

2013-2014
COMPREHENSIVE EDUCATIONAL PLAN
(CEP)

School Name: HIGH SCHOOL FOR INNOVATION IN ADVERTISING AND
MEDIA

DBN (i.e. 01M001): 18K617

Principal: ADALEZA MICHELENA

Principal Email: AMICHELENA@SCHOOLS.NYC.GOV

Superintendent: MICHAEL PRAYOR

Network Leader: LORRAINE BOYHAN

School Leadership Team (SLT) Signature Page

Use this page to identify SLT members and confirm their participation in the development of this School Comprehensive Educational Plan (SCEP), which includes goals and action plans, a summary of Academic Intervention Services (AIS), and the Parent Involvement Policy (PIP). The signatures of SLT members indicate their participation in the development of the SCEP and serve as confirmation that consultation has occurred to align funding in support of educational programs. 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 the Chancellor’s Regulation A-655, available on the NYC DOE Web site.

Directions:

1. List each SLT member in the left-hand column on the chart below. Specify any position held by the team member, e.g., Chairperson, SLT Secretary and the constituent group represented, e.g., parent, staff, student, or CBO. Core mandatory SLT members are indicated by an asterisk*.
2. Ensure that SLT members review this document and sign in the right-hand column in blue ink. If an SLT member does not wish to sign this plan, he/she may attach a written explanation in lieu of his/her signature**.
3. Add rows as needed to ensure that all SLT members are listed.
4. The original 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.
5. Names of SLT members must be added to this form for posting. The signed original documents must be maintained on file at the school.

Name	Position and Constituent Group Represented	Signature
JAMIE WEYERBACHER	*Principal or Designee	
MICHAEL HERMAN	*UFT Chapter Leader or Designee	
CARLINE JOCELYN	*PA/PTA President or Designated Co-President	
	DC 37 Representative, if applicable	
JAMEIKA HAMID NIA DAVIS	Student Representative (<i>optional for elementary and middle schools; a minimum of two members required for high schools</i>)	
	CBO Representative, if applicable	
ROBERT ROSE	Member/ Teacher	
JOSEPH TARTAGLIA	Member/ Teacher	
PETAL SMITH	Member/ Parent	
FENTON WILLIAMS	Member/ Parent	
TREVOR DAVIS	Member/ Parent	
	Member/ Parent	
	Member/ Parent	
	Member/	

**Signature of constituent only indicates participation in the development of the SCEP, not approval. Note: If for any reason a SLT member does not wish to sign this plan, he/she may attach an explanation in lieu of his/her signature which must be maintained on file at the school with the original SLT signature page.

Comprehensive Education Plan (CEP) Requirements

Which Schools Need to Complete the CEP?

All Reward, Recognition, In Good Standing and Local Assistance Plan (LAP) schools should identify and submit annual goals and action plans in consultation with their School Leadership Team (SLT).

- Explicitly delineate the school's plan for annually increasing student performance through comprehensive instructional programs and services as well as the plan for enhancement of teacher and leader effectiveness.
- Address how the school will use its full range of resources (which may include but is not limited to Title I, Title II, and/or Title III, 1003(a) and/or 1003(g) School Improvement, Race to the Top, School Innovation or local funds) to support improvement efforts for the identified sub-group(s) on the identified accountability measures.
- Develop the CEP in consultation with parents, school staff, the School Leadership Team (SLT), and others in accordance with the requirements of Chancellor's Regulations A-655 to provide a meaningful opportunity for stakeholders to participate in the development of the plan and comment on the CEP before it is approved.
- Align the identified goals to the strategies and activities in your Parent Involvement Policy (PIP). The PIP template is provided on pages 12 and 13. Your school is encouraged to use the template as it is provided, or align it in accordance with your school's goals, or replace it entirely with a Parent Involvement Policy created by your school that meets federal requirements. You may use or amend relevant sections of your PIP so they directly align to the parent involvement activities that support each goal and action plan. All schools should cite strategies to increase parent involvement that align to the goal when applicable. Title I schools should reference these strategies and activities in the school's Title I Parent Involvement Policy (PIP).

Guidance for Developing Completing the Annual Goals and Action Plan Section

Goal setting for the CEP is done in collaboration with the school community to support student achievement and the implementation of school-wide goals as well as document how your school is meeting Federal, State, and City regulations. For SY 2013-14 when developing their goals, schools should do the following:

- Identify a minimum of three and a maximum of five annual goals.
- Align their goals with the current citywide instructional expectations.
- Develop goals that are "SMART" - specific, measurable, achievable, realistic, and time-bound.
- Conduct a needs assessment of your school
- Use quantitative and/or qualitative data in providing the rationale for each goal.
- Cite sources that contributed to the rationale such as the Progress Report, Quality Review, School Survey, state and school assessment results, attendance records, inquiry team work, etc. to form the basis of your needs assessment.
- Cite the strategies and activities within each goal and action plan requires your school to in your Parent Involvement Policy (PIP) that will be implemented to achieve the goal identified. The PIP template is provided on pages 12 and 13. Your school is encouraged to use the template as it is provided, or align it in accordance with your school's goals, or replace it entirely with a Parent Involvement Policy created by your school that meets federal requirements. You may use or amend relevant sections of your PIP directly to respond to the parental involvement section of each goal and action plan.
- Enumerate the strategies and activities that will be implemented to achieve each goal.
- Identify all fund sources that will be used for the completion of each activity.
- List the projected timeline for completion of each activity, including the start and end date of each activity.
- Describe the programmatic details and resources that will be used for each instructional strategy and activity described for each goal. Do not include the cost for each line-item-expenditure for the strategies and activities listed within the action plans.

