESLAT have been identified as needing tested. Then, the ESL teacher designs a schedule to individually administer the Speaking portion of the NYSESLAT to each eligible student once materials have been received and testing allowed to begin. The ESL teacher notifies each student and their teachers of this schedule through daily memos leading up to the testing date. School aides assist the ESL teacher on the testing days in tracking down students to be tested for the speaking portion. In case students are absent on the day for which they are scheduled, make-up dates are provided. The Reading, Writing and Listening portions of the NYSESLAT are given to whole groups of ESL students according to their ESL class schedules. In the case that students are absent for any portion of the test, several make-up dates are provided to ensure all students are tested.
4. 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.
Normally, the ESL teacher is able to conduct the parent orientation and LAB-R on the first day of the student's arrival. However, if the parent is not available, the ESL teacher calls and writes a letter to invite the parent in for a parent orientation as soon as the LAB-R results are known. At the orientation, parents view the orientation video (in their preferred language) in which they learn about the programs offered to English language learners. At High School for Youth and Community Development, we only offer a free-standing ESL program. We cannot offer a bilingual or dual language program because we do not have enough requests to do so for students of one ethnicity; however, records of parent program requests are kept and monitored should the need to create these programs develop.
5. 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 [\[see tool kit\]](#).)
All forms (with the exception of entitlement letters which are sent home by the ESL teacher) are administered and collected by the Guidance Counselor and an available pedagogue (preferably the ESL teacher) on the day of registration. After Entitlement/Non-entitlement/Continued Entitlement Letters/Parent Selection Forms have been distributed, the ESL teacher calls the student's parents to ensure the return the necessary forms as soon as possible. Usually, the forms are all returned at the ELL parent orientation session, but sometimes phone calls must be made until the forms are finally returned. The parent coordinator sometimes assists in this process. Copies of all entitlement letters (non-, continued, etc.) and parent selection forms are securely kept on file in the ESL teacher's classroom.
6. Describe the criteria used and the procedures followed to place identified ELL students in bilingual or ESL instructional programs; description must also include any consultation/communication activities with parents in their native language.
The only ESL program offered at High School for Service and Learning (HSSL) is the Self-Contained ESL model. If parents request dual language or transitional programs at the parent orientation the parent selection forms are kept on file to be monitored. The parent orientation is conducted in the parents' preferred spoken language and translation services are provided when necessary. Within the school, there are translators for Spanish, Russian, French and Haitian-Creole. Otherwise, the DOE translation services are requested. Our self-contained ESL program serving the 38 students is organized to maximize and challenge each child's linguistic strengths in an environment that is both encouraging and supportive. This type of environment is essential for ELLs, as the students have to know that they are "safe" to take risks in order to meet the rigorous standards, such as critical thinking, that our academic programs promote. In order to ensure that this is achieved we have insisted that the class size remain small so that each student

receives personalized instruction that meets their individual needs. To facilitate the personalization of instruction our classes are also organized into learning environments that support and include whole-class, small group and individual work projects.

7. 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.
Using the RLAT and RLER ATS reports, the ESL teacher and guidance counselors ensure that all students who qualify for the NYSESLAT are identified. Students are informed of their scheduled dates to take the NYSESLAT exam via notes from the ESL teacher, 3rd period content teachers, and phone calls home in English and their native languages. In addition to the scheduled appointments, several opportunities are given for make-ups of any part of the exam.
8. 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. 
With one exception, parents have chosen the free-standing ESL program offered by our school. Any different requests will continue to be filed should a dual or transitional bilingual program be in demand.

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])?
 - a. We use the self-contained ESL model.
 - b. In the ninth grade, students are block scheduled. In upper grades, each student carries an individual program designed specifically to meet the needs of the child. Students of similar English language proficiency levels are placed in the same class.
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)?
 - c. How are explicit ESL, ELA, and NLA instructional minutes delivered in each program model as per CR Part 154 (see table below)?

