



2014-15
SCHOOL COMPREHENSIVE EDUCATIONAL PLAN
(SCEP)

DBN: (i.e. 01M001):

17K600

School Name:

CLARA BARTON HIGH SCHOOL FOR HEALTH PROFESSIONS

Principal:

RICHARD FORMAN

School Comprehensive Educational Plan (SCEP) Outline

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Section 1: School Information Page

School Information

School Name: Clara Barton School Number (DBN): 17K600
School Level: High School Grades Served: 9-12
School Address: 901 Classon Avenue Brooklyn, NY 11225
Phone Number: 718-636-4900 Fax: 718-857-3688
School Contact Person: Richard Forman Email Address: rforman@schools.nyc.gov
Principal: Richard Forman
UFT Chapter Leader: Eric Severson
Parents' Association President: Wilvonne Henry
SLT Chairperson: Cesa Escorbores
Student Representative(s): Jolene Bernagene, Deyoni Stith

District Information

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

Cluster and Network Information

Cluster Number: 2 Cluster Leader: Despina Zaharakis
Network Number: 202 Network Leader: Nancy Di Maggio

Section 2: School Leadership Team (SLT) Signature Page

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

Directions:

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

Name	Position and Constituent Group Represented	Signature (Blue Ink)
Richard Forman	*Principal or Designee	
Eric Severson	*UFT Chapter Leader or Designee	
Wilvonne Henry	*PA/PTA President or Designated Co-President	
Renwick Paul	DC 37 Representative, if applicable	
Jolene Bernagene Deyoni Stith	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
	CBO Representative, if applicable	
Lloyda Bevevny Pinnox	Member/ Parent	
Joanne Williams Trellis	Member/ Parent	
Tanesia Brown	Member/ Parent	
Cisa Escorbores	Member/ UFT	
Shaundell Lawson	Member/ DC-37	
Denise Esbrand Simon	Member/ Parent	
Walter McIntyre	Member/ Parent	
Candace Hurley	Member/ UFT	
Jennifer Zisler	Member/ CSA	
Jacqueline Springer Harris	Member/ 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:

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

NYCDOE's Quality Review (QR)

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

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

Next Steps for SCEP Development

School Leadership Teams should engage in the following steps:

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

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

Section 4: SCEP Overview

Develop a narrative summary that includes:

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

At Clara Barton High School for the Health Professions we envision an environment in which all our constituent partners—students, faculty, guidance, personnel, administration, and parents—nurture and respect the essential contribution and value of others to provide an education that prepares students to make decisions that will enhance the quality of their lives. We endeavor to strengthen their decision-making abilities using activities and skills taught through academics, majors, the arts, and extracurricular activities—all in a Standards-based educational program.

To achieve our vision, we will engage the entire school community to provide students with a safe and structured environment. Each student will be prepared for decision-making using values taught at Clara Barton High School. The school will instill these values and skills by example, modeling, and instruction. The climate of civility and accepted multicultural diversity and respect will be contagious.

We have many opportunities available such as the: Gateway (Honors Program), health professions career programs (Practical Nurse, Nurse Assist, Medical Assist, Dental Assist, Dental Laboratory and Vision Technology), advanced placement courses (Biology, English Language and Composition, English Literature and Composition, English Writing, Government and Politics: United States, and United States History), business computer applications; medical billing & coding, medical transcription, arts (Music, Ceramics, Drawing, Painting, Computer Graphics), internship opportunities, College NOW, intergenerational work study, peer tutoring, mentoring, and leadership, medical science, health professions recruitment and exposure program (HPREP), science and technology entry program (STEP), Liberty Partnerships, and Upward Bound. For leadership and support we have: peer mediation/conflict resolution program, SAPSIS (Substance Abuse Prevention and Intervention Program), student government, senior council, PRIDE, and LBGAT Alliance.

Our PSAL sports teams include: boys--baseball, basketball, cross country, indoor track, outdoor track, and girls--basketball, cross country, indoor track, outdoor track, softball, tennis, volleyball, Co-ed—bowling.

Our partnerships include: The Leadership Program, The Crown Heights Youth Collective, Liberty Partnership, SUNY Downstate Medical Center, Kings County Medical Center, Methodist Hospital, Woodhull Hospital, Wyckoff Heights Medical Center, Dr. Susan B McKinney Nursing and Rehabilitation Center, The City College of New York, Pace University, Weill Medical College of Cornell University, Columbia University College of Physicians and Surgeons, Long Island University, Kingsborough Community College, Medgar Evers College, New York City Technical College, Arthur Ashe Institute for Urban Health, Pizzi Dental Studio, and Aim Dental Laboratory.

The strengths of Clara Barton High School are reflected in our increased graduation rate of 77% for Cohort P, Class of 2014. We are demonstrating increased credit accumulation and graduation rates for ELL, Special Education and lowest third cohorts. Currently we have 7 Career and Technical Education (CTE) programs and are continually seeking additional health professions and professionals to add to our Health Career majors. In August 2014 we had 100% passing rate on the NCLEX licensure examination for Practical Nursing. We are focused on increasing lower than anticipated Global History and Mathematics Regents results in addition to increasing credit accumulation for students in grades 9 and 10.

The tenet that demonstrated the highest level of growth was #3., curriculum development and support. We created a sub-cabinet of Lead Teachers who plan and turnkey Weekly Professional Development to our teachers in Grade and Subject Collaborative Planning Groups held on Mondays from 1:20-2:50 P.M. We have added curriculum offerings in Leadership as well as incorporated Advisories to support the social and emotional growth of our students which addresses tenet #5.

Writing is our instructional focus for the 2014-2015 school year. In all classes across the curriculum students navigate complex informational text in order to write and defend an evidenced based claim. Students are

navigating informational text through annotation, close reading and working with text based and text dependent questions.

Section 5: Needs Assessment, Annual Goals and Action Plans

17K600 School Information Sheet Key

School Configuration (2014-15)			
Grade Configuration	09,10, 11,12	Total Enrollment	1508 SIG Recipient
Types and Number of English Language Learner Classes (2014-15)			
# Transitional Bilingual	1	# Dual Language	N/A # Self-Contained English as a Second Language
Types and Number of Special Education Classes (2014-15)			
# Special Classes	56	# SETSS	9 # Integrated Collaborative Teaching
Types and Number of Special Classes (2014-15)			
# Visual Arts	12	# Music	6 # Drama
# Foreign Language	25	# Dance	N/A # CTE
School Composition (2013-14)			
% Title I Population	72.6%	% Attendance Rate	87.5%
% Free Lunch	74.0%	% Reduced Lunch	7.2%
% Limited English Proficient	10.7%	% Students with Disabilities	14.8%
Racial/Ethnic Origin (2013-14)			
% American Indian or Alaska Native	0.4%	% Black or African American	91.3%
% Hispanic or Latino	4.8%	% Asian or Native Hawaiian/Pacific Islander	1.6%
% White	0.9%	% Multi-Racial	N/A
Personnel (2014-15)			
Years Principal Assigned to School (2014-15)	7.74	# of Assistant Principals (2014-15)	9
# of Deans (2014-15)	N/A	# of Counselors/Social Workers (2014-15)	6
Personnel (2013-14)			
% of Teachers with No Valid Teaching Certificate (2013-14)	N/A	% Teaching Out of Certification (2013-14)	17.1%
% Teaching with Fewer Than 3 Years of Experience (2013-14)	0.2%	Average Teacher Absences (2013-14)	6.19
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	77.8%	Mathematics Performance at levels 3 & 4	53.3%
Credit Accumulation High Schools Only (2013-14)			
% of 1st year students who earned 10+ credits	67.4%	% of 2nd year students who earned 10+ credits	71.7%
% of 3rd year students who earned 10+ credits	73.4%	4 Year Graduation Rate	76.9%
6 Year Graduation Rate	82.4%		
Overall NYSED Accountability Status (2014-15)			
Reward		Recognition	
In Good Standing		Local Assistance Plan	
Focus District	X	Focus School Identified by a Focus District	X
Priority School			
Accountability Status – Elementary and Middle Schools			
Met Adequate Yearly Progress (AYP) in ELA (2012-13)			
American Indian or Alaska Native	N/A	Black or African American	N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander	N/A
White	N/A	Multi-Racial	N/A
Students with Disabilities	N/A	Limited English Proficient	N/A
Economically Disadvantaged	N/A		
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)			
American Indian or Alaska Native	N/A	Black or African American	N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander	N/A
White	N/A	Multi-Racial	N/A
Students with Disabilities	N/A	Limited English Proficient	N/A
Economically Disadvantaged	N/A		
Met Adequate Yearly Progress (AYP) in Science (2012-13)			
American Indian or Alaska Native	N/A	Black or African American	N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander	N/A
White	N/A	Multi-Racial	N/A
Students with Disabilities	N/A	Limited English Proficient	N/A
Economically Disadvantaged	N/A		
Accountability Status – High Schools			
Met Adequate Yearly Progress (AYP) in ELA (2012-13)			
American Indian or Alaska Native	N/A	Black or African American	YES
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander	N/A
White	N/A	Multi-Racial	N/A
Students with Disabilities	N/A	Limited English Proficient	N/A
Economically Disadvantaged	NO		
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)			
American Indian or Alaska Native	N/A	Black or African American	YES
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander	N/A
White	N/A	Multi-Racial	N/A
Students with Disabilities	N/A	Limited English Proficient	N/A
Economically Disadvantaged	NO		
Met Adequate Yearly Progress (AYP) in Graduation Rate (2012-13)			
American Indian or Alaska Native	N/A	Black or African American	YES
Hispanic or Latino	YES	Asian or Native Hawaiian/Other Pacific Islander	N/A
White	N/A	Multi-Racial	N/A
Students with Disabilities	NO	Limited English Proficient	N/A
Economically Disadvantaged	YES		

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% of 3rd year students who earned 10+ credits	73.4%	4 Year Graduation Rate	76.9%
6 Year Graduation Rate	82.4%		
Overall NYSED Accountability Status (2014-15)			
Reward		Recognition	
In Good Standing		Local Assistance Plan	
Focus District	X	Focus School Identified by a Focus District	X
Priority School			
Accountability Status – Elementary and Middle Schools			
Met Adequate Yearly Progress (AYP) in ELA (2012-13)			
American Indian or Alaska Native	N/A	Black or African American	N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander	N/A
White	N/A	Multi-Racial	N/A
Students with Disabilities	N/A	Limited English Proficient	N/A
Economically Disadvantaged	N/A		
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)			
American Indian or Alaska Native	N/A	Black or African American	N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander	N/A
White	N/A	Multi-Racial	N/A
Students with Disabilities	N/A	Limited English Proficient	N/A
Economically Disadvantaged	N/A		
Met Adequate Yearly Progress (AYP) in Science (2012-13)			
American Indian or Alaska Native	N/A	Black or African American	N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander	N/A
White	N/A	Multi-Racial	N/A
Students with Disabilities	N/A	Limited English Proficient	N/A
Economically Disadvantaged	N/A		
Accountability Status – High Schools			
Met Adequate Yearly Progress (AYP) in ELA (2012-13)			
American Indian or Alaska Native	N/A	Black or African American	YES
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander	N/A
White	N/A	Multi-Racial	N/A
Students with Disabilities	N/A	Limited English Proficient	N/A
Economically Disadvantaged	NO		
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)			
American Indian or Alaska Native	N/A	Black or African American	YES
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander	N/A
White	N/A	Multi-Racial	N/A
Students with Disabilities	N/A	Limited English Proficient	N/A
Economically Disadvantaged	NO		
Met Adequate Yearly Progress (AYP) in Graduation Rate (2012-13)			
American Indian or Alaska Native	N/A	Black or African American	YES
Hispanic or Latino	YES	Asian or Native Hawaiian/Other Pacific Islander	N/A
White	N/A	Multi-Racial	N/A
Students with Disabilities	NO	Limited English Proficient	N/A
Economically Disadvantaged	YES		

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

Part 1 – Needs Assessment

Part 1a. HEDI Rating (Highly Effective, Effective, Developing, or Ineffective) for DTSDE Tenet 3:
 Enter an Integrated Intervention Team (IIT) School Review Report: Enter the HEDI rating for each assessed Statement of Practice below.
 If your school 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, based on student performance trends and any major findings/recommendations from your Quality Review (QR) or Alternative Review. Enter relevant qualitative and quantitative data. Enter your HEDI self-rating(s) on the chart below.

