



2014-15
SCHOOL COMPREHENSIVE EDUCATIONAL PLAN
(SCEP)

**DRAFT - PENDING SUPERINTENDENT APPROVAL &
NYSED APPROVAL**

DBN: (i.e. 01M001):

EXPEDITIONARY LEARNING SCHOOL FOR COMMUNITY LEADERS

School Name:

21K572

Principal:

DAVID O'HARA

School Comprehensive Educational Plan (SCEP) Outline

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Section 1: School Information Page

School Information

School Name: Expeditionary Learning School for
Community Leaders School Number (DBN): 21k572

School Level: High School Grades Served: 9-12

School Address: 2630 Benson Avenue

Phone Number: 718-333-7700 Fax: 718-333-7725

School Contact Person: Lisa Nastari Email Address: Lnastari@leaders6-12.org

Principal: David O'Hara

UFT Chapter Leader: Michael Kosciol

Parents' Association President:
School Leadership Team Chairperson: David O'Hara, Alex Edwards, Rachel Madris, Kevin Mears, Ray Ahmed, Bethany O'Shea, Brandon Lotti, Dawood Abdul-Hameed

Student Representative(s): Tivon Phillips, Essence Stevens

District Information

District: 21 Superintendent: Michael Prayor

Superintendent's Office Address: _____

Superintendent's Email Address: Mprayor@schools.nyc.gov

Phone Number: 718-968-4100 Fax: _____

Cluster and Network Information

Cluster Number: 4 Cluster Leader: Chris Groll

Network Number: 411 Network Leader: Elyse Doti

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)
David O'Hara	*Principal or Designee	
Michael Kosciol	*UFT Chapter Leader or Designee	
Mary Sener	*PA/PTA President or Designated Co-President	
	DC 37 Representative, if applicable	
Tivon Phillips, Essence Stevens	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
	CBO Representative, if applicable	
Kevin Mears	Member/ Teacher	
Rachel Madris	Member/ Teacher	
Brandon Lotti	Member/ Teacher	
	Student	
Sue Labissere	Parent/	
Valerie Deleon	Parent/	
Gillian Harding	Parent/	
Rufina Phillips	Parent/	
	Member/	

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

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

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

The Capacity Framework and SCEP Development

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



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

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

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

The Six Elements of the Capacity Framework	
<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).
- **Step 6:** Establish a process for engaging in progress monitoring throughout the school year as part of an overall cycle of continuous improvement planning to assess whether strategies and activities outlined in the action plans are resulting in improved student performance. Adjust practices, when necessary.

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

Section 4: SCEP Overview

Develop a narrative summary that includes:

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

The entire Leaders community has worked relentlessly to create and strengthen a strong college going culture that prepares all students for college and/or career. Our community has an intense focus on **1.) Writing**—as we strive to improve student achievement through rigorous writing products; and **2.) Reading**—as we strive to improve students achievement through additional independent and classroom reading and rigorous students discussions as we focus on two very strong school-wide practices: *Annotation* and *Socratic seminar*; and lastly **3.) Crew**—All staff members leverage Crew as a way to support high academic and character for all students. Students are gradually empowered to take responsibility, pride, and joy in their own and each other's success. Crew is a cornerstone of Leaders' school culture of consistent high expectations across all facets of school community life. This overall vision will be accomplished by having a strong focus on the following five goals within these very important facets of college readiness and the strengthening of a college-going culture:

GOAL 1: *Teacher Effectiveness*: In order to improve teacher effectiveness, including those new to the profession, the principal, AP, and instructional coaches (including Expeditionary Learning Instructional Guide) will visit each teacher's classroom at least 6 times over the course of the year. They will provide teachers with formative (not for file) written or verbal feedback aligned to 3 school-selected competencies (designing coherent instruction, using questioning and discussion techniques, and using assessment in instruction). Also, as we transition to a PROSE School, it will enable us to improve teachers' practices through peer inter-visitiation.

GOAL 2: *Common Core Alignment*: 100% of core classes will provide opportunities for students to experience Common Core aligned units of study that demonstrate our criteria for high quality tasks and promote college readiness. Because our school is now a consortium school, students will no longer be taking regents; instead, students will take Performance Based Assessment TASKs, also known as PBATs.

GOAL 3: *Teacher Practices and College Readiness*: Of all the students taking the ELA Regents exam, 75% will pass the exam and 50% will meet the college readiness standard of 75% or higher.

GOAL 4: *Student Social and Emotional Development*: All students will experience academic advising and character development activities in Crew with a focus on college readiness and goal setting, having at least one adult in the school who knows them well and is able support them in successfully graduating high school and navigating the college enrollment process. As a result, graduation rate will increase by 5% and Post-Secondary Enrollment Rate will increase from 62.1% to 77% this year.

GOAL 5: *Attendance, Family, and Community Engagement*: School will collaborate with families and other stakeholders to increase attendance from 86% in June 2014 to 88% in June 2015.

21K572 School Information Sheet

School Configuration (2014-15)				
Grade Configuration	09,10,11,12	Total Enrollment	272	SIG Recipient
Types and Number of English Language Learner Classes (2014-15)				
# Transitional Bilingual	N/A	# Dual Language	N/A	# Self-Contained English as a Second Language
Types and Number of Special Education Classes (2014-15)				
# Special Classes	N/A	# SETSS	N/A	# Integrated Collaborative Teaching
Types and Number of Special Classes (2014-15)				
# Visual Arts	10	# Music	N/A	# Drama
# Foreign Language	4	# Dance	N/A	# CTE
School Composition (2013-14)				
% Title I Population	70.7%	% Attendance Rate		83.4%
% Free Lunch	71.7%	% Reduced Lunch		8.0%
% Limited English Proficient	17.8%	% Students with Disabilities		17.8%
Racial/Ethnic Origin (2013-14)				
% American Indian or Alaska Native	0.4%	% Black or African American		20.7%
% Hispanic or Latino	42.4%	% Asian or Native Hawaiian/Pacific Islander		15.9%
% White	18.8%	% Multi-Racial		N/A
Personnel (2014-15)				
Years Principal Assigned to School (2014-15)	3.25	# of Assistant Principals (2014-15)		N/A
# of Deans (2014-15)	N/A	# of Counselors/Social Workers (2014-15)		2
Personnel (2013-14)				
% of Teachers with No Valid Teaching Certificate (2013-14)	N/A	% Teaching Out of Certification (2013-14)		5.6%
% Teaching with Fewer Than 3 Years of Experience (2013-14)	0.2%	Average Teacher Absences (2013-14)		4.9
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	71.1%	Mathematics Performance at levels 3 & 4		76.9%
Credit Accumulation High Schools Only (2013-14)				
% of 1st year students who earned 10+ credits	85.9%	% of 2nd year students who earned 10+ credits		93.8%
% of 3rd year students who earned 10+ credits	81.2%	4 Year Graduation Rate		81.2%
6 Year Graduation Rate	72.0%			
Overall NYSED Accountability Status (2014-15)				
Reward		Recognition		
In Good Standing		Local Assistance Plan		
Focus District	X	Focus School Identified by a Focus District		X
Priority School				
Accountability Status – Elementary and Middle Schools				
Met Adequate Yearly Progress (AYP) in ELA (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	N/A			
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	N/A			
Met Adequate Yearly Progress (AYP) in Science (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	N/A			
Accountability Status – High Schools				
Met Adequate Yearly Progress (AYP) in ELA (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		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	YES			
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	YES			
Met Adequate Yearly Progress (AYP) in Graduation Rate (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	YES			

Section 5: Needs Assessment, Annual Goals and Action Plans

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

Part 1 – Needs Assessment

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

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

Tenet 3 Statement of Practice (SOP) Addressed		HEDI Rating
3.2	The school leader and staff support and facilitate the quality implementation of rigorous and coherent curricula appropriately aligned to the Common Core Learning Standards (CCLS) in Pre K-12.	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.	E
3.4	The school leader and teachers ensure that teacher collaboration within and across grades and subjects exists to enable students to have access to a robust curriculum that incorporates the arts, technology and other enrichment opportunities.	E
3.5	The school leader and teachers develop a data-driven culture based on student needs, assessments and analysis, which leads to strategic action-planning that informs instruction and results in greater student achievement outcomes.	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 leader provides time for teachers to meet weekly across grade levels to examine student work and devise strategies to enable students to achieve academic success. Based on documents reviewed and the teacher team meeting observed, the IIT determined that English language arts (ELA), mathematics, social studies, and science teachers all work together to create plans designed to engage students. Teachers reported creating and implementing weeklong units, called “intensives,” that provide students with in-depth learning experiences and enrichment activities. According to the school leader and students, the weeklong units provide students with relevant learning experiences in areas such as social justice, the culinary arts, and women’s issues that also include experiments. Students reported that these experiences culminate with them giving presentations, which requires the use of technology and art to display the content and communicate what they learned. The availability of curricula that enables students to discover, create, and communicate information using the arts, technology, and other enrichment areas improves academic performance and student achievement.

Teachers meet regularly to assess data, revise lesson plans, and develop instructional strategies to address student needs. Staff reported using data from interim assessments, given four times per year, to revise curricula and lesson plans, and to target instruction to meet the needs of struggling students. For example, teachers reported that students in grade nine sit for diagnostic tests in ELA and mathematics, and undergo a character assessment, which they then take the results and have “accountable talks” during their Crew Advisory groups. In team meetings, teachers stated that they analyze student work to plan interventions and strategies to aid students in meeting the rigor of the CCLS. As a result, collaborative data analysis and lesson planning map out a clear and timely plan for students’ progress and growth, which improves student

achievement.

Need: Further develop and expand systems for creating, refining and reviewing Common Core Learning Standard (CCLS) aligned unit and lesson plans to assure all students have access to tasks that challenge them to their highest abilities.

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.

100% of core classes will provide opportunities for students to experience Common Core aligned units of study that demonstrate our criteria for high quality performance based assessment tasks and promote college readiness. 80% of our students will receive at least a proficient (according to the Consortium PBAT Rubric) in their four PBATs, twice in a school year.

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>
Develop an internal document that articulates Leaders’ criteria for high quality tasks and ensure that teachers understand this well and are able to use this along with the CCLS to develop robust units and tasks that require high levels of thinking.	Teachers	September 2014-June 2015	Bethany O’Shea, David O’Hara
All teachers, regardless of content area, will be invited to participate in a staff retreat focusing on aligning expedition plans and tasks to the Common Core Standards and the school’s Criteria for High Quality Tasks.	Teachers	September 2014-June 2015	Teacher team leaders and EL school designer
All teachers will participate in our weekly PD focusing on the Common Core reading, writing and speaking/listening standards. The English Language Arts, history, science and mathematics teacher will attend professional development and/or receive support provided by the NYC Outward Bound/Expeditionary Learning.	Teachers	September 2014-June 2015	All teachers, Model teachers design agendas
Grade level teams will meet weekly for 63 minutes to design Common Core-aligned curriculum maps, rubrics and assessments. Grade level teams will follow a “looking at student work” protocol to monitor their progress on student aligned tasks and student products. Grade level teams will continue their work around strengthening the school wide annotation rubric that will be utilized across content areas.	Teachers	September 2014-June 2015	Grade level leaders

Part 4 – Resources Needed

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

adjustments, etc.
<ul style="list-style-type: none"> . All content teachers 2. Full Faculty 3. All teachers, Instructional Coaches from Network and Expeditionary Learning Instructional Guide 4. Grade teams

Part 5 – Budget and Resource Alignment

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

Part 6 – Progress Monitoring

<p>Part 6a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. In this part:</p> <ul 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. 				
<ul style="list-style-type: none"> 5. By September we will have developed a teacher–friendly schedule that allows for increased collaborative planning time for co-teachers. By June all content area teachers will have a minimum of two units of study (expedition plans) that exhibit the Common Core Learning Standards 6. assessment. 7. By March all 2nd and 3rd quarter Expeditions (units, tasks and rubrics) will be revised and uploaded to Leaders curriculum site. <p>By February all core academic classroom teachers will deliver, collect, maintain, and assess student work for at least 1 Common Core aligned-task-based</p>				
Part 6b. Complete in February 2015.				
1.	Did the school meet the mid-point benchmark(s) in the timeframe specified?		Yes	No
2.	If the mid-point benchmark(s) was not met, describe any revisions made to the action plan to achieve the goal?			

Section 5: Needs Assessment, Annual Goals and Action Plans

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

Part 1 – Needs Assessment

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

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

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

Part 1b. Needs/Areas for Improvement:

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

To address the social and emotional health of students, the school has designated an adult to coordinate each student’s needs, has a referral and support system, uses data to identify needs, and developed partnerships to provide necessary interventions. The school has a program called Crew Advisory, which provides supports for student academic progress and social-emotional development. The teacher leader of each Crew Advisory is the designated adult responsible for monitoring and supporting student growth and progress, both socially and academically. According to the SST, the Crew Advisory leader is the point person for referrals and support for students in each advisory group. The school leader and SST reported that an assigned social worker attends team meetings, and the team uses the student information available on JumpRope to address barriers to social-emotional developmental health and academic needs. According to the school leader, the school has also formed a partnership with Teachers College to provide attendance interventions and hired additional social workers to support student needs. The comprehensive system to support and sustain student social and emotional developmental health promotes academic and social success for all students. All school constituents can voice the school’s vision for promoting and supporting the social and emotional health of students. In addition, the school provides student-learning experiences connected to the vision, and PD to build adult capacity to achieve the vision. Students were able to describe a shared understanding of the skills and behaviors that demonstrate positive social and emotional development, and explained how these lead to academic success. The Crew Advisory program provides learning experiences for students that are connected to social and emotional health, which includes weekly community meetings to establish and sustain a safe and healthy learning environment for all members of the school community. Through a review of documents related to the Crew Advisory program, the IIT found instructions on how teachers can communicate and interact positively with families to build and sustain healthy relationships. The system of interconnecting the

school vision, the Crew Advisory program for students, and appropriate PD for school staff cultivates a safe and healthy learning environment to increase student achievement.

Need: 5.5: Further develop and expand systems including the CREW structure, to further support the social, emotional and academic development of students through the regular collection, analysis and use of data to inform whole group and individual needs.

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.

All students will experience academic advising and character development activities in Crew with a focus on college readiness and goal setting, having at least one adult in the school who knows them well and is able support them in successfully graduating high school and navigating the college enrollment process. As a result of graduation rate will increase by 5% and Post Secondary Enrollment Rate will increase from 62.1% to 77% this year.

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>
9 th grade camping trip that helps students develop strong positive relationships with peers and crew leader. Ex. Empathy for others, collaboration, leadership and grit.	9 th graders		Crew Leaders
Targeted teachers attended Expeditionary Learning CREW training workshop. Teachers will attend Restorative Circles training through Morningside Center. Revision and additions to CREW curriculum to include a literacy component, academic supports and character development	New Teachers		Targeted teachers
Grade Team meeting/Student Support Team- Teacher follow a student support protocol and develop a plan to meet identified needs. CREW Teams meet 2x month to discuss character development and share best practices in order to better meet the social and emotional needs of students.	Teacher Team members		
College March- CREW leaders, college counselor and Naviance supports students in college application process and then demonstrate successful completion of the application via College March. This tradition promotes a college going culture, engaging families, local community, students, ans staff we build a supportive and caring community.	12 th graders		Crew leaders, college counselor

Part 4 – Resources Needed

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

5. Social worker, CREW advisors, students, Expeditionary Learning Expeditionary Learning Instructional Guide
6. Crew Advisors
7. Students
8. EL Instructional Guide

Part 5 – Budget and Resource Alignment

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

Part 6 – Progress Monitoring

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

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

1. At each semester analyze credit accumulation rates.
2. January- Examine Regents pass rates for graduating seniors and monitor current juniors.
3. At each semester closely examine scholarship data and promotion in doubt.

Progress reports are sent out to families and students 8 times a year. School leaders and crew advisors closely monitor mastery of student learning targets in Jumprope.

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

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

Section 5: Needs Assessment, Annual Goals and Action Plans

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

Part 1 – Needs Assessment

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

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

Tenet 4 Statement of Practice (SOP) Addressed		HEDI Rating
4.2	Teachers use instructional practices and strategies organized around annual, unit and daily lesson plans to meet established student goals and promote high levels of student engagement and inquiry.	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.	E
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.
- Classroom instruction supports the CCLS and provides multiple points of access for students. In classroom visitations, the IIT assessed that teachers use of instructional practices support the CCLS. Based on classroom observation and teacher lesson plans reviewed, the IIT found that teachers provide students with multiple points of access to the curricula through a wide variety of strategies and techniques, including turn and talk, Socratic seminars, annotation, role playing, student designed experiments, graphic organizers, use of real-world problems, and opportunities to engage with experts. Student work reviewed in the small student focus group included feedback from teachers and multiple revisions by students that indicate that next steps provided were monitored for student understanding and short-term goal achievement. Curricula and instructional strategies that provide multiple ways for students to engage in learning and achieve targeted learning goals provide opportunities for high levels of achievement. Teachers develop plans informed by data, and establish grade-level goals for all groups of students; instructional strategies and short- and long-term student goals are aligned to the instructional plans to promote student engagement. Based on the review of lesson plans, student interviews, and classroom visitations, the IIT found that teachers use instructional practices and strategies aligned to plans that include accommodations for students with disabilities and ELLs. In addition, the school provides instructional interventions for students that lead to inquiry and engagement. In interviews, teachers reported that they place short- and long-term learning targets and standards-based goals in student-friendly language on materials provided to students, and use these to grade students. The use of targeted plans and explicit goals allows the school to monitor progress toward meeting objectives and promotes student engagement in learning.
- Need: 4.3: Consistently use CCLS instructional practices that foster constructive struggle including strategies that promote access to complex texts that lead all students to improvements in completion of authentic higher order thinking tasks.

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.

Of all the students taking the ELA Regents exam, 75% will pass the exam and 50% will meet the college readiness standard of 75% or higher.

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"> 4. Research-based instructional programs, professional development, and/or systems and structures needed to impact change 5. 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). 6. Strategies to increase parent involvement and engagement 7. 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>
1. The entire school community will engage in 4 interim assessment cycles that occur every 9 weeks. These assessments help gauge impact of the school-wide annotation rubric.	Students	Sept-June	Teachers
2. Grade Level teams norm the annotation rubric using student work. The Expeditionary Learning Instructional Guide along with AP and Principal will support teachers in this process.	Students	Sept-Dec	Teachers, Instructional Guide, AP, Principal
3. Teachers will infuse 20-30 minutes of reading in their daily lesson plans to assure reading across all content areas.	Students	Sept-June	Teachers
Students will participate in independent reading during Crew that will engage students in 60 minutes of reading each week.	Students	Sept-June	Teachers

Part 4 – Resources Needed

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

1. CREW leaders, teachers, students, Expeditionary Learning Instructional Guide
2. Teachers
3. Expeditionary Learning Instructional Guide
4. AP and Principal

Part 5 – Budget and Resource Alignment

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

	Tax Levy		Title I Basic		Title I 1003(a)		Title IIA		Title III	X	P/F Set-aside		Grants
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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:

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

7. Interim Assessments and January Regents data analyzed in order to see progress.

8. Interim assessments for each quarter

9. Common Core Assessments

June Regents

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

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

Section 5: Needs Assessment, Annual Goals and Action Plans

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

Part 1 – Needs Assessment

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

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

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

- During the Integrated Intervention Team (IIT) interviews, school leaders, teachers, parents, and students reported that the vision was frequently shared with all stakeholders; parents reported discussion of the school goals on “Back to School Night.” School leaders, with input from teachers, have created school goals that are aligned with the school vision, and have been shared with the school community. A review of the School Comprehensive Education Plan (SCEP) showed that the school vision and goals are focused on ensuring college-readiness for all students. Teachers stated that to further this vision they are accountable for building students’ skills, improving students’ work, and helping students achieve academic goals. Wide dissemination and understanding of the school vision results in the entire school community working toward measurable and realistic goals that promote student achievement. School leaders have established systems to collect data about student progress that lead to school improvement. Staff members use these data systems to identify student needs, set student goals, and communicate student progress. In IIT interviews, school leaders stated that *JumpRope*, an online data management system, fosters the collection of attendance, anecdotal information, and grades to enable timely communication of data to all stakeholders in the community, including students and parents. Members of the school support team (SST) spoke about using attendance data to identify student needs; advisors discussed using data to conference with students about goal setting and academic progress, which is communicated to parents during parent meetings. The school leader instituted Crew Advisory, a school program with a rigorous coherent curriculum to support students’ academic progress that links to students’ social and emotional development. The teacher leader of each Crew Advisory monitors and supports student progress, socially and academically. These practices and systems allow the school to

make information on student achievement accessible to the school community. As a result, the comprehensive system to examine and improve practices across student needs promote progress to achieve school goals.

- Need: 2.4: Provide and implement a prioritized schedule of targeted and frequent observations that provide constructive and instructive feedback around the use of assessment data to inform curriculum and instruction in order to ensure more opportunities for students to self-asses.

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.

In order to improve teacher effectiveness, including those new to the profession the principal, AP and instructional coaches (including Expeditionary Learning Instructional Guide) will visit each teacher’s classroom at least 6 times over the course of the year, and provide teachers with written or verbal feedback aligned to the Danielson Framework.

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: 4. Research-based instructional programs, professional development, and/or systems and structures needed to impact change 5. 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). 6. Strategies to increase parent involvement and engagement 7. 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>
. By November all teachers will have completed an Initial Planning Conference and goal setting form.	Teachers	September 2014- November 2014	David O’Hara, Bethany O’Shea
By February all teachers will engage in at least 4 formal or informal visits with written or verbal feedback aligned to the selected Danielson Domains.	Teachers	September 2014- February 2015	David O’Hara, Bethany O’Shea
By February all teachers will have participated in at least 1 PD experience around the 3 selected Domains. This may be on-site or off-site experiences.	Teachers	September 2014- February 2015	David O’Hara, Bethany O’Shea
By March, all teachers will have completed mid-year check-in and self assessment Individual teacher notebooks to capture interactions about teaching practices aligned with the rubric from the Danielson’s <i>Framework for Teaching</i> , between the school leader and teachers	Teachers	September 2014- March 2015	David O’Hara, Bethany O’Shea

Part 4 – Resources Needed

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

We allocate funds to pay for our EL Instructional Guide to support us in this work.

Part 5 – Budget and Resource Alignment

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

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

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Part 6 – Progress Monitoring

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

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

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

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

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Section 5: Needs Assessment, Annual Goals and Action Plans

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

Part 1 – Needs Assessment

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

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

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

Part 1b. Needs/Areas for Improvement:

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

School staff has respect for the diversity of the school community and communicate with families in languages they understand, such as English, Cantonese, Spanish, Russian, and Arabic. The school leader reported that the school uses Department of Education (DOE) translation services, as well as bilingual staff and students, to communicate with families in writing, in person, and on the telephone in the various languages. According to students and parents, translators are present at parent-teacher conferences and student led presentations, and staff assists with bilingual needs in Spanish, Russian, Arabic, or Cantonese; a pamphlet welcoming new parents to the school are provided in English and those four languages, as well. The school leader also reported that the school sends academic reports to families in a timely manner. Based on interviewd, the IIT determined that the school has a reciprocal communication protocol between the staff and families. For example, parents expressed that the school staff respects and acknowledges the diversity and needs of families in the school community. The school’s ability to maintain reciprocal communication with families in languages they understand enables the identification of students’ strengths and weaknesses, which allows families to support student social and academic growth.

Staff receives PD to provide social and emotional health supports and foster student success. A review of the PD binder showed offerings for teachers about how to positively communicate and interact with families to build and sustain healthy relationships linked to student needs. The school leader reported, and documents confirmed, that staff attends PD offered by the Children First Network, District Family Advocate, and Division of Family and Community Engagement focusing on family services and family engagement. In addition to the guidance team and the Crew Advisory, the school staff provide families with referrals to outside agencies such as the CAMBA AIDP to support physical and mental health, as well as parenting and student learning. Parents and students reported that they support one another and help each other address academic and social-emotional issues to ensure success in the school. As a result, the consistent collaboration between school constituencies connects families and community agencies to optimize the supports and increase student engagement and success.

Need: 6.4: Continue to support and nurture existing partnerships to address the specific needs of your students, parents and community. Provide further guidance for staff on developing partnerships

with families and community organizations.

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.

School will collaborate with families and other stakeholders to increase attendance from 88% in 2013-2014 to 90% by June 2014-2015.

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"> 10. Research-based instructional programs, professional development, and/or systems and structures needed to impact change 11. 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). 12. Strategies to increase parent involvement and engagement 13. 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>
3. A partnering organization CAMBA (organization that focuses on attendance) will monitor a cohort of freshmen and sophomores (lowest 40% attendance) for the entire school year. Daily, weekly and monthly spreadsheets are monitored by attendance team.	Students will low attendance		
4. CAMBA will document home visits and parent calls.	Students will low attendance		
5. The attendance team will create and implement an improvement attendance plan which will address the specific needs of the school based on staff feedback. This plan will include an attendance policy with an intervention plan. <ul style="list-style-type: none"> o Identifying a cohort of students with an attendance rate of 75-89% o Tracking students with a goal-setting sheet and bi-weekly reflection conferences 	Students will low attendance		
Parent/student conference	Students will low attendance		

Part 4 – Resources Needed

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

6. CAMBA Staff, Teachers , Attendance Team, Parents

Part 5 – Budget and Resource Alignment

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

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

Part 6 – Progress Monitoring

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

- Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.
 - Specify a timeframe for mid-point progress monitoring activities.
3. By December 2014, have evidence that the school is ahead of the YTD attendance reports from previous year. By March 2015, have evidence that the school is ahead of the YTD attendance reports from previous year and be about to identify impact of outreach and incentive programs.
 4. Attendance team reviews students outreach data
 5. Review of attendance policy throughout the school year

Student Led Conference participation data

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

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

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

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

Type of Academic Intervention Service (AIS)	Criteria for determining AIS services	Type of Program or strategy (e.g. repeated readings, interactive writings, etc.)	Method for delivery of service (e.g. small group, one-to-one, tutoring, etc.)	When the service is provided (e.g. during the school day, before or after school, etc.)
English Language Arts (ELA)	<p>Students who have to graduate high school.</p> <p>Our ELLs, IEPs and bottom third</p>	<ul style="list-style-type: none"> Literacy across all disciplines: All students engage in strong literacy infused lessons across all content areas. Achieve 3000: This is an interactive reading program that increases students' reading levels. Independent reading Initiative: students engage in at least two hours of independent reading during crew to strengthen their reading comprehension and fluency. LA Regents Prep: test preparation occurs six weeks before the exam in January and in June. Focusing mainly on preparing our students to meet and exceed the college metric of 75. 	<ul style="list-style-type: none"> These literacy infused lessons are delivered in an array methods, such as: small group, one-to-one and parallel and station teaching. Our school has identified a sub-group of struggling readers that engage in this reading program 2-4 times a week and at home. Method for deliver is in small groups of 9-15 students and literature circles. small group and one-to-one tutoring. 	<ul style="list-style-type: none"> These services are provided daily during the school day and after school. These services are provided for the students throughout the school day and also before/after school. These services are provided during the school during our advisory period. These services are provided after school and on Saturdays

	<p>rd population</p> <p>Students who are average and/or lacking in credits.</p>			
<p>Mathematics</p>	<p>Students who have to graduate high school.</p> <p>Our ELLs, IEPs and bottom</p>	<ul style="list-style-type: none"> Algebra Regents Prep: test preparation occurs six weeks before the exam in January and in June. Focusing mainly on preparing our students to meet and exceed the college metric of a score of 80. Semester long algebra intensive: struggling math students meet regularly to refine their math skills, numeracy and mathematical concepts to prepare for higher level math Math Block: Struggling math students gain extra math support by taking an additional math class that meet the state and Common Core Standards over a longer period of time. After School Math Lab: Identifies struggling students and provided intense one-to-one tutoring. 	<ul style="list-style-type: none"> Small group and one-to-one tutoring. Class is composed of 12-20 students throughout the semester. Class is composed of 15-17 students. 	<ul style="list-style-type: none"> These services are provided daily during the school day and after school. These services are provided for the students throughout the school day and also before/after school. These services are provided during the school during our advisory period. These services are provided after school and on Saturdays.

	<p>third population</p> <p>Students who are over age and/or lacking in credits.</p>			
<p>Science</p>	<p>Students who have to graduate high school.</p> <p>Our ELLs, IEPs and bottos</p>	<ul style="list-style-type: none"> Living Environment Regents Prep: test preparation occurs six weeks before the exam in January and in June. Focusing mainly on preparing our students to pass with a score above a 75. Science elective: an additional science class that targets struggling students and prepares them for higher level science classes with a strong focus on reading, writing and speaking. AP Physics: this class is especially designed to prepare our students for the rigor and demands of college level science. 	<ul style="list-style-type: none"> Small group and one-to-one tutoring. Class is composed of 12-20 students throughout the semester. Class is composed of 15-17 students. 	<ul style="list-style-type: none"> These services are provided daily during the school day and after school. These services are provided for the students throughout the school day and also before/after school. These services are provided during the school during our advisory period. These services are provided after school and on Saturdays.

	<p>m thi rd po pu la ti on</p> <p>Stu de nts wh o are ov era ge an d/ or lac kin g in cre dit s.</p>			
<p>Soc ial Stu die s</p>	<p>Stu de nts wh o ha ve to gra du ate high sch ool . Our ELL s, IEP s an d bo</p>	<ul style="list-style-type: none"> • Global History and U.S. History Regents Prep: test preparation occurs six weeks before the exam in January and in June. Focusing mainly on preparing our students to pass with a score above a 75. • Global History and U.S. History Scheduled Regents Prep Class: a Regents Prep class that targets struggling students and prepares them to pass the history regents exam. • ESL Global History: heterogeneous class that has a high population of English language learners. Class is co-taught by an ESL teacher and certified history teacher. • SL Global History Art: An ESL pull-out class that supports our struggling ELLs with accessing Global History content through art and language development 	<ul style="list-style-type: none"> • Small group and one-to-one tutoring. • Class is composed of 12-20 students throughout the semester. • lass is composed of 15-17 students. 	<ul style="list-style-type: none"> • These services are provided daily during the school day and after school. • These services are provided for the students throughout the school day and also before/after school. • These services are provided during the school during our advisory period. These services are provided after school and on Saturdays.

	<p>to m thi rd po pu lati on</p> <p>Stu de nts wh o are ov era ge an d/ or lac kin g in cre dit s.</p>			
<p>At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)</p>	<p>Stu de nts wh o ha ve to gra du ate high sch ool . Ou r ELL s, IEP s an d</p>	<p>At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)</p>	<p>Social Work Team: Team consists of three full-time social workers and one part-time that focus on school-wide issues and needs. Team devises a plan to meet the social-emotional needs of our school population</p> <p>Student Support Team: SST meet once a week in each grade level team to identify struggling students at each grade level and create and implement an action plan.</p> <p>CAMBA: Partnering organization that identifies 50 at-risk students and supports their academic, attendance and social-emotional support.</p> <p>Crew (advisory): 10-15 students that meet daily with one advisor for four years. Advisors focus on a strong character development curriculum that support student academic and social-emotional learning.</p>	<ul style="list-style-type: none"> • These services are provided daily during the school day and after school. • These services are provided for the students throughout the school day and also before/after school. • These services are provided during the school during our advisory period. These services are provided after school and on Saturdays

<i>gis t, Soc ial Wo rke r, etc .)</i>	botto m thi rd po pul ati on Stu de nts wh o are ov era ge an d/ or lac kin g in cre dit s.			
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Section 7: Title I Program Information

Directions:

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

Part 1: Title I Status

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

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

- Partnership with CBO: Expeditionary Learning, Outward Bound around recruitment
- Rigorous Interview process
- Hiring Committee comprised of Principal and staff in consultation with the Network
- Targeted Professional Development by Network
- In-house mentoring program where senior teachers mentor new teachers
- Weekly meetings between principal and/or AP and new teachers
- Beginning, Middle and End-of-the-Year Conferences held by principal and/or AP with all teachers
- Travel opportunities for teachers

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).

- Weekly PD for teachers in Grade Teams and Department Teams that includes lesson study, lesson feedback, looking at students work and alignment of units and lessons to the CCLS.
- Monthly full staff PD focusing on the schools instructional focus
- Bi-monthly content specific Network PD that allows teachers to connect with and learn from colleagues across the Network
- Opportunities to attend National trainings and conferences upon request

Part 3: TA Schools Only

3a. Use of Program Resources

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

3b. TA Coordination with the Regular Program

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

Part 4: SWP Schools Only

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

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

4b. Measures to Include Teachers in Decisions Regarding Assessments

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

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

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

Program Name	Fund Source (i.e. Federal, State or Local)	Funding Amount: Indicate the amount contributed to Schoolwide pool. (Refer to Galaxy for FY '15 school allocation amounts.)	Place an (X) in <u>Column A</u> below to verify that the school has met the intent and purposes of each program whose funds are consolidated. Indicate in <u>Column B</u> , page # references where a related program activity has been described in this plan.	
			Column A Verify with an (X)	Column B Page # Reference(s)
Title I Part A (Basic)	Federal	\$192,612	X	9-23
Title I School Improvement 1003(a)	Federal			
Title I Priority and Focus School Improvement Funds	Federal	\$49,251	X	9-23
Title II, Part A	Federal			
Title III, Part A	Federal	\$11,200	X	12-14; 18-23
Title III, Immigrant	Federal			
Tax Levy (FSF)	Local	\$1,676,031	X	9-23

¹**Explanation/Background:**

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

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

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

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

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. **[Expeditionary Learning for Community Leaders]**, 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. **[Expeditionary Learning for Community Leaders]** 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)

[School name], 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 promptly reading and responding to all notices received from the school or district;

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

III. Student Responsibilities:

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

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

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

Part I: School ELL Profile

A. School Information [i](#)

District 21	Borough Brooklyn	School Number 572
School Name EL School for Community Leaders		

B. Language Allocation Policy Team Composition [i](#) NOTE: The following staff members should be on the LAP team: principal, assistant principal (where applicable), at least one bilingual teacher from each subject area (where there is a bilingual program), at least one ESL teacher, and one parent.

Principal David O'Hara	Assistant Principal Alison Angrisani
Coach Pablo Schelino	Coach Laura Shapiro
ESL Teacher Heather Kaba	Guidance Counselor Kelli Knabe
Teacher/Subject Area Genny Dunzelman	Parent Jillian Harding
Teacher/Subject Area type here	Parent Coordinator Brenda Jones
Related Service Provider Deanna Pandolfini	Other type here
Network Leader(Only if working with the LAP team) Michael Alcott	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	2
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	1	Number of teachers currently teaching a self-contained ESL class who hold both a common branch license and ESL certification	1	Number of special education teachers with bilingual extensions	0

D. Student Demographics

Total number of students in school (Excluding Pre-K)	271	Total number of ELLs	41	ELLs as share of total student population (%)	15.13%
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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														
Pull-out										6	4	2		12
Push-In										6	9	4	2	19
Total	0	0	0	0	0	0	0	0	0	12	13	6	0	31

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	46	Newcomers (ELLs receiving service 0-3 years)	32	ELL Students with Disabilities	5
SIFE	1	ELLs receiving service 4-6 years	7	Long-Term (completed 6+ years)	7

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	0	0	0	0	0	0	0	0	0
Dual Language	0	0	0	0	0	0	0	0	0	0
ESL	32	1	1	7	0	1	7	0	3	46

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	32	1	1	7	0	1	7	0	3	46
Number of ELLs who have an alternate placement paraprofessional: <u>0</u>										

C. Home Language Breakdown and ELL Programs

Transitional Bilingual Education														
Number of ELLs by Grade in Each Language Group														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
SELECT ONE														0
SELECT ONE														0
SELECT ONE														0
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										4	4	4	1	13
Chinese										2	2	1	2	7
Russian										1		1	3	5
Bengali													1	1
Urdu										2	2		1	5
Arabic											2			2
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other														0
TOTAL	0	9	10	6	8	33								

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)										1			3	4
Intermediate(I)										2	6	4	3	15
Advanced (A)										6	2	4	3	15
Total	0	9	8	8	9	34								

NYSESLAT Modality Analysis

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

NYSESLAT Modality Analysis

Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
SPEAKING	I										0	1	1	5
	A										5	1	1	2
	P										3	4	2	4
READING/ WRITING	B										0	1	1	2
	I										5	3	3	6
	A										4	2	3	2
	P										0	0	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				
Integrated Algebra				
Geometry				
Algebra 2/Trigonometry				
Math _____				
Biology				
Chemistry				
Earth Science				
Living Environment				
Physics				
Global History and Geography				
US History and Government				
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)	3	3	0	1				
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.
Our school uses the McLeod reading assessment to determine students' reading levels. Students are administered the assessment when they first enter into the school in ELA class. This data helps us to address literacy in all classes, and come up with school-wide strategies for supporting students in literacy.

2. What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?
Higher grades are overall more proficient. This may be because most students, regardless of age and educational background, are forced to start high school as a ninth grader with few or no credits. Also, our students are overall more proficient in conversational English (listening and speaking) as compared with academic English (reading and writing). Thus, we have decided to focus heavily on formal, academic reading and writing.
3. How will patterns across NYSESLAT modalities—reading/writing and listening/speaking—affect instructional decisions? How does your school use information about Annual Measurable Achievement Objectives? What does the data reveal? (see [SED memo](#) and [AMAQ tool](#))
Teachers will use the data to differentiate instruction in all classes and also determine the curriculum for the entire general ESL class. Co-teachers meet to plan literacy strategies for ELLs.
4. For each program, answer the following:
 - a. What are the patterns across proficiencies and grades? How are ELLs faring in tests taken in English as compared to the native language?
 - b. Describe how the school leadership and teachers are using the results of the ELL Periodic Assessments.
 - c. What is the school learning about ELLs from the Periodic Assessments? How is the native language used?

One notable pattern is that our ELLs advance from beginning to intermediate proficiency very quickly, but SIFEs often reach a barrier after that. SIFEs also struggle the most with passing all Regents exams before their target graduation date. This shows that we need to focus more attention on this group, and try new strategies. Most of our students have chosen to take their exams in English, though they are all provided with the exam in their L1, if it exists, so they can use it as an aid. The fact that they choose to take the exam in English is notable on its own. School leadership uses the periodic assessments to plan literacy interventions for ELLs and to determine which Regents prep classes will be offered leading up to the exams. The school has learned that ELLs need vocabulary instruction.

5. Describe how your school uses data to guide instruction for ELLs within the Response to Intervention (RtI) framework (for grades K-5). (see [RtI Guide for Teachers of ELLs](#))
The school uses interim assessment data, NYSESLAT and LAB-R scores to plan instruction. ESL teachers review data and meet with content area teachers to ensure that instruction is differentiated and appropriately scaffolded for ELLs. Teacher teams assess student progress during SST meetings (student support teams).
6. How do you make sure that a child's second language development is considered in instructional decisions?
ESL teachers communicate regularly with content teachers and crew leaders to ensure that content is accessible to students. Crew leaders support students in independent reading. Student Support Teams meet to discuss progress and next steps for students. Reading level data, LAB-R, NYSESLAT scores and interim assessment data is reviewed during these meetings.
7. For dual language programs, answer the following:
 - a. How are the English-proficient students (EPs) assessed in the second (target) language?
 - b. What is the level of language proficiency in the second (target) language for EPs?
 - c. How are EPs performing on State and City Assessments?
 n/a
8. Describe how you evaluate the success of your programs for ELLs (e.g. meeting AYP for ELLs, etc.).
We measure the success of our ESL program by looking at student growth measures, including student work, standardized tests, and the degree to which they participate in school activities alongside native English speakers. We expect our students to demonstrate at least 1.5 years of growth each year, with a goal of 2-3 years depending on grade and proficiency level, so that they can graduate on time with the skills necessary to succeed in college and careers.

Part IV: ELL Identification Process

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

1. Describe the steps followed for the initial identification of ELLs. These steps must include administering the Home Language Identification Survey (HLIS) which includes the informal oral interview in English and in the native language, and the formal initial assessment. Identify the person(s) responsible, including their qualifications, for conducting the initial screening, administering the HLIS, the LAB-R (if necessary), and the formal initial assessment. (Refer to [ELL Policy Brief](#) and [EPIC](#).)
ELL identification begins when a parent/guardian enrolls a new student in our school. Our secretary conducts an initial informal interview to see what language(s) the parent and child speak, and what is the language with which they are most comfortable. If the parent indicates that his or her family speaks a language other than English, an ESL teacher or other licensed pedagogue trained by the ESL coordinator steps in to conduct an interview and administer the Home Language Survey. If the survey indicates that a language other than English is mostly spoken at home, the teacher confirms this verbally in another informal interview. Telephone translation services are utilized if there is nobody at the school who can translate. Then, the survey is passed on to the ESL Coordinator. The ESL Coordinator schedules LAB-R testing to be completed before the 10th day the student is enrolled in our school. The test is administered by a licensed ESL teacher and/or coordinator. For students whose LAB-R scores indicate they do not require services, a nonentitlement letter is mailed home, in the parent's preferred language. All entitled students are administered the NYSESLAT annually by an ESL teacher until they score proficient.
2. What structures are in place at your school to ensure that parents understand all three program choices (Transitional Bilingual, Dual Language, Freestanding ESL)? Please describe the process, outreach plan, and timelines.
Answers to 2, 3, 4. The LAB-R is scored immediately by the ESL Coordinator, and the entitlement or non-entitlement letter is sent out in the family's preferred language, along with the brochure describing the three ELL options and a selection form. Contact information and dates for an ELL parent orientation or individual meeting are included. This year, our main parent orientation was scheduled for October 6, 2011, with individual meetings offered for students who enrolled much before or after that. Parents are called to follow up, using translators if necessary to communicate in their preferred language. At parent orientations or individual meetings, parents are invited to watch the video, in their preferred language if available, explaining their options. Then, they are asked to complete the selection form. Translators are there whenever possible to assist in answering questions; otherwise, we use the telephone translation service. If a parent chooses an option other than ESL, they are informed of their right to transfer their child to a school that provides that program. If they choose to keep their student in our ESL program, this decision is recorded on the appropriate form. If a parent does not attend a parent meeting or respond to our letter and phone calls with the completed selection form, their child is placed in ESL. If at any point our school provides a bilingual program in the student's language, students whose parents do not respond will be placed in the bilingual program instead. In any case, students are placed in an ESL program within 10 days of enrollment if they qualify.
3. Describe how your school ensures that entitlement letters are distributed and Parent Survey and Program Selection forms are returned, and secured/stored. (If a form is not returned, the default program for ELLs is Transitional Bilingual Education as per CR Part 154 [\[see tool kit\]](#).)
See answer to question 2.
4. Describe the criteria used and the procedures followed to place identified ELL students in bilingual or ESL instructional programs; description must also include any consultation/communication activities with parents in their native language.
See answer to question 2.
5. Describe the steps taken to administer all sections of the New York State English as a Second Language Achievement Test (NYSESLAT) to all ELLs each year.
Our ESL teacher administers the NYSESLAT to our students; administration provides coverages to release her to administer the speaking test. Our ESL teacher divides a schedule to administer the speaking portion.
6. After reviewing the Parent Survey and Program Selection forms for the past few years, what is the trend in program choices that parents have requested? (Please provide numbers.) Are the program models offered at your school aligned with parent requests? If no, why not? How will you build alignment between parent choice and program offerings? Describe specific steps underway. **①**
In the last few years, parents have overwhelmingly selected ESL as their program option. The only student whose parent selected another program choice (bilingual) enrolled this year. If at any point the parents of 15 or more students in two consecutive grade levels request bilingual services in the same language, a program will be implemented in a timely fashion.

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])?
 - 1a. Our Freestanding ESL program consists of both push-in and pull-out classes.
 - 1b. Push-in classes are mostly graded though students with unique circumstances might be in a course that is not standard for their grade. Push-in classes are heterogeneous by proficiency level, and include students who are not LEP as well. Pull-out classes are ungraded. The general ESL class is heterogeneous by proficiency level as well, but the beginners' ESL class, which provides the additional 180 minutes that beginners need each week, is only for beginners or select low-intermediate students with unique circumstances. We do not use block classes
2. How does the organization of your staff ensure that the mandated number of instructional minutes is provided according to proficiency levels in each program model (TBE, Dual Language, ESL)?
 - a. How are explicit ESL, ELA, and NLA instructional minutes delivered in each program model as per CR Part 154 (see table below)?

Our standard programming provides each ELL with one push-in Global History or ELA class, which meets for 248 minutes per week. Intermediate proficiency students are additionally in a general ESL class, which meets for 150 minutes per week. Beginning proficiency students are in the push-in class, general ESL class, and an additional beginner ESL class that meets for 248 minutes per week. Beginning and low-intermediate proficiency students are in an additional ESL tutoring session for 60 minutes per week, in which they receive support in developing English proficiency and/or meeting the language demands of content classes. Advanced and most intermediate proficiency students are additionally are in a full-time ELA class that meets for 248 minutes per week.
3. Describe how the content areas are delivered in each program model. Please specify language, and the instructional approaches and methods used to make content comprehensible to foster language development and meet the demands of the Common Core Learning Standards.

At our school, instruction in all classes is in English (with the exception of foreign language classes). Our goal is to provide lessons in all content classes that are accessible and appropriate for all students. Strategies for supporting ELL's are woven into all lessons, and teachers use strategies such as providing visuals, highlighting key words, differentiating texts, activating background knowledge, pre-teaching important vocabulary, and strategic grouping. Lessons are scaffolded for all students as needed, with additional scaffolding for individual students when needed. All students, including ELL's, are supported in meeting the same standards and completing the same products. Literacy is addressed in all content classes, in alignment with the Common Core Standards, and students read and write daily. ESL teachers have an extensive collection of leveled high-interest-low-level books aligned with the New York State high school standards, ranging from Fontis and Pinnel level C through Z and higher. All teachers have access to these books and use them to differentiate texts or provide additional support to ELL's in their classes. Additionally,

the ESL teachers are available to support all teachers in planning lessons that meet the needs of ELL's. An ESL teachers is available everyday for at least 75 minutes after school to help students develop their English language skills or support them with other content area classes.

4. How do you ensure that ELLs are appropriately evaluated in their native languages throughout the year?
Interim assessments are administered four times a year. After administering IAs, teacher teams comprised of the ESL teacher, content teachers, crew advisors and administrators review data and plan next steps.
5. How do you ensure that ELLs are appropriately evaluated in all four modalities of English acquisition throughout the year?
Our school places high value on reading, writing, speaking and listening. Students are regularly assessed in these four modalities throughout the quarter. Assessments include annotation, essay writing and Socratic seminar.
6. How do you differentiate instruction for ELL subgroups?
 - a. Describe your instructional plan for SIFE.
 - b. Describe your plan for ELLs who have been in US schools less than three years (newcomers)..
 - c. Describe your plan for ELLs receiving service 4 to 6 years.
 - d. Describe your plan for long-term ELLs (completed 6+ years).
 - e. Describe your plan for former ELLs (in years 1 and 2 after testing proficient).

6a. Since we have so few SIFEs, plans are made on an individual basis. Generally, factors that are considered are the student's literacy in their first language; years without school; whether or not they are accustomed to following school norms (even if those norms are very different from those in American culture); quality of previous education and student's current skills in all content areas; and the basic skills that are necessary for successfully learning and participating in school, such as taking notes, studying, and completing assignments on time.

6b. Newcomer ELLs have varying English proficiency levles, L1 literacy levels, and educational backgrounds. Therefore, we do not use one single strategy to address all of them. However, one practice that is important for all newcomers is to constantly diagnose their current knowledge and skills before the start of a unit. Teachers are aware that knowledge that is taken for granted in American culture might not be familiar to students of other cultures, such as the significance of Thanksgiving, and make careful decisions about topics that might put ELL's at a significant disadvantage. If a lesson depends on material that is culturally biased toward Americans (i.e. American History and Government), differentiated group strategies for building background knowledge are utilized.

6c. ELLs receiving services for 4-6 years are guided to pull meaning from difficult sources, understand the finer points of English grammar, and write extended works close to the level of their native-English-speaking peers. However, they are provided the scaffolding and support they need to reach this standard.

6d. Long-term ELLs are referred to grade-wide student support teams to assist ESL teachers in identifying and addressing barriers to proficiency. Individual plans are made and shared with the student to address their English proficiency needs. The student has an opportunity to help shape the final version of the plan.

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?
High-interest-low-level books aligned to New York State Standards are used to differentiate, scaffold, and support ELL-SWDs. Additionally, our school uses the Expeditionary Learning Model, which is designed to make lessons accessible to learners with varying academic, language, and personal needs.
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?
Students with disabilities are served in ICT classes. None of our students are required to be in self-contained classes or to have all ICT classes. We ensure that they have the correct number of ICT classes in addition to their ESL push-in class. Teachers have access to their students' IEPs, and special education teachers are available to assist in planning lessons to meet the needs of all students, and to differentiate for particular students.

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

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

Native Language Arts:				
Social Studies:				
Math:				
Science:				

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

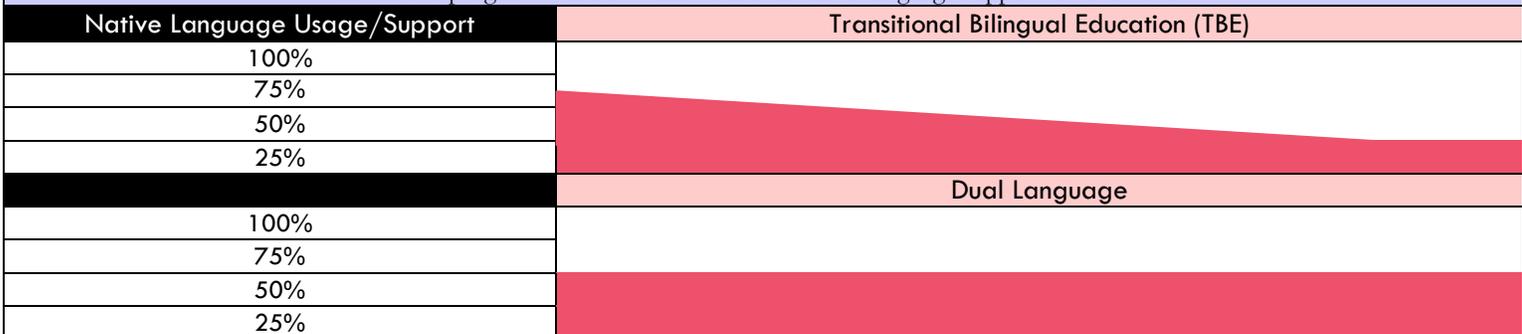
	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS: Native Language Arts	45 minutes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

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

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

Native Language Usage and Supports

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



	Freestanding ESL		
100%			
75%			
50%			
25%			
TIME	BEGINNERS	INTERMEDIATE	ADVANCED
TBE and dual language programs have both native language arts and subject areas taught in the native language; ESL has native language supports.			

B. Programming and Scheduling Information--Continued

9. Describe your targeted intervention programs for ELLs in ELA, math, and other content areas (specify ELL subgroups targeted). Please list the range of intervention services offered in your school for the above areas as well as the language(s) in which they are offered.
- ELA-An ESL teacher pushes into a Regents ELA class.
Social Studies-An ESL teacher pushes into a majority 9th grade Global History I class and a majority 10th grade Global History II class.
Science-High-interest-low-level books aligned to the New York State standards for Living Environment, Physics, and Chemistry are recommended to science teachers based on their specific lessons and students.
Math-Manipulatives and graphic high-interest-low-level books are used by the math teachers to illustrate abstract concepts.
- Our ESL library with leveled texts (Fountas and Pinnell C-Z) is aligned to NY State curriculum standards. Bilingual dictionaries are available to all teachers in all languages spoken in the school. Students are provided a dictionary that they may use both in school and at home until the end of the year. Newcomers are taught effective ways of using their dictionaries, and teachers encourage students to use it in class as an aid. ESL teachers are available as a resource to support content area teachers in planning lessons and designing scaffolds for ELLs. An ESL teacher is available for after school tutoring in any subject, at student or teacher request. Additionally, students who are identified by grade teams as needing additional ESL support are assigned a tutoring class that meets 60 minutes per week. All ELLs receive testing accommodations on all tests in accordance to mandates.
10. Describe the effectiveness of your current program and how it is meeting the needs of your ELLs in both content and language development.
- Bilingual dictionaries are available for students to use in class and/or at home. Advisors of proficient ELLs are notified of their status and alert an ESL teacher if the student is struggling. The ESL teacher conferences with the student and teacher(s) of affected class(es), and may decide to put the student into a heterogeneous push-in class (which contains both ELLs and general education students). Additionally, our school-wide policy is to address literacy in every class and use pedagogical strategies that maximize the success of all students, no matter what their needs are. A weekly "Drop Everything And Read" day in all "crew" (advisory) classes is observed in order to raise reading levels. In accordance to mandates, all ELL's continue to receive testing accommodations on all tests for 2 years after scoring "proficient" on the NYSESLAT.
11. What new programs or improvements will be considered for the upcoming school year?
- For next year, we will work on incorporating more professional development opportunities for our content area teachers who teach ELLs. We plan to organize action research team to study ELL strategies. This group, comprised of content area teachers and ESL teachers, will present their research to the full staff. Additionally, we will look to build upon the ESL library by adding a wider variety of resources. We would like to add materials both in English and in students' native language to build up their literacy skills and ensure that students are maintaining their native language.
12. What programs/services for ELLs will be discontinued and why?
- As of right now, we have not determined that we will discontinue any of our services to ELLs.
13. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
- ELLs are provided equal access to all school programs partially because our school is a small, nurturing community. All students are assigned to a "Crew." Each Crew is comprised of roughly 15 students and one staff member. Students stay with their crew leaders for all four years of high school. This person is a liaison between the student and the Crew leader; they advocate for the student and work to communicate with parents/families on a regular basis. The ESL teachers are available every day after school for individual student tutoring.
14. What instructional materials, including technology, are used to support ELLs (include content area as well as language materials; list ELL subgroups if necessary)?
- Instructional materials to support ELLs include: the ESL resource library, 8 mobile computer carts, 2 Mac labs, smartboard technology in every classroom, Rosetta Stone, as well as a collection of dictionaries in students' native language. Students are permitted to borrow to a dictionary for the year.
15. How is native language support delivered in each program model (TBE, Dual Language, and ESL)?
- Native language support is provided through the use of resources in the ESL library. Students are encouraged to use Google Translator and/or digital translators/dictionaries. Bilingual dictionaries are provided. Teachers share strategies with students for using these to their advantage. Teachers may give students a parallel text in the students' native language to ensure higher order

thinking.

16. Explain how the required services support, and resources correspond to ELLs' ages and grade levels.
We use high interest low-level texts to for all content area instruction. Content for all classes, including ESL, is rigorous, requires higher order thinking and is at a high school level. Students complete the same products as their peers, however additional scaffolding, support after school and other support is provided to ensure high quality products aligned to standards.
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.
Students and families are encouraged to attend a series of open houses at our school. We always provide translation services to our ELL population as we have number of language spoken amongst the staff.
18. What language electives are offered to ELLs?
Language electives are not currently offered to any students at our school due to the fact that we have a small staff and a limited budget.
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. ESL teachers attend network PD that are scheduled periodically this year. This year, network PD will include the utilization of ELL data as well as supporting content area teachers. Our content area teachers will participate in a "Learning Expedition" around ELL strategies. During the expedition, content area teachers will read common texts focusing on best practices and participate in fieldwork at another high school in our campus. During teachers' fieldwork, teams will work together to observe classes and interview teacher about their work with ELLs.
 - 2 All freshmen participate in a "Leaders 101" course that meets once each week for 60 minutes. The program introduces students to our instructional and school model, while teaching them a variety of skills necessary to succeed in high school, such as studying, note-taking, and time management. ELL's are specifically encouraged to annotate their notes in their first language if it helps them to understand or remember the material, and are advised of their right to use dictionaries and translators in class.
 - 3 and 4. Our teachers participate in weekly in-school professional development sessions. The needs of ELL's in particular are addressed periodically. Care is taken to ensure this time adds up to 7.5 or more hours annually.

D. Parental Involvement

1. Describe ELL parent involvement in your school. Include specific activities that foster parental involvement for parents of ELLs.
2. Does the school partner with other agencies or Community Based Organizations to provide workshops or services to ELL parents?
3. How do you evaluate the needs of the parents?
4. How do your parental involvement activities address the needs of the parents?
 1. Parents are invited into the school for a number of activities including college workshops, back to school night and student-led conferences. Students are encouraged to attend these events with their parents (and many of them do). In these cases, students do much of the translation for parents. Additionally, our staff has diverse linguistic backgrounds. Some languages spoken include Spanish, Korean, Russian, Mandarin, Uzbek and Urdu. These staff members are available to translate for parents and to provide support.
 2. The school has a partnership with Outward Bound and CAMBA. These two organizations work out of our school. Our Outward Bound Adventure Coordinator is bilingual (English/Spanish); he consistently provides support to parents and often runs meetings for our parent community. He provides translation when necessary.
 3. The Home Language Survey, given to students new to the system, provides us with data regarding the linguistic background of our new ELLs. Parents of new students also fill out a survey asking which language they prefer for communication with the school. We use data from ATS to determine the home language of the remainder of our ELL population. Additionally, in forming relationships with parents, through Crew and by inviting parents into the school, we are able to assess the needs and provide relevant support.
 4. Using qualitative data and feedback from Crew leaders as well as our conversations with parents during school events, we make decisions regarding the activities that we will lead that will best meet the needs of our parent community. We have recently learned that parents have a number of questions/concerns regarding the college process, therefore, we will plan to run a series of workshops for parents to meet their needs. We use staff or telephone translators to communicate with them. All written communication is translated whenever possible, and mandated written communication is always provided in multiple languages. If information is not available in a parent's preferred language, it is sent out for translation if time permits, or if it is urgent it is provided by phone with a translator instead.

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: 21K572 School Name: EL School for Community Leaders

Cluster: 4 Network: 411

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.

When students are enrolled, parents are given the Home Language Survey. If they indicate that a language other than English is spoken at home, they are given an in-depth survey and interview that includes which language they want the school to use when communicating with them. This is recorded by the secretary and ESL coordinator. Additionally, advisors are responsible for communicating with the parents of their students regularly. Therefore, they are expected to find out the preferred language of families at the start of the school year. This information is recorded on the students' emergency cards and in ATS. It is shared with administrators, the parent coordinator, and any other staff member organizing schoolwide events, mailings, or communication. We request new emergency cards from students' families at least three times per year, to ensure the information is current.

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.

Approximately a quarter of the students at our school have parents who prefer communicating in a language other than English. There are 10 different languages, with the largest groups being Spanish and Chinese. Some languages, such as Uzbek and Albanian, do not have translations of major documents on the DOE website, such as ELL Entitlement Letters. This information is shared in our internal data system, called Jumprope. Jumprope has many features, but one is that it makes biographical information and contact information available for each student, including their family's preferred language for communication.

Part B: Strategies and Activities

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

Spanish documents are translated by staff members, but we use the Department of Education's approved vendor to translate other languages if it can be submitted far enough in advance. For urgent documents, in which information is not known far enough in advance and must be communicated immediately, Google Translate is used for a rough translation. A cover letter is included explaining that parents can get a free, more accurate translation by contacting crew leaders or returning that cover letter with the specified box checked off indicating they want an oral translation. The crew leader will then contact the parent using the Translation and Interpretation Unit to translate the content of the letter.

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.

For communication by phone, all staff members are expected to use the DOE's telephone translation services if no staff member is able to translate that language at that time. We have staff members who help with Spanish, Chinese, Russian, and Urdu when they are available. We also use telephone or staff translators when parents visit the school for meetings or other matters.

At school events, such as Orientation, student volunteers translate for families who prefer to communicate in a language other than English. In the unlikely case that no student or staff volunteers to translate for a particular language, we will use an outside translator. If the family asks to speak about their child's academic achievement, conduct, or other personal matters, a separate meeting is set up so that an adult translator can be used.

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>.

At the beginning of each year and at the first parent-teacher conferences, parents receive a copy of the Bill of Parent Rights and Responsibilities in their preferred language. This is also given to them in person at parent-teacher conferences. The availability of translation and interpretation services is announced in signs prominently placed in the main office on the main bulletin board, in all languages available on the DOE website provided in the Chancellor's Regulations. There is no uncovered language that is preferred by 10% or more of our students' families, so no additional signs are needed according to the Regulations. However, if this ever is the case we will have the sign translated by staff or the Translation and Interpretation Unit so it can be posted with the others. Our school shares a safety plan with the other schools in the Lafayette Education Complex. This plan requires that translation and interpretation services are accessed and funded immediately in case of emergency.



Department of Education

Carmen Fariña, Chancellor

Department of English Language Learners and Student Support

Milady Baez, Senior Executive Director
52 Chambers Street, Room 209
New York, New York 10007

Phone: 212-374-6072 HYPERLINK "http://schools.nyc.gov/Academics/ELL/default.htm" 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.
High quality professional development that is "of sufficient intensity and duration to have a positive and lasting impact on the teachers' performance in classrooms."
Parent engagement and supports must ensure that there are appropriate translation and interpretation services to meet community needs.

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.

Table with 3 columns: Part A: School Information, Name of School, and DBN. Row 1: EL SCHOOL FOR COMMUNITY LEADERS, DBN: 21K572. Row 2: This school is (check one): [X] conceptually consolidated (skip part E below) / NOT conceptually consolidated (must complete part E)

below)	
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Part B: Direct Instruction Supplemental Program Information

The direct instruction component of the program will consist of (check all that apply):
 Before school X After school Saturday academy

Total # of ELLs to be served:
 Grades to be served by this program (check all that apply):
 K 1 2 3 4 5
 6 7 8 9 10 11 12

Total # of teachers in this program: 3
 # of certified ESL/Bilingual teachers: 3
 # of content area teachers: 0

- Describe the direct instruction supplemental program here and include the
- rationale
 - subgroups and grade levels of students to be served
 - schedule and duration
 - language of instruction
 - # and types of certified teachers
 - types of materials

Begin description here: Rationale: Data from reading assessments, as well as teacher observation, indicate that low literacy in English is the biggest barrier for most ELLs to passing the Regents exams and Performance Based Assessment Tasks. Alternate assessments indicate that they understand much more content than practice Regents tests show. Students themselves report that they do not understand many of the questions and answers. More troubling is the fact that they do not understand high-school-level texts in their classes, and much read lower-level alternatives. This indicates that they need to improve their reading level in English dramatically in order to be college-ready. Therefore, guided reading will be emphasized two days per week. Both guided and independent reading will also be available on the other two days for students for whom this is their biggest barrier. Our ESL library has hundreds of books ranging from Fountas and Pinnell levels C-post Z, which can be used for guided and partner reading. Additionally, we have Achieve 3000 a guided reading computer program that has been proven to improve students' reading levels multiple years in one. Students' reading levels will be tested regularly to measure their growth, and inform personalized changes if needed.

As is typical of most ELLs, our ELLs are more proficient in social English than academic English. We know this because they score higher on fiction than nonfiction reading comprehension assessments, and our teachers consistently report that ELLs are most successful when information and assignments are rephrased into social language. This will be addressed in ESL Enrichment. One day per week students will view about 15-20 minutes of videos or film, and use it to have a discussion involving high-order thinking. The emphasis for most students will be on building listening and speaking proficiency with academic language. Differentiation will allow beginners to build their social language skills as well. Academic vocabulary and sentence structure will be addressed, and instruction will be informed by data from ESL and content teachers. All students will improve their higher-order thinking skills.

Data and student work from the ESL and ELA teachers indicate that grammar is a weak point for most of our ELLs. One day per week there will be a writing lesson focused on conventions, with a related writing “challenge”. On the other days there will be a short writing challenge that reinforces the same skill as the lesson. Lessons will be chosen by speaking with teachers and identifying trends in student work.

Leaders High School has a strong culture of students staying after school for extra help, practice, or community service. Therefore, we expect a consistent turnout, with beginners voluntarily attending almost every day. Higher level students will come less often because they will split their time with other after school programs and help sessions, but we nonetheless expect that most will include our program as well. We will make the program mandatory for any student who is struggling in a class due to language barriers, at that teacher's discretion.

AFTER SCHOOL PROGRAM: The ESL Enrichment program will be held after school four days per week for one and one half hours from 3:30 p.m. – 5:00 p.m. and Saturday’s from 9:30 a.m. – 12:30 p.m. It will serve students in grades 9-12, from newcomer to advanced ELLs. It will begin immediately and run until the end of the school year. The program will be overseen by the ESL Coordinator, Genny Duzelman, and taught by both she and Erika Clark and possible a teacher from International High School (with whom we share a building with), an ESL teacher, on alternate days. Both are licensed to teach ESL K-12. ESL Enrichment will focus on improving ELLs' reading, writing, listening, and speaking skills in English. All instruction will be in English. There will be four parts to the program: tutoring, guided and independent reading, discussions of videos or short films, and writing challenges.

Tutoring will consist of extra help for any content area. Teachers will help students understanding notes, texts, or assignments; give feedback on products and assist in all phases of writing; or give students personalized instruction in the English language. Tutoring will be available 2-3 days per week, while other students in the program are working independently.

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: _____ ELLs in our school are integrated into classes with non-ELLs. Our teachers routinely go above and beyond to meet their needs, even translating daily assignments into multiple languages. Thus, we know that we don’t need any professional development addressing the rights of ELLs, state mandates, or the importance of differentiation. However, data and student work indicate that lower-level ELLs are still underperforming. This is because teachers are having difficulty teaching them the academic language students need to succeed in math, science, social studies, and English language arts. Several teachers report that they feel helpless; they have tried many differentiation strategies and do not know what else to do to support lower-level ELLs. Collaboration with ESL teachers

has not on its own been sufficient to fix this problem.

Our professional development will be provided by Outward Bound/Expeditionary Learning and Internationals Network for Public Schools. Two professional development series will be for all teachers. Each series will consist of three 2-hour sessions set two weeks apart. One series will be provided in February, and the other in May.

The first series, Great Minds Think Differently, focuses on differentiating for ELLs in a heterogeneous class. Each participant receives a booklet with 14 strategies. There are videos, sample lesson plans, and more for each strategy. Participants take time during the workshop to apply what they have learned to their own curriculum plans.

The second series, Integrating Language and Content, teaches participants how to work the teaching of academic language into content lessons. It consists of a model lesson in which the participants act as students, moving from station to station. Participants also learn a five-step process for integrating language and content, and the materials to teach this process are discipline specific. Additionally, there is an in-depth lesson on the differences between social and academic language acquisition. This lesson helps teachers understand where difficulties often lie when ELLs confront academic language in their classrooms. It also helps them to confront these difficulties so that ELLs are more successful.

There will also be professional development specifically for ESL teachers. Internationals provides day-long Induction Workshops that teach their model for teaching ESL students. Both of our ESL teachers will attend two of these workshops. The first is a more in-depth version of Integrating Language and Content. The second is called No More Parallel Play: Encouraging Meaningful Student Collaboration. Participants in this workshop learn how to make their lessons more student-centered, so that they are working together to learn, and rely less on the teacher. They explore strategies for ensuring all students are contributing and learning, while challenging themselves use new vocabulary and speaking skills.

Our ESL teachers will be attending all OELL PD offerings throughout the year

Teachers not funded through Title III funds

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: Twice per year, 2-3 weeks before both the January and June Regents exams, there will be an ELL parent workshop lasting at least one hour. Parents will be notified of the workshop by letters in their preferred language, and by phone using the Department of Education translation service. The workshops will have student/staff translators, and outside translators if necessary, for all parents who confirm their attendance.

In the workshop, and ESL teacher will empower parents to become active supporters in their child’s learning by giving them the information and strategies they need to do so. They will learn how they can support their child’s English language acquisition and academic success even if they do not speak any English. The teacher will help them understand graduation requirements and the role of Regents exams. They will receive information on their child’s rights as an ELL, including state mandates and testing modifications. Finally, parents will have an opportunity to ask any questions that they have.

Part E: Budget		
<u>FOR SCHOOLS NOT CONCEPTUALLY CONSOLIDATED ONLY.</u> Ensure that your Title III budget matches your Title III Plan.		
Allocation Amount: \$11200		
<u>Budget Category</u>	<u>Budgeted Amount</u>	<u>Explanation of expenditures in this category as it relates to the program narrative for this title.</u>
<u>Professional salaries</u> (schools must account for fringe benefits) <ul style="list-style-type: none"> • <u>Per session</u> • <u>Per diem</u> 		
<u>Purchased services</u> <ul style="list-style-type: none"> • <u>High quality staff and curriculum development contracts.</u> 		
<u>Supplies and materials</u> <ul style="list-style-type: none"> • <u>Must be supplemental.</u> • <u>Additional curricula, instructional materials.</u> • <u>Must be clearly listed.</u> 		
<u>Educational Software</u> (Object Code 199)		
<u>Travel</u>		
<u>Other</u>		
<u>TOTAL</u>		