School Receiving Title I Funds

School Wide Program (SWP) and Targeted Assistance (TA) Schools receiving Title I funds are required to complete the Title I Information Page located on page 11 of the CEP.

CEP Checklist

All Schools

Indicate using an "X" in the box to the left of each section that the section has been completed	
x	School Leadership Team Signature Page
	Action Plans 1 – 5 (At least 3 of 5 Action Plans with the following elements)
	▪ Annual Goal
x	▪ Comprehensive Needs Assessment
	▪ Instructional Strategies section, A-E for each new strategy or activity that supports the goal
	▪ Budget & Resource Alignment section (indicating all funding sources)
x	Academic Intervention Services (AIS)
x	Title I Plan (Only for schools receiving Title I funding)
x	Parent Involvement Policy (PIP)

Goal and Action Plan #1

Use this template to identify an annual goal. Respond to each section to indicate strategies and activities in support of accomplishing this goal.

Annual Goal #1

Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.

To achieve an overall attendance rate of 87% for the 2014 – 2015 school year, with a minimum of 87% attendance rate for the year at the end of each month as the benchmark.

Comprehensive Needs Assessment

Describe the identified need that generated this goal. The needs assessment should encompass the entire school and be based on the performance of students, in relation to State academic content and student achievement standards.

Student success is only rendered through the most rudimentary structures, one being attendance. Research indicates that a student who misses an average of 10 school days a year encounter greater challenges towards credit accumulation in respect to their regularly attending peers. Additionally, New York state requires that for a student to receive credit for a course, the student must complete a minimum of 54 hour seat time. It is our school's philosophy that part of student achievement is dependent on regular attendance. Last year, our attendance rate was 85%. It is our school's hope that by increasing our attendance to 87%, more students will earn assigned credits and be on track for graduation. In looking at specific grade levels, the lowest attendance rate in 2013 – 2014 was in the 2016 Cohort, thus suggesting the need for more targeted interventions.

Instructional Strategies/Activities

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve the goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.

A. Strategies/activities that encompass the needs of identified subgroups

1. Bi-weekly attendance team meetings comprised of administration, business manager, attendance teacher, guidance counselor, teachers, dean and school aides to: review RSAL, RCUA, discuss open cases, open new cases, close cases, arrange for home visits, share out critical information including information about 407s and subsequent outreach, as well as development of action plans.
2. Communication to homes to inform families when children are not present on a daily basis.
3. Weekly mandated parent outreach by teachers to contact parents of both sporadic or chronically absent students.
4. Employment of an attendance teacher to conduct outreach in the form of phone calls and home visits to investigate students who are identified as having patterns of absenteeism.
5. Use of iLog to share information on students with interventions.
6. School-based conferences with students showing patterns of lateness and/or non-attendance.
7. School-based conferences with families of students showing patterns of lateness and/or non-attendance.
8. Celebrations for excellent attendance, including day trips and luncheons.
9. Partnership with the iMentor Program to implement college and career readiness activities and events for the 2016 cohort.
10. Use of Google Apps for Education platform to identify and communicate attendance trends to impacted parties.

B. Key personnel and other resources used to implement each strategy/activity

1. Administrators
2. Business Manager
3. Attendance Teacher
4. Guidance Counselor
5. Teachers
6. Dean
7. School Aides

C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity

1. Daily attendance rate between 86% and 89% per week.
2. Data charts that demonstrate direct correlation between parent contact and increase in overall attendance rate on a weekly basis.
3. Weekly meeting with attendance teacher to discuss progress on 407 report.
4. Monthly celebrations for attendance with increased student participation.
5. At least 50% of open cases in the Fall 2014 term are closed by the beginning of the Spring 2015 term.
6. Overall percentage by the end of the year at 87%.

D. Timeline for implementation and completion including start and end dates

1. Establish attendance team by 9/2/2014.
2. Bi-Monthly Attendance Team Meetings

3. Close 50% of open cases by January 2015.
4. Hold two attendance reward celebrations by January 2015.
5. Close 50% of open cases by June 2015.
6. Hold two attendance reward celebrations by June 2015.

E. Describe programmatic details and resources that will be used to support each instructional strategy/activity

1. Attendance meetings will be held when all stakeholders are available, every other Thursday at 9:45am.
2. Teachers will use the Parent Outreach Log on the IAM Google Drive to record outreach during both mandated family engagement time and other professional work periods.
3. Assistant Principal will supervise attendance teacher.
4. School Aides will be given specific daily tasks, including scanning of attendance, inputting attendance reversals, printing of the daily attendance list and outreach to late or absent students.
5. Use of the automated school messenger system to notify households of when students are absent.
6. Compensatory time for adults who assist in planning and supervising attendance celebrations.