Students are programmed specifically to ensure that all required minutes are met, and ESL classes are designed in such a way that all mandates are met in full. Advanced ESL students are also programmed for an ELA class that specifically meets the needs of English Learners. NL instruction is not explicitly provided; however, supports such as bilingual glossaries, dictionaries, and exams are utilized. All self-contained ESL classes are scheduled as mandated, and by definition these classes guarantee that students' content area needs are met.

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.

Both the ESL teacher and content area teachers use a range of instructional methods to ensure that comprehension of content is achieved coupled with English language enrichment. These include, among others, scaffolding of lessons, use of visual aids, infusing art into the curriculum, drawing upon students personal interests and backgrounds, independent reading, journaling, vocabulary development, read-alouds, think alouds, access to native language materials, and direct literacy strategy instruction. Although all instruction (with the exception of FL instruction) is delivered in English, NL supports are provided and encouraged.
4. How do you ensure that ELLs are appropriately evaluated in their native languages throughout the year?

All students who are ELLs are given the opportunity to complete NYS Regents Exams (with the exception of ELA) in their native languages. These exams are graded by a faculty member who is fluent in that language. Either the Spanish LAB-R or an informal assessment in another language (designed in-house by a native speaker of that language) is given to newly admitted students in addition to the LAB-R when there is reason to believe the student's native language literacy is minimal. Results of these assessments are communicated to all teachers, as well as possible strategies and scaffolds to implement in class.
5. How do you ensure that ELLs are appropriately evaluated in all four modalities of English acquisition throughout the year?

Literacy is a focus for all content area teachers, including math. A writing, reading, listening and speaking component is part of every designed lesson.
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. Educational interventions are written and implemented for all SIFE at YCD based on the consistent communication between content area teachers, guidance counselors, and the ESL teacher in regards to the students' ongoing academic development. The students' strengths are drawn upon in planning curriculum and designing differentiated means of assessment in the students' classes so that the students are able to experience and exhibit significant amounts of success throughout their academic careers. In addition, these students are given the resources of extra tutoring during and after school.
 - b. Newcomers participate in our Balanced Literacy program at YCD. Beginners have three periods of ESL every day; Intermediates have two periods of ESL; and Advanced Students have one period of ESL and an English Language Arts class. In ESL class, the teacher models reading strategies for 10 minutes at the beginning of each reading session. The students have to practice these reading strategies individually or in pairs to improve their reading comprehension skills. A library consisting of several genres for beginners, intermediates, and advanced students is easily accessible in the classroom. Students read these books in class and they take them home to read and complete story maps. Students also improve their writing skills by writing memoirs, science fiction, and realistic fiction pieces. Again, the teacher models for the students before

they are asked to write. Whenever possible, art and music are included in the ESL curriculum. In addition, Saturday Academy courses are offered to students who would like to earn more credits and better prepare themselves for the standardized exams given in June and January, as well as after school tutoring and Regents prep classes. Many class activities and assignments are modeled after the ELA Regents tasks at the intermediate and advanced levels of ESL; however, the tasks are scaffolded in a way that allows for students to build both linguistic and academic proficiency simultaneously.

- c. In addition to using the Balanced Literacy Program, these students (4-6 years of ESL) are tracked academically by both the ESL and content area teachers in order to determine the student's overall achievement. In addition, both the student's ESL and ELA teachers identify the student's weakest linguistic modality--reading, writing, speaking or listening--via the NYSESLAT results and additional formal and informal class assessments. Once the area in need of development is identified, the teachers differentiate lessons and activities to specifically target that student's weakness.
- d. Programs have been created to help long-term ELLs achieve academic success. After-school classes are offered for the content area courses, such as history, English, and science. There is also an SAT class on Tuesday and Thursday afternoons. Students are informed in writing and orally about these important programs that will prepare them for Regents exams. They are encouraged to attend by their ESL and content area teachers. In addition, Saturday Academy classes are offered to students who need extra support in their core academic classes. These classes run from 9AM to 12PM on Saturdays.
- e. Former ELLs stay in regular contact with the ESL teacher and still benefit from the ESL testing accommodations. Furthermore, many of the former ELLs volunteer as tutors or mentors to newcomers in the third section of the beginner level ESL class.