Tenet 3 Statement of Practice (SOP) Addressed		HEDI Rating
3.2	The school leader and staff support and facilitate the quality implementation of rigorous and coherent curricula appropriately aligned to the Common Core Learning Standards (CCLS) in Pre K-12.	E
3.3	Teachers ensure that unit and lesson plans that are appropriately aligned to the CCLS coherent curriculum introduce complex materials that stimulate higher-order thinking and build deep conceptual understanding and knowledge around specific content.	D
3.4	The school leader and teachers ensure that teacher collaboration within and across grades and subjects exists to enable students to have access to a robust curriculum that incorporates the arts, technology and other enrichment opportunities.	D
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.

This area was partly developing/effective according to Priority and Focus Quality Review with DTSDE aligned recommendations from 2013-2014 and our Quality Review from 2012-2013. The alignment to the common core learning standards is still an ongoing process, as we do this we are ramping up the rigor in our classrooms. Our strength is that we are committed to helping our students succeed and are highly qualified and experienced in teaching their subject. There is a need for teachers to incorporate more scaffolds and multiple entry points in their instruction. We are doing extensive professional development this year to bring teachers up to par in their use of formative and summative assessments. While rubrics are prevalent, they are not consistently used, and formative assessments are used on a mostly informal basis. We are in the process of improving our teacher teams by having a teacher in each department involved in the professional development planning team and assuring that the school is on the same page. These groups will include a further analysis of student work including next steps. This will be used to develop lesson plans that have high expectations and push our students to the next level. Our priority is to prepare our students not only to pass the Regents exam but to be knowledgeable and prepared to move on to the next level.

Part 2 – Annual Goal

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

By August 2015, all teachers instructing students enrolled in Algebra will implement targeted instructional strategies that will result in a 5% increase in students achieving a 65 or higher as measured by the New York state Regents examinations administered in June and August 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: <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>
Identify students who still need to pass their Algebra Regents examination and program them for Algebra Regents preparation classes during and after the school day and on Saturdays. Teachers and administrators will create a positive community by modeling kindness and respect in meetings with students to discuss their progress and next steps.	Students who have failed the Algebra Regents Exam.	September 2014 – June 2015	Data Specialist, Assistant Principal Supervision, Teachers
Give students who are currently in Algebra classes opportunities and/or assigned them to attend tutoring and Regents preparation Counselors and teachers will reach out to the parents of students they feel need more support to encourage their child to attend. Calls are made in several languages. Parents are invited to attend group Regents prep with their child. Special education and ESL teachers are grouped with the general education teacher to support these high need groups.	Students in algebra	September 2014 – June 2015	Teachers, Assistant Principal Supervision, Assistant Principal Administration, Programmer Data Specialist
Provide internal and external professional learning opportunities for each teacher of Algebra. Some topics include understanding and utilizing: <ul style="list-style-type: none"> • engage NY resources, • Common Core Learning Standards (CCLS) progressions, • Danielson Framework for Effective Teaching (DFET) rubric and • the CCLS. 	Teachers of Algebra	September 2014 – June 2015	Teachers, Assistant Principal Supervision, Assistant Principal Administration, Substitute teachers

Part 4 – Resources Needed

Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc.
An extra math class offered during the day Per Session for after school classes and programs Substitute teachers and coverages for teachers to attend professional development

Part 5 – Budget and Resource Alignment

Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.
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X	Tax Levy	X	Title I Basic		Title I 1003(a)		Title IIA		Title III	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:

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.

Algebra teachers will administer a departmental midterm and final examination that will be aligned to the CCLS or state standards that have been taught from September 2014 through November 2014 and September 2014 through January 2015 respectively. These assessments will be administered during the month of December and during the January 2014 Regents week respectively.

Part 6b. Complete in February 2015.

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

Our passing rate last June was 46% and at the present time 48% of our algebra students passed the January 2015 final examination with a 65%. We did not reach the benchmark due to the following reasons: three new mathematics teachers were hired in August 2014 and to date one is ineffective, one is developing, and one is effective. To remedy the teacher’s shortcomings intensive professional development has been ongoing through the assistance of achievement coaches from network 2.02 and in house mathematics teachers. Item analysis of June and August 2014 regents did not result in strategic instructional planning to ensure success on their final uniform examination. The assistant principal and coordinator of mathematics are spending more time reviewing and revising unit, midterm, and final examinations. We are enrolling all algebra students who scored below an 80% on their final examination in mandated algebra regent’s preparation. A grant was written and approved for STMath instructional software. Students will be programmed to use the software after school for extra support.

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:
 If you received an Integrated Intervention Team (IIT) School Review Report: Enter the HEDI rating for each assessed Statement of Practice (SOP) on the chart below.
 If you 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, based on trends of student performance trends and any major findings/recommendations from your Quality Review (QR) or Alternative Dispute Resolution (ADR) report. 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.	D
5.4	All school constituents are able to articulate how the school community is safe, conducive to learning and fosters a sense of ownership that leads to greater student outcomes.	D
5.5	The school leader and student support staff work together to develop teachers’ ability to use data to respond to students’ social and emotional developmental health needs, so students can become academically and socially successful.	E

Part 1b. Needs/Areas for Improvement:
 Describe your school's HEDI ratings (or self-ratings) in Part 1A, particularly any ratings of Developing and Ineffective. Describe 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.

This area was developing/effective according to Priority and Focus Quality Review with DTSDE aligned recommendations from 2013-2014 and our Quality Review from 2012-2013. We continue to work on improving communication and making understood our high expectations for all students and staff. We are meeting regularly to discuss adjusting curricula in response to student learning needs and continue this ongoing process. The culture of the school is a concern that we are addressing with student meetings, outreach, and personal attention. Our teacher teams are still in development and are improving weekly as we visit other schools and receive assistance in making our team meetings more efficient and productive. We work at goal setting and continually adjusting teacher practice to student needs. Our priority is creating a safe comfortable welcoming environment for all of our students.

Part 2 – Annual Goal

List your school’s 2014-15 goal for improving student outcomes and school performance that addresses Capacity Framework element – Supportive Environment. Your goal must be responsive to the identified priority need(s) indicated in Part 1b, and should be written as SMART – Specific, Measurable, Achievable, Relevant, and Time-bound.
 By August 2015, Clara Barton staff members will implement a variety of social and emotional programs that will result in a 10% decrease of both superintendent and principal suspensions as compared to the 2013-2014 school year, as evidenced in the NYCDOE – Online Occurrence Reporting System (OORS).

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:	Target Group(s) Who will be targeted?	Timeline What is the start and end date?	Key Personnel Who is responsible for implementing and overseeing the
1. Research-based instructional programs, professional			

<p>development, and/or systems and structures needed to impact change</p> <p>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).</p> <p>3. Strategies to increase parent involvement and engagement</p> <p>4. Activities that address the Capacity Framework element of Trust</p>			<i>activity/strategy?</i>
<p>All students failing all classes are identified, as well as those who are picked up by security on a regular basis.</p> <p>Guidance, deans, assistant principal's outreach to these students in an effort to build connection, get the students help and support their needs.</p> <p>Extra guidance meetings are scheduled</p> <p>Teachers and counselors will attend professional development on restorative justice.</p>	Students who are struggling with classes and behavior and teachers	October 2014 – June 2015	Data Specialist, Guidance counselors, deans, assistant principals
<p>Leadership class created for students who need extra guidance.</p> <p>We have after school clubs specifically for our Haitian Creole students as well as activities for our special education students. These are to work on skills but mostly to build trust and relax.</p>	Overage and under credited students	September 2014 – June 2015	Teacher, supervisor
<p>After school groups and clubs for students to attend and feel more connected and comfortable in the school, including: Haitian Creole club, computer programming club, etc.</p> <p>Parents are invited to attend any after school activities or assemblies. There will also be parent/student events on Saturdays throughout the year, including SAT prep and FAFSA. This includes materials translated into various languages.</p>	All students	October 2014 – June 2015	Teachers, Assistant Principals supervision, Assistant Principal Administration
<p>Seminars, classes, assemblies, videos, and extra counseling on topics such as bullying, leadership, college, anger management, insecurity, goal setting and the importance of an education.</p> <p>Teacher student assemblies where respect is given and relationships are built through icebreaker activities and life lessons.</p>	All students and teachers	September 2014 – June 2015	Teachers, Assistant Principals supervision, Assistant Principal Administration

Part 4 – Resources Needed

Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc.
<p>Extra leadership class during the day</p> <p>Per session for after school activities for professional development, and running clubs.</p> <p>Guidance, teachers, and deans to work after school with students</p> <p>Per session for school aides for school safety</p> <p>Educational software for teacher use to develop programs.</p>

Part 5 – Budget and Resource Alignment

Indicate using an "X" the fund source(s) that will be utilized to support achievement of the specified goal.												
X	Tax Levy	X	Title I Basic		Title I 1003(a)		Title IIA		Title III	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:

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.

In February 2015 the assistant principal safety and security will compare the number of principal and superintendent suspensions to the same time the previous year to identify if we need to incorporate new strategies.

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

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

We have a group of overage under credited students who are responsible for a preponderance of principal and superintendent suspensions this year.

We have implemented an in house “Success Academy” whereby thirty students have been programmed for a self-contained instructional/ pupil personal service day. As a result our February 2015 principal and superintendent suspensions are lower than they were in February 2014.

We have rerouted our a.m. scanning so that more safety agents are in the corridors earlier, in addition to external perimeter posts. We have implemented comprehensive multiconstituent hall sweeps throughout the school day.

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:
 If you received an Integrated Intervention Team (IIT) School Review Report: Enter the HEDI rating for each assessed Statement of Practice (SOP) on the chart below.
 If you 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, based on trends of student performance trends and any major findings/recommendations from your Quality Review (QR) or Alternative Dispute Resolution (ADR) report. Enter your HEDI self-rating(s) on the chart below.

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

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

This area was developing/effective according to Priority and Focus Quality Review with DTSDE aligned recommendations from 2013-2014 and our Quality Review from 2012-2013. Aligning teacher practices to the CCLS is an ongoing process. We continue to provide teachers with learning opportunities and encourage them to use new strategies towards addressing student needs, incorporating scaffolds for students with disabilities as well as English language learners. Our teacher teams are still in development and are improving weekly as we visit other schools and receive assistance in making our team meetings more efficient and productive. Revising our professional learning plan to increase coherence and relevance is a priority, as well as infusing writing into every aspect of our teaching and learning. Assessment is a major focus this year as we strive to increase our use of rubrics and formative assessments through teacher collaboration.

Part 2 – Annual Goal

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

By August 2015, lead teachers and administrators, who are supporting faculty, will facilitate professional learning opportunities through the Learning Partners Program (LPP) that will result in 10% increase in the number of teachers achieving a highly effective rating in components 3b and 3d as measured by teacher observations recorded in, ADVANCE.

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"> Research-based instructional programs, professional development, and/or systems and structures needed to impact change Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). Strategies to increase parent involvement and engagement Activities that address the Capacity Framework element of Trust 	Target Group(s) <i>Who will be targeted?</i>	Timeline <i>What is the start and end date?</i>	Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i>
Create a team of lead teachers and administrators to work with, observe, and learn from the two schools we've been teamed with.	Lead teachers and administrators	September 2014 – June 2015	Principal, Assistant Principals
Observe practices of other schools, discuss, analyze, and implement in our school. Lead teachers meet as a group weekly for professional learning, to discuss the weekly teacher team meetings and plan professional development for all teachers using the CCLS, DFET, inter-visitation, English language learner (ELL) strategies, etc. Teacher gatherings where team building games and activities will be used to create a positive school community.	Lead teachers and administrators	September 2014 – June 2015	Principal, Assistant Principals
After school support for ELL's and students with disabilities (SWD) for credit accumulation, recovery, blended learning, students with interrupted formal education (SIFE). Supports will include tutoring, extended day classes, Regents preparation, and skills interventions. Teachers will analyze the work done by these students to help plan interventions and strategies to use in the future in an effort to help all students be successful. Parents will be invited to forums discussing school improvement issues as well as any other concerns.	Students who need extra support. Lead teachers and administrators	September 2014 – June 2015	Principal, Assistant Principals, Teachers of ELL's and SWD's.
Implementation of new strategies in the school and the classroom, analysis of results, and action plan for the future.	Lead teachers and administrators	September 2014 – June 2015	Principal and Assistant Principals.

Part 4 – Resources Needed

Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc.
Team of teachers who meet during the day and after school. Per Session for all after school activities including ELL and SWD professional development, collaboration, visiting schools. Outside consultants to provide professional development for strategies with ELL's, CCLS, and STEM.

Part 5 – Budget and Resource Alignment

Indicate using an "X" the fund source(s) that will be utilized to support achievement of the specified goal.
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X	Tax Levy	X	Title I Basic		Title I 1003(a)		Title IIA		Title III	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:

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.

By the end of February 2015, we will analyze our teacher ratings in ADVANCE to see if more are rated highly effective in Danielson components 3b and 3d as compared to last year at the same time. At this point we will survey teachers to see what they feel they are struggling most with and guide our professional development in this direction.

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

1.	Did the school meet the mid-point benchmark(s) in the timeframe specified?	X	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 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:

Enter an Integrated Intervention Team (IIT) School Review Report: Enter the HEDI rating for each assessed Statement of Practice below.

If your school 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, based on your knowledge of student performance trends and any major findings/recommendations from your Quality Review (QR) or Alternative Quality Review (AQR). Enter relevant qualitative and quantitative data. Enter your HEDI self-rating(s) on the chart below.

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

Part 1b. Needs/Areas for Improvement:

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

This area was developing/effective according to Priority and Focus Quality Review with DTSDE aligned recommendations from 2013-2014 and our Quality Review from 2012-2013. We are meeting regularly to discuss adjusting curricula in response to student learning needs and continue this ongoing process. Our priority is creating collaborative unit plans for each subject. The culture of the school is a concern that we are addressing with student meetings, outreach, and personal attention. Supervisors are striving to get all feedback to teachers in a timely productive manner and then follow up to make sure teachers are using their strengths while addressing their weaknesses. Observations done by supervisors are being used to inform our professional development plan.

Part 2 – Annual Goal

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

By August 2015, all Clara Barton staff members will implement targeted credit recovery and accrual strategies that will result in a 3% increase of the graduation rate as compared to the 2013-2014 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:	Target Group(s) Who will be	Timeline What is the start and	Key Personnel Who is responsible for implementing

1. Research-based instructional programs, professional development, and/or systems and structures needed to impact change	<i>targeted?</i>	<i>end date?</i>	<i>and overseeing the activity/strategy?</i>
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			
Implementation of extended day classes in Global History, Living Environment, English, Spanish, Art, Music, and Gym to allow students to make up missing credits.	Students in need of credits.	September 2014 – June 2015	Principal and Assistant Principals
After school tutoring for students struggling with their classes to help assure that they pass and get the credits they need for graduation. Programs for ELL's and students with disabilities to help them earn the credits and prepare for the Regents exams they need to graduate.	All students	September 2014 – June 2015	Principal and Assistant Principals
After school Regents exam preparation to ensure that students are able to pass the Regents exams they need in order to graduate. Evening forums with parents and students to look at Regents exams, transcripts, and report cards to make sure all understand graduation requirements.	All students	September 2014 – June 2015	Principal and Assistant Principals
After school activities and game rooms, clubs, etc. where students can relax and enjoy themselves after school in a safe respectful environment.	All students	September 2014 – June 2015	Principal and Assistant Principals

Part 4 – Resources Needed

Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc.
Teachers to teach extended day classes Per session for after school activities including tutoring, extended day classes, and clubs.

Part 5 – Budget and Resource Alignment

Indicate using an "X" the fund source(s) that will be utilized to support achievement of the specified goal.												
X	Tax Levy	X	Title I Basic		Title I 1003(a)		Title IIA		Title III	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:					
5. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.					
6. Specify a timeframe for mid-point progress monitoring activities.					
At the end of January we will analyze senior transcripts to see if 80% of cohort Q is on track for graduation. We will see where students stand at this point and alter programming or provide extra help for the students not on track.					
Part 6b. Complete in February 2015.					
1.	Did the school meet the mid-point benchmark(s) in the timeframe specified?		Yes	X	No

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

We currently have 75% of our students on track for graduation. We have reviewed all cohort Q students and are assessing transcripts for missing regents and courses. We will be programming students that need any regents with a P.M. and or Saturday tutoring course. The counselors are conducting quality assurance with one on one meetings with cohort q students and their parents to ensure accuracy of programming.

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:

Completed an Integrated Intervention Team (IIT) School Review Report: Enter the HEDI rating for each assessed Statement of Practice on the chart below.

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, based on student performance trends and any major findings/recommendations from your Quality Review (QR) or Alternative Review. Enter 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:

Provide HEDI ratings (or self-ratings) in Part 1A, particularly any ratings of Developing and Ineffective. Describe 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.

This area was effective according to our latest Quality Review (QR) from 2012-2013. We continue to adjust and set goals to include any professional development and learning needs that we may have. Data is used for the assessment of student and teacher needs. We maintain a happy, healthy, and productive atmosphere so that all are comfortable and function at a high level. Parents are always welcome in the building and we offer regular opportunities for them to be in the building. We have a new parent coordinator and this is a strength in getting parents more involved. This is an ongoing process and we still need to see a greater turn out at conferences and parent meetings. Our priority is creating a community here at Clara Barton where all students and their families are welcome, comfortable, and everyone is responsible for the growth of each child.

Part 2 – Annual Goal

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

By June 2015, all Clara Barton staff members facilitating parent learning opportunities will implement targeted engagement strategies that will result in a 10% increase of parents and community members attending workshops and informational sessions as measured by event attendance rosters.

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:	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>
<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 			
Curriculum night inviting parents to the school to meet their child's teachers and discuss goals and curriculum.	All parents and students	October 2014	Principal, Assistant Principals, parent coordinator
<p>A series of parent workshops on topics such as: Utilizing Pupil Path, ELA Common Core learning standards workshop, coat drive, SAT workshop, Medicaid Service Coordination, FAFSA, IEP.</p> <p>IEP's will be explained to parents to help them understand them, what their child needs, and assure that it aligns to their expectations.</p> <p>A parent survey is being given to find out more topics they are interested in so we can provide workshops that address their needs.</p>	Parents	September 2014 – June 2015	PTA, PAC, Principal, Assistant Principals, parent coordinator
Provide parents with materials: handouts, books, brochures on various topics throughout the year. Materials will be available in several languages.	Parents	September 2014 – June 2015	PTA, PAC, Principal, Assistant Principals, parent coordinator
Parent, student, teacher, administrator forums, where all attend a workshop or event with community building activities to address the needs of all and give information and feedback on school activities.	Parents, teachers, administrators, students	September 2014 – June 2015	PTA, PAC, Principal, Assistant Principals, parent coordinator

Part 4 – Resources Needed

Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc.
<p>Teachers to plan for and stay for curriculum night</p> <p>Parent coordinator to contact parents and promote the event.</p> <p>Per session for after school activities such as workshops and parent forums</p> <p>Paper to print handouts</p> <p>Informational books to give parents</p> <p>Metrocards to attend workshops</p>

Part 5 – Budget and Resource Alignment

Indicate using an "X" the fund source(s) that will be utilized to support achievement of the specified goal.													
X	Tax Levy	X	Title I Basic		Title I 1003(a)		Title IIA		Title III	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:

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.

In February 2015, we will review the attendance rosters at the workshops we hold to see if more parents are attending as compared to the attendance last year. At this point we will sit down with the parent coordinator and determine next steps.

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)	Students who are in the class and struggling, have failed the class before, are English language learners, are special education. Also if they have failed the regents, or are recommended by a teacher.	Annotative Reading; Rereading; Close Reading; Guided Reading; Guided Writing; Modeled Writing; Point of View Writing; Reading and Writing to Question the Author and or the Text; Building Academic and Content Area Vocabulary; and Using PSAT/SAT Vocabulary to produce effective writing.	Whole Group Instruction; Small Group Instruction; Paired Student Activity; One-to-one tutoring; Lecture; and Peer tutoring	Services are provided during the regular school day, after school and on Saturdays.
Mathematics	Students who are in the class and struggling, have failed the class before, are English language learners, are special education. Also if they have failed the regents, or are recommended by a teacher.	Basic, intermediate and advanced mathematics skills are taught to narrow the achievement gaps among the low performing students to help them with problem solving and conceptual understanding. Strategies include using calculators, Promethean Active Boards, Think-Pair-Share, looking for patterns, logical reasoning, drawing pictures, using a formula and eliminating possibilities.	One-to-one tutoring: All mathematics teachers offer individualized attention to the students for one to two hours twice a week during the after school tutoring. Purposeful students groups within the classrooms are determined based on the comprehensive item Analysis of the Uniform Regents Based Interim Unit Assessments are given to assess the strengths and weaknesses of students in various content areas.	Services are provided during the regular school day, after school and on Saturdays.

Science	Students who are in the class and struggling, have failed the class before, are English language learners, are special education. Also if they have failed the regents, or are recommended by a teacher, or need labs for eligibility.	Exam item analysis and review of student work will be used to identify specific areas of deficiency in science-related skills and conceptual understandings. Graph, diagram and data-table interpretation, review and reinforcement of science process and reasoning skills, critique of experimental procedures and validity of conclusions, test-taking skills, science literacy and reading comprehension strategies for non-fiction texts.	Whole group instruction, small group and one-to-one tutoring, and peer tutoring is available.	Services are provided during the regular school day, after school and on Saturdays.
Social Studies	Students who are in the class and struggling, have failed the class before, are English language learners, are special education. Also if they have failed the regents, or are recommended by a teacher.	Exam item analysis and review of student work will be used to identify specific areas of deficiency in social studies-related conceptual understandings. Graph, diagram and data-table interpretation, review and reinforcement of reasoning skills, critique of DBQ questioning and validity of conclusions, test-taking skills, social studies literacy and reading comprehension strategies for non-fiction texts.	Whole group instruction, small group and one-to-one tutoring, and peer tutoring is available.	Services are provided during the regular school day, after school and on Saturdays.
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	Teacher recommendations, security or deans recommendations. Anyone in a fight or who appears to have anger management issues, pregnant girls, and students failing multiple classes.	Guidance Counseling, Psychologist, Social Worker and other Health-related services (physical therapy, occupational therapy, vision and hearing services, speech and language therapy, life skills	Guidance Counselor provides individual and/or small group sessions one or more times a week pull-out services. School Psychologist provides individual session one or more times a week pull-out services.	Services are provided during the regular school day, after school and on Saturdays.

		<p>training and transitional services for physically handicapped students). Travel training.</p>	<p>Social Worker provides individual and/or small group sessions one or more times a week pull-out services. Health-related services provide individual and/or small group sessions one or more times a week pull-out services. We provide: physical therapy, occupational therapy, vision and hearing services, speech and language therapy, life skills training and transitional services for physically handicapped students. We also provide travel training for those who need it, and health paraprofessionals for those who need them as per their IEP.</p>	
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Section 7: Expanded Learning Time (ELT) Program Description

(Required for All Priority Schools)

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

Part 1 – ELT Program Goal(s)

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

Part 2 – ELT Program Description

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

Part 2b. Describe how the school will meet the following SED requirements for an ELT program in a Priority School:
 Integrate academics, enrichment, and skill development through hands-on experiences that make learning relevant and engaging.
 Offer a range of activities that capture student interest and strengthen student engagement in learning so as to promote higher attendance, reduces risk for retention or drop out, and increases the likelihood of graduation.
 Actively address the unique learning needs and interests of all types of students, especially those who may benefit from approaches and experiences not offered in the traditional classroom setting.
 Contain components designed to improve student academic, social, and emotional outcomes, including opportunities for enrichment programs such as in music and art.
 Ensure instruction in any core academic subject offered in the program will be delivered under the supervision of a teacher who is NYS certified in that particular content area.

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

Part 3 – ELT Program Implementation and Oversight

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

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

Part 3b. Indicate resources needed including human resources, instructional resources, and schedule adjustments to

implement the ELT program.

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

Part 4 – Budget and Resource Alignment

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

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

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

Part 5 – Progress Monitoring

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

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

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

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

Section 8: Title I Program Information

Directions:

7. All schools must indicate their Title I status in Part 1
8. All elements of the *All Title I Schools* section must be completed in Part 2
9. All Targeted Assistance (TA) Schools must also complete the *TA Schools Only* section in part 3
10. All Schoolwide Program (SWP) schools must also complete the *SWP Schools Only* section in Part 4
11. If a required component is addressed elsewhere in this plan, you may refer to the page number(s) where the response can be found
12. 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

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.
<ol style="list-style-type: none"> 1. Ongoing throughout the 2014-2015 year, as positions for certified teachers become available, postings and interviews will consider only candidates who are highly qualified in the area specific to the vacancy (monitored by APO and Principal). Attendance of Principal and Assistant Principals Supervision at New York City Hiring Fairs. 2. By October 2014, current staff not meeting highly qualified standards will be targeted for intensified training to meet highly qualified status (monitored by APO and Principal). Teachers are invited to enroll in CUNY courses to meet New York City/State Subject licensure requirements. Provision of online professional development programs for teachers. 3. Targeted teaching staff will be required to attend training in order to meet HQT status by a targeted date determined by the Principal. Teachers in this program will be required to submit documentation of completion of required training to APO (monitored by APO and Principal). Teachers receive information pertaining to HOUSSE certification. 4. By June 2015, teaching staff not meeting HQT status will be subject to review and potential removal based on established targets (monitored by Principal). 5. Professional Development is offered by Assistant Principals Supervision and CFN Network Achievement Coach's for teachers currently teaching one or two classes out of license while collegiate certification process is ongoing. 6. Recruitment of Health Care Professionals by Principal and Assistant Principal Health Careers through NYC DOE CTE meetings, conferences and outreach to hospital and community health career facilities centers.

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).
<ol style="list-style-type: none"> 1. The NYCDOE central office is offering professional development ongoing throughout year and in all major subjects. Teachers will attend these workshops to improve their knowledge and practice with the Common Core State Standards. 2. The NYCDOE also offers in house professional development for teachers on different aspects of the common core which will be held throughout the year. 3. Principals and Assistant Principals attended various workshops over the summer and continually throughout the year which they use to turnkey further information to their staff. 4. Assistant Principals work with paraprofessionals and staff to convey the importance of the Common Core State Standards and how they can attribute to the success of students.

Part 3: TA Schools Only

3a. Use of Program Resources

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

3b. TA Coordination with the Regular Program

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

Part 4: SWP Schools Only

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

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

4b. Measures to Include Teachers in Decisions Regarding Assessments

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

Teachers participate in inquiry teams and common planning time once a week where they determine the assessments and benchmarks that will be used for students in regards to individual subjects and content areas. The measures of student learning baseline assessments were used to get a diagnostic on students and teachers per subject area are creating periodic assessments to assess progress throughout the year.

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	1,089,930	X	11, 14, 17, 20, 22
Title I School Improvement 1003(a)	Federal	0		
Title I Priority and Focus	Federal	275,910	X	11, 14, 17, 20, 22

School Improvement Funds				
Title II, Part A	Federal	0		
Title III, Part A	Federal	0		11, 14, 17, 20, 22
Title III, Immigrant	Federal	20,828	X	11, 14, 22
Tax Levy (FSF)	Local	8,057,928	X	11, 14, 17, 20, 22

¹Explanation/Background:

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

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

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

Specific program separately, because a Schoolwide school is not required to distinguish among funds received from different

most of the statutory and regulatory requirements of the specific Federal programs included in the consolidation (e.g., semi-
the **intent and purposes of the Federal programs** included in the consolidation so that the needs of the intended

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

ool in order to improve the academic achievement of all students, particularly the lowest-achieving students. This includes

ies identified through the Diagnostic Tool for School and District Effectiveness (DTSDE) reviews or a school review with

Improvement plans that aims to improve instruction and address the identified needs

g class size in grades K, 1, 2, and 3, with an emphasis on grades with average register greater than 20. If space is not
instructional program.

nt in English, develop high academic attainment in English, and meet the same challenging State academic content and

meet. Another purpose of this program is to increase the capacity of schools to establish, implement and sustain high-

st schools in effectively teaching students with limited English proficiency. Title III, Part A is also designed to promote the
uage instruction programs.

the areas of English language acquisition and content area achievement.

Important Note: The following funds may not be consolidated:

activities and programs. Chancellor's Regulation A-655 requires School Leadership Teams to consult with Title I parent activities funded through Title I must be included in the parent involvement policy and aligned with student achievement

able greater and more meaningful parent participation in the education of their children.

public education designed to meet their individual needs.

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)

Title I Parent Involvement Policy and Parent-School Compact for Clara Barton High School for Health Professions (K600)¹

Section I: Title I Parent Involvement Policy

Educational research shows a positive correlation between effective parental involvement and student achievement. The overall aim of this policy is to develop a parent involvement program that will ensure effective involvement of parents and community in our school. Therefore Clara Barton High School for Health Professions, *[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 our school and the families. Clara Barton High School for Health Professions' 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 Advisory Council, as trained volunteers and welcomed members of our school community. Clara Barton High School for Health Professions will support parents and families of Title I students by:

1. providing materials and training to help parents work with their children to improve their achievement level (e.g., literacy, math and use of technology);
2. 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;

¹ This template was designed by the Office of School Improvement in collaboration with the New York State Education Department, Office of School Improvement and Community Services (NYC) and the Office for Family Engagement and Advocacy. This template is aligned to fully comply with the parent involvement requirements as outlined in Title I, Part A, Section 1118 of the No Child Left Behind (NCLB) Act.

3. fostering a caring and effective home-school partnership to ensure that parents can effectively support and monitor their child's progress;
4. providing assistance to parents in understanding City, State and Federal standards and assessments;
5. sharing information about school and parent related programs, meetings and other activities in a format, and in languages that parents can understand; and
6. 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 our school community;

Clara Barton High School for Health Professions' 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. Our 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 our 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 Clara Barton High School for Health Professions Title I Parent Involvement Policy, parents of Title I participating students, parent members of the school's 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, Clara Barton High School for Health Professions 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 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 schools 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 our 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 Teacher Association and Title I Parent Advisory Council. This includes providing technical support and ongoing professional development, especially in developing leadership skills;

- Maintain a ²dedicated staff person to serve as a liaison between the school and families. The Parent dedicated staff person will provide information based on the assessed needs of the parents of children who attend our school and will work to ensure that our school environment is welcoming and inviting to all parents. The dedicated staff will also maintain a log of events and activities planned for parents each month and file a report with the Central Office for Family Engagement and Advocacy (OFEA);
- 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 Title I Parent Annual 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; and
- 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.

Clara Barton High School for Health Professions will further encourage school-level parental involvement by:

- holding an annual Title I Parent Curriculum Conference;

² Please note that only New York City Public schools that have attained a student population of two-hundred (200) or more will receive funding to hire a Parent Coordinator.

- hosting educational family events/activities during Open School Week and throughout the school year;
- encouraging meaningful parent participation on School Leadership Teams, Parent Teacher Association and Title I Parent Advisory Council;
- supporting or hosting OFEA District Family Day events;
- Establishing a Parent Resource Center or lending library; instructional materials for parents.
- Hosting events to support, men asserting leadership in education for their children. parents/guardians, grandparents and foster 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; and
- sharing information about school and parent related programs, meetings and other activities in a format, and in languages that parents can understand;

Section II: School-Parent Compact

Clara Barton High School for Health Professions, *[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. Clara Barton High School for Health Professions staff and the 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.

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 State Standards;
- offering high quality instruction in all content areas; and
- 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 a Title I Parent Annual 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, child care or home visits 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; and
- 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:

- Ensure that staff will have access to interpretation services in order to communicate with limited English speaking parents effectively.
- 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; and
- planning activities for parents during the school year (e.g., Open School Week);

Provide general support to parents by:

• creating a supportive and effective learning community for students and a welcoming respectful environment for parents and

• providing parents with information regarding academic achievement standards and assessments and how to monitor their child’s progress by providing development opportunities (times will be scheduled so that the majority of parents can attend);

• providing information regarding best practices for effective communication, collaboration and partnering with all members of the school

community; and providing involvement activities as requested by parents; and

• ensuring that all I funds allocated for parent involvement are utilized to implement activities as described in this Compact and Parent Involvement Policy; and

their right to file a complaint under the Department's General Complaint Procedures and consistent with the No Child Left Behind Act (NCLB) and Title I requirement for Elementary Secondary Education Act (ESEA) and Title I programs;

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;
- to provide a work space for students to complete their assignments;
- 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. I will also:
 - 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 Teacher Association or serve to the extent possible on advisory groups (e.g., school or district Title I Parent Advisory Councils, School or District Leadership Teams;
- share responsibility for the improved academic achievement of my child;
- provide opportunities for parents and guardians to attend conferences

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;
- read at least 30 minutes every day outside of school time;
- give to parents or the adult who is responsible for our welfare all notices and information received by us from our school every day;
- try to resolve disagreements or conflicts peacefully; and
- always try my best to learn

This Parent Involvement Policy (including the School-Parent Compact) was distributed for review by Mrs. Denise Esbrand-Simon PAC Title 1 chairperson on Saturday November 1st 2014.