Strategies to Increase Parental Involvement

All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP).

1. Communication between teachers and parents through phone calls and emails monitored through the Parent Outreach Google Form.
2. Daily phone calls made by office staff to alert parents of lateness and absences.
3. Attendance teacher will make home visits for students with open cases.
4. Parent Association Meeting to address importance of attendance.
5. Parent meetings when the child's attendance drops below targeted rate of 87%.

Budget and Resource Alignment

Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.

x	Tax Levy	Title IA	Title IIA	Title III	Set Aside	x	Grants
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List any additional fund sources your school is using to support the instructional goal below.

As a Title I School-wide Program school, Conceptual Consolidation will allow us to combine federal and local funds such as Fair Student Funding (Tax Levy), Title I Funds, Title I Translation, VTEA, TL NYSTL, Contacts for Excellence, ARRA funds, AIDP and human resources to implement this action plan from Sept. 2014-June 2015 as indicated below:

1. Addition of one secretary for pupil personnel purposes.
2. Allocation of one school aide to maintain attendance.
3. OTPS FSF for purchase of School Messenger contract.

Goal and Action Plan #2

Use this template to identify an annual goal. Respond to each section to indicate strategies and activities in support of accomplishing this goal.

Annual Goal #2

Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.

By June 2015, 78 percent of students will have accumulated enough credits for them to be considered "on track" to graduation (11 credits for 2014 cohort, 22 credits for 2013 cohort, 33 credits for 2012 cohort and 44 credits for 2011 cohort). By January 2015, students will have earned 5+ credits in the first term.

Comprehensive Needs Assessment

Describe the identified need that generated this goal. The needs assessment should encompass the entire school and be based on the performance of students, in relation to State academic content and student achievement standards.

Research indicates that students who do not earn 10+ credits at the end of each school year run a greater risk of not completing high school on time or not completing high school at all. For our school, our credit accumulation rates are uneven and inconsistent. In looking at the data table below, the average amount of credits earned by students is below what they are programmed for. For instance, in looking at the Class of 2017, students should have earned at least two credits in all core subjects and total of 11 credits, however, the accumulation average presented below indicates that there are a number of students who are missing the opportunity to earn the credits when the course is offered.

Data as of 12/2014

Average Credit Accumulation by Subject (All Active Students)

Students	ELA (Core)	Math	Global	US	Part Gov	Econ	Total Science	Physical Science	Life Science	LOTE	Art/Music	PE	Health	Total Credits
Class of 2015 (64)	5.75	5.56	3.64	1.81	0.67	0.75	5.38	1.61	2.05	1.53	1.90	3.03	1.01	37.93
Class of 2016 (87)	3.39	3.46	1.98	1.31	0.02	0.02	3.43	0.33	1.48	1.11	0.96	1.91	0.91	22.71
Class of 2017 (73)	1.45	1.85	1.45	0.08	0.01	0.00	1.88	0.12	0.37	0.19	0.29	0.95	0.74	11.06
Class of 2018 (73)														
Average	2.68	2.77	1.77	0.81	0.16	0.17	2.72	0.52	1.02	0.72	0.80	1.49	0.67	18.13

Instructional Strategies/Activities

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve the goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.

A. Strategies/activities that encompass the needs of identified subgroups

1. Teacher Teams conduct inquiry work regularly in accordance with the IAM Teacher Team Program.
2. Department Teams meet one period on both Tuesday and Thursday every week to review and revise curriculum, ensure vertical alignment of curriculum, conduct lesson studies, and complete assessment studies. Department teams also review high stakes test data to make plans for students in need of courses relative to specific exams.
3. Grade Teams meet one period on both Monday and Wednesday every week to: conduct rounds of Kid Talk to identify at risk studies and develop academic action plans, review specific data from Scholarship Reports and Skedula to inform instructional decisions, and complete rounds of Looking at Student Work to determine skill gaps and develop instructional plans to address them. The teams will also use data to examine our target population the city's lowest third." Team members will be assigned specific students in which they will monitor their academic progress.
4. Individualized student action plans with teacher interventions developed by the guidance department.
5. Saturday Academy: Students with credit deficits are programmed for courses for which they did not earn credit or due to lack of assessment data and/or inability to meet subject standards. The Academy is designed to provide the same academic experience offered through traditional courses during the week. All core classes are offered. The Academy also utilizes blended learning through the iLearn NYC platform to help students master standards and earn necessary credits.
6. Lunchtime and After-school tutoring
7. Use of iLearn NYC (Apex) in a blended learning format to provide online credit recovery and credit accumulation for students with credit deficits.
8. Conferences between teachers and students will also take place to discuss their academic progression a minimum of once a month.
9. Scholarship Meetings after each marking period with grade teams.
10. Differentiated Professional Development: Monday Professional Development Block is based on different needs of teachers with respect to instructional practices. To support teacher development, we offer three groups that teacher rotate through during the course of the year. This includes assessment practices, student engagement strategies and using technology in the classroom. The products of these sessions will render teacher development in order to support student achievement to increase the amount of students who attain credits.

11. Parent Association Meetings to disseminate information regarding New York State and New York City graduation requirements.

B. Key personnel and other resources used to implement each strategy/activity

1. Strategic programming of department team teachers.
2. Strategic programming of grade team teachers.
3. Administration to supervise, direct and give feedback on department and grade team work.
4. Blended Learning Coordinator in charge of iLearn NYC to program, design and implement blended learning experiences.
5. Guidance counselor to conduct transcript reviews with students and schedule family meetings.
6. Programming and Data Coordinators to program students based on grade data.
7. Parent Association and teachers

C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity

1. Team minutes to be submitted after each meeting.
2. Target population in each grade identified with at least 10 students by October 2014.
3. Action plans with goals, outcomes and dates of interactions of failing students after each marking period.
4. Fully staffed Saturday Academy.
5. Monthly conferences between teacher and student to discuss progress.
6. Monthly conferences between teacher and students' families.
7. 78% or higher of students to earn at least 5 credits by January 2015
8. 78% or higher of students to earn at least 11 credits by June 2015.

D. Timeline for implementation and completion including start and end dates

1. By September 2014 all staff will be hired.
2. By September 2014 all programming will be complete.
3. By October 2014, the Saturday Academy program will be fully staffed and students will be programmed.
4. By November 2014, benchmark midterm exams will be scheduled to measure students' progress towards credit accumulation
5. Marking period audits of scholarship reports
6. Scholarship report meetings.
7. By January 2015, students will have earned 5 credits.
8. In January 2015, Programmer, guidance and data specialist review and reassess distribution of school personnel and resources based on first term scholarship report.
9. By February 2015, the Saturday Academy program will be fully staffed and students will be programmed.
10. By April 2015, benchmark midterm exams will be scheduled to measure students' progress towards credit accumulation
11. Marking period audits of scholarship reports and scholarship report meetings.
12. By June 2015, students will have earned 6 credits.

E. Describe programmatic details and resources that will be used to support each instructional strategy/activity

1. Common meeting time with facilitation guidelines and expectations.
2. Compensation for teacher work time after designated school hours.
3. Teachers to be programmed to Saturday Academy with compensatory funds.
4. Flexible faculty lunch periods to support meetings between teachers and students.
5. Pre-determined dates of meetings, including scholarship meetings.
6. Physical meeting space.

Strategies to Increase Parental Involvement

All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP).

1. Open house for new and existing families to reacquaint them with the school.
2. Sharing of school calendar with families.
3. Regular communication between teachers and parents through phone calls and emails.
4. Report cards sent home each marking period.
5. Access to online grading system, Pupilpath, where parents can monitor student progress, grades and assignments.
6. Meetings with families of students who show evidence of being almost or off track with respect to credits.

Budget and Resource Alignment

Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.

x	Tax Levy	x	Title IA	Title IIA	Title III	Set Aside	x	Grants
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List any additional fund sources your school is using to support the instructional goal below.

As a Title I Schoolwide Program school, Conceptual Consolidation will allow us to combine Federal and local funds such as Fair Student Funding (Tax Levy), Title I Funds, Title I Translation, VTEA, TL NYSTL, Contacts for Excellence, ARRA funds, AIDP and human resources to implement this action plan from Sept. 2013-June 2014 as indicated below:

1. Supervisor per session
2. Teacher per session
3. Professional instructional materials to support curriculum development.
4. Professional development resources.
5. Consumable instructional materials

Goal and Action Plan #3

Use this template to identify an annual goal. Respond to each section to indicate strategies and activities in support of accomplishing this goal.

Annual Goal #3

Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.

By June 2015, there will be a 70% pass rate among students for all Regents exams. For students with disabilities and English Language Learners, there will be a 50% pass rate for all Regents exams. Among students retaking an exam in January due to not passing it previously, there will be a 70% pass rate. Among students retaking an exam in June due to not passing it previously, there will be an 80% pass rate.

Comprehensive Needs Assessment

Describe the identified need that generated this goal. The needs assessment should encompass the entire school and be based on the performance of students, in relation to State academic content and student achievement standards.

Last year's passing rates on all Regents exams were not consistent in all subject areas. The only exams that rendered passing rates above 70% were Algebra, and Earth Science. To ensure that students pass exams as they are scheduled for them, the school has set a goal for at least 70% of students to pass all of the Regents exams by June 2015. This goal is inclusive of the exams they sit for both in January 2015 and June 2015.