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?

Both the ESL and content area teachers implement a variety of instructional strategies, resources and programs designed for this particular group of students. Within every lesson, delivery of instruction and the student product for assessment are differentiated as appropriate using visual aids, computer programs (such as Castle Learning), modeling, and student choice. The school ensures ELL-SWDs whose IEP mandates bilingual instruction receive an appropriate program through scheduled meetings with the ESL teacher, IEP distributions and notifications and regular communication on each student's progress.

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?

ELL-SWDs will receive a paraprofessional who will provide assistance if they are eligible. Scaffolding techniques are used to help them achieve academic excellence. Lessons that target their strengths as well as their weaknesses are utilized to help them become proficient in English. They are included in all aspects of our school as well as in our ESL classes.

Courses Taught in Languages Other than English

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

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

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

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

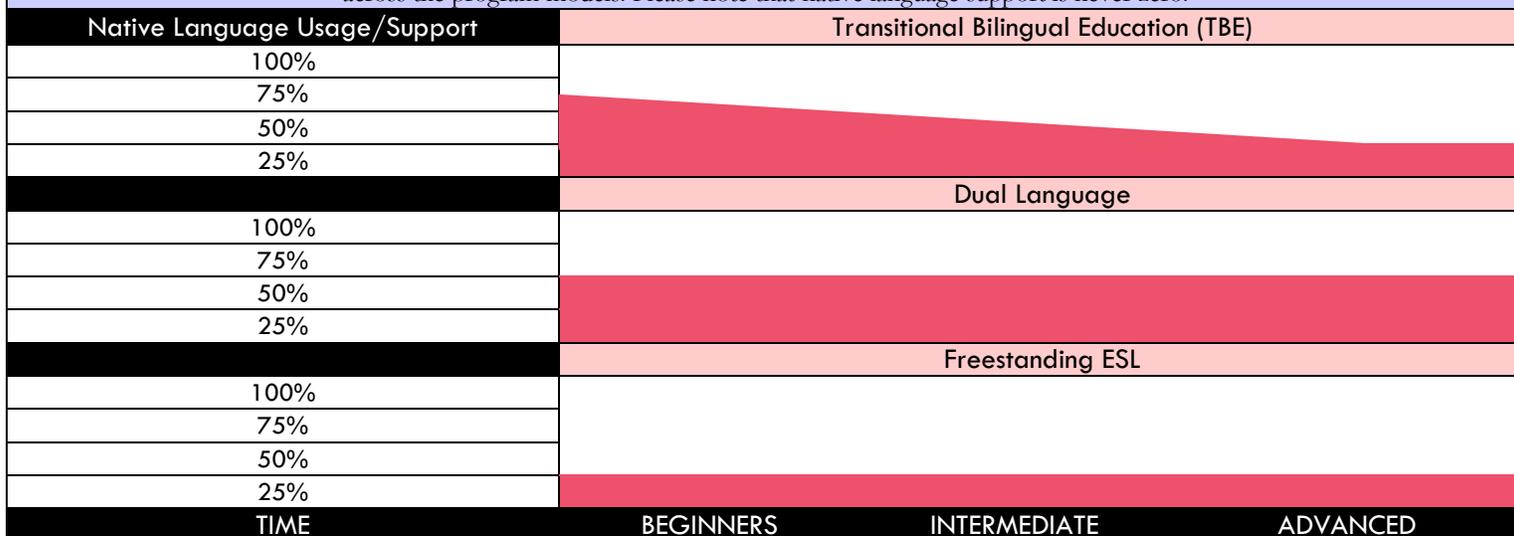
	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS: Native Language Arts	45 minutes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