This Parent Involvement Policy was updated on Saturday, November 1st, 2014.

The final version of this document will be distributed to the school community on November 18, 2014 and will be available on file in the Parent room 119.

A copy of the final version of this policy will also be submitted to the Office of School Improvement as an attachment to the school's CEP and filed with the Office for Family Engagement and Advocacy.



Department of English Language Learners and Student Support

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

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

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

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

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

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

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

Part A: School Information	
Name of School: Clara Barton High School	DBN: 17K600
This school is (check one):	
<input checked="" type="checkbox"/> conceptually consolidated (skip part E below) <input type="checkbox"/> NOT conceptually consolidated (must complete part E below)	

Part B: Direct Instruction Supplemental Program Information
The direct instruction component of the program will consist of (check all that apply):
<input type="checkbox"/> Before school <input type="checkbox"/> After school <input type="checkbox"/> Saturday academy
Total # of ELLs to be served: 160
Grades to be served by this program (check all that apply):
<input type="checkbox"/> K <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5

Part B: Direct Instruction Supplemental Program Information

6 7 8 9 10 11 12

Total # of teachers in this program: 6
of certified ESL/Bilingual teachers: 3
of content area teachers: 3

Describe the direct instruction supplemental program here and include the

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

Begin description here: the work of our Inquiry Team revealed that ELLs have serious gaps in academic language, which affects their achievement in English and other content area classes. In order to ensure that all ELLs meet the standards, besides the regular classroom instruction, we will implement a supplementary Title III academic language development program within a 25-week extended day program. There will be a two times/week, 2 hours of ESL and/or literacy instruction, for two groups of two different proficiency levels: intermediate and advanced students on Mondays, Tuesdays, Wednesdays, and Thursdays from 3:30 to 5:30 pm. The use of technology, specifically, Brain POP !online learning program, will be included in order to improve reading, writing, literary understanding and to boost the general knowledge of the students. We will use this program to improve their academic language development. They will learn how to conduct Internet research in order to develop their general knowledge. The use of computers will help improving their literacy skills and enabling students and their families to communicate safely on line via the controlled environment of DOE - approved software. We plan to provide supplementary ESL instruction for a total of 165 students for both proficiency levels. Title III services will be delivered five days a week, Tuesday– Friday, from 3: 30 p.m. to 5: 30 p.m.; and on Saturdays from 8: 30 a.m. to 1:00 p.m. There will be six appropriately certified teachers: 3 ESL, and 3 Special Education teachers of ELA, Science, and Mathematics. We will provide the following services:

1. Inter-generational field experience in the local nursing homes for ELLs: on Mondays, from 2 to 5:30 and Saturdays, from 8:30 to 12:30. Taught by 2 teacher, 1 ESL, and 1 ELA for the SWDs teacher
2. Academic language development in STEM - on Tuesdays and Thursdays, from 3:30 to 5:30, taught by 2 teachers (one ESL and one Science for SWDs teacher) will teach in the ICT class for ELLs, including ELLs who are SWDs;
3. Literacy and Life Skills class for ELLs who are NYSAA SWDs - Tuesdays, Wednesdays, Thursdays, Fridays - 3:30 to 5:30; and Saturdays from 8:30 to 12: 45 - 1 teacher in a 15: 1 setting. Enhanced with the BRAIN POP on-line solution. Taught by 2 teachers, one ESL, and one Mathematics teacher for the SWDs.

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:

All teachers working with ELLs will function as an inquiry team which will be engaged in participatory action research project. They will conduct weekly study groups analyzing student data and designing differentiated instructional solutions. The team will take part in the following learning initiatives: QTEL training for all teachers serving ELLs who did not have the opportunity to participate in it yet

- Literacy strategies for beginning ELLs
- Using educational assessment strategies and data to inform and differentiate instruction
- Using technology to enhance language learning
- Training of Bilingual content area teachers in ESL strategies
- PD for all monolingual teachers who educate ELLs, in ESL strategies
- Portfolio Assessment and practical uses of it
- Classroom management strategies for differentiated instructional practices
- Applying Multiple Intelligences Theory to instructional practices

Part D: Parental Engagement Activities

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

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

Begin description here:

In the past, the parents were very reluctant to come to school on weekday evenings and/or weekends. We conducted a parent survey and discovered that most immigrant parents work late at night and/or on Saturdays. The parents of non-immigrant students, however, are much more active. According to the school Language Allocation Policy, we provide interpreters for all PTA meetings and activities. We have very active PTA president who scheduled most parental meetings on Saturdays. We

Part D: Parental Engagement Activities

are planning to run all our parental activities at that time and involve both parent coordinator and PTA president in planning and running of parental sessions. Parents of ELLs, include ELLs who are SWDs, will be engaged in a minimum of 20 hours of meaningful activities related to the academic learning and social/ emotional growth of their children during school year 2014-2015.

- Parents will receive four hours of academic and parenting skills instruction each week at the Saturday Title I PAC Academy. Title III funds will provide push - in services for these sessions. The cooperating Title III staff member will assist Title I Academy in helping parents of ELLs and parents of those children who interact with ELLs dealing with issues of adjustment to the new school and new country.

- Every fourth Saturday of the month, parents will participate in workshops exclusively devoted to the needs of immigrants. The Parent Coordinator and PTA President will also conduct workshops about such issues as graduation requirements, college preparation, etc. FLAMBAYANT Haitian CBO representatives will participate in these meetings

Part E: Budget

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

Allocation Amount: \$ _____

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

Part E: Budget

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

Allocation Amount: \$ _____

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

**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 17	Borough Brooklyn	School Number 600
School Name Clara Barton High School		

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 Dr. Richard Forman	Assistant Principal Ms. Vera Leykina
Coach n/a	Coach n/a
ESL Teacher Mr. Habib Cherif	Guidance Counselor Mr. Keith Holgate.
Teacher/Subject Area Mr. Evan Malachowsky, Sp. Ed.	Parent Ms. Mayerline Joseph
Teacher/Subject Area Dr. Cauvin Paul, Haitian NLA	Parent Coordinator Ms. Shaundel Lawson
Related Service Provider Ms. August Holder, Speech	Other Ms. Linda Shalom, ESL Teacher
Network Leader(Only if working with the LAP team) type here	Other Mr. Henry Douglas, ESL teacher

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.	3	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	7
Number of certified bilingual teachers currently teaching in a bilingual program	3	Number of certified NLA/foreign language teachers	0	Number of teachers who hold both a bilingual extension and ESL certification	0
Number of certified ESL teachers <u>not</u> currently teaching in the ESL program	0	Number of teachers currently teaching a self-contained ESL class who hold both a common branch license and ESL certification	0	Number of special education teachers with bilingual extensions	0

D. Student Demographics

Total number of students in school (Excluding Pre-K)	1530	Total number of ELLs	161	ELLs as share of total student population (%)	10.52%
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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 checked="" type="checkbox"/>	No <input type="checkbox"/>	If yes, indicate language(s): Haitian Creole
Dual language program	Yes <input checked="" type="checkbox"/>	No <input type="checkbox"/>	If yes, indicate language(s): Haitian Creole

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>										6	6	6	5	23
Dual Language <small>(50%:50%)</small>												6	6	12
Freestanding ESL														
self-contained										5	5	3	1	14
SELECT ONE														0
Total	0	0	0	0	0	0	0	0	0	11	11	15	12	49

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	161	Newcomers (ELLs receiving service 0-3 years)	91	ELL Students with Disabilities	31
SIFE	121	ELLs receiving service 4-6 years	39	Long-Term (completed 6+ years)	31

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	67	41		44	37	0	17	40	0	128
Dual Language				2		2	8	3	8	10
ESL	8	0		7		7	8		8	23

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	75	41	0	53	37	9	33	43	16	161
Number of ELLs who have an alternate placement paraprofessional: <u>2</u>										

C. Home Language Breakdown and ELL Programs

Transitional Bilingual Education														
Number of ELLs by Grade in Each Language Group														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Haitian										48	24	28	22	122
SELECT ONE														0
SELECT ONE														0
TOTAL	0	48	24	28	22	122								

*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									
Haitian							7	8	7	8	
SELECT ONE									0	0	
SELECT ONE									0	0	
TOTAL	0	0	0	0	0	0	7	8	7	8	

This Section for Dual Language Programs Only

Number of Bilingual students (students fluent in both languages): <u>15</u>	Number of third language speakers: <u> </u>
Ethnic breakdown of EPs (Number):	
African-American: <u>15</u>	Asian: <u> </u>
Hispanic/Latino: <u> </u>	Other: <u> </u>
Native American: <u> </u>	White (Non-Hispanic/Latino): <u> </u>

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										6	2	0	0	8
Chinese														0
Russian														0
Bengali										1	2	1	0	4
Urdu														0
Arabic											1			1
Haitian										51	34	27	25	137
French										3	3		1	7
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other										4				4
TOTAL	0	65	42	28	26	161								

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)										20	3	5	0	28
Intermediate(I)										37	13	9	5	64
Advanced (A)										8	20	17	24	69
Total	0	65	36	31	29	161								

NYSESLAT Modality Analysis

Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
LISTENING/	B										16	8	8	9

NYSESLAT Modality Analysis

Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
SPEAKING	I										10	7	4	2
	A										21	10	6	11
	P										18	11	13	5
READING/ WRITING	B										51	14	9	9
	I										12	13	10	12
	A										2	9	12	6
	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	22	0	6	0
Integrated Algebra	59		22	
Geometry	29		6	
Algebra 2/Trigonometry	7		0	
Math _____				
Biology				
Chemistry				
Earth Science	17	2	0	2
Living Environment	38	3	14	3
Physics				
Global History and Geography	46	2	17	2
US History and Government	18		11	
Foreign Language				
Other <u>FRENCH</u>		5		4
Other <u>HAITIAN CR</u>		6		6
NYSAA ELA	15		15	
NYSAA Mathematics	15		15	
NYSAA Social Studies	15		15	
NYSAA Science	15		15	

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

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

- Describe what assessment tool your school uses to assess the early literacy skills of your ELLs (e.g., ECLAS-2, EL SOL, Fountas and Pinnell, DRA, TCRWP). What insights do the data provide about your ELLs? How will this data help inform your school's instructional plan? Please provide any quantitative data available to support your response.

We assess literacy skills of all our ELLs with Achieve 3000 Level Set on-line individualized assessment tool in September. 98% of our ELLs score below 6th grade reading level. 16% score below first grade reading level. These are then assessed through the RIGOR assessment process. At the end of the year, the same assessment tools are combined with NYSESLAT results to determine the

progress the students made.

In analyzing the assessment data interesting patterns were revealed. Our ELLs progressed much quicker in listening and speaking than reading and writing. This is consistent with numerous studies suggesting that reading and writing, as parts of academic level of second language development, take much longer, up to 7 years, than listening and speaking, which takes up to 3 years. According to the NYSESLAT data, the majority of our ELLs are in the Intermediate stage of English language learning. They tend to spend more than one year in this stage. Since we began using Achieve 3000 and RIGOR, a number of students accelerated their learning, so we have 6 students who progressed from the BEGINNING to ADAVANCED level. Generally, all our beginners are newcomers and SWDs on alternative assessment track.

LAB-R results put our newcomers into reading and writing deficits category. Reading and writing skill development is addresssd through the use of differentiated instruction based assignment design by ESL teachers who are devoted to the ELLs.

The analysis of patterns across NYSESLAT modalities revealed that most ELLs have higher listening/speaking score than reading/writing score. This is consistent with our inquiry team findings and reflects the need to deepen academic language development. To address this need we modified curricula in every content area and ESL class to include vocabulary-reinforcing activities and assessment tools. This year, we are expanding our work in addressing the evolving NYS Common Core Standards, particularly Standard 1 in Reading and Writing for grades 9-12. Every teacher working with ELLs receives a copy of the NYSELAT modalities report and uses it as a guide in designing differentiated lessons and curriculum maps.

For the standardized assessment, our ELLs and former ELLs are offered to take Math, Science, and Social Studies tests in their native languages if available. They are provided with two versions of the test, one in English, and another is in language of their choice. In addition, they use glossaries and take advantage of the extended time accommodation. Most students prefer to submit their tests in English. This year we will have many more ELLs and former ELLs eligible for Regents examinations. A large number of them will take these examinations for the first time. We intend to focus on Regents preparation and test taking tutorials in our during– and after– school tutorial sessions.

Our dual language program participants are being Alternately Assessed according tho their IEPs. They successfully fulfill their PORTFOLIO requirements.

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

In analyzing LAB-R and NYSESLAT assessment data the following patterns were revealed. Our ELLs progressed much quicker in listening and speaking than in reading and writing. This is consistent with numerous studies suggesting that reading and writing, as parts of academic level of second language development, take much longer, up to 7 years in comparison to listening and speaking, which takes up to 3 years. According to the NYSESLAT data, the majority of our ELLs are in the Intermediate stage of English language learning. They tend to spend more than one year in this stage. Since we began using Achieve 3000 and RIGOR, a number of students accelerated their learning, so we have 6 students who progressed from the BEGINNING to ADAVANCED level. Generally, all our beginners are newcomers and SWDs on alternative assessment track.

LAB-R results put our newcomers into reading and writing deficits category. Reading and writing skill development is addresssd through the use of differentiated instruction based asignment design by ESL teachers who are devoted to the ELLs.

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](#))

4. For each program, answer the following:

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

a. Analysis of the patterns across modalities by grade revealed the following tendencies:

1) The percentage of Beginners in Listening and Speaking varies little between grades 9 and 12. It declines from 25% to 22%; then climbs to 38% and declines to 33%. The percentage of Beginners in Reading and Writing declines sharper. The biggest drop occurs between 9th and 10th grade, from 78% to 39%. As it is with Listening and Speaking modality, it increases slightly to 33% in 11th grade,

but then drops to 33% in the 12th grade .

2) The percentage of Intermediate ELLs in Listening and Speaking varies . Among the 9th graders, there are 15% of Intermediate students. This number drops to 11% for the 10th graders; then climbs steadily to 19% in 11th grade; and then drops to 7% for the 12th graders. The tendency is different in Reading and Writing. The percentage of Intermediate 9th graders is 18%. It increases in the 10th grade to 57%; then drops to 36% in 11th grade; and then increases to 44% in the 12th grade.

3) The percentage of ADVANCED ELLs in Listening and Speaking also varies. Among 9th graders, there are 32% of Advance students. This number grows to 15% for the 10th graders; then climbs steadily to 29% in 11th grade; and to 41% for the 12th graders. The tendency is different in Reading and Writing. The percentage of Advanced 9th graders is 3%. It increases in the 10th grade to 25; then to 29% in 11th grade; and then drops to 22% in the 12th grade.

4) No ELLs achieved a passing score on the Reading and Writing modality.

5) On the Listening and Speaking modality, 29% of 9th graders achieved a passing score, but this number drops to 17% in the 10th grade; then climbs to 62% in the 11th grade; and drops to 19% in the 12th grade.

The numbers of students who take content area tests in their native language are very low. However, all of them passed their exams.

b. Periodic assessment for ELLs is administered twice a year. The results are delivered on-line, and analyzed by the gaps in four main language skills and several academic subskills such as making comparisons, supporting arguments, pragmatics, and distinguishing between facts and opinions. For each ELL, these revealed gaps, a linked to specific Units and assignments on Achieve 3000, DOE - approved on-line solution. The results of the Periodic assessment for ELLs are analyzed during the action research team discussions and affect instructional decisions and selection of instructional interventions.

c. The analysis of periodic Assessment for ELLs revealed that we need to target annotating skills; distinguishing between facts and opinions skills; and skills in presenting on arguments supported by the evidence from the text.

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

n/a

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

The whole faculty is being trained in second language development regularly. At least 6 hours of in-house PD is delivered to each member of the faculty. In addition, members of every department are encouraged to participate in the OELL - conducted all day workshops at least once a month.

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?

a. Our dual language program is for the NYSAA SWDs. They are assessed with the SANDI and NYS Portfolio assessment. Our Haitian Creole bilingual teacher of Special Education, Ms. Belony assesses EP students in this program with developmentally-appropriate informal instruments she designed specifically for each individual learner.

b. The level of the oral and social language proficiency of EPs in the dual language program is higher than their level of academic language proficiency in both languages. They communicate with each other and with their teacher in both languages based on their developmental level.

c. All EP participants in this program achieved a score of 4, which is the highest score on their NYS Portfolio assessment.

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

Our ELL program evaluation is based on multiple instruments. We look at the students achievement in second language acquisition through the NYSESLAT and at content area and NLA progress through the final grades analysis, Regents results, teacher-conducted portfolio evaluations, results of formal and informal observations, and self-reflective survey of teachers. All these pieces of data allows us to determine the success of our program. School administration and teachers meet every Monday for the Inquiry Hour. They conduct formal action research and collaboratively develop a set of steps to address the gaps revealed. During these sessions, the results of Periodic Assessment for ELLs are being accessed on-line. The gaps in specific subskills for each child are being linked to the appropriate Achieve 3000 assignment, and the ESL teachers collaboratively plan how to use these suggested assignments in class.

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](#).)
Initial identification is performed at the time of admission by Ms. Leykina, Assistant Principal of ISS for ELLs & SWDs. All new to the NYC public schools children and their parents are interviewed by her with assistance of our Haitian bilingual guidance counselor, Ms. Boncy, or Spanish speaking guidance counselor, Ms. Finn if necessary. The informal oral interview is followed by the parents filling out the HLIS in the language of their choice. The answers to the survey questions are analyzed by Ms. Leykina on the spot, and the determination is made whether or not the new admit needs to be LAB-R tested. At this point the LAB-R test is administered by Ms. Leykina. If the child is found to be eligible for services, the parents participate in the informational session about all programs available for their child at Clara Barton HS and in NYC public schools. An informational video in the language of their choice is streamed directly from the NYC DOE OELL website at this point. The family then is being assisted if further clarification is required. All communication is being conducted in English and the home language of the family of a new admit. The parents have a choice to make a program selection. They are informed that if they make no program selection their child will be placed in the transitional bilingual program.
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.
If the child is found to be eligible for services for ELLs based on the informal oral interview and HLIS responses they provided. After that, the parents are invited to participate in the informational session about all programs available for their child at Clara Barton HS and in NYC public schools. If they decline to participate at the time of admission, they are invited to additional informational sessions within the first 10 days of admission. During the informational session, an informational video in the language of their choice is streamed directly from the NYC DOE OELL website at this point. The family then is being assisted if further clarification is required. All communication is being conducted in English and the home language of the family of a new admit. The parents have a choice to make a program selection. They are informed that if they make no program selection their child will be placed in the transitional bilingual program.
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 [\[see tool kit\]](#).)
All program entitlement letters, Parent Surveys and Program Selection Forms are given to the families at the time of admission in their home language and in English. Ms. Leykina and the admitting guidance counselor go over each form with the families. If the parents prefer to take these forms home, they are given this choice, but are reminded that the child needs to be placed within the first 10 days after being admitted. A self-addressed stamped envelope is also given to the parents so the forms may be mailed once they are filled out. The parents are reminded that their child will be placed in the transitional bilingual program if they make no choice within the ten days from the admission date. Each form contains Ms. Leykina's contact information in case the parents have additional questions.
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.
If the child is found to be eligible for services for ELLs based on the informal oral interview and HLIS responses they provided. After that, the parents are invited to participate in the informational session about all programs available for their child at Clara Barton HS and in NYC public schools. During the initial information session, and during the following monthly parental meetings, Ms. Leykina, ESL and bilingual teachers explain to the parents how the Free-standing ESL and Transitional Bilingual program are similar and different, and what are the advantages of both. All written and oral communication is taken place in English and in the home language of the parents. The parents have numerous opportunities to ask questions, and some prefer to visit the classes in both programs.
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.
All students listed in the Current ELLs ATS report are scheduled to take NYSESLAT. Ms. Drossos, the exam coordinator, and Ms. Leykina, AP of ISS for ELLs & SWDs, create a special NYSESLAT schedule for all 4 parts of the examination. All ESL teachers administer each part of the examination within the prescribed NYS time span. The families receive a phone message and a letter in two languages about the upcoming exam. Personal invitations for the exam are hand delivered to each student. Several make-up sessions are scheduled, and the make-up invitations are also hand delivered to those who missed one part of the examination.
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**
All parents of new admits usually select Transitional Biligual program. The majority of our ELLs are not new admits to the NYC public schools by the time they come to us.

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])?

79 percent of our ELLs participate in the TBE program. All ELLs receive the number of ESL classes based on their latest NYSELAT/LAB-R results. Beginners have 3 periods of ESL instruction, Intermediate students – 2 period of ESL instruction, and advanced students – 1 period of ESL and one period of ELA instruction every day. Our ELLs who are also SWDs are receiving services in two categories. Those of them who are diploma-bound students participate in ESL classes together with non-disabled ELLs. These classes are taught by certified ESL teachers assisted by paraprofessionals. ELLs with IEPs requiring alternative assessment participate in specifically designed self-contained ESL classes with curriculum and methodology appropriate to meet their needs.

Besides appropriate number of ESL classes, our bilingual program participants receive one period of Haitian Creole Native Language Arts every day. We have 4 yearly cycles of Haitian Native Language Arts available. At the end of the 3rd yearly cycle the students take LOTE examination. If they pass it, and we have had a 100% passing rate for the last 3 years, they receive a Foreign Language Regents credit. The curriculum and approaches in this class mirror those of the ELA classes and prepare Haitian students to transfer their skills into English when they eventually take ELA regents examination. Those students who do not achieve a passing score on the NYSELAT but pass Haitian LOTE examination participate in the fourth NLA cycle, Haitian Creole Theater Arts, developed a creative writing and public speaking course in Haitian.

Besides NLA classes, bilingual students also participate in Math, Science, and Social Studies instruction in both languages. Math and

Science classes are taught by certified teachers whose native language is Haitian Creole. In these classes, the amount of native language instruction is determined by the teacher based on the individual needs of students. When necessary, Haitian bilingual paraprofessional and/or peer tutors assist the students in the classroom. For the Global History classes, where our students show weaknesses in academic language and content much more, we make sure that two educators are present in every class; one of them is a certified teacher of Social Studies who is a native speaker of Haitian, and another is our Haitian Creole NLA teacher.

2. How does the organization of your staff ensure that the mandated number of instructional minutes is provided according to proficiency levels in each program model (TBE, Dual Language, ESL)?

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

ESL instruction is delivered according to the CR Part 154 to all ELLs, including ELLs who are SWDs requiring 15:1 classes according to their IEPs. Beginner have three 45 minute-long periods of ESL classes a day; Intermediate students have two 45 minute-long periods of ESL instruction a day; Advanced students receive one 45 minute-long period of ESL instruction a day and one 45 minute-long period of ELA instruction a day. All these classes are taught by NYS Certified ESL teachers. ELA classes are taught by the NYS Certified ELA teachers.

All bilingual students receive one 45 minute-period of NLA instruction a day.

All English Proficient students in the Dual Language Program receive one 45 minute period of Haitian Creole as a Second Language instruction a day. These classes are taught by the NYS Certified teachers.

Students in ESL program receive instruction in content area classes only in English.

Students in transitional bilingual program receive content area instruction in a combination of English and Haitian Creole based on their learning needs. Beginners have at least 25% of their content area instruction taught in English, and 75% in Haitian Creole. Intermediate students have 50% of their content area instruction taught in English and 50% taught in Haitian Creole. Advanced students have at least 75% of their content area instruction delivered in English and 25% of their content area instruction delivered in Haitian Creole.

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.

All content area classes in a transitional bilingual program are taught by a NYS Certified content area Haitian Creole bilingual teachers. In bilingual Global Studies classes, our Haitian Creole NLA State Certified teacher is being pushed in to reinforce linguistic instruction delivered by the bilingual Social Studies teacher.

Student participating in the ESL program receive all their content area instruction only in English, delivered by the NYS Certified content area teachers.

Our Haitian Creole Dual Language program participants receive 50% of content area instruction in Haitian Creole, and 50% of content area instruction in English. All instruction is delivered by the NYS Certified Haitian Bilingual teacher of Special Education, Ms. Belony. These students spend Mondays and Tuesdays in their classroom and Wednesdays, Thursdays, and Fridays in the NYS Downstate or Kings County Hospital worksite working on their health profession-related job skills. When at school, these students receive instruction in both languages every day. When in the hospital, the students receive instruction from their teacher, Ms. Belony and their paraprofessionals in Haitian Creole and English and from the hospital personnel only in English. They communicate with hospital patients in two languages.

4. How do you ensure that ELLs are appropriately evaluated in their native languages throughout the year?
Since no Haitian Creole NYS or NYC standardized assessment is available, our Haitian Creole bilingual teachers in cooperation with the Haitian Native Language Arts teacher developed a series of formative assessment tools geared to assess the learning needs of ELLs in every content area. These tools are utilized by the teachers at least 3 times each semester. Data gathered with these tools is analyzed by the teachers during the action research and used to develop targeted instructional interventions in all content area classes where ELLs learn.
5. How do you ensure that ELLs are appropriately evaluated in all four modalities of English acquisition throughout the year?
All ELLs are evaluated in Listening, Speaking, Reading, and Writing by their ESL teachers at least 5 times a semester. Our ESL

team developed a series of formative assessment tools geared to evaluate student progress in each modality. Data gathered with these tools is analyzed by the ESL and bilingual teachers during the action research every Monday and used to develop targeted instructional interventions in all content area classes, all ESL classes, and all ELA classes where our ELLs learn.

During the NYSESLAT testing, all ELLs are personally invited to be tested for each of the four modalities. A careful attendance is taking by the proctors during each testing session. Students who were not present at the initial testing session for any of the 4 modalities are identified immediately after the testing. These students are tracked and invited to the make-up testing sessions scheduled at least 4 times within the permitted time by the NYS regulations testing window of time.

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).

Newly arrived ELLs with very low English literacy skills participate in the after- school RIGOR-based small-size sessions. These sessions run twice a week from 3:30 to 5: 30 p.m. on Tuesdays and Thursdays. Math tutorial sessions specifically designed for the beginners are run for two days a week at the same time on Wednesdays and Fridays. These sessions utilize Destination Math on-line solution and Castle Learning on-line solution and allow the teacher to individualize intervention services.

Our intermediate and advanced ESL learners work on bridging similar gaps in the Achieve 3000 afterschool sessions running 4 time a week at the same time. All these sessions are funded by the Title III money.

85 percent of our ELLs are SIFE. We also have a significant number of long-term ELLs. We address their needs through the SIFE grant after school and on Saturdays. The participants take part in Science, Social Studies, and ELA Regents – preparation sessions. ESL teachers provide push-in services during these sessions. During the school day, all ELLs receive content-based ESL instruction in their free-standing ESL classes and in their NLA class. Haitian Creole NLA lessons class mirrors ELA lessons, but utilize Haitian reading and writing to prepare the students for the ELA Regents examination. In their ESL classes, the students learn English through the content of various subject areas, mostly History and Science. For the participants in the Haitian Bilingual program, these ESL lessons reinforce their learning in bilingual science and History classes. Bilingual content area teachers conduct their lessons in different combinations of Haitian Creole and English, depending on the linguistic needs of the students. To accelerate English language development, a certified teacher of ELA is being pushed into the ESL class for advanced learners. Our after school and Saturday sessions are enriched by the use of History Alive! , Castle Learning, and Achieve 3000 solutions.

All instruction for ELLs is tailored to address their individual needs. The teachers maintain portfolios of each ELL and systematically analyze the progress each students makes during the after-school weekly common planning time sessions each Monday from 2:10 TO 2: 50 PM.

30 ELLs, 10 of them are NYS Regents-Diploma bound SWDs, participate in the Nursing Home Internship program. Under the supervision of one teacher and 3 paraprofessionals, they work in the local nursing home primarily with the Haitian-speaking patients on Mondays from 1:30 to 5: 30 p.m, and on Saturdays from 8:30 a.m. to 1:30 p.m.

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?

NYS Regents-Diploma bound SWDs receive their instruction strictly according to their IEP recommendations. These students do not participate in the Transitional Biligual Program. They receive their content area instruction in the setting outlined in their IEP recommendations: SETTS, ICT, or 15:1 self-contained classes. They receive their ESL instruction according to their most recent NYSESLAT or LAB-R score. Beginners receive three 45-minute long periods of ESL instruction a day; and Intermediate students receive two 45-minute long periods of instruction a day. Currenty, we have no Advance level ELLs who are SWDs.

Our 15 ELLs who are NYS AA SWDs are all on the Beginning level of learning ESL according to their NYSESLAT scores. They receive three 45-minute long periods of ESL instruction a day in a 15:1 setting taught by the NYS Certified teacher of ESL, Mr. Cherif.

For all SWDs who are ELLs, Achieve 3000 and RIGOR materials are used extensively. These materials provide age- and developmentally- appropriate ESL , Haitian Creole, and content area instruction in academic language development

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?

At Clara Barton High School, Our ESL, bilingual, and Special Education teachers meet every Monday from 1:20 to 3:30 to examine gathered student data collected during the previous week, to develop instructional interventions, and to analyze and improve teaching practices for ELLs who are SWDs. They are joined by the related service providers and guidance counselors who work with ELLs and SWDs. All ELLs who are SWDs receive appropriate number of ESL classes in accordance to their latest NYSESLAT score. These classes are taught by a NYS certified ESL teacher. The setting in these classes corresponds to the IEP recommendations of the students. For all 15 ELLs who are NYS AA SWDs, three 15:1 classes are being taught by this teacher.

Courses Taught in Languages Other than English

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

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

Class/Content Area	Language(s) of Instruction	Class/Content Area	Language(s) of Instruction
Native Language Arts:	Haitian Creole		
Social Studies:	Haitian Creole		
Math:	Haitian Creole		
Science:	Haitian Creole		
Nursing Home Internship	Haitian Creole		
Hospital Science for NYSASWDs	Haitian Creole		
Life Skills for NYSASWDs	Haitian Creole		

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

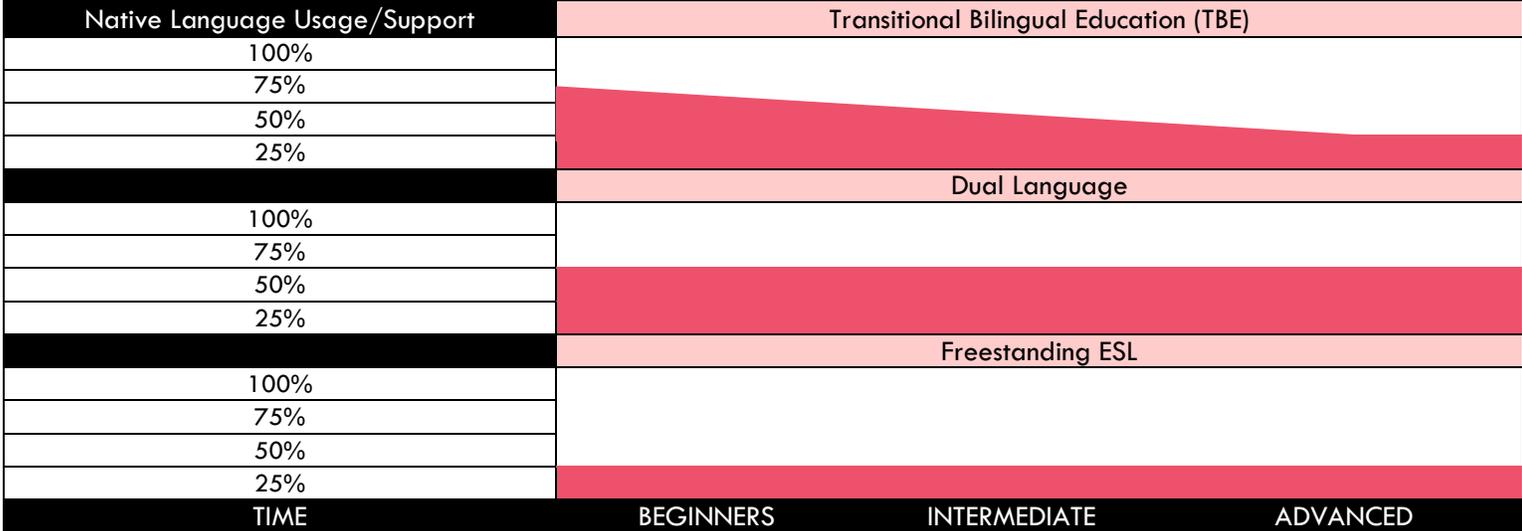
	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	540 minutes per week	360 minutes per week	180 minutes per week

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

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

Native Language Usage and Supports

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



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

B. Programming and Scheduling Information--Continued

9. Describe your targeted intervention programs for ELLs in ELA, math, and other content areas (specify ELL subgroups targeted). Please list the range of intervention services offered in your school for the above areas as well as the language(s) in which they are offered.
- Newly arrived ELLs with very low English literacy skills participate in the after-school RIGOR small-size sessions. These sessions run twice a week from 3:30 to 5:30 p.m. on Tuesdays and Thursdays. Math tutorial sessions specifically designed for the beginners are run for two days a week at the same time on Wednesdays and Fridays. These sessions utilize Destination Math and Castle Learning on-line solution and allow the teacher to individualize intervention services.
- Our intermediate and advanced ESL learners work on bridging similar gaps in the Achieve 3000 afterschool sessions running 4 times a week at the same time. All these sessions are funded by the Title III money.
10. Describe the effectiveness of your current program and how it is meeting the needs of your ELLs in both content and language development.
- Our current program is meeting the needs of ELLs in content and language development. We need to provide additional services for ELLs who are SWDs in helping them to achieve 10+ credits each year. We also need to expand our support to those ELLs and former ELLs who participate in our Health Professions major. Our needs analysis indicates that these children need extensive support on academic health-professions related language development in study skills, and in socio-emotional growth.
11. What new programs or improvements will be considered for the upcoming school year?
- We will expand our field experience in the nursing homes for the ELLs. Prior to this year, our ELLs received only ESL instruction during this program. Now, these students will receive also bilingual instruction.
- Based on our needs assessment, we discovered that over 90% of our Haitian Creole Transitional Bilingual students are trilingual, and were educated in French in Haiti. As a result, we started providing additional LOTE class in French for these children every day.
12. What programs/services for ELLs will be discontinued and why?
- None of the programs or services will be discontinued.
13. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
- ELLs participate in all programs and extracurricular activities offered to the English proficient students. Besides, they are invited to participate in the after-school and Saturday credit bearing and non-credit bearing sessions in Academic English; in Health Career-related English; in Life Skills; in Native Language Literacy and Leadership; in Computer Literacy; and in the Nursing Home Field Experience. The parents of ELLs are invited for Family Nights combining informational sessions and social learning at least 6 times a year. These sessions are conducted in English and in the languages of the families.
- Intensive Achieve 3000-assisted tutorial instructional sessions are also delivered on Tuesdays, Wednesdays, Thursdays, Fridays, and Saturdays. Weekly Teas with Teachers group counseling sessions are conducted with the ELLs, do address their social and emotional needs.
14. What instructional materials, including technology, are used to support ELLs (include content area as well as language materials; list ELL subgroups if necessary)?
- We Use Achieve 3000, RIGOR, Destination Math, and History Alive! . We also collaborate with educational departments of Brooklyn Museum and Brooklyn Botanical Garden, and use their materials in our classrooms.
15. How is native language support delivered in each program model (TBE, Dual Language, and ESL)?
- All transitional bilingual students are native speakers of French, Haitian Creole. They take Haitian Creole NLA classes and French LOTE classes. All other ELLs are taking either French or Spanish three-year sequences of courses commencing in Regents Examination. Dual Language program participants are NYSAA SWDs. They receive Haitian NLA/Haitian LOTE developmentally appropriate class delivered by their teacher.
16. Explain how the required services support, and resources correspond to ELLs' ages and grade levels?
- All supports and services are designed based on the initial assessments, so they are individually tailored to address the needs of each ELL. We are using the Universal Design for Learning principles to make our services accessible for children of all ages and abilities.
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.
- Before the beginning of the school year we conduct an orientation meeting for all newcomers. The interpreters in all main school languages are available during these meetings. We also have a trained staff member available to assist the newcomers during the intake process, administer HLIS, and discuss educational placement options available in this school and transfer options to other schools in NYC.

18. What language electives are offered to ELLs?

Besides Haitian Creole and French, we offer Spanish and Russian.

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)?
- a. Both languages are used all day for instruction.
 - b. None of the subjects are taught separately, every class is integrated.
 - c. Language is separated by the themes. Mostly, Haitian is used when the students are in school. English is used when the students are in the Hospital, doing their internship.
 - d. Both languages are taught simultaneously.

C. Professional Development and Support for School Staff

1. Describe the professional development plan for all ELL personnel at the school. (Please include all teachers of ELLs.)
2. What professional development is offered to teachers of ELLs (including ESL and bilingual teachers) in supporting ELLs as they engage in the Common Core Learning Standards?
3. What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?
4. Describe the minimum 7.5 hours of ELL training (10 hours for special education teachers) for all staff (including non-ELL teachers) as per Jose P.
 1. All teachers working with ELLs are identified through the analysis of their class lists. We use ARIS, DAEDALUS, SESIS, and ATS to identify these teachers. Our ESL and bilingual teachers collaborate in designing a professional development plan based on the student data analysis in September. This plan allows us to work with all school personnel involved with ELLs at a minimum of one Monday a month for 3 hours. At least four Saturday workshops for teachers, each workshop is 5-hour long; are planned for the staff working with ELLs.
 2. All staff members working with ELLs and former ELLs meet as a team every Monday. They plan together and discuss the progress of their students. In addition, they participate in numerous DOE run professional initiatives, i. e., QTEL institutes, NYS TESOL and SABE conferences, HABETAC and other BETAC sponsored workshops and lecture series devoted to the issues of first and second language acquisition, academic and cultural literacy, and teaching English through content area.
 3. n/a
 4. All faculty is participating in two full-day professional development initiatives, one in November and one in June, devoted to the needs of ELLs, SWDs and native speakers of English who experience literacy acquisition difficulties. Representatives from RIGOR and/or Achieve 3000 work on these days for several hours with a target group of teachers on approaches of utilizing these curricula in their classes to best suit the needs of the students.

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 very active part of our school community. Parents of ELLs participate in all whole school parental functions. They are present at the PTA meetings and parent teacher conferences and actively participate in all of them. We provide translated versions of all documents created for and by the parents in Haitian Creole, French and Spanish. We also provide qualified interpreters for every parent who requests such service while communicating with individual staff members or participating in any group activities. For the parents of ELLs we provide additional services. Intergenerational Computer, Math and English Literacy classes , as well as SAT preparation classes for parents and their children are part of our Saturday Academy. We also conduct at least 3 meetings with the parents of ELLs devoted to the issues of academic and cultural adjustment of their children to new school and new country. At least twice a year we have an ELL FAMILY MOVIE NIGHT, where the families of our ELLs get together in the evening to watch and discuss a film relevant to their lives. It could be a film about their native country, or about the lives and struggles of immigrants in the United States.
 2. We invite representatives of Haitian BETAC and FLAMBAYANT community-based organization to present for our parents.
 3. We conduct surveys, phone and in-person interviews in Haitian Creole, French, and Spanish in order to assess the needs of the parents.
 4. Based on the needs assessment conducted last year we are planning parental activities for this school year. All parental activities directly address the needs of the parents.

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.

Our hold – over students requires assistance in academic language development; study skills development; and Regents test preparation. They receive specifically designed assignments developed by our certified teachers of ESL in collaboration with certified bilingual content area teachers and certified NLA teacher.

Our ESL and bilingual teachers collaborate in writing new ESL curriculum devoted to teaching academic English through Humanities and Sciences content.

The team meets every Monday from 1:20 to 3:30 to work on this project during our Inquiry and Common Planning time.

We also provide supplemental Academic and Social English Language Development Services after school and on Saturday.

We use Achieve 3000 and RIGOR literacy solutions, as well as assistance of community–based organizations to provide these services.

3. We attack deficits in listening skills from two different perspectives: as an essential part in social skills development and as an essential part in academic language development.

As a social skill, we incorporate listening activities into ESL instruction devoted to effective communication with adults and peers. Such instruction is being delivered during two types of lessons: lessons in social behavior, and lessons in effective group work.

Both types of lessons are designed by the ESL/Bilingual team of certified teachers and qualified paraprofessionals and delivered during ESL, NLA, and bilingual content area classes, and during the supplementary after school and Saturday services.

Additionally, we use recording features in our laptops recorders and computers with speakers to conduct a variety of listening comprehension activities in all during the day and after school classes. When working on individualized ACHIEVE 3000 sessions, the students also have access to the listening feature of the software and use headphones.

In the beginning of the school year, all ELLs who continue struggling with reading and/or writing are assessed with two standardized instruments: Achieve 3000 LEVEL SET assessment tool and Periodic assessment for ELLs. This assessment approach allows us to define specific reading subskills we need to attack for each individual ELL. Obtained individual assessment results, as well as, reading work samples from the students' portfolio collected during the previous school year, and the most recent NYSESLAT scores are used by ESL, bilingual, and NLA teachers to target specific reading difficulties and group learners by common reading subskills deficits within their classes.

This permits teachers to differentiate ESL, Content Area, and NLA lessons based on specific reading difficulties experienced by individual students.

In ESL and NLA classes, we supplement reading instruction, with Achieve 3000 literacy solution for the Advanced and Intermediate ELLs, and RIGOR solution for the Beginning ELLs. We also use Castle Learning solution to supplement content area instruction.

Part VI: LAP Assurances

School Name: Clara Barton High School

School DBN: 17K600

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Dr. Richard A. Forman	Principal		11/27/13
Vera Leykina	Assistant Principal		11/27/13
Shaundel Lawson	Parent Coordinator		11/27/13
Mr. Habib Cherif	ESL Teacher		11/27/13
Ms. Mayerline Joseph	Parent		11/27/13
Dr. Caivin Paul, Haitian NLA	Teacher/Subject Area		11/27/13
Ms. Linda Shalom, Teacher, ESL	Teacher/Subject Area		11/27/13
n/a	Coach		11/27/13
	Coach		11/27/13
Mr. Keith Holgate	Guidance Counselor		11/27/13
Nancy DiMaggio	Network Leader		11/27/13
Mr. Henry Douglas	Other <u>ESL Teacher</u>		11/27/13
Ms. August Holder	Other <u>Speech Therapist</u>		11/27/13
	Other _____		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: 17K600 School Name: CLARA BARTON HIGH SCHOOL

Cluster: 2 Network: 2.02

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.

We employed several different strategies to compile a body of translation needs assessment data. These strategies are: interviewing teachers; interviewing parents; interviewing students; and analyzing the existent translated materials. In addition, information from each Home Language Survey is entered into ATS by the pupil personnel secretary and the data is summarized by the ELL Team to determine the language preferences for communicating with all parents. All documents sent home are available in the various languages spoken by our parents. All teachers receive a copy of the report which indicates the parent's language preference. School report cards are sent home in the home language (that the DOE provides) indicated on the home language survey. When the staff contacts a parent via phone, the Emergency Blue Cards indicate the language spoken and written at home. The staff uses the translation unit to communicate with individuals that do speak another language at home.

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.

The major findings of our translation needs assessment were reported to the school community twice: for the first time, during the June - 2012 faculty conference; and for the second time - during the June, 30, 2012 new students' and families orientation event. Language surveys are administered all year by our ESL teachers. The findings are reported to the school community through the parent newsletters, notices, and posted within our school statistical data which are available on the NYC Department of Education website. Also, our A.P. of instructional support services for ELLs, Ms. Vera Leykina, interviews all new admits to the school and gathers information from the parents and students about their home language.

According to the needs assessment, our written translation needs are: translating materials into Haitian Creole, French, Bengali and Spanish which are sent home, such as:

Letters about student progress;

Letters about student attendance;
Informative letters sent to parents about school events;
Flyers;
Posters and signs;
Students' Report cards.

Our oral interpretation needs are the following:

Oral translation at the orientation session of the parents of newly arrived bilingual students;
Oral translation at PTA meetings when necessary;
Oral interpretation when principal, guidance counselors, teachers or deans have a conference with parents;
Oral translation at Teacher-Parent Conferences and Open School Nights; and
The use of translators to make phone calls to parents when there is a need.

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.

Letters about students' progress;
Letters about students' attendance;
Informative letters sent to parents about school events, tutoring, or exams;
Flyers;
Posters;
Student's Report cards; and
Extended glossaries for content area classes.

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.

The following interpretation services will be provided by our staff for Haitian Creole and Spanish:

- Oral translation at the orientation session of the parents of newly-arrived bilingual students;
- Oral translation at PTA meetings when necessary;
- Oral interpretation when principal, guidance counselors, teachers or deans when needed;
- Oral translation at Teacher-Parent and Open School Conferences; and
- Use of translators to make phone calls to parents when needed.

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>.

- Our school will provide each parent who speaks another language and who requires language assistance services with written notification of their rights regarding translation and interpretation services, and instructions on how to obtain such services.
- Our school posts in the lobby, next to the main entrance, a sign in Haitian Creole, Spanish, and Bengali, indicating the room where a copy of the written notification can be obtained.
- Our school's Safety Plan contains procedures for ensuring that parents in need of language assistance services are not prevented from reaching the school's administrative services due to language barriers.