Regents Passage by Subject (All Active Students)*

Students	College Ready ELA	College Ready Math	College Ready Both	English	Global	US	Integrated Algebra	Common Core Algebra	Geometry	Trig	Life Science	Chemistry	Physics	Earth Science	LOTE*
Class of 2013 and older (2)	0%	0%	0%	0%	0%	0%	50%	0%	0%	0%	50%	0%	0%	0%	0%
Class of 2014 (8)	0%	0%	0%	50%	25%	25%	50%	0%	0%	0%	37.5%	0%	0%	12.5%	0%
Class of 2015 (64)	50%	25%	20.3%	71.9%	51.6%	57.8%	95.3%	20.3%	4.7%	0%	64.1%	0%	0%	56.3%	0%
Class of 2016 (87)	1.1%	25.3%	0%	2.3%	5.7%	24.1%	66.7%	27.6%	2.3%	0%	49.4%	0%	0%	9.2%	1.1%
Class of 2017 (73)	0%	4.1%	0%	0%	1.4%	1.4%	8.2%	8.2%	0%	0%	6.8%	0%	0%	1.4%	0%
Class of 2018 (73)	0%	0%	0%	0%	0%	0%	4.1%	2.7%	0%	0%	4.1%	0%	0%	0%	0%

Instructional Strategies/Activities

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve the goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.

A. Strategies/activities that encompass the needs of identified subgroups

1. Administration and teachers will review and implement curriculum resources.
2. Administration will arrange for external Professional Development through the school's CFN and the NYCDOE to support teachers in planning and instruction.
3. Department Teams meet each week to review and revise curriculum based on assessment data to ensure students have appropriate and equitable opportunities to master all CCSS.
4. Grade Teams meet each week to discuss common literacy strategies that can be used across content areas and review assessment data to inform instruction.
5. Saturday Academy for Regents preparation.
6. Use of iLearn NYC (Apex) and Study Island to provide academic support.
7. New Visions instructional coach to work with teachers on teacher inquiry and instructional development
8. Consultant to work with teachers on lesson planning with respect to UDL.

B. Key personnel and other resources used to implement each strategy/activity

1. Administration
2. Teachers

3. Guidance
4. Data Specialist
5. Programming
6. Technology-equipped classroom
7. Network based instructional support coaches

C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity

1. At least one professional development workshop will be conducted and fully attended by staff during two staff development days.
2. New Visions will conduct two professional development sessions over the course of a year.
3. Curriculum reviews and revisions will be conducted once a month.
4. Units will have at least one cycle of revision after a cycle of inquiry.
5. Two teachers will attend at least 50% of professional development offered by New Visions and/or NYCDOE.
6. An instructional coach will work with a teacher team twice a month to create revised instructional units.

D. Timeline for implementation and completion including start and end dates

1. 09/09/2012 – 06/06/2013

E. Describe programmatic details and resources that will be used to support each instructional strategy/activity

1. Planning time for lead teachers.
2. Designated bi-monthly faculty conferences.
3. Common planning time for teacher department teams.
4. Common planning time for teacher inquiry.
5. Coverage for teachers who attend external professional development.
6. Compensatory funds for afterschool meetings.

Strategies to Increase Parental Involvement

All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP).

1. Parents will be informed through mailings, paper and electronic, about the CCSS and the Learning expectations issued by the New York City Department of Education.
2. The implementation of full CCSS instruction will be reviewed at the first PA meeting.
3. Parents will be able to monitor their children's progress with respect to the CCSS by regular conferencing with teachers and regular review of their children's progress via SKEDULA.
4. Sharing of school year calendar so families are informed of the dates for after-school tutoring and Regents.
5. Communication between teachers and parents through phone calls and emails.
6. Open house for new and existing families to reacquaint them with the school.

Budget and Resource Alignment

Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.

x	Tax Levy	x	Title IA	Title IIA	Title III	Set Aside	Grants
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List any additional fund sources your school is using to support the instructional goal below.

As a Title I School-wide Program school, Conceptual Consolidation will allow us to combine Federal and local funds such as Fair Student Funding (Tax Levy), Title I Funds, Title I Translation, VTEA, TL NYSTL, Contacts for Excellence, ARRA funds, AIDP and human resources to implement this action plan from Sept. 2012-June 2013 as indicated below:

1. Supervisor per session
2. Consumable instructional materials for use
3. Teacher per session for after school programs and differentiated professional development.

Goal and Action Plan #4

Use this template to identify an annual goal. Respond to each section to indicate strategies and activities in support of accomplishing this goal.

Annual Goal #4

Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.

Comprehensive Needs Assessment

Describe the identified need that generated this goal. The needs assessment should encompass the entire school and be based on the performance of students, in relation to State academic content and student achievement standards.

Instructional Strategies/Activities

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve the goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.

1. Strategies/activities that encompass the needs of identified subgroups

1.

2. Key personnel and other resources used to implement each strategy/activity

3.

4. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity

1.

5. Timeline for implementation and completion including start and end dates

1.

6. Describe programmatic details and resources that will be used to support each instructional strategy/activity

1.

Strategies to Increase Parental Involvement

All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP).

Budget and Resource Alignment

Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.

	Tax Levy	Title IA	Title IIA	Title III	Set Aside	Grants
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List any additional fund sources your school is using to support the instructional goal below.

Goal and Action Plan #5

Use this template to identify an annual goal. Respond to each section to indicate strategies and activities in support of accomplishing this goal.

Annual Goal #5

Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.

Comprehensive Needs Assessment

Describe the identified need that generated this goal. The needs assessment should encompass the entire school and be based on the performance of students, in relation to State academic content and student achievement standards.

Instructional Strategies/Activities

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve the goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.

1. Strategies/activities that encompass the needs of identified subgroups

1.

2. Key personnel and other resources used to implement each strategy/activity

3.

4. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity

1.

5. Timeline for implementation and completion including start and end dates

1.

6. Describe programmatic details and resources that will be used to support each instructional strategy/activity

1.

Strategies to Increase Parental Involvement

All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP).

Budget and Resource Alignment

Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.

	Tax Levy	Title IA	Title IIA	Title III	Set Aside	Grants
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List any additional fund sources your school is using to support the instructional goal below.

Academic Intervention Services (AIS)

Schools need to maintain accurate records of students who are receiving Academic Intervention Services to ensure that students who are not 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.

Description

Type of Academic Intervention Service (AIS)	Type of Program or strategy (e.g. repeated readings, interactive writings, etc.)	Method for delivery of service (e.g. small group, one-to-one, tutoring, etc.)	When the service is provided (e.g. during the school day, before or after school, etc.)
ELA	<p>The program is for students who need credit, assistance in passing the Regents exam and/or additional subject area tutoring. Students are assigned based on a consensus made by the student's grade team.</p> <p>During the school day, academic intervention takes the form of small group instruction with targeted skill based objectives.</p> <p>The curriculum for all ELA programs focuses on intensive literacy instruction using the workshop model.</p>	<p>The method for delivery of service is in the form of small group instruction. Various modes of instructional delivery are used, including Universal Design for Learning, collaborative learning groups, small-group instruction, and whole class instruction. Students are also given individualized support to complete class based assignments and build necessary skills to complete tasks relative the Regents and Common Core Learning Standards.</p>	<p>AIS is provided as lunchtime tutoring during student lunch periods daily and afterschool.</p>
Mathematics	<p>The program is for students who need credit, assistance in passing the Regents exam and/or additional subject area tutoring. Students are assigned based on a consensus made by the student's grade team.</p> <p>During the school day, academic intervention takes the form of small group instruction with targeted skill based objectives.</p> <p>The curriculum for all Math programs is based on the type of mathematics course the student is preparing for, including algebra, geometry and/or trigonometry.</p>	<p>The method for delivery of service is in the form of small group instruction. Various modes of instructional delivery are used, including Universal Design for Learning, collaborative learning groups, small-group instruction, and whole class instruction. Students are also given individualized support to complete class based assignments and build necessary skills to complete tasks relative the Regents and Common Core Learning Standards.</p>	<p>AIS is provided as lunchtime tutoring during student lunch periods daily and afterschool.</p>
Science	<p>The program is for students who need credit, assistance in passing the Regents exam and/or additional subject area tutoring. Students are assigned</p>	<p>The method for delivery of service is in the form of small group instruction. Various modes of instructional delivery are used, including Universal Design for Learning, collaborative learning groups,</p>	<p>AIS is provided as lunchtime tutoring during student lunch periods daily and afterschool.</p>

	<p>based on a consensus made by the student's grade team.</p> <p>During the school day, academic intervention takes the form of small group instruction with targeted skill based objectives.</p> <p>The curriculum for Science programs focus on the type of science course the student is preparing for, including Living Environment and Earth Science.</p>	<p>small-group instruction, and whole class instruction. Students are also given individualized support to complete class based assignments and build necessary skills to complete tasks relative the Regents and Common Core Learning Standards..</p>	
<p>Social Studies</p>	<p>The program is for students who need credit, assistance in passing the Regents exam and/or additional subject area tutoring. Students are assigned based on a consensus made by the student's grade team.</p> <p>During the school day, academic intervention takes the form of small group instruction with targeted skill based objectives.</p> <p>The curriculum for Social Studies programs focus on the type of Social Studies course the student is preparing for, Global History and Geography and/or U.S. History.</p>	<p>The method for delivery of service is in the form of small group instruction. Various modes of instructional delivery are used, including Universal Design for Learning, collaborative learning groups, small-group instruction, and whole class instruction. Students are also given individualized support to complete class based assignments and build necessary skills to complete tasks relative the Regents and Common Core Learning Standards.</p>	<p>AIS is provided as lunchtime tutoring during student lunch periods daily and afterschool.</p>
<p>At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)</p>	<p>With respect to academics, the guidance counselor identifies students in need of additional credits in all subject areas or in need of passing Regents exams. Students receive new programs with after school tutoring sessions. The guidance counselor monitors these children closely, following up with regular meetings with students, teachers and families. In addition to meeting with her mandated students, the guidance counselor has established regular meeting times with students that are considered at risk. Based on referrals by teachers and her own meetings, a program for emotional and social counseling is developed and provided to support the student's needs in their personal and academic life.</p>	<p>The guidance counselors meet with students by class each term to explain at-risk services available to them. She also meets with students individually and provides counseling services. Individual and small group counseling for academic empowerment and crisis intervention is provided to students. She will also formulate behavior intervention plans for students experiencing behavioral challenges.</p>	<p>Guidance counselors and social workers meet directly with students during the school day as scheduled or as often as needed or as mandated by the IEP.</p>

**Title I Information Page (TIP)
For Schools Receiving Title I Funding**

- All elements of the *All Title I Schools* section must be completed*.
- School Wide Program (SWP) schools must also complete the *SWP Schools Only* section.
- Targeted Assistance (TA) Schools must also complete the *TAS Schools Only* section

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

Title I Status

Indicate with an "X" your school's Title I Status.			
x	School Wide Program (SWP)		Targeted Assistance (TA) Schools
			Non-Title I

All Title I Schools

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.

In order to recruit and retain highly qualified teachers, we participate in two programs that address these areas specifically, both New Visions for Public Schools Teacher Staffing Program and Advance: Teacher Effectiveness.

Some of the strategies and activities planned are:

- Create supportive teacher teams focusing on curriculum alignment to Common Core standards, grade level skill development, teacher team building, and data analysis.
- Create time in teacher programs for department meetings, grade meetings, intervisitations and feedback sessions
- Conduct Individual Planning Conferences with teachers at the beginning of the school year.
- Conduct End of Year Conferences with teachers.
- Conduct a yearlong cycle of observation and feedback in accordance with the Advance system.
- Complete an entire round of observations by the end of October 2013 to determine what school wide supports are needed in these areas.
- Assign first year teachers a mentor to provide guidance in their work.
- Provide mentor services to teachers not in their first year.
- Implement and assign extensive professional development opportunities to develop their content knowledge and teaching pedagogy.
- Offer professional development in the school every Wednesday afternoon.

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).

- Our school's CFN, New Visions, will provide external Professional Development in CCSS Instruction. Administration will arrange for teachers to attend these sessions.
- The NYC DOE will provide external Professional Development in CCSS Instruction. Administration will arrange for teachers to attend these opportunities.
- Administration will attend applicable professional development sessions relative to the CCSS.
- Administration will review previous teacher observation data, Measures of Student Learning results, Quality Review data and other pertinent school data to determine needs of teachers to be addressed during the Monday professional development block.
- A Professional Development Committee will be formed to include teachers and administrators in determining professional development needs.
- Administration will create a calendar for each term of school based professional development to be held during the Monday Professional Development block.
- The professional development structure will support the needs of teachers by following the differentiated professional development model.
- Teachers will cycle through different learning groups with targeted foci including including assessment, engaging students in learning and technology to support instruction.

Coordination and Integration of Federal, State, and Local Services and Programs

Describe how the coordination and integration of Federal, State, and/or local funds are used to meet ***the intent and purpose*** programs whose funds are consolidated (i.e., services for Students in Temporary Housing (STH), violence prevention programs, housing programs, Head Start, etc.).

All funds are used to support necessary resources in ensuring academic success of all children. Based on a comprehensive needs assessment, the school found that while not all students are part of programs whose funds are consolidated, students would benefit from the goals set forth in this document.

SWP Schools Only

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.).

NA

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.

To determine the use and selection of appropriate multiple measures for the Measures of Student Learning (MoSL) a committee was formed in June 2014. During the next three months, the committee met to discuss the MoSL options. In September 2014, the committee met and determined MoSL choices for all subject areas, the state and local measures, as well as the model (goal setting or growth).

The professional development provided regarding the use of assessment results to improve instruction is based on teacher needs and MoSL assessment implementation and results. Professional development takes place over the course of the school year, both during mandatory afterschool conferences and includes: an overview of the function and purpose of the MoSL, a clear explanation of each assessment type and model, policies and procedures for implementation, a review of the BOY MoSL results, and several sessions of inquiry cycles to unpack student data and determine necessary instructional moves. Later meetings will also be conducted to review EOY MoSL data where teachers will engage in cycles of inquiry in determining what the data suggests about instruction implemented and next instructional moves.

TA Schools Only

Use of Program Resources

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

NA

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).

NA

**Directions and Guidance for Developing and Updating the
Parent Involvement Policy (PIP) (Required for Title I Schools ONLY)**

The template below meets the parental involvement requirements of Title I. Your school is encouraged to use the template below to update your school's current policy or replace it entirely with a Parent Involvement Policy created by your school that meets federal requirements. The activities and/or strategies included in your school's policy should align with current CEP goals for improving student achievement.

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 is a component of the PIP that outlines how parents, the entire school staff, and students will share this responsibility. Schools are encouraged to include feedback from the Parent Coordinator when updating the policy. In addition, if your 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 your 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 our school. Therefore, our 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 our school and the families. Our 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 our school community. Our school will support parents and families of Title I students by:

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

Our school's Parent Involvement Policy was designed based upon a careful assessment of the needs of all parents/guardians, including parents/guardians of English Language Learners and students with disabilities. Our school community will conduct an annual evaluation of the content and effectiveness of this parent involvement policy with Title I parents to improve the academic quality of our school. The findings of the evaluation through school surveys and feedback forms will be used to design strategies to more effectively meet the needs of parents, and enhance the school's Title I program. This information will be maintained by the school.

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

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

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

- holding an annual Title I Parent Curriculum Conference;
- hosting educational family events/activities during Parent-Teacher Conferences and throughout the school year;
- encouraging meaningful parent participation on School Leadership Teams, Parent Association (or Parent-Teacher Association) and Title I Parent Committee;
- supporting or hosting Family Day events;
- establishing a Parent Resource Center/Area or lending library; instructional materials for parents;
- hosting events to support, men asserting leadership in education for their children. parents/guardians, grandparents and foster parents;
- encouraging more parents to become trained school volunteers;
- providing written and verbal progress reports that are periodically given to keep parents informed of their children's progress;
- developing and distributing a school newsletter or web publication designed to keep parents informed about school activities and student progress;
- providing school planners/folders for regular written communication between /teacher and the home in a format, and to the extent practicable in the languages that parents can understand;

SCHOOL-PARENT COMPACT
REQUIRED OF ALL SCHOOLS
MAY BE LAST YEARS BUT MUST BE UPDATED

Our 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.

I. School Responsibilities

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

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

Support home-school relationships and improve communication by:

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

Provide parents reasonable access to staff by:

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

Provide general support to parents by:

- creating a safe, supportive and effective learning community for students and a welcoming respectful environment for parents and guardians;
- assisting parents in understanding academic achievement standards and assessments and how to monitor their child's progress by providing professional development opportunities (times will be scheduled so that the majority of parents can attend);
- sharing and communicating best practices for effective communication, collaboration and partnering will all members of the school community;

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

II. Parent/Guardian Responsibilities:

- monitor my child’s attendance and ensure that my child arrives to school on time as well as follow the appropriate procedures to inform the school when my child is absent;
- ensure that my child comes to school rested by setting a schedule for bedtime based on the needs of my child and his/her age;
- check and assist my child in completing homework tasks, when necessary;
- read to my child and/or discuss what my child is reading each day (for a minimum of 15 minutes);
- set limits to the amount of time my child watches television or plays video games;
- promote positive use of extracurricular time such as, extended day learning opportunities, clubs, team sports and/or quality family time;
- encourage my child to follow school rules and regulations and discuss this Compact with my child;
- volunteer in my child’s school or assist from my home as time permits;
- participate, as appropriate, in the decisions relating to my child’s education;
- communicate with my child’s teacher about educational needs and stay informed about their education by prompting reading and responding to all notices received from the school or district;
- respond to surveys, feedback forms and notices when requested;
- become involved in the development, implementation, evaluation and revision to the Parent Involvement Policy and this Compact;
- participate in or request training offered by the school, district, central and/or State Education Department learn more about teaching and learning strategies whenever possible;
- take part in the school’s Parent Association or Parent-Teacher Association or serve to the extent possible on advisory groups, e.g., Title I Parent Committees, School or District Leadership Teams;
- share responsibility for the improved academic achievement of my child;

III. Student Responsibilities:

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

DBN: 18K617

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

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

Program Name	Fund Source (i.e. Federal, State or Local)	Funding Amount: Indicate the amount contributed to Schoolwide pool.	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

		(Refer to Galaxy for FY '15 school allocation amounts.)	has been described in this plan.	
			Column A Verify with an (X)	Column B Page # Reference(s)
Title I Part A (Basic)	Federal	\$226,899.09	X	See action plan
Title I School Improvement 1003(a)	Federal	\$16,961	X	See action plan
Title I Priority and Focus School Improvement Funds	Federal			
Title II, Part A	Federal		X	See action plan
Title III, Part A	Federal		X	See action plan
Title III, Immigrant	Federal		X	See action plan
Tax Levy (FSF)	Local	\$2,030,092.00	X	See action plan

¹Explanation/Background:

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

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

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

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

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

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

Important Note: The following funds may not be consolidated:

- **Title I Parent Involvement Set-aside:** Title I, Part A funds must support parent involvement activities and programs. Chancellor’s Regulation A-655 requires School Leadership Teams to consult with Title I parent representatives regarding the Title I program and the use of these funds. Parent involvement activities funded through Title I must be included in the parent involvement policy and aligned with student achievement goals in the school comprehensive educational plan.
- **Title I Priority and Focus School Parent Engagement Set-aside:** Additional set-aside is to enable greater and more meaningful parent participation in the education of their children.
- **IDEA:** To ensure that all children with disabilities have available to them a free appropriate public education designed to meet their individual needs.
- **Grant funds awarded via a competitive process, including Title I 1003(g) SIG or SIF funds:** These funds must be used for the purposes specified by the Grantor, as described in the school’s approved grant application.

**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 18	Borough Brooklyn	School Number 617
School Name I AM		

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 Adaleza Michelena	Assistant Principal Jamie Weyerbacