



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

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

**13K605**

**School Name:**

**GEORGE WESTINGHOUSE HIGH SCHOOL**

**Principal:**

**JANINE L. KIERAN**

## School Comprehensive Educational Plan (SCEP) Outline

**Section 1: School Information Page**

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

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

**Section 4: SCEP Overview**

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

- 1. Section 5A Capacity Framework Element - Rigorous Instruction**
- 2. Section 5B Capacity Framework Element - Supportive Environment**
- 3. Section 5C Capacity Framework Element - Collaborative Teachers**
- 4. Section 5D Capacity Framework Element - Effective School Leadership**
- 5. Section 5E Capacity Framework Element - Strong Family-Community Ties**

**Section 6: Academic Intervention Services (AIS)**

**Section 7: Title I Program Information**

**Section 8: Parent Involvement Policy (PIP) and School Parent Compact (SPC)**

**Section 1: School Information Page**

**School Information**

School Name: George Westinghouse High School School Number (DBN): 13K605  
School Level: High School Grades Served: 9 – 12  
School Address: 105 Tech Place, Brooklyn, NY 11201  
Phone Number: 718-625-6130 Fax: 718-596-9434  
School Contact Person: Janine L. Kieran Email Address: [Jkieran1@schools.nyc.gov](mailto:Jkieran1@schools.nyc.gov)  
Principal: Janine L. Kieran  
UFT Chapter Leader: Rita Albritten  
Parents' Association President: Shameka Brown  
School Leadership Team  
Chairperson: Susan Caprio  
Student Representative(s): Mahmudul Hassan; Christina Ruiz

**District Information**

District: 13 Superintendent: Karen Watts  
Superintendent's Office Address: 1396 Broadway, Room 110, Brooklyn, NY 11221  
Superintendent's Email Address: [Kwatts@schools.nyc.gov](mailto:Kwatts@schools.nyc.gov)  
Phone Number: 718-455-4635 Fax: 718-455-4684

**Cluster and Network Information**

Cluster Number: 1 Cluster Leader: Christopher Groll  
Network Number: 112 Network Leader: Kathy Pelles

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

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

### Directions:

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

Name	Position and Constituent Group Represented	Signature (Blue Ink)
Janine L. Kieran	*Principal or Designee	
Rita Albritten	*UFT Chapter Leader or Designee	
Shameka Brown	*PA/PTA President or Designated Co-President	
Ana Colon	DC 37 Representative, if applicable	
Mahmudul Hassan Christina Ruiz	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
N/A	CBO Representative, if applicable	
Susan Caprio	Member/CSA	
Christopher Ryan	Member/UFT	
Joyce Bowens	Member/UFT	
Sharada Parks	Member/Parent	
Stanley Timo	Member/Parent	
Nancy Bogle	Member/Parent	
Patricia Elson	Member/Parent	
Charise Brody	Member/Parent	
	Member/	
	Member/	
	Member/	

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

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

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

#### The Capacity Framework and SCEP Development

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



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

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

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

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

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:

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

### **Next Steps for SCEP Development**

School Leadership Teams should engage in the following steps:

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

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

## Section 4: SCEP Overview

Develop a narrative summary that includes:

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

A consistent focus on students' academic, social and emotional health and growth; (2) the professional growth of all members of the staff, and (3) the creation of a culture and tone that reflect true collaboration, genuine support and inclusion of all members of the school community. These three components capture the vision for George Westinghouse. Therefore our mission is to ensure that every member of the staff works together to meet the needs of all students. Our goal is to encourage and enable every student to graduate on time with viable college and career options.

In an effort to ensure that we stay true to our vision and mission, school leaders have partnered with educational consultants and community based organizations that will support our consistent efforts. We strive to provide all members of our community with the tools required to engage all learners. For example, in an effort to ensure that our career and technical curricula is aligned to post-secondary studies, we have partnered with:

- New York City College of Technology
- Monroe College
- Alfred State College
- Pace Upward Bound
- Bottom Line
- Brooklyn College Educational Talent Search Program

For guidance in industry we have partnered with:

- Futures and Options
- Transit Workers Union
- Scholars at Work
- MTA
- Construction Skills
- Metro Tech BID

Throughout the year we provide differentiated professional learning opportunities to realize our dedicated focus on teachers' professional learning and growth. Our professional learning committee, comprised of six teachers and one assistant principal, has collected data through surveys and as reported in Advance to identify topics that will support teacher growth.

This is supported by our use of distributive leadership which is evidenced by our School Improvement Teams, which were created from the input of the staff. The School Improvement Teams (Effective School Wide Practices, Trendsetters, Articulation, Advisory, etc.) are coordinated by a Design Team. This team is comprised of 8 teacher leaders and meets in two different groups twice per month with school leaders. One group represents 4 grade team leaders and the other group represents 4 school improvement team leaders. In addition, five of our teacher leaders are enrolled in the Teacher Leadership Program that is facilitated by the New York City Department of Education's Office of Teacher Leadership.

We are implementing a Positive Behavior Intervention System this year and as such we are partnering with the Office of School and Youth Development that will provide staff training. We have identified students who will receive training in peer mediation and restorative justice practices in an effort to improve school tone.

Our school's strengths include:

- A significant cohort of staff is willing and able to implement meaningful change to improve student outcomes and school tone.
- School leaders believe in teacher leadership and invite them to play an integral part of the decision making process.
- A new school improvement team has been created to increase parent engagement.
- Nearly 80% of our students graduated on time.
- A blend of academic course offerings meets students' needs: academic intervention services, honors and advanced placement.
- We believe in the arts and partner with various outside agencies to provide exposure and awareness: Dancing Classrooms and the Theater Development Fund.
- Grade and Content Teams are tracking student data meaningfully and conducting action research into best instructional practices, including teacher inter-visit processes and lesson study practices (including videotaping lessons for analysis).

Our school's areas for growth include:

- The need for a more consistent approach to manage classroom behaviors that are inappropriate and disrupt instruction
- The need for an increased use of data to inform instructional planning and school wide decisions
- The need for increased parental engagement
- The need for an increase in student centered activities in instructional planning
- The need for more teachers to provide feedback that is aligned to a rubric, actionable and time bound

The tenet we have the made most progress in is tenet 5 – student's social and emotional developmental health. The following has been accomplished:

- We have developed a research-based advisory program for all students in grades 9 and 10
- We have a student leadership program whereby students who participated in advisory as 10<sup>th</sup> graders push into current advisories
- We hired a part-time social worker to work with students who demonstrate need based on consistent referrals to the deans' office
- We have a cohort of staff who are scheduled to be trained in Restorative Practices
- We have identified 40 students who will be trained as peer mediators

This year, we have are unable to run any student support classes, parent workshops or professional learning sessions on Saturdays or during holiday weeks due to a lighting upgrade in the building that includes asbestos abatement. As a result we have partnered with a neighboring school to provide these services. They are scheduled to begin in February 2015.

We remain energetically are committed to making progress in all tenets, and we continue to use research-based strategies and professional protocols in our decision making processes.

### 13K605 School Information Sheet Key

School Configuration (2014-15)					
Grade Configuration	09,10,11,12	Total Enrollment	631	SIG Recipient	N/A
Types and Number of English Language Learner Classes (2014-15)					
# Transitional Bilingual	N/A	# Dual Language	N/A	# Self-Contained English as a Second Language	N/A
Types and Number of Special Education Classes (2014-15)					
# Special Classes	N/A	# SETSS	N/A	# Integrated Collaborative Teaching	1
Types and Number of Special Classes (2014-15)					
# Visual Arts	5	# Music	6	# Drama	N/A
# Foreign Language	7	# Dance	N/A	# CTE	26
School Composition (2013-14)					
% Title I Population	70.7%	% Attendance Rate		84.5%	
% Free Lunch	71.8%	% Reduced Lunch		7.4%	
% Limited English Proficient	2.6%	% Students with Disabilities		17.2%	
Racial/Ethnic Origin (2013-14)					
% American Indian or Alaska Native	0.9%	% Black or African American		76.5%	
% Hispanic or Latino	17.7%	% Asian or Native Hawaiian/Pacific Islander		3.6%	
% White	0.9%	% Multi-Racial		0.1%	
Personnel (2014-15)					
Years Principal Assigned to School (2014-15)	6.21	# of Assistant Principals (2014-15)		3	
# of Deans (2014-15)	1	# of Counselors/Social Workers (2014-15)		4	
Personnel (2013-14)					
% of Teachers with No Valid Teaching Certificate (2013-14)	N/A	% Teaching Out of Certification (2013-14)		11.5%	
% Teaching with Fewer Than 3 Years of Experience (2013-14)	0.5%	Average Teacher Absences (2013-14)		6.74	
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	50.0%	Mathematics Performance at levels 3 & 4		46.5%	
Credit Accumulation High Schools Only (2013-14)					
% of 1st year students who earned 10+ credits	70.5%	% of 2nd year students who earned 10+ credits		70.6%	
% of 3rd year students who earned 10+ credits	73.8%	4 Year Graduation Rate		78.5%	
6 Year Graduation Rate	74.4%				
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		NO	
Hispanic or Latino	NO	Asian or Native Hawaiian/Other Pacific Islander		N/A	
White	N/A	Multi-Racial		N/A	
Students with Disabilities	N/A	Limited English Proficient		N/A	
Economically Disadvantaged	NO				
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)					
American Indian or Alaska Native	N/A	Black or African American		NO	
Hispanic or Latino	NO	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	NO	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	NO				

### 13K605 School Information Sheet Key

School Configuration (2014-15)				
Grade Configuration	09,10, 11,12	Total Enrollment	631	SIG Recipient
Types and Number of English Language Learner Classes (2014-15)				
# Transitional Bilingual	N/A	# Dual Language	N/A	# Self-Contained English as a Second Language
Types and Number of Special Education Classes (2014-15)				
# Special Classes	N/A	# SETSS	N/A	# Integrated Collaborative Teaching
Types and Number of Special Classes (2014-15)				
# Visual Arts	5	# Music	6	# Drama
# Foreign Language	7	# Dance	N/A	# CTE
School Composition (2013-14)				
% Title I Population	70.7%	% Attendance Rate		84.5%
% Free Lunch	71.8%	% Reduced Lunch		7.4%
% Limited English Proficient	2.6%	% Students with Disabilities		17.2%
Racial/Ethnic Origin (2013-14)				
% American Indian or Alaska Native	0.9%	% Black or African American		76.5%
% Hispanic or Latino	17.7%	% Asian or Native Hawaiian/Pacific Islander		3.6%
% White	0.9%	% Multi-Racial		0.1%
Personnel (2014-15)				
Years Principal Assigned to School (2014-15)	6.21	# of Assistant Principals (2014-15)		3
# of Deans (2014-15)	1	# of Counselors/Social Workers (2014-15)		4
Personnel (2013-14)				
% of Teachers with No Valid Teaching Certificate (2013-14)	N/A	% Teaching Out of Certification (2013-14)		11.5%
% Teaching with Fewer Than 3 Years of Experience (2013-14)	0.5%	Average Teacher Absences (2013-14)		6.74
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	50.0%	Mathematics Performance at levels 3 & 4		46.5%
Credit Accumulation High Schools Only (2013-14)				
% of 1st year students who earned 10+ credits	70.5%	% of 2nd year students who earned 10+ credits		70.6%
% of 3rd year students who earned 10+ credits	73.8%	4 Year Graduation Rate		78.5%
6 Year Graduation Rate	74.4%			
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		NO
Hispanic or Latino	NO	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	NO			
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		NO
Hispanic or Latino	NO	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	NO	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	NO			