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

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

Native Language Usage and Supports

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



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 offer after school tutoring to all ELLs on top of the self-contained ESL classes. Students also have access to peer tutors in their native languages (e.g. Haitian Creole, French, Spanish, Arabic, etc.) throughout the day to aid in their acquisition of the necessary skills and language to be able to thrive in various content areas. In every class, bilingual dictionaries in the students' native languages are available for use and when possible, native language resources and references in the content areas are provided to aid in student understandings for projects, essays, etc. Student use of computers to access native language materials is highly encouraged. ESL students are given continual access to resource materials. In addition, students are provided pertinent data on their progress so as to self-monitor and self-motivate through the assistance of grade-level inquiry teams. One to two times a month, grade-level inquiry teams of teachers meet to discuss student grades, classwork, participation, attendance records, graduation/college readiness and Regents readiness. Outreach is done for the students identified as "in danger" of one of the aforementioned categories. Each teacher by grade level, including the ESL teacher, becomes responsible for a handful of students with whom they communicate on a regular basis regarding a plan of action and development.
10. Describe the effectiveness of your current program and how it is meeting the needs of your ELLs in both content and language development.
- The current program continues to effectively move students up in both NYSESLAT and Regents Exam scores. Because the content area teachers and ESL teacher are in regular communication regarding ELLs and their needs, all teachers are aware that they are teachers of ELLs. Although the ESL teacher often assists ELLs in completing work for their content area classes during lunch and tutoring hours, this is only after the content area teachers have spent time scaffolding and instructing the student on the assignment..
11. What new programs or improvements will be considered for the upcoming school year?
- There are currently no new programs being considered for the upcoming school year. As it is the current ESL teacher's fourth year of teaching at this school, she is still focusing on fine-tuning the programs currently in place.
12. What programs/services for ELLs will be discontinued and why?
- There only specific change that was made this year was the discontinuation of using Achieve3000. In its place, teachers are utilizing the Castle Learning computer program with both ELL and non-ELL students.
13. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
- All students are offered and afforded access to all available programs (including clubs (e.g. drama club, music, and dance) sporting teams, leadership committee, after school class and regents prep, etc.) at YCD. The ESL teacher assists in the responsibility of communicating the activities and programs available at the school via an information posting board in her classroom to which all ELLs have daily access and she regularly calls attention to as part of her daily instruction. Many of the activities are offered campus-wide due to the fact that there are five schools on the Erasmus Campus. Therefore, the numerous activities are communicated to all students via flyers, letters home, and daily announcements. Announcements are broadcast during the third period for which the ESL teacher is with the beginning-level ESL students, so she regularly translates or asks a pedagogue fluent in the students' native language to translate the announcements for these students. When flyers are designed for various events, the ESL teacher has these translated into the students' various home languages and distributed in a timely fashion. The ESL teacher is highly supportive of students' participation in extra-curricular activities and serves as an advocate for these students to participate when talking to both parents and coaches. Many of the ELLs participate on the soccer and football teams, the after-school band and chorus, the leadership team, and in various academic 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 use a variety of materials to support the learning of ELLs. We have a leveled library consisting of the following genres: informational, realistic fiction, biography, autobiography and memoir, poetry, traditional literature, historical fiction, and careers. We also have audio-books that are used during reading workshop. Whenever possible, art, music and video are added to enrich reading and writing workshops. Books that come with software are also available for student use. We use power point presentations to facilitate ELL's learning. Students view short films from other cultures to increase their multicultural background knowledge. Likewise, SmartBoard technology is used across the curriculum. The materials required by the different subgroups often differ according to perceived need. For example, intermediate and advanced students often request bilingual dictionaries to aid their comprehension, while beginner students often require fully translated materials or abridged versions of texts.
15. How is native language support delivered in each program model (TBE, Dual Language, and ESL)?
- Native language support is delivered in the self-contained ESL model through the strongly encouraged use of bilingual dictionaries and supplemental materials (e.g. textbooks or novels in the native languages) when necessary. Some students who are struggling

beginners are given the resource of a tutor in their native language. The tutors are often former ELLs and meet with the tutees during common lunch periods in the ESL classroom..

16. Explain how the required services support, and resources correspond to ELLs' ages and grade levels.
All required services, support and resources used are appropriate for high school students, from beginner to advanced levels of English language proficiency.
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.
Prior to the beginning of the school year, the ESL teacher contacts incoming ELLs and their parents/guardians, if the contact information is available. This initial contact is attempted in order to welcome new students and their families to the school; to introduce herself (the ESL teacher); to answer any questions they may have; to notify them of upcoming school events, such as new student orientation; and to inform them of available services, such as translation services.
18. What language electives are offered to ELLs?
Spanish is currently offerent to ELLs as a language elective.
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. The professional development programs are based on the belief that all teachers are teachers of language arts and that English as a Second Language is a natural extension of English language arts. All teachers who teach ELLs are offered to attend several professional development workshops in ESL methodology throughout the course of the year. Among these workshops have been: ELA Regents Support for ELLs, QTEL Workshops, Differentiated Instruction for ELLs, Strategies for the Success of Secondary ELLs, and Targeting and Identifying SIFE. The information acquired at these workshops is then shared with all other teachers at collaborative meetings where the new information and strategies are turn-keyed, discussed and then implemented. The majority of ELL professional development occurs more informally during Monday meetings and common planning time. The ESL teacher meets either one on one with a teacher who has requested assistance and training for ELLs or with one particular academic department, such as the social studies teachers. In these Monday meetings, teachers discuss the students specifically, the target material to be learned, and the various strategies that can be implemented to support the ESL students in achieving comprehension and academic ability.

2. The ESL teacher works closely with ELA teachers in common planning time to engage in current work with the Common Core Standards and align her ESL curriculum plans to the standards. The veteran guidance counselors are continually searching for available outside supports and opportunities of which they inform all ELLs, often through the ESL teacher. Many of our ELLs have attended free off-campus SAT preparation classes for ELLs and college-readiness workshops as a result.

3. All 9th grade teachers receive professional development at the beginning of the year on aiding incoming students from middle school with the transition process to high school. This is particularly important and effective for working with ELLs, as it suggests that more scaffolding, repetition, and modeling may be required for these students as they become acclimated to the high school environment.

4. All teachers who teach ELLs are trained in the Balanced Literacy workshop model. They teach the students reading and writing strategies in every lesson. Subject area teachers are introduced to textbooks that are at the reading levels of ELLs. Teachers learn effective methods of teaching ELLs new vocabulary words. Teachers of humanities work cooperatively to create an interdisciplinary curriculum for ELLs. Thus, the reading and writing strategies that students are learning in history, ESL, foreign language, and English classes are reinforced. Science and math teachers also work cooperatively to create an interdisciplinary curriculum. In addition, teachers learn about the students' cultures at professional development workshops. This knowledge is used by teachers to better communicate with newcomers, as well as to help students adapt to American culture. Records of staff professional development, including Monday meeting small groups PDs, are kept on file by both department and grade-level teams.

D. Parental Involvement

2. Describe ELL parent involvement in your school. Include specific activities that foster parental involvement for parents of ELLs.
3. Does the school partner with other agencies or Community Based Organizations to provide workshops or services to ELL parents?
4. How do you evaluate the needs of the parents?
5. How do your parental involvement activities address the needs of the parents?
 1. Parents/guardians of all students are invited to attend a PTA meeting approximately once a month. In addition to letters home, a phone messenger system is used to inform the parents of ESL students of upcoming meetings. The parent coordinator, Ms. Desdunes (fluent in French and Haitian Creole), as well as Ms. Dufresne (Haitian Creole and Spanish), assist in parent communication both prior to and during the parent meetings for translation needs in these languages. When translations are needed in any other languages, a student or parent of a student who speaks the target language is called upon for assistance. Otherwise, the available DOE interpretation and translation services are utilized. All informative handouts for parents are available in English, Spanish, French, Haitian Creole, Bengali, Russian and Arabic. At the meetings, parents are informed about their children's workload, academic goals, and progress, as well as how they can assist the children in meeting their goals and/or in making the adjustment to an English speaking environment as easy as possible. This information is presented in both English and the representative native languages.
 2. Information for adult education classes is on hand at PTA meetings and at the initial parent orientation for new ELLs and for parents who are interested in pursuing their own education, particularly English and technology classes. In addition, the ELL instructor provides this information in English and parents' native languages at parent-teacher conferences throughout the year. The parent coordinator is actively involved in ensuring parents are both aware of and made to feel welcome in attending the PTA meetings by calling home to personally invite parents. If it is indicated that a language besides English is spoken by the parents at home, the parent coordinator utilizes our available translators as proxies to make the calls home to parents.
 3. The needs of the parent are often communicated within the context of PTA meetings or parent orientations. However, the ESL teacher (with the assistance of bilingual personnel) does extend an open line of communication to all parents through initial contact at the beginning of the year, as does the parent coordinator in her outreach to parents regarding PTA meetings.
 4. At the meetings, parents are informed about their children's workload, academic goals, and progress, as well as how they can assist the children in meeting their goals and/or in making the adjustment to an English speaking environment as easy as possible. Through having such open lines of communication between the ESL teacher, parent coordinator, and parents, the parents' need to understand the role they can play in their child's education is met. It has been experienced that the more active role the parent plays in their child's education, the more chances of success the child has in school academically, socially, and emotionally.

E. Additional Information

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

Paste response to question here:

Part VI: LAP Assurances

School Name: _____		School DBN: _____	
Signatures of LAP team members certify that the information provided is accurate.			
Name (PRINT)	Title	Signature	Date (mm/dd/yy)
	Principal		1/1/01
	Assistant Principal		1/1/01
	Parent Coordinator		1/1/01
	ESL Teacher		1/1/01
	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: 537 School Name: HS Youth & Community Development

Cluster: 05 Network: 563

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

Part A: Needs Assessment Findings

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

There are two main types of translation needs at our school:

a. Written: Documents - birth certificates, transcripts, health records, court documents etc.

These documents are translated by school staff fluent in the language. In cases of transcripts where the amount of credits and subject area is often not clear, documents are faxed to approved NYCDOE Translation and Interpretation Unit for processing.

b. Oral: Spoken translation for non-English speaking adults and students.

Many of the parents and students arriving from non-English speaking countries speak only their native language. Upon entering the school, the guidance counselor identifies the language spoken by the family and enrolls the help of a translator. At present, we have native speakers of Haitian-Creole, French, Spanish, Russian and Urdu.

Another important aspect of our translation needs is the fact that we do not have a bilingual program (not enough students in any grade level). Students are taught in core subject areas in English and many times other students translate for newcomers.

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.

Every year there are some parents who are unable or uncomfortable to fully communicate in English. Their home languages are most often Spanish, French or Haitian Creole. Based on the current need, staff members and parents have been contacted prior to the beginning of the school year to volunteer as oral interpreters when needed. Usually, the translated materials provided by the Department of Education cover our need for written materials; however, should an unanticipated need arise, parents and staff members are again contacted to volunteer their services as writing translators to non-native English speakers.

Part B: Strategies and Activities

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

The materials provided by the Department of Education for vital information are most often sufficient tools in meeting the needs of non-native English speaking students and parents. Based on the data that informs us of our population's needs, the appropriate documents are prepared prior to the beginning of the school year and are kept on file. In addition, in-house staff members and volunteers have been identified as translators in Haitian Creole, French, Spanish, Urdu and Russian. In the rare case that an in-house staff member or volunteer cannot meet the student and parent needs, an outside vendor is requested.

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.

At all times staff members (school aides, paraprofessionals, teachers, guidance counselors) are available to translate for parents/guardians visiting the school or bringing children to be registered. In emergency cases (accidents, safety violations, family emergencies), the same staff is asked to assist. In extreme situations (after regular school hours), other students may be used to translate or calls are made to homes of appropriate staff member interpreters who translate over the phone. The school provides each parent, whose primary language is a covered language and who requires language assistance services, with written notification of their rights regarding translation and interpretation services in the appropriate covered language and instructions on how to obtain such services.

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

The ESL teacher and office staff provide each parent, whose primary language is a covered language and who requires language assistance services, with written notification of their rights regarding translation and interpretation services in the appropriate covered language, and instructions on how to obtain such services.



Department of English Language Learners and Student Support

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 New York, New York 10007
 Phone: 212-374-6072

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

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

Directions: Title III supplemental services for ELLs must include all of the following three components:

- **Direct instruction:** activities must be used to support language development, English and native language instruction, high academic achievement in math, and/or other core academic areas.
 - The Title III supplemental instructional services must be based on student need
 - These supplemental services should complement core bilingual and ESL services required under CR Part 154.
 - Direct supplemental services should be provided for before school, after school, and Saturday programs.
 - Teachers providing the services must be certified bilingual education and/or ESL teachers.
- **High quality professional development** that is “of sufficient intensity and duration to have a positive and lasting impact on the teachers’ performance in classrooms.”
 - Professional development activities should be well-planned, ongoing events rather than one-day or short-term workshops and conferences.
- **Parent engagement** and supports must ensure that there are appropriate translation and interpretation services to meet community needs.
 - These are in addition to mandated activities, such as parent orientation during ELL identification process.

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

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

Part A: School Information	
Name of School: <u>HS for Youth and Community Dev</u>	DBN: <u>17K537</u>
This school is (check one):	
<input checked="" type="checkbox"/> conceptually consolidated (skip part E below) <input type="checkbox"/> NOT conceptually consolidated (must complete part E below)	

Part B: Direct Instruction Supplemental Program Information
The direct instruction component of the program will consist of (check all that apply):
<input type="checkbox"/> Before school <input checked="" type="checkbox"/> After school <input checked="" type="checkbox"/> Saturday academy
Total # of ELLs to be served: 34
Grades to be served by this program (check all that apply):
<input type="checkbox"/> K <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5

Part B: Direct Instruction Supplemental Program Information

6 7 8 9 10 11 12

Total # of teachers in this program: 3
of certified ESL/Bilingual teachers: 1
of content area teachers: 2

Describe the direct instruction supplemental program here and include the

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

Begin description here:

At YCD, there are 24 ELLs, but they are in the same ESL classes, with the same ESL teacher, with the 34 ELLs from the High School for Service and Learning. 11 of these students have less than 5 months in the country, and 13 have between 2 and 4 years in the country. There is one ESL teacher that gives self-contained classes that are separated by level.

For the past five years, the ESL population at the High School for Youth and Community Development has exhibited the same trending need for further support and instruction in the modalities of reading and writing. As annually indicated on the RNMR, the majority of our students score approximately one proficiency level lower on the NYSESLAT in reading and writing than they do speaking and listening. In addition, our students have consistently expressed that both the ELA Regents and the US/Global History Regents (all substantial writing-focused assessments) provide the greatest challenge and concern for them as they make their way towards graduation status.

Based on this data, we are creating a reading and writing program that will be held two days a week after school, from 3:00pm to 5:00pm on Wednesday and Thursday, and on Saturdays, from 9:00am to 1:00pm. The after school and Saturday programs will be offered the entire school year. The program is open to all ELLs at the school, as well as former ELLs of up two years since passing the NYSESLAT. The after-school program will consist of direct reading and writing instruction in English, reading and writing language activities, and the publication of two student-designed, edited and produced literary collaborations of the students' own writing throughout the year. Students will also be introduced to different kinds of writing, as well as media literacy, in order to open up future interests and job opportunities while preparing them for a future that will combine reading, writing, and technology. In this after-school program, students will also be encouraged to develop their native language literacy by reading and responding to texts in their native language.

Because student writing (and reading) is the major focus of the after-school program, we will be partnering with various writing programs throughout the New York City area, including the NaNoWriMo Young Writers Program, the NYC National Writing Project, and the Tribeca Film Festival. The Saturday program will be conducted in tandem with the Saturday Institute at YCD, in which the ESL teacher will collaborate with the History, Math and Science teachers at the Institute by pushing-in to their classes and providing ESL support and strategies for teaching writing across the content areas.

Part C: Professional Development

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

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

Begin description here:

High quality Professional Development related to the programs we have created for ELLs will be provided throughout the school year to all faculty and staff at YCD. The professional development will be designed and conducted by the ESL teacher (external professional development is currently being scouted for as well) and will be based on the rationale for the Title III programs--that the reading and writing modalities continue to be the biggest struggle for ELLs and former ELLs in meeting high school-level academic standards and expectations in English and therefore that literacy should be a curriculum focus in every content area. Topics to be covered include: Scaffolding Instruction for ELLs and The Additive Approach (How to Incorporate Students' Native Languages in the Classroom). The goal is to have at least three two hour professional development sessions throughout the year, with the first one to be held in November.

Also, the ESL teacher is currently scouting professional development for working with ELLs that are SIFE students and for the Additive Approach for teaching ESL. These opportunities will be of utmost help to the ESL teacher because it will help her reach her students that are in need of the most help.

Part D: Parental Engagement Activities

Describe the parent engagement activities targeted toward parents of ELLs that will impact higher achievement for ELLs. NOTE: These are in addition to mandated activities, such as parent orientation during ELL identification process.

- rationale
- schedule and duration
- topics to be covered
- name of provider
- how parents will be notified of these activities

Begin description here:

In addition to the initial parent orientation during the ELL identification process and the two school-sponsored parent-teacher nights/afternoons throughout the year, parents of ELLs will be invited to participate in two "Evenings with the Authors" at which students will perform readings of their original writings created in the after-school program. The students will MC and host the event (with the guidance and support of the ESL teacher). In addition, refreshments will be served and copies of the students' publication distributed to celebrate the students' writing achievements.

There will also be parental engagement activities in the form of specific meetings for ESL parents that address particular issues for their children, which include requirements for graduation, college preparation, and giving the parents a voice in their children's education.

Part E: Budget

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

Allocation Amount: \$11200

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Professional salaries (schools must account for fringe benefits) <ul style="list-style-type: none"> • Per session • Per diem 	<u>11,200.00</u>	<u>The expenditures for the Title III program will be used to cover the salaries of the ESL teacher and two content area teachers in the after-school and Saturday programs, as well as for the meetings for parental involvement. In addition, per session will be paid for teachers' participation in both the internal and external professional developments outside of the regular school day.</u>
Purchased services <ul style="list-style-type: none"> • High quality staff and curriculum development contracts. 	_____	_____
Supplies and materials <ul style="list-style-type: none"> • Must be supplemental. • Additional curricula, instructional materials. • Must be clearly listed. 	_____	_____
Educational Software (Object Code 199)	_____	_____
Travel	_____	_____
Other	_____	_____
TOTAL	<u>11,200.00</u>	<u>The expenditures for the Title III program will be used to cover the salaries of the ESL teacher and two content area teachers in the after-school and Saturday programs, as well as for the meetings for parental involvement. In addition, per session will be paid for teachers' participation in both the internal and external professional developments</u>

Part E: Budget

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

Allocation Amount: \$11200

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
		<u>outside of the regular school day</u>