### 13K605 School Information Sheet Key

School Configuration (2014-15)				
Grade Configuration	09,10, 11,12	Total Enrollment	631	SIG Recipient

Types and Number of English Language Learner Classes (2014-15)					
# Transitional Bilingual	N/A	# Dual Language	N/A	# Self-Contained English as a Second Language	N/A
Types and Number of Special Education Classes (2014-15)					
# Special Classes	N/A	# SETSS	N/A	# Integrated Collaborative Teaching	1
Types and Number of Special Classes (2014-15)					
# Visual Arts	5	# Music	6	# Drama	N/A
# Foreign Language	7	# Dance	N/A	# CTE	26
School Composition (2013-14)					
% Title I Population	70.7%	% Attendance Rate			84.5%
% Free Lunch	71.8%	% Reduced Lunch			7.4%
% Limited English Proficient	2.6%	% Students with Disabilities			17.2%
Racial/Ethnic Origin (2013-14)					
% American Indian or Alaska Native	0.9%	% Black or African American			76.5%
% Hispanic or Latino	17.7%	% Asian or Native Hawaiian/Pacific Islander			3.6%
% White	0.9%	% Multi-Racial			0.1%
Personnel (2014-15)					
Years Principal Assigned to School (2014-15)	6.21	# of Assistant Principals (2014-15)			3
# of Deans (2014-15)	1	# of Counselors/Social Workers (2014-15)			4
Personnel (2013-14)					
% of Teachers with No Valid Teaching Certificate (2013-14)	N/A	% Teaching Out of Certification (2013-14)			11.5%
% Teaching with Fewer Than 3 Years of Experience (2013-14)	0.5%	Average Teacher Absences (2013-14)			6.74
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	50.0%	Mathematics Performance at levels 3 & 4			46.5%
Credit Accumulation High Schools Only (2013-14)					
% of 1st year students who earned 10+ credits	70.5%	% of 2nd year students who earned 10+ credits			70.6%
% of 3rd year students who earned 10+ credits	73.8%	4 Year Graduation Rate			78.5%
6 Year Graduation Rate	74.4%				
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			NO
Hispanic or Latino	NO	Asian or Native Hawaiian/Other Pacific Islander			N/A
White	N/A	Multi-Racial			N/A
Students with Disabilities	N/A	Limited English Proficient			N/A
Economically Disadvantaged	NO				
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)					
American Indian or Alaska Native	N/A	Black or African American			NO
Hispanic or Latino	NO	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	NO	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	NO				

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

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

### Part 1 – Needs Assessment

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

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

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

**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.

Our school had a DTSDE review during the 2013 – 2014 school year and we received a “Developing” in all four statements of practice – “A systematic plan for the implementation of curricula that are aligned to the Common Core Learning Standards (CCLS) in all content areas has not been fully developed. Inconsistent alignment between curricula and assessments in many content areas limits improvement in student achievement.”

In an effort to provide rigorous instruction that supports all learners we will focus on SOP 3.3.

3.2 DTSDE Finding – The school has not fully developed a systematic plan for implementing curricula that support the CCLS in all content and subject areas.

3.2 DTSDE Recommendations:

- Prioritize and ensure the development and implementation of a coherent, written curriculum aligned with the CCLS and NYS Learning standards across all content areas and subjects, which is targeted to meet the needs of all students.

3.3 DTSDE Finding – Although some teachers collaborate to review curricular materials, unit and lesson plans are inconsistently aligned to the CCLS across most content areas.

3.3 DTSDE Recommendations:

- Use the existing meeting structures and implement a review protocol for all staff that assesses the design quality

of units and lesson plans. Ensure that staff is regularly held accountable for revising and improving instructional plans based on the review processes.

3.4 DTSDE Finding – Some teachers have collaborated to address interdisciplinary curricula; however, the school does not prioritize the development of interdisciplinary curricula across all grade levels and core subjects.

3.4 DTSDE Recommendations:

- Assess the current efforts to integrate the arts, technology, and other enrichment areas and implement additional opportunities for students to make connections across all of their programs.

3.5 DTSDE Finding – Teachers are beginning to look at data to inform curriculum planning but practices are inconsistent as are procedures in the use of feedback to help students improve.

3.5 DTSDE Recommendations:

- **Intensify the school-wide focus on providing quality feedback to students to ensure instructional feedback as well as written feedback for student work is appropriately provided on a daily basis. Ensure that formative and summative assessments are frequently and consistently reviewed to provide alignment with the learning standards – this is a priority need.**

In summary, the school has taken steps to ensure that unit and lesson plans are aligned to the Common Core Learning Standards across content areas. We have created teams of teachers on various levels; grade, content and school improvement to create a culture of collaboration. We have provided many professional learning opportunities for staff that occur on-site, and we encourage all staff to participate in professional learning opportunities outside of our school. Last year, we supported teams of teachers who planned inter-disciplinary units and lessons, and this year we plan to continue this work. Upon review of the data as listed in the DTSDE, Quality School Report and School Survey, it is clear that we need to continue this work, and enhance it with a dedicated focus on student engagement and using assessment in instruction. A focus on Domain 3 is directly linked to planning rigorous instruction that will enable our students to be college and career ready.

## **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.

Teachers' ratings in Domain 3 as indicated in the Measures of Teacher Practice in Advance will increase from 2.72 to 3.0 by June 2015.

## **Part 3 – Action Plan**

<b>Activities/Strategies:</b> Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including: <ul style="list-style-type: none"> <li>• Research-based instructional programs, professional development, and/or systems and structures needed to impact change</li> <li>• Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH).</li> <li>• Strategies to increase parent involvement and engagement</li> <li>• Activities that address the Capacity Framework element of Trust</li> </ul>	<b>Target Group(s)</b> <i>Who will be targeted?</i>	<b>Timeline</b> <i>What is the start and end date?</i>	<b>Key Personnel</b> <i>Who is responsible for implementing and overseeing the activity/strategy?</i>
In an effort to improve student engagement, professional learning opportunities that focus on deepening teachers' understanding of the components in Domains 1 and 3 of the Framework for Teaching will take place on 10/3;10/27;11/17;2/23;3/16;4/20,and 5/11.	Teachers	October 2014 – May 2015	Assistant Principal

<p>One math and one ELA teacher participate in the network’s Common Core Fellows program to ensure student work is rigorous and Common Core aligned.</p> <p>One math and one ELA teacher as well as an assistant principal will participate in professional learning run by the Teacher Effectiveness unit on “Using Assessment in Instruction”.</p>			
<p>In order to improve teacher practice, actionable feedback will be provided to teachers after informal and formal class visits with specific next steps to increase student engagement in the classroom within 10 days of the visit.</p> <p>A Teacher Development Coach has been assigned to work with new and developing teachers to assist in designing unit/lesson planning; formative feedback is provided.</p>	Teachers	October 2014 – June 2015	Principal; assistant principals
<p>In an effort to engage all learners, teachers in content and grade teams who will design and vet units of study during professional learning time a total 26 days. They will develop learning supports for ELL students and students with disabilities, make interdisciplinary connections and incorporate one of the school’s three instructional strategies that support literacy.</p> <p>Per-session funding has been set aside to support additional time for these meetings.</p>	Teachers	October 2014 – June 2015	Teacher leaders; educational consultants; assistant principals and the principal
<p>In an effort to create a data driven culture, professional learning opportunities for the school community on “Using Data to Support Students’ Success” will occur on 12/8; 1/12; 1/28 for parents, and on 10/27; 11/17; 12/1 for school based staff.</p>	Teachers and Parents	October 2014 - June 2015	Educational consultants; parent engagement team; school leaders

**Part 4 – Resources Needed**

<p>Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc.</p> <p><b>Human Resources</b> – three educational consultants; 8 teacher leaders (4 content and 4 grade); two assistant principals; the principal.</p> <p><b>Instructional Resources</b> – Exemplars of units/lessons with interdisciplinary connections for research-based guidebooks to support the implementation of the school wide instructional strategies: – DEAR, Think/Write/Pair/Share, and text annotation.</p> <p><b>Schedule adjustments</b> – per-session funds for additional time for team meetings and curriculum design workshops ; coverage time for teachers to conduct inter-visitations; calendar of workshops for parents</p>
---

**Part 5 – Budget and Resource Alignment**

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

**Part 6 – Progress Monitoring**

<p><b>Part 6a.</b> Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement</p>
--

planning. In this part:

4 Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.

5 Specify a timeframe for mid-point progress monitoring activities.

Mid-point benchmark – A review of teachers’ ratings in Domain 3 on the Framework for Teaching will take place in February 2015.

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

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

X

Yes

No

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

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

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

**Part 1 – Needs Assessment**

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

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

<b>Tenet 5 Statement of Practice (SOP) Addressed</b>		<b>HEDI Rating</b>
5.2	The school cultivates the development of overarching systems and partnerships that support and sustain social and emotional developmental health.	D
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.	D

**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.

Our school had a DTSDE review during the 2013 – 2014 school year and we received a “Developing” in all four statements of practice – “While there are a variety of activities and PD offerings relating to student social and emotional developmental health needs, the school does not have a comprehensive system of referrals and supports to meet the needs of all students, which limits students’ growth and success.”

In an effort to build trust in our community and create a supportive environment that is conducive to learning we will focus on SOP 5.3.

5.2 DTSDE Finding – Although a variety of activities and practices support student social and emotional developmental health, an overarching system with data- driven supports and resources to meet the needs of all students, is not yet in place.

5.2 DTSDE Recommendations:

- Establish and articulate a school-wide vision, and implement a research- based overarching system of referral and supports for meeting the social and emotional developmental health needs of all students – this is a priority need.**

5.3 DTSDE Finding – While there is some PD to build staff capacity to support student social and emotional needs, the school has not developed and implemented aa school-wide vision for social and emotional health aligned to a curriculum and programs to provide students with a healthy school environment.

5.3 DTSDE Recommendations:

- Adopt a curriculum of research- based practices that will facilitate the attainment of the school’s vision for social and emotional development health that includes PD for all staff and monitoring protocols to ensure effectiveness in meeting the needs of all students.

5.4 DTSDE Finding – While the school community is beginning to collaborate to support the social and emotional needs of students, stakeholders do not consistently work together to develop a common understanding of their specific roles in developing a safe environment conducive to learning.

5.4 DTSDE Recommendations:

- Use the school- wide vision, system, and curriculum to focus the collaboration and partnership efforts of all stakeholders to identify their roles and activities. Frequently and formally monitor the effectiveness of collaboration efforts in meeting the overall goals for student social and emotional developmental health.

5.5 DTSDE Finding – The school leader and support staff meet to consider student progress, but efforts to work with teachers to increase their understanding of the use of data to respond to student social and emotional needs is in the process of development.

5.5 DTSDE Recommendations:

- Expand and formalize efforts to support students into a comprehensive and adaptive system, based on data, for delivering targeted supports and services to students and families. Frequently and formally assess the effectiveness of the activities and system to meet the needs of all students.

In summary, the school has put “programs” in place that recognize students who make appropriate choices; however, we have yet to create a systemic structure that addresses students’ social and emotional developmental health. We have expanded our advisory program to include all 9<sup>th</sup> and 10<sup>th</sup> grade students; we hired a part-time social worker to support students who demonstrate need, and we continue to recognize students who make appropriate choices through our “Do the Right Thing” program. This program has also been expanded to include students who are “On the Right Track”. However, we know that in order to increase student achievement, we need to address students’ social and emotional needs. The creation of a supportive environment that has systems and structures in place will enhance our students’ sense of belonging and develop stronger ties to our school community.

## Part 2 – Annual Goal

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

Student responses to the school survey question – “I feel safe at my school” – will have a 5% increase for the 2014 – 2015 school survey report as compared to the results from the 2013 – 2014 school survey report.

## Part 3 – Action Plan

<b>Activities/Strategies:</b> Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including: <ul style="list-style-type: none"> <li>• Research-based instructional programs, professional development, and/or systems and structures needed to impact change</li> <li>• Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH).</li> <li>• Strategies to increase parent involvement and engagement</li> <li>• Activities that address the Capacity Framework element of Trust</li> </ul>	<b>Target Group(s)</b> <i>Who will be targeted?</i>	<b>Timeline</b> <i>What is the start and end date?</i>	<b>Key Personnel</b> <i>Who is responsible for implementing and overseeing the activity/strategy?</i>
Students will be given a school safety survey using Survey Monkey in January 2015 in their career and technical classes.	Teachers and	December 2014 –	DeLinda Downing Mack

<p>In an effort to create a school culture where students feel safe, a ladder of consequences to address the management of student behavior management will be implemented.</p> <p>Opportunities for on-site professional learning will be offered to staff in order to have consistent implementation of the ladder of consequences and a positive behavior intervention program.</p> <p>The selection of students to be trained as peer mediators will take place to help with the implementation of the ladder of consequences as well.</p> <p>Staff will attend the Office of School and Youth Development’s workshops on “Restorative Approaches”.</p> <p>The use of an online research-based text that outlines strategies for creating “Safe, Supportive and Successful Schools” will be used by school leaders and support staff.</p>	students	June 2015	
<p>An educational consultant has been hired to support the Effective School Practices team to create a uniform approach to the implementation of Positive Behavior Intervention System (PBIS) to support a better school tone.</p> <p>Incentives will be provided to students who “Do The Right Thing” and are “On the Right Track” based on their academic, social and emotional growth.</p>	All members of the community	December 2014 – June 2015	Teacher leader of the Effective School Practices team; school leaders and educational consultant
<p>The school will purchase and deliver “School Connects” curricula to deepen students’ understanding of emotional health. The curricula will be taught by our Career and Technical Education teachers in grades 9 through 11 once per week.</p> <p>The use of “Bullying Under Attack” for students during advisory and during selected DEAR days.</p>	Students	December 2014 – June 2015	Career and Technical teachers and health teachers ; the Principal
<p>A part-time social worker will be hired to work with students who have demonstrated recidivist behaviors that lead to multiple suspensions.</p>	Students	November 2014 – June 2015	DeLinda Downing Mack

**Part 4 – Resources Needed**

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

**Human Resources:** Consultants (Linda Downing Mack, Helen Murray to support PBIS), Organizations (School Connects, Making Caring Schools), Administrative and Teacher Leaders, Data Specialist.

**Instructional Resources:** Models of Systems, Guidebooks, Curricula, Data Templates and Analysis Protocols.

**Schedule Adjustments:** Time and place in schedule for restorative practices (“Restoration Room”), time for workshops to develop teacher and student capacity via research and facilitation.

**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:

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

A review of incident reports in OORS as compared from February 2014 to February 2015.

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

- |  |  |     |          |    |
|--|--|-----|----------|----|
| • Did the school meet the mid-point benchmark(s) in the timeframe specified?                                     |  | Yes | <b>X</b> | No |
| • If the mid-point benchmark(s) was not met, describe any revisions made to the action plan to achieve the goal? |  |     |          |    |

We have implemented a Positive Behavior Intervention of Support and a ladder of consequences. Professional development has taken place with staff, a school wide assembly has occurred for students and parents have been informed at PTA and SLT meetings.

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

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

### Part 1 – Needs Assessment

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

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

Tenet 4 Statement of Practice (SOP) Addressed		HEDI Rating
4.2	Teachers use instructional practices and strategies organized around annual, unit and daily lesson plans to meet established student goals and promote high levels of student engagement and inquiry.	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.	D
4.4	Teachers create a safe environment that is responsive to students’ varied experiences, tailored to the strengths and needs of all students, and leads to high levels of student engagement and inquiry.	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.	D

**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.

Our school had a DTSDE review during the 2013 – 2014 school year and we received a “Developing” in all four statements of practice – “While teachers collaborate and have participated in PD in a variety of areas, teachers do not consistently engage in instructional strategies and practices in keeping with CCLS expectations, which limits student engagement and achievement.”

In an effort to provide rigorous instruction that results in high levels of student engagement and is reflective of teacher collaboration, we will focus on SOP 4.2:

4.2 DTSDE Finding – School and teacher leaders are beginning to engage and support teachers in the process of considering data in the development of instructional plans, goals and practices. However, the impact on lesson plans and instruction in the classroom is inconsistent.

4.2 DTSDE Recommendations:

- **Expand and formalize efforts to use data into a universally known and used protocol for setting goals for students and aligning instruction and assessments to support students in reaching those goals. Frequently assess the degree of mastery of student goals and make adjustments, as needed – this is a priority need.**

4.3 DTSDE Finding – Many teachers have developed lesson plans that are beginning to reflect some elements of the CCLS. However, the use of higher order questions and content complexity and differentiation is inconsistent, limiting opportunities to reach all learners.

4.3 DTSDE Recommendations:

- Expand and formalize efforts to model the instructional shifts of the CCLS for all staff, and refocus existing structures of peer visitation, informal walkthroughs, and lesson study to provide frequent feedback regarding the degree of quality implementation.

4.4 DTSDE Finding – While teachers have begun to collaborate to identify and acknowledge the needs of the diverse groups of students at the school, strategies and practices to create a learning environment that is responsive to student needs are inconsistent.

4.4 DTSDE Recommendations:

- Use school and student data to expand and formalize the newly launched campaign, “Do the Right thing,” into a clearly articulated and explicitly taught system of behaviors and skills for all students. Ensure that the system is the foundation for all procedures and practices in the school community.

4.5 DTSDE Finding – Although some teachers provide strategies for grouping students based on formative and summative performance data, this practice is inconsistently used across classes and does little to encourage students to take ownership of their learning.

4.5 DTSDE Recommendations:

- Formalize and focus data analysis protocols to expand strategies for using flexible grouping to meet the instructional needs of all students. Provide professional learning on the effective use of grouping strategies for all students.

In summary, our school community has determined that student achievement will increase if there is a school-wide instructional focus that is known by all. In June, our community of teachers identified literacy as a focus and selected three instructional strategies that will occur across all classrooms. Our professional learning team, comprised of teachers and a school leader, has designed opportunities for teachers to collaborate and share effective practices. They creased an inter-visitiation schedule for staff. Simultaneously, grade and content teams have created SMART goals that are aligned with the school’s comprehensive educational plan and based on data as found in the DTSDE, the School Quality Report and the School Survey. Target groups of students have been identified for their inquiry work. However, in order to increase student achievement, teachers need to continue to collaborate, school leaders need to continue to support their work, and parents need to be brought into the process.

**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.

As a result of teacher collaboration in grade teams, the June 2015 scholarship report will show a 10% school wide increase in scholarship as compared to the report of June 2014.

**Part 3 – Action Plan**

<b>Activities/Strategies:</b> Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including: <ul style="list-style-type: none"> <li>• Research-based instructional programs, professional development, and/or systems and structures needed to impact change</li> <li>• Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH).</li> </ul>	<b>Target Group(s)</b> <i>Who will be targeted?</i>	<b>Timeline</b> <i>What is the start and end date?</i>	<b>Key Personnel</b> <i>Who is responsible for implementing and overseeing the activity/strategy?</i>

<ul style="list-style-type: none"> <li>Strategies to increase parent involvement and engagement</li> <li>Activities that address the Capacity Framework element of Trust</li> </ul>			
Grade teams will analyze students' writing baseline data, content area baseline data, scholarship reports, interim assessment data as well as Regents data in order to identify key areas of strength and for growth for students across grade levels in order to improve student outcomes.	Grade team teacher leaders; teachers	December 2014 – June 2015	Assistant Principals; Principal
Opportunities for lesson study designed to engage all learners using varied scaffolds will take place in content and grade team meetings with the use of the Critical Friends protocol.	Teacher leaders; teachers	December 2014 – June 2015	Teacher leaders; assistant principals; educational consultants; principal
Professional learning opportunities around formative assessments, grading policies and the development of engaging activities that are student centered will occur at regular intervals throughout the year.	Teachers Parents; Students	December 2014 – June 2015	Principal; educational consultants; assistant principals
After school programs for academic support will be established to assist students in attaining mastery; review books will be purchased for additional support as well. Examples include: ELA and Math Regents preparation; extended library hours, and the purchasing of Barron's Regents preparation books for Math, Science and Social Studies courses as well as preparation for Advanced Placement exams in English Literature and World History.	Students	December 2014 – June 2015	Principal; assistant principals

#### **Part 4 – Resources Needed**

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

**Human Resources:** Grade team teacher leaders and teachers, guided by Principal and Assistant Principals and educational consultants; teachers for extended learning opportunities.

**Instructional Resources:** Templates and protocols, models; review books for students.

**Schedule Adjustments:** Professional Learning time is scheduled; use of an alternate site for academic support classes to be scheduled on Saturdays.

#### **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:

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

A review of the scholarship report data in January 2015 as compared to January 2014.

--

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

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

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

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

### Part 1 – Needs Assessment

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

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

	Tenet 2 Statement of Practice (SOP) Addressed	HEDI Rating
2.2	Leaders ensure an articulated vision, understood and shared across the community, with a shared sense of urgency about achieving school-wide goals aligned with the vision as outlined in the School Comprehensive Educational Plan (SCEP).	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.	D
2.4	Leaders make strategic decisions to organize resources concerning human, programmatic and fiscal capital so that school improvement and student goals are achieved.	D
2.5	The school leader has a fully functional system in place to conduct targeted and frequent observations; track progress of teacher practices based on student data, feedback and professional development opportunities; and hold administrators and staff accountable for continuous improvement.	E

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

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

Our school had a DTSDE review during the 2013 – 2014 school year and we received a “Developing” in three out of four statements of practice – “Although effective structures are in place for evaluating instruction, school leaders have not placed a consistent focus on goal setting, school improvement, or the best use of available resources to improve academic achievement at an accelerated rate.”

**Please note that SOP 2.4 in the DTSDE aligns with SOP 2.5 in this document. Therefore, the rating of Effective has been placed in SOP 2.5 despite it being reflected as SOP 2.4 in the DTSDE findings.**

In an effort to ensure that the school makes adequate yearly progress as measured by students’ academic, social and emotional growth we will focus on SOP 2.3.

2.2 DTSDE Finding – While the SCEP contains SMART goals developed annually by the School Leadership Team (SLT), these goals do not reflect a long-term vision for continuous and sustained school improvement and are not uniformly known or understood by all stakeholders.

2.2 DTSDE Recommendations:

- All members of our school community are not fully invested in the vision and mission that evolved from the community’s discussions and do not fully participate in the initiatives developed by the SITs.

- Similarly, all members have not been receptive to the proven research that supports the school improvement processes.
- While the agreements created by the staff are used frequently, and modeled routinely by administrators and team leaders, with visible effects in the school meetings, not all teachers have fully internalized the practice of using norms in their collaboration among each other and in their interactions with students.

2.3 DTSDE Finding – Although the school leader makes some decisions to deploy resources aligned with student and staff needs, the school lacks a comprehensive approach and system for allocation of resources to meet the needs of the school community.

2.3 DTSDE Recommendations:

- **There is a need for a research based curriculum that addresses students’ social and emotional development when designing rigorous units and lessons of study – this is a priority need.**
- **A system of frequent assessments of the school’s progress needs to be put in place to ensure that we are meeting our goals – this is a priority need.**

2.4 DTSDE Finding – The school leader has implemented some structures and encourages staff to use evidence to inform some of their practices. However, a formal and adaptive system that connects individual and school- wide evidence-based practices is not yet in place.

2.4 DTSDE Recommendations:

- Expand the use of current evidence- based practices to connect efforts across all content and subject areas. Identify and implement frequent monitoring benchmarks to assess implementation fidelity and achievement of SCEP goals.

In summary, a comprehensive, teacher-driven set of School Improvement Teams (SIT’s) were established from this process and functioned effectively throughout the 2013-2014 school year. The teams have picked up their work in the 2014-1015 school year and continue to operate, coordinated by a Design Team comprising the leaders of the SITs. The SITs make action proposals that are approved by the Design Team based on their urgency, their connection to research-based practice, and their involvement of students and parents in the planning process. As part of the creation of the mission and vision, the school staff created a set of agreements (group norms for the professional learning community) and correlated their agreements to the research on how trust helps create more dynamic learning communities and work environments that result in higher student achievement. The agreements are referenced and used as tools for reflections in school meetings. School leaders have created a set of carefully considered tenet-based smart goals that will support improved student achievement and the social and emotional developmental health of staff and students alike. These goals are used as the filter for all strategic decisions in the organization of human, programmatic and fiscal resources. Decisions about the allocation of resources are made in cabinet meetings and in consultation with outside specialists in secondary school redesign. However, in an effort to ensure that the vision and mission are clear and understood by all members of our community, the school leader has allocated resources to “brand” the school with colors and messages that support our vision and mission and that create a purposeful, inspiring physical environment for staff and students alike.

## **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.

Frequent cycles of observation and purposeful feedback by Principal to support effective instructional practices will result in a 5% increase in the overall passing rates for all Math Regents in June 2015 as compared to June 2014. (Quality School Report 2014)

### Part 3 – Action Plan

<b>Activities/Strategies:</b> Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including: <ul style="list-style-type: none"> <li>• Research-based instructional programs, professional development, and/or systems and structures needed to impact change</li> <li>• Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH).</li> <li>• Strategies to increase parent involvement and engagement</li> <li>• Activities that address the Capacity Framework element of Trust</li> </ul>	<b>Target Group(s)</b> <i>Who will be targeted?</i>	<b>Timeline</b> <i>What is the start and end date?</i>	<b>Key Personnel</b> <i>Who is responsible for implementing and overseeing the activity/strategy?</i>
In an effort to improve the students' math Regents scores, the school will purchase manipulative materials for use in the classroom and Regents Review books for use at home for all students scheduled for Algebra, Geometry and Algebra 2 Regents.	Students scheduled to take math Regents in January 2015 and June 2015	December 2014 – June 2015	Principal
Additional coaching and planning time for math content area teachers to construct unit and lesson plans of study that take into consideration students' academic, social and emotional development health.  An educational consultant has been assigned to work with the math department to assist in the development and vetting of unit plans to meet the needs of all students.	Math teachers	December 2014 – June 2015	Principal, assistant principal and educational consultants
Consultants and administrative staff will conduct workshops and supply embedded coaching to improve the use of data to guide instruction for targeted students and the implementation of best practices across teams.	Content Teams, Grade Teams, Selected Teachers	September 2014 – June 2015	Principal, educational consultants and assistant principals.
To address the Capacity Framework element of Trust, teachers will begin to use the PBIS protocols with students and reflect in collaboration with students on their efficacy. They will use protocols to reflect on the efficacy of the school wide staff agreements to build trust among staff members.	Teachers and students in classrooms. Teachers, administrators and parents in team and PA meetings.	December 2014 – June 2015	Teachers, student leaders, school administrators, educational consultants and team leaders

### Part 4 – Resources Needed

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

**Human Resources:** Content, Grade and SIT teams, with assistance from consultants and the administrative staff.

**Instructional Resources:** The Data Driven Classroom, Inclusion Strategies the Work for Adolescent Learners, research on best practices in parent involvement, Trust Matters: Leadership for Successful Schools.

**Schedule Adjustments:** The schedule is largely in place for the year to realize the action plans, with the addition of teacher-selected time to continue teaming work outside of school-day hours (supported by per-session funds.)

**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:

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

1.	Did the school meet the mid-point benchmark(s) in the timeframe specified?	X	Yes		No
----	--	---	-----	--	----

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

--

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

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

**Part 1 – Needs Assessment**

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

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

<b>Tenet 6 Statement of Practice (SOP) Addressed</b>		<b>HEDI Rating</b>
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.	D
6.4	The entire school community partners with families and community agencies to promote and provide professional development across all areas (academic and social and emotional developmental health) to support student success.	D
6.5	The entire school shares data in a way that empowers and encourages families to use and understand data to promote dialogue between parents, students and school constituents centered on student learning and success.	D

**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.

Our school had a DTSDE review during the 2013 – 2014 school year and we received a “Developing” in three out of four statements of practice – “While the school regularly uses family outreach mechanisms and communicates high expectations for all students, strategies for building relationships have not yielded reciprocal communication with all families. Training and support for staff and parents, in order to foster this relationship is not yet fully in place, therefore limiting the ability of some parents to support increases in academic achievement and social emotional growth of their student.”

In an effort to build strong family and community ties, the school will focus on SOP 6.3.

6.3 DTSDE Finding: The school communicates with parents about school issues, using the most prevalent languages of Spanish and English and is in the process of reflecting upon its strategies in order to improve reciprocal communication with all families.

6.3 DTSDE Recommendation:

- Prioritize family engagement and implement research- based PD to increase the staff capacity to develop reciprocal communication and effective relationships with all of the families served by the school.

6.4 DTSDE Finding: Although the school has fostered positive partnerships with some community- based organizations (CBOs), training to build the capacity of parents and staff to build effective relationships to support student learning and growth are limited.

6.4 DTSDE Recommendation:

- Assess the effectiveness of partnerships with CBOs in order to adjust and focus strategic efforts for training parents and staff to build robust home-school connections.

6.5 DTSDE Finding: The school has begun to share data internally in order to identify family needs, and communicates student data to parents. However, the school does not share data in a way that promotes dialogue with parents to empower to advocate for appropriate services for their children.

- 6.5

6.5 DTSDE Recommendation:

- **Obtain and implement professional learning to build the staff capacity to integrate data collection and analysis processes in order to build a comprehensive system of supports and services for the families served by the school. Ensure that parents are provided with support to enable them to fully understand the academic data that is provided to them concerning academic progress of their children – this is a priority need.**

In summary, the school has a variety of ways of communicating with families; there are regularly scheduled parent workshops on college readiness, and there are many partnerships – college, career and social/emotional health – that the school has established to support student success. A newly formed School Improvement Team – the Parent Engagement Team – will continue to find ways of engaging parents and developing strong ties to build upon these systems. Meeting structures – including parent workshops, School Leadership Team and Parent Teacher Association meetings – are used to provide parents with data. However, in an effort to build stronger family-community ties, and empower parents to support their children as they prepare for college and careers, we need to educate our parents on how to interpret and use the data we provide. Parents need to be aware of what their child is learning and why it is important in order to provide support.

**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.

There will be a 5% increase to the statement “The school keeps me informed about what my child is learning” by parents on the 2014 – 2015 school survey as compared to the 2013 – 2014 school survey.

**Part 3 – Action Plan**

<p><b>Activities/Strategies:</b> Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including:</p> <ul style="list-style-type: none"> <li>• Research-based instructional programs, professional development, and/or systems and structures needed to impact change</li> <li>• Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH).</li> <li>• Strategies to increase parent involvement and engagement</li> <li>• Activities that address the Capacity Framework element of Trust</li> </ul>	<p><b>Target Group(s)</b> <i>Who will be targeted?</i></p>	<p><b>Timeline</b> <i>What is the start and end date?</i></p>	<p><b>Key Personnel</b> <i>Who is responsible for implementing and overseeing the activity/strategy?</i></p>
<p>Parent engagement time will be used for outreach to inform parents of their child’s progress.</p>	<p>Parents</p>	<p>October 2014 – June 2014</p>	<p>Teachers</p>

Community events will be scheduled that provide parents with opportunities to engage with school staff and gather information as to their child's academic, social and emotional growth and progress.	School community	October 2014 – June 2014	Principal, assistant principals, and parent engagement team
Workshops will be provided by school staff at each PTA meeting and at other intervals between the months of October 2014 and June 2015.	Parents	October 2014 – June 2015	Principal, assistant principal, college advisor and parent engagement team
Implementation of student-led conferences will occur in the spring term to facilitate discussions about progress and next steps.	Students, teachers and parents	March 2015 – June 2015	School leaders and teachers

**Part 4 – Resources Needed**

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

**Human Resources:** School improvement team teacher leader and teachers, Principal and Assistant Principals, the college advisor and educational consultants.

**Instructional Resources:** Materials for workshops.

**Schedule Adjustments:** Staff who conduct workshops will need to stay after school hours.

**Part 5 – Budget and Resource Alignment**

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

x	<b>Tax Levy</b>	x	<b>Title I Basic</b>		<b>Title I 1003(a)</b>		<b>Title IIA</b>		<b>Title III</b>	x	<b>P/F Set-aside</b>		<b>Grants</b>
---	-----------------	---	----------------------	--	------------------------	--	------------------	--	------------------	---	----------------------	--	---------------

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:

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

Comparison of the number of parents who attend workshops in the fall term 2014 as compared to the fall term 2013.

--

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

1.	Did the school meet the mid-point benchmark(s) in the timeframe specified?		Yes	<b>X</b>	No
----	--	--	-----	----------	----

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

Parents will receive a packet of overall course goals for each course offered in the school. Consistent parent outreach continues to occur, and we have implemented workshops at every PTA meeting offered by our teachers and community partners.

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

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

<b>Type of Academic Intervention Service (AIS)</b>	<b>Criteria for determining AIS services</b>	<b>Type of Program or strategy (e.g. repeated readings, interactive writings, etc.)</b>	<b>Method for delivery of service (e.g. small group, one-to-one, tutoring, etc.)</b>	<b>When the service is provided (e.g. during the school day, before or after school, etc.)</b>
<b>English Language Arts (ELA)</b>	All 11th grade students receive the AIS English Language Arts course if they have not currently taken and passed the ELA Regents (some transfer students and Honor students may be in this category). This allows for the ELA teacher of the non-AIS course to provide students with rigorous and standard based instruction that does not have to be tied to test preparation, as might be the case if the AIS course was not offered. Historical ELA passing rates and trends led the school to adopt this AIS model.	All 11th grade students are programmed for an English AIS class during the school day. This course is run using a “3/2 split” model in conjunction with physical education. That is, a student will have the AIS class on Monday, Wednesday and Friday of each week, and have the physical education class on Tuesday and Thursday of each week or vice-versa. The days for each course are switched at the start of the spring term in order for physical education time requirements to be met. The purpose of this AIS course is to provide students with additional supporting in acquiring the necessary reading and writing skills to pass the ELA Regents.	Additional class programmed in schedule.	During the school day.
<b>Mathematics</b>	All 9th grade students receive the AIS mathematics course unless they have taken and passed the Algebra Regents	All ninth grade students are programmed for a Math AIS class during the school day. This course is run using a	Additional class programmed in schedule.	During the school day.

	<p>(some students take the course and exam in 8th grade). This allows for the math teacher of the non-AIS course to provide students with rigorous and standard based instruction that does not have to be tied to test preparation, as might be the case if the AIS course was not offered. Historical Algebra Regents passing rates and trends led the school to adopt this AIS model.</p>	<p>“3/2 split” model in conjunction with physical education. That is, a student will have the AIS class on Monday, Wednesday and Friday of each week, and have the physical education class on Tuesday and Thursday of each week or vice-versa. The days for each course are switched at the start of the spring term in order for physical education time requirements to be met. The purpose of this AIS course is to provide students with additional supporting in acquiring the necessary math skills to both pass the Algebra Regents and be successful as they take higher level math courses. While no specific AIS course has been created for students in science, the school has restructured its science sequence and course offerings to improve Regents passing rates. Students are currently programmed for environmental science in tenth grade if they fail the Living Environment Regents, which is given in 9th grade (June and August). This allows students to build on certain scientific knowledge that they learned in 9th grade</p>		
--	--	--	--	--

		as opposed to completely “shifting gears” and studying a mostly unfamiliar science if programmed for chemistry of physics. Students are given an opportunity to retake the Living Environment Regents in January.		
<b>Science</b>	10th grade students who have not yet passed the Living Environment Regents.	All tenth grade students are programmed for a Global History AIS class during the school day. This course is run using a “3/2 split” model in conjunction with physical education. That is, a student will have the AIS class on Monday, Wednesday and Friday of each week, and have the physical education class on Tuesday and Thursday of each week or vice-versa. The days for each course are switched at the start of the spring term in order for physical education time requirements to be met. The purpose of this AIS course is to provide students with additional supporting in acquiring the necessary reading and writing skills to pass the Global History Regents and be successful when they take US History.	Additional class programmed in schedule.	During the school day.
<b>Social Studies</b>	All 10th grade students receive the AIS Global History course. This allows	The school has several programs/staff available to provide	Additional class programmed in schedule.	During the school day.

	<p>for the global history teacher of the non-AIS course to provide students with rigorous and standard based instruction that does not have to be tied to test preparation, as might be the case if the AIS course was not offered.</p> <p>In addition, because students must study two years of global history, the AIS course allows for review of concepts taught in 9th grade that might not be possible in the current course.</p> <p>Historical Global History Regents passing rates and trends led the school to adopt this AIS model.</p>	<p>at-risk services:</p> <p>The school employs a part time social worker from a community based organization, Counseling in Schools, who provides group and individual counseling for students in grades 9 through 12 who have poor attendance and/or academic concerns. These are often students who may be at risk of dropping out.</p> <p>The school also has a SPARK counselor. The SPARK counselor provides individual and group counseling for students in grades 9 through 12 with alcohol and/or substance abuse issues, gang involvement, and or academic issues. He also provides before and after school positive alternative activities (currently a chess program and a martial arts program). He also assists the school in conducting school wide activities during Respect for All week. In addition, he conducts drug and alcohol education classes in all of the 9th grade health classes.</p> <p>The school also has a social worker on site Monday through</p>		
--	---	--	--	--

Thursday as part of the RAPP (Relationship Abuse Prevention Program) Program. The RAPP counselor works with students in grades 9 through 12 who are experiencing issues with relationship abuse (sexual, physical, verbal and emotional abuse), domestic violence and other relationship concerns/issues. The RAPP counselor provides individual and group counseling.

Currently, the school psychologist primarily works with those students requiring three year reviews, but there have been several re-evaluations and initial evaluations performed this year for those students identified by parents or staff as being in an inadequate placement. The social worker who works with the school psychologist as part of the SBST team, counsels students are receiving "at risk" counseling services.

The related services social worker provides counseling for those students whose IEPs indicate mandated counseling.

The school nurse sees students with a range

		<p>of medical conditions including asthma, diabetes, allergies, anaphylactic, ileostomy care, migraines, heart murmurs and sickle cell anemia. In addition, the nurse runs a Healthy Options Program (HOP) for those students who are obese.</p>		
<p><b>At-risk services</b> (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)</p>	<p>All 9th grade students receive the AIS mathematics course unless they have taken and passed the Algebra Regents (some students take the course and exam in 8th grade). This allows for the math teacher of the non-AIS course to provide students with rigorous and standard based instruction that does not have to be tied to test preparation, as might be the case if the AIS course was not offered. Historical Algebra passing rates and trends led the school to adopt this AIS model.</p>		<p>One-to-one, small group, and large group depending on service</p>	<p>During the school day or after school</p>

## Section 7: Title I Program Information

**Directions:**

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

**Part 1: Title I Status**

Indicate with an "X" your school's Title I Status.			
<b>X</b>	<b>Schoolwide Program (SWP)</b>		<b>Targeted Assistance (TA) Schools</b>
			<b>Non-Title I</b>

**Part 2: All Title I Schools**

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

Describe the strategies and activities including strategies for recruitment, retention, assignments, and support including high quality professional development that ensures staff is highly qualified.
School leaders attend hiring fairs and hire teachers with experience; there is a high priority placed on teachers who are dually licensed in content and special education. To every extent possible, teachers are given assignments that are in their content area and reflect their preferences in terms of upper or lower grades.

**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).
All teachers are provided with professional learning opportunities that are embedded into our school day. There is also a calendar of after school professional learning workshops available. Teachers are provided with opportunities to lead teams and make decisions that impact our school, including participation in the hiring process.

**Part 3: TA Schools Only**

**3a. Use of Program Resources**

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

**3b. TA Coordination with the Regular Program**

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

**Part 4: SWP Schools Only**

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

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

services, etc.).
N/A

**4b. Measures to Include Teachers in Decisions Regarding Assessments**

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

**4c. “Conceptual” Consolidation of Funds in SWP Schools**

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

Program Name	Fund Source (i.e. Federal, State or Local)	Funding Amount: Indicate the amount contributed to Schoolwide pool. (Refer to Galaxy for 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	\$489,094	X	11,12,15,16,19,20,23,24,26,27,28,29
Title I School Improvement 1003(a)	Federal	0		
Title I Priority and Focus School Improvement Funds	Federal	\$125,062	X	11,12,15,16,19,20,23,24,26,27,28,29
Title II, Part A	Federal	0		
Title III, Part A	Federal	0		
Title III, Immigrant	Federal	0		
Tax Levy (FSF)	Local	\$4,125,048	X	11,12,15,16,19,20,23,24,26,27,28,29

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

Title I Schoolwide Program schools are expected to use the flexibility available to them to integrate services and programs with the aim of enhancing the entire educational program and helping all students reach proficient and advanced levels of achievement. In addition to coordinating and integrating services, Schoolwide Program schools may combine most Federal, State and local funds to provide those services. By consolidating funds from Federal,

State, and local sources, a Schoolwide Program school can address its needs using *all* its available resources. This gives a school more flexibility in how it uses available resources to meet the identified needs of all its students.

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

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

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

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

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

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

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

funded through Title I must be included in the parent involvement policy and aligned with student achievement goals in the school comprehensive educational plan.

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

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

*(Required for All Title I Schools)*

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

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

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

---

### Parent Involvement Policy (PIP) Template

Educational research shows a positive correlation between effective parental involvement and student achievement. The overall aim of this policy is to develop a parent involvement program that will ensure effective involvement of parents and community in the school George Westinghouse High School in compliance with the Section 1118 of Title I, Part A of the No Child Left Behind (NCLB) Act, is responsible for creating and implementing a parent involvement policy to strengthen the connection and support of student achievement between the school and the families. The school's policy is designed to keep parents informed by actively involving them in planning and decision-making in support of the education of their children. Parents are encouraged to actively participate on the School Leadership Team, Parent Association, and Title I Parent Committee as trained volunteers and welcomed members of the school community.

**George Westinghouse High School** will support parents and families of Title I students by:

School Leadership Team will include discussion of Title 1, Part A parent involvement policy and will be an active participant in discussion of the development of the Title 1 parent involvement policy.

Parent Association meetings will include discussion of Title 1, Part A parent involvement policy. Parent feedback will be used to identify parent workshops and events that will lead to higher levels of parent involvement and engagement.

George Westinghouse High School will take the following actions to involve parents in the process of school review and improvement under Section 116 – Academic Assessment and Local Educational Agency and School Improvement of ESEA:

- School Leadership Team will conduct a PASS review, in an instructionally useful manner, to help all students in Title 1, Part A programs to meet the challenges of the Common Core and State Standards.
- Parent feedback forms will be provided to teachers in an effort to promote a meaningful dialogue that will lead to deeper understanding of the Common Core and State Standards.

George Westinghouse High School will coordinate and integrate parental involvement/engagement strategies in Title I, Part A with parental involvement/engagement strategies under the other programs:

- Annual Title 1 Parent Awareness Night
- Annual Title 1 Parent Conference Day
- Parent/Teacher Conferences

- College Readiness Workshops
- Pupil Path Trainings
- Understanding the Common Core Workshops
- On-going individual parent meetings
- Monthly “Chat and Chew” dates for parents to engage in a community read

George Westinghouse High School will conduct an annual evaluation, with the involvement of parents, to determine the effectiveness of the parental involvement policy in an effort to improve the quality of its Title I Part A program. The evaluation will include identifying barriers to greater participation by parents (with particular attention to parents who are economically disadvantaged, are disabled, have limited English proficiency, have limited literacy, or are of any racial or ethnic minority background). The school will use the findings of the evaluation to design strategies for more effective parental involvement, and to revise, if necessary the parental involvement policies.

George Westinghouse High School will build the parents’ capacity for strong parental involvement and engagement, in order to ensure parents’ participation in programs, workshops and events designed to support a partnership aimed at increasing students’ academic success. Specifically the school will conduct:

- Parent Conferences and/or workshops
- The school will provide assistance to parents of children served by the school, as appropriate, in understanding topics such as the following, by undertaking the actions described in this paragraph
- Common Core and New York State Standards;
- Diploma Requirements including New York State Regents Exams;
- The requirements of Title I, Part A;
- How to monitor their child’s progress; and
- How to communicate with educators and work toward supporting students’ success.

George Westinghouse High School will provide materials and training to help parents work with their children to improve their children’s academic achievement, such as using technology, as appropriate, to foster parental involvement by:

- The school will provide materials and training to help parents work with their children to improve academic achievement in the areas of literacy, technology, math in a variety of settings. SAT review books, Barron’s Review books, binders with loose leaf will be provided to parents. Also included are after school parent conferences, the use of the parent coordinator’s office, guidance offices and departmental offices. The school will foster a warm and supportive atmosphere.

George Westinghouse High School will, with the assistance of the district and parents, educate its teachers, pupil services personnel, principals and other staff in how to reach out to, communicate with and work with parents as equal partners, in the value and utility of contributions of parents, and how to implement and coordinate parent programs and build ties between parents and schools by:

- The school will provide professional development opportunities for staff to improve communication techniques when dealing with parents and community for the purpose of enhancing students’ chances for success. Parents will be offered opportunities to evaluate individual and group conferences in a continuing effort to make improvements. An ongoing dialogue with the PTA committee and other pertinent personnel will take place as well.

George Westinghouse High School will, to the extent feasible and appropriate, coordinate and integrate parental

involvement programs and activities with Relationship Abuse Prevention Program, Dancing Classrooms, and public programs and conduct and/or encourage participation in activities, such as Parent Resource Centers, that support parents in more fully participating in the education of their children by:

- Guidance personnel will monitor the students in their caseloads who are on homebound or hospital bound instruction. They will communicate with parents on a regular basis, and they will do the necessary paperwork to update students' records. This also includes any student who is a part of a school for pregnant teens as well.

George Westinghouse High School will take the following actions to ensure that information related to the school and parent-programs, meetings and other activities, is sent to parents of Title I participating children in an understandable and uniform format, including alternative formats upon request, and, to the extent practicable, in a language the parents can understand:

- Parents are afforded the opportunity to participate in conferences with an interpreter should they require one. Several forms are available in Spanish which is the major alternate language of the students in our school.

#### Adoption

- This School Parental Involvement Policy and the School Parent Compact has been developed jointly with, and agreed on with, parents of children participating in Title I, Part A programs, as evidenced by the attendance sheets at PTA meetings and PAC meetings.
- This policy will be adopted by George Westinghouse High School at the November PTA meeting and will be in effect for the period of one year. The school will distribute this policy to all parents of participating Title I Part A children on or before December 8, 2014.
- This Parent Involvement Policy (including the School-Parent Compact) was distributed for review by Janine Kieran on November 5, 2014.
- This Parent Involvement Policy was updated on November 3, 2014.
- The final version of this document will be distributed to the school community on November 5, 2014 and will be available on file in the Parent Coordinator's office.
- 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 SCEP and filed with the Office for Family Engagement and Advocacy.
- Principal's Signature: Janine L. Kieran
- Date: November 3, 2014

#### **School-Parent Compact (SPC) Template**

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

#### **George Westinghouse High School will:**

Provide high quality curriculum and instruction in a supportive and effective learning environment that enables the participating children to meet the State's student academic achievement standards as follows:

- All students will receive a rigorous academic and technical program. Academic interventions will be integrated into the student's school day as well as in our after school program. Students' progress will be monitored by guidance staff, teachers and all those who interact with them on a daily basis. They will be encouraged to meet

or exceed expectations. Parents will be welcomed into our school, and there will be ongoing communication in an effort to provide support, encouragement and a celebration of success.

Hold parent-teacher conferences during which this Compact will be discussed as it relates to the individual child's achievement. Specifically, those conferences will be held:

- September 17<sup>th</sup> (Fall Semester)
- November 5th and 7th 2014 (Fall Semester)
- March 26th & 27th 2015 (Spring Semester)
- May 7<sup>th</sup> (Spring Semester)

Two of the evening parent conferences will be held each term to provide parents with an additional opportunity to meet with guidance staff, school administrators, social workers and teachers. Progress reports will be used as an additional communication tool during the school year.

Provide parents with frequent reports on their children's progress. Specifically, the school will provide reports as follows:

- School Report cards, student report cards, SKEDULA, ARIS Parent Link; in house progress cards are available for parents throughout the term. In addition, our school messenger system is utilized to send out daily messages to parents of absentee students and messages about special meetings. Mailings with regard to Promotion in Doubt are mailed out as well. Parent Association meetings which are held once per month are also attended by various staff members who provide meaningful information to the parents who attend.

Provide parents reasonable access to staff. Specifically, staff will be available for consultation with parents as follows:

- Communication is on-going at George Westinghouse High School. Parents are contacted by phone and mailings by teachers and support staff throughout the school year. Messages about their child's progress as well as the emotional and social development are addressed by these various forms of communication. Individual conferences are an option throughout the school year whereby teachers and support staff are available by appointment.

Provide parents opportunities to volunteer and participate in their child's class, and to observe classroom activities as follows:

- Parents are encouraged to participate in their child's education by attending Report Card Conferences four times per year to review students' report card grades. They are always welcome to volunteer in our school library as well. They are also invited to attend school wide events that are designed to either address concerns or celebrate success. Parent volunteers are welcomed through our Parent Coordinator's office as well as through the individual contacts that are made by teachers and support staff.

### **Parent Responsibilities**

We as parents will support our children's learning in the following ways:

- supporting my child's learning by making education a priority in our home by:
- making sure my child is on time and prepared every day for school;
- monitoring attendance;
- talking with my child about his/her activities every day;
- scheduling daily homework time;
- providing an environment conducive for study;

- making sure that home is completed;
- monitoring the amount of television my children watch;
- participating, as appropriate, in decisions relating to my children’s education;
- participating in school activities on a regular basis;
- staying informed about my child’s education and communicating with the school by promptly reading all notices from the school or the school district either received by my child or by mail and responding as appropriate;
- reading together with my child every day;
- providing my child with a library card;
- communicating positive values and character traits, such as respect, hard work and responsibility;
- respecting the cultural differences of others;
- helping my child accept consequences for negative behavior;
- being aware of and following the rules and regulations of the school and district;
- supporting the school’s discipline policy;
- expressing high expectation and offer praise and encouragement for achievement.)

## PART II – OPTIONAL ADDITIONAL PROVISIONS

### **Student Responsibilities:**

We, as students, will share the responsibility to improve our academic achievement and achieve the State’s high standards.

Specifically, we will:

- come to school every day and be ready to do our best and be the best;
- come to school with all the necessary tools of learning – pens, pencils, books, a book bag, etc.;
- listen and follow directions;
- participate in class discussions and activities;
- be honest and respect the rights of others;
- follow the school’s/class’ rules of conduct;
- ask for help when we don’t understand;
- complete all assignments on time;
- study for exams;
- read at least 40 minutes every day outside of school
- get adequate rest, eat well and exercise, and
- give our parents/guardians, all notices and information we receive at school every day.

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

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

## Part I: School ELL Profile

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

District <b>13</b>	Borough <b>Brooklyn</b>	School Number <b>605</b>
School Name <b>George Westinghouse High School</b>		

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

Principal <b>Janine Kieran</b>	Assistant Principal <b>Nick Pillari</b>
Coach <b>N/A</b>	Coach <b>N/A</b>
ESL Teacher <b>Jeffrey Levy</b>	Guidance Counselor <b>Mercy Kurian</b>
Teacher/Subject Area <b>Inna Huber</b>	Parent <b>N/A</b>
Teacher/Subject Area <b>Lauren Fitzgerald</b>	Parent Coordinator <b>Carolette Rouse</b>
Related Service Provider <b>Penny Reed</b>	Other <b>N/A</b>
Network Leader(Only if working with the LAP team) <b>Kathy Pelles</b>	Other <b>N/A</b>

### C. Teacher Qualifications

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

Number of certified ESL teachers currently teaching in the ESL program.	<b>1</b>	Number of certified bilingual teachers <u>not</u> currently teaching in a bilingual program	<b>0</b>	Number of teachers who hold both content area and ESL certification	<b>1</b>
Number of certified bilingual teachers currently teaching in a bilingual program	<b>0</b>	Number of certified NLA/foreign language teachers	<b>2</b>	Number of teachers who hold both a bilingual extension and ESL certification	<b>0</b>
Number of certified ESL teachers <u>not</u> currently teaching in the ESL program	<b>0</b>	Number of teachers currently teaching a self-contained ESL class who hold both a common branch license and ESL certification	<b>0</b>	Number of special education teachers with bilingual extensions	<b>0</b>

### D. Student Demographics

Total number of students in school (Excluding Pre-K)	<b>704</b>	Total number of ELLs	<b>18</b>	ELLs as share of total student population (%)	<b>2.56%</b>
--	------------	----------------------	-----------	---	--------------

# Part II: ELL Demographics

## A. ELL Programs

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

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

This school offers (check all that apply):

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

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

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

## B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	18	Newcomers (ELLs receiving service 0-3 years)	6	ELL Students with Disabilities	6
SIFE	4	ELLs receiving service 4-6 years	5	Long-Term (completed 6+ years)	7

Enter the number of ELLs by years of identification and program model in each box. Enter the number of ELLs within a subgroup who are also SIFE or SWD. [i](#)

	ELLs by Subgroups									Total	
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)				
	All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD		
TBE											0
Dual Language											0
ESL	6	1	2	5	3	2	7	0	2		18

ELLs by Subgroups										
ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			Total	
All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD		
<b>Total</b>	6	1	2	5	3	2	7	0	2	18
Number of ELLs who have an alternate placement paraprofessional: <u>0</u>										

**C. Home Language Breakdown and ELL Programs**

Transitional Bilingual Education														
Number of ELLs by Grade in Each Language Group														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
SELECT ONE														0
SELECT ONE														0
SELECT ONE														0
<b>TOTAL</b>	0	0	0	0	0	0	0	0	0	0	0	0	0	0

\*EP=English proficient student

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

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

**This Section for Dual Language Programs Only**

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

**Freestanding English as a Second Language**

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

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish										4	2	0	1	7
Chinese										2	0	0	0	2
Russian														0
Bengali										1	0	0	0	1
Urdu														0
Arabic										0	0	2	0	2
Haitian										1	2	0	0	3
French										1	0	0	1	2
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other										0	0	1	0	1
<b>TOTAL</b>	<b>0</b>	<b>9</b>	<b>4</b>	<b>3</b>	<b>2</b>	<b>18</b>								

## Part III: Assessment Analysis

### Assessment Breakdown

Enter the number of ELLs for each test, category, and modality. Data should reflect latest results of current students in your school.

**OVERALL NYSESLAT\* PROFICIENCY RESULTS (\*LAB-R FOR NEW ADMITS)**

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Beginner(B)										0	1	1	0	2
Intermediate(I)										1	2	0	2	5
Advanced (A)										8	1	2	0	11
Total	<b>0</b>	<b>9</b>	<b>4</b>	<b>3</b>	<b>2</b>	<b>18</b>								

**NYSESLAT Modality Analysis**

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

**NYSESLAT Modality Analysis**

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

**NYS ELA**

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

**NYS Math**

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

**NYS Science**

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

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

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
Comprehensive English	1		0	
Integrated Algebra	3		1	
Geometry	0		0	
Algebra 2/Trigonometry	0		0	
Math _____	0		0	
Biology	0		0	
Chemistry	0		0	
Earth Science	0		0	
Living Environment	3		0	
Physics	0		0	
Global History and Geography	2		0	
US History and Government	1		0	
Foreign Language				
Other _____				
Other _____				
NYSAA ELA				
NYSAA Mathematics				
NYSAA Social Studies				
NYSAA Science				

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

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

- Describe what assessment tool your school uses to assess the early literacy skills of your ELLs (e.g., ECLAS-2, EL SOL, Fountas and Pinnell, DRA, TCRWP). What insights do the data provide about your ELLs? How will this data help inform your school's instructional plan? Please provide any quantitative data available to support your response.  
At the high school level, the school is able to draw from both the NYS ELA 8th grade exam and spring NYSESLAT scores to gauge literacy skills of incoming 9th grade students. Students in grades 10 through 12 have been assessed previously on the NYSESLAT. Data on current students indicate that all students scored at Level 1 or 2 prior to entering high school. This data combined with the

information obtained from the NYSESLAT data (described below) show that a more intense focus on reading and writing skills is required in ESL classes, with less of a focus on listening and speaking skills. The ESL teacher is implementing more reading and writing activities in class to support development of these modalities. In addition, since this data seems to be consistent with school wide literacy needs of non-ELL students, ELL students in content area classes are also benefiting from school wide literacy practices that focus on the close reading and annotating of fiction and non-fiction text and the increased use of essay writing.

2. What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?  
Data on current students indicate that the majority of students have met or are very close to reaching proficiency in listening and speaking, but results are mixed for reading and writing. The majority of students are functioning at the intermediate level in reading and writing. 9th grade students are showing scores of proficient or advanced in higher numbers than students in all other grades in listening/ speaking and reading/writing. Only one ninth grade student is not in advanced ESL. The data shows the need for more intense interventions for older students who have not yet progressed in their English language acquisition.
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](#))

As mentioned, the pattern that has revealed itself over time is that students are struggling with reading/writing (and, as the periodic assessment data seems to reveal, it seems that writing may present the larger challenge). The ESL teacher has taken this information into account in the planning of his instruction and in his work with other teachers of ELLs.

4. For each program, answer the following:
  - a. What are the patterns across proficiencies and grades? How are ELLs faring in tests taken in English as compared to the native language?
  - b. Describe how the school leadership and teachers are using the results of the ELL Periodic Assessments.
  - c. What is the school learning about ELLs from the Periodic Assessments? How is the native language used?
  - a) The data indicate that, as with the NYSESLAT data, older students are not fairing as well as younger students. Patterns indicate that scores in reading/writing are in marked contrast to scores in listening/speaking for all proficiency and grade levels. Currently, all ELLs in our ESL classes take exams in English and not in their native language. However, students have access to word -to-word translation dictionaries and native language dictionaries.
  - b) The results of the ELL periodic assessment were shared with all English teachers and teachers who have ELLs in their classes. This data is being used by teachers to pinpoint strengths and weaknesses in the following areas: vocabulary meaning, word study, reading strategies, grammar/usage, spelling, writing and writing conventions. The data will be used further to develop strategic interventions.
  - c) Periodic Assessment data shows that all students scored well on vocabulary meaning, but did not fare as well with word study, with only 5 students scoring above 60%. Reading comprehension and reading strategies scores were uncharacteristically high. Spelling was another weak point, with only 4 students scoring above 60%. Writing conventions scores had two of the lowest scores, with two students getting 0%. The data is revealing that writing may be more of an issues for students than reading as they struggle with conventions and word usage. As mentioned previously, students have access to word -to-word translation dictionaries and native language dictionaries.
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 ESL teacher is consulted in regard to instructional matters and how they relate to ELLs. In addition, the ESL teacher and administration communicate with staff about the progress and needs of ELLs in their classes. School wide instructional practices focus on literacy for all students and content area teachers use various scaffolds (such as modeling, bridging prior and new knowledge, schema building, etc.) to meet the needs of ELLs.
7. For dual language programs, answer the following:
  - a. How are the English-proficient students (EPs) assessed in the second (target) language?
  - b. What is the level of language proficiency in the second (target) language for EPs?
  - c. How are EPs performing on State and City Assessments?

N/A

8. Describe how you evaluate the success of your programs for ELLs (e.g. meeting AYP for ELLs, etc.).  
The success of our program is evaluated based on several measures. We analyze the number of students who "test out" or "test up" on the NYSESLAT. We also look at student scholarship data to determine credit accrual and progress toward graduation. We also evaluate student progress on standardized tests to determine students making AYP. Of last year's Westinghouse students, two students "tested out" of ESL (from Advanced to Proficient) and one students "tested up" (from Proficient to Advanced). Other students remained at their current level. In regard to credit accumulation, in the spring term 3 ELL students passed all their classes and 4 passed all but 1. The biggest hurdle for all ELLs does seem to be Regents exams, as can be seen with the low number of students achieving passing

grades.

## 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](#).)

All new registrants to the school are given the HLIS form at intake by the Assistant Principal of Student Support Services to complete. If parents require translation services during the intake process, the Assistant Principal contacts staff who speak the needed language. If no staff speak the native language, telephone translation is sought. The Assistant Principal of Student Support Services does the initial assessment of the HLIS to determine if additional steps are required. The Assistant Principal conducts the informal interview in English. If the interview is needed in the native language, the Assistant Principal contacts staff who speak the native language. If no such staff member is available, telephone translation services are sought. When additional steps are required, the ESL teacher is consulted and additional steps are taken, including the administration of the LAB-R if necessary. The Assistant Principal of Student Support Services is also a licensed English teacher and the ESL teacher is fully licensed.

2. What structures are in place at your school to ensure that parents understand all three program choices (Transitional Bilingual, Dual Language, Freestanding ESL)? Please describe the process, outreach plan, and timelines.

The school conducts orientations for newly enrolled 9th grade students, including ELL students, at which such topics as state standards, assessments, school expectations, and student programs are addressed. The principal and assistant principals of each academic discipline address the students and their parents at these orientations and are available to discuss their concerns. Furthermore, all new admits who are found to be ELLs and are new to the school system have entitlement letters, which are in multiple home languages, mailed to their home addresses within ten days of admission. These include a Parent Survey and Program Selection in the home language. These indicate the student's level (beginner, intermediate or advanced) and restate their course placement and courses offered by the school. In our case, this is free-standing ESL only. The letter further advises parents of their right to the option to transfer students to another school if they desire bilingual or other programs not offered. The school recognizes that parental involvement is essential to ensure the success of ELL students, and therefore, efforts have been put forth to involve parents as equal partners in the education of their children. In accordance with the Revised Procedures for Identifying and Placing New English Language Learners, parents of new ELLs attend a parent orientation with the ESL teacher, Jeffrey Levy, at which they are informed of the various types of programs for English Language Learners. These orientations take place on an as-needed basis and are scheduled both in the morning and the afternoon to provide scheduling options for parents. As needed, translators are made available, and videos and literature are provided in the home language wherever possible. Parents are asked to complete and submit a Parent Assurance Survey/Program Selection Form. Furthermore, the ESL teacher, Jeffrey Levy, along with content area teachers, routinely contacts parents to provide them with updates on the progress of their children. Progress letters are sent to inform parents about the problems and/or successes their child may be experiencing. Letters are also sent to the students' homes to inform parents of upcoming events, such as Parent/Teacher Interviews. To the extent possible, these letters are sent both in English and in the parents' native language.

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 [\[see tool kit\]](#).)

Above-mentioned letters and surveys are mailed back or returned by the students and collected by the ESL teacher, Jeffrey Levy, or the Office of Student Support Services. Students are placed in free-standing ESL according to initial LAB-R results or previous NYSESLAT scores, as well as IEPs. Where needed, parents are invited to discuss placement. If needed, translators are made available for these meetings.

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.

All new admits who are found to be ELLs and are new to the school system have entitlement letters, which are in multiple home languages, mailed to their home addresses within ten days of admission. These include a Parent Survey and Program Selection in the home language. These indicate the student's level (beginner, intermediate or advanced) and restate their course placement and courses offered by the school. In our case, this is free-standing ESL only; we do not offer bilingual programs. The letter further advises parents of their right to the option to transfer students to another school if they desire bilingual or other programs not offered. The ESL teacher, Jeffrey Levy, schedules day or evening meetings to meet with parents to discuss options on an as-needed basis. If needed, translators are made available for these meetings.

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.

The ESL teacher adheres to all of the testing windows for each section of the NYSESLAT and begins each part as soon as possible to ensure that all students take each part. A testing schedule is created and students are informed of when they will be taking each section. Teachers of ELLs are informed of these testing periods and are informed to send students to the appropriate place if students forget they are to take the test or are trying to avoid taking the test. Phonecalls are made to the parents of students who do not take a section of the exam. Extensive efforts are made to provide make-up sections for students who missed a part of the exam. The ESL teacher takes on this responsibility and works with the Assistant principal of Student Support Services to ensure that all students are tested. For the most part, only students who are chronic absentees miss parts of the exam.

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*  
We have had only one student whose parents have opted for bilingual services and transferred their child to another school. All others have opted for ESL.

## 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])?

1. a. Students who are eligible for ESL services are placed in beginning, intermediate or advanced ESL, as per their scores on the above-mentioned exams. ESL classes are self-contained.

1. b. ESL classes are heterogeneous and ungraded and taught by a teacher licensed in secondary ELA as well as TESOL. Students who are eligible for ESL services have been placed in beginning, intermediate or advanced ESL, as per their scores on the above-mentioned exams. ESL classes are self-contained

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)?

Students at the beginning level will receive two 45 minute periods and one 36 minute period of ESL daily (625 minutes per week). Students at the intermediate level will receive one 45 minute period and one 36 minute period of ESL daily (405 minutes per week). Students at the advanced level will receive one 45 minute period of ESL daily (225 minutes per week). Advanced students also receive one 45 minute period of regular English daily. Class sizes are extremely small, allowing for extensive personalized attention for each student, which is particularly useful for both newcomers and long-term ELLs, as well as SIFEs.

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.

The language of instruction for all classes is English, and multiple texts are used as well as other media. Classes focus on the four essential modalities of reading, writing, listening and speaking and the curriculum is aligned with both ELA and ESL New York State Learning Standards and New York City ELA Performance Standards. Learning strategies are taught explicitly and careful attention is paid to develop students' critical thinking skills. Classes use structured immersion and instruction draws upon various strategies to scaffold, support and raise students' academic achievement. Techniques include the CALLA approach, differentiated instruction, balanced literacy scaffolded for ELLs and project-based authentic language learning activities. Students receive language-to-language dictionaries and content-area glossaries for use in classes and during high-stakes testing. The school complies faithfully with all time and location mandates for testing.

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

ESL classes are taught in and students are tested in English. Students have access to word -to-word translation dictionaries and native language dictionaries

5. How do you ensure that ELLs are appropriately evaluated in all four modalities of English acquisition throughout the year?

Classroom assessments are conducted to evaluate student progress in the four modalities. In addition, activities and assessments that mirror the NYSESLAT are used.

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).

6.

a. The ESL teacher uses various data from ATS and ARIS to determine the performance of the student(s) before coming to high school. Parental communication usually yields more specific information about the causes and the extent of the interruption to the child's education. Various classroom assessments are then used to determine areas of weakness and the student's language and instructional needs. Instruction is differentiation to the extent possible to try to meet these needs. Traditional ELL supports are provided (language to language dictionaries/glossaries, instructional strategies such as modeling, bridging prior and new knowledge, schema building, etc., vocabulary development, rubrics that help students determine their own progress and proficiency) and further assessments are given. Progress is measured against baseline data and instruction is modified as needed. In addition, these students can participate in school wide tutoring and assistance sessions when offered.

b. As with SIFE, the ESL teacher uses various data from ATS and ARIS to determine the performance of the student(s) before coming to high school if available. Various classroom assessments are then used to determine areas of weakness and the student's language

and instructional needs. Instruction is differentiation to the extent possible to try to meet these needs. Traditional ELL supports are provided (language to language dictionaries/glossaries, instructional strategies such as modeling, bridging prior and new knowledge, schema building, etc., vocabulary development, rubrics that help students determine their own progress and proficiency) and further assessments are given. Progress is measured against baseline data and instruction is modified as needed. In addition, these students can participate in school wide tutoring and assistance sessions when offered. Traditionally, George Westinghouse high school has not had a large number of newcomers.

c. Students who have received 4 to 6 years of service, are provided with the level of ESL instruction needed, and as with previously mentioned students are researched and assessed. For students in this category, more emphasis is placed on determining areas of weakness on the NYSESLAT and what English language acquisition issues remain that are impeding the student from testing out or what academic deficiencies are present that are preventing the student from testing out. For these students sometimes additional guidance is needed from the content areas teachers to determine difficulties the student is having. Instruction is differentiated to provide these students with academic support and/or NYSESLAT preparation. In addition, these students can participate in school wide tutoring and assistance sessions when offered.

d. Students who have received more than 6 years of service, are provided with the level of ESL instruction needed, and as with previously mentioned students are researched and assessed. For students in this category, more emphasis is placed on determining areas of weakness on the NYSESLAT and what English language acquisition issues remain that are impeding the student from testing out or what academic deficiencies are present that are preventing the student from testing out. For these students sometimes additional guidance is needed from the content areas teachers to determine difficulties the student is having. Instruction is differentiated to provide these students with academic support and/or NYSESLAT preparation. In addition, these students can participate in school wide tutoring and assistance sessions when offered. Students in this category may sometimes benefit from intervention from the guidance counselor, as they no longer feel that they should be in ESL and their attendance begins to worsen. Guidance intervention can sometimes assist in these situations.

6e. The ESL teacher monitors progress of former ELLs and ensures that ELLs receive testing accommodations as needed on Regents examinations. These often include time extension, separate location, third reading of listening selection on ELA Regents, bilingual dictionaries and glossaries and simultaneous use of English and alternative language editions.

7. What instructional strategies and grade-level materials do teachers of ELL-SWDs use that both provide access to academic content areas and accelerate English language development?

The ESL teacher uses direct instruction as well as cross-curricular content-area projects. Students work in small groups to allow stronger students to assist weaker ones in indirect teaching and self-learning. A content-area based textbook and workbook series is utilized in the classroom as well. Currently, several special needs students are hearing impaired and receive services through a separate hearing department program, as specified in their IEPs. IEP requirements for these students take priority over ESL per state regulations. Additionally, these students' LAB-R and NYSESLAT scores are being re-evaluated by the DOE due to clarification of state regulations that indicate they may have been tested in error and should not be classified as ELLs. These students may be reevaluated using the new English Language Acquisition Needs Determination (ELAND) Review Procedures. For those students who are ELL-SWDs, the Assistant Principal of Student Support Services ensures that in addition to ESL services, students are provided with the recommended services that are listed on the IEPs of ELL students.

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?

Curricular materials are chosen to meet the needs of ELL-SWDs or curricular materials are differentiated to allow ELL-SWDs access to the curriculum. Class sizes are extremely small, allowing for extensive personalized attention for each student, which is particularly useful for ELL-SWDs. In regard to other classes, students are scheduled according to their IEP mandates but mainstreaming occurs in our technology, PE, arts and foreign language courses. Student progress in each content area is reviewed to determine if students require different educational placements. These decisions are made in conjunction with the content area teachers, and flexible programming is implemented as needed.

### 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:			

### 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

Social Studies:				
Math:				
Science:				

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

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

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

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

### Native Language Usage and Supports

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



75%			
50%			
25%			
<b>TIME</b>	<b>BEGINNERS</b>	<b>INTERMEDIATE</b>	<b>ADVANCED</b>
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.
9. Due to the limited number of ELLs, specific interventions are not targeted at them. These students receive the same targeted intervention strategies that are offered to non-ELL students. These services include credit-recovery opportunities using an online system and Saturday Regents preparation classes. These students also receive AIS courses during their day to acquire skills and prepare for various Regents exams. Ninth grade students receive this course in Algebra. Tenth grade students receive this course in Global History. Eleventh grade students receive this course in English Language Arts. All services are provided in English. The ESL teacher is in regular contact with parents and content-area teachers to address the specific needs of ELLs.
10. Describe the effectiveness of your current program and how it is meeting the needs of your ELLs in both content and language development.
- The small size of our programs allows us to schedule students so that they receive a very structured and supportive environment. This has led to a significant number of students improving their scores on the NYSESLAT. This also allows for effective academic supports as designed by content area teachers.
11. What new programs or improvements will be considered for the upcoming school year?
- There are currently no new programs or services being considered for the upcoming school year, as it is still early in the school year.
12. What programs/services for ELLs will be discontinued and why?
- As the budget allows, there are currently no plans to discontinue programs or services for ELLs.
13. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
- Student's ability to have a schedule similar to their peers that allows them to participate in school events and activities is taken in to consideration when scheduling ESL classes. ELLs participate fully in all school programs. They have full access to the CTE programs we offer (Multimedia Internet Technology, Electrical Installation and Practice, Culinary Arts and Computer Systems Support). ELLs can participate in all offered PSAL sports teams. In addition, a variety of clubs exist (National Honor Society, FIRST Robotics, Chess Club, Martial Arts Club, Anime Club, NYC Explorer Club, International Trip Club and Creative Arts Club). Currently the school is offering after school Regents tutoring and Saturday school classes, in which all ELLs can participate. In addition, ELLs can take advantage of the after school library hours that are being offered twice a week.
14. What instructional materials, including technology, are used to support ELLs (include content area as well as language materials; list ELL subgroups if necessary)?
- Multiple texts, content-area glossaries, language dictionaries, classroom reading libraries, field trips, as well as media such as film, audio CDs and tapes, overhead projectors, maps, computers and internet sites are used.
15. How is native language support delivered in each program model (TBE, Dual Language, and ESL)?
- All instruction is in English, however, the LEP/ELL Coordinator, Jeffrey Levy, does speak some Spanish and French if needed. Translators are available for parent meetings, letters, IEP meetings, etc., and glossaries and native language dictionaries are provided to students for in-school and at-home usage.
16. Explain how the required services support, and resources correspond to ELLs' ages and grade levels.
- All services and resources correspond to ELLs' ages and grade levels. At the high school level, ages and grade levels are close enough that students can work together in meaningful ways. That being said, materials are differentiated by age/grade level if needed.
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.
- The school conducts orientations for newly enrolled 9th grade students, including ELL students, prior to the start of the school year, at which such topics as state standards, assessments, school expectations, and student programs are addressed. The principal and assistant principals of each academic discipline address the students and their parents at these orientations and are available to discuss their concerns.
- As needed, translators are made available. Additionally, a summer school Bridge program is offered to all incoming freshmen, including ELLs.
18. What language electives are offered to ELLs?
- All students, including ELLs, are offered Spanish in their senior year. Currently, this is the only foreign language the school offers.
19. For schools with dual language programs:
- How much time (%) is the target language used for EPs and ELLs in each grade?
  - How much of the instructional day are EPs and ELLs integrated? What content areas are taught separately?
  - How is language separated for instruction (time, subject, teacher, theme)?

- d. What Dual Language model is used (side-by-side, self-contained, other)?
- e. Is emergent literacy taught in child's native language first (sequential), or are both languages taught at the same time (simultaneous)?

N/A

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

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

1. In order to ensure that all students meet the rigorous new standards and pass all Regents examinations, the ESL teacher will be sent to all region-wide/city-wide professional development sessions available, including CFN PDs. Information will be shared in professional development sessions with English Language Arts teachers and content area teachers. The ESL teacher will also work in tandem with content area and special education teachers and assistant principals to explore best practices in teaching and learning for ELLs. These meetings will be both informally structured as the need arises and formally structured during department meetings throughout the year. ELL news is communicated in school newsletters.

2. The school offers various professional development sessions to all teachers as we work to implement the Common Core Learning Standards. Daily common planning enables teachers to develop and revise unit and lesson plans, run inquiry teams and school improvement teams. Teachers know through the use of ARIS which students are ELL. They modify their instructional plan to ensure that these students' needs are met; strategies are shared during common planning sessions. Educational consultants are on site weekly to provide additional support to teachers as well.

3. ELL students are invited to summer bridge programs to support a smooth transition to high school. Ninth grade guidance counselors are provided with NYSESLAT data in addition to students performance level data.

4. All teachers have received the mandated 7.5 hours of ELL training as per Jose P. All staff are encouraged to attend school based, CFN offered and/or DOE professional development sessions as needed.

## 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. The school conducts orientations for newly enrolled 9th grade students and their parents, including ELL students, at which such topics as state standards, assessments, school expectations, and student programs are addressed. The principal and assistant principals of each academic discipline address the students and their parents at these orientations and are available to discuss their concerns. As needed, translators are made available and literature is provided in the home language wherever possible. Furthermore, the ESL teacher along with content area teachers routinely contact parents to provide them with updates on the progress of their children. Progress letters are sent to inform parents about the problems and/or successes their child may be experiencing. Letters are also sent to the students' homes to inform parents of upcoming events, such as Parent/Teacher Interviews. To the extent possible, these letters are sent both in English and in the parents' native language. Where needed, parents are invited to discuss placement with the LEP/ELL Coordinator. If needed, translators are made available for these meetings. Parents are invited to all Open School events, as well as student recognition ceremonies and special events.
  2. Counseling in Schools - an onsite Community Based Organization - provides services to parents of ELL students who qualify based on 8<sup>th</sup> grade attendance data. No other partnerships have been established, but all ELL parents may be referred to outside organizations by the Parent Coordinator, Carolette Rouse, or the 9<sup>th</sup> grade guidance counselors. Translation services are available on site through the use of bilingual school staff.
  3. A teacher developed parent survey was distributed at a PTA meeting during the fall term. Individual needs of parents are communicated directly to the school through the guidance counselor and/or parent coordinator. These needs are then brought to the attention of school leaders.
  4. Based on feedback from surveys, as well as direct meetings and both formal and informal communication with parents, the needs of parents are addressed.

## E. Additional Information

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

## Part VI: LAP Assurances

**School Name: George Westinghouse High School**

**School DBN: 13K605**

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Janine L. Kieran	Principal		12/19/13
Nick Pillari	Assistant Principal		12/19/13
Carolette Rouse	Parent Coordinator		12/19/13
Jeff Levy	ESL Teacher		12/19/13
N/A	Parent		12/19/13
Inna Huber	Teacher/Subject Area		12/19/13
N/A	Teacher/Subject Area		1/1/01
	Coach		1/1/01
	Coach		1/1/01
Mercy Kurian	Guidance Counselor		12/19/13
Kathy Pelles	Network Leader		12/19/13
Penny Reed	Other <u>Related Service Prov</u>		12/19/13
	Other _____		1/1/01
	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: 13K605 School Name: George Westinghouse HS

Cluster: 1 Network: CFN 112

**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.

The RPOB report that is generated in ATS enables us to identify those students whose home language is not English and therefore provide both written and oral translation/interpretation services to them and their families as needed.

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.

An analysis of our interpretation needs reveals that 85% of our parents communicate in English. The second largest language group is Spanish which comprises 7.5% of our parent population. The third largest group is Haitian-Creole speaking parents who comprise 2.5% of our parent population. When needed, documents and messages are translated in to these languages. The school community is informed at faculty meetings, PTA meetings and SLT meetings of the various languages spoken by our parents and the availability of translation and interpretation services. In addition, in our Main Office and through out the school, we display the DOE Translation and Interpretation Unit posters.

## 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.

Written translation services are provided through letters, fliers and announcements, which are translated into various languages (as identified in the RPOB report) and backpacked home. Using our phone message system, we inform parents/guardians of information in various languages. Messages are generally repeated two or three times on separate occasions to make sure that the calls have reached our parents/guardians.

In-house school staff provide assistance with written translation services.

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.

Oral interpretation services that the school will provide take place on Open School Evening and Open School Day, at our monthly PTA meeting and at our annual Title 1 Conference. Staff is available to provide this service at those times or as needed during the school day or after school. We have many native Spanish and Haitian-Creole speakers within our school community.

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

We will fulfill Section VII of Chancellor's Regulations - A663 by:

- 1) Using our phone message system to notify parents/guardians of important school related issues, dates (ex: Regents exams, mid-term exams, PTA meetings, etc.) etc.
- 2) Being certain that signs are posted to inform parents/guardians that they will be able to receive translation services when they enter our building.
- 3) Utilizing the DOE website to obtain letters, that already exist, in foreign languages and re-print them on our school letterhead to be either mailed or backpacked home to parents/guardians.
- 4) Displaying the Parents' Bill of Rights in a conspicuous location in school.

5) Contacting the DOE Translation and Interpretation Unit assistance as needed.

6) Using our present parent/guardian email distribution list and by updating, on a regular basis that same list to inform parents/guardians of important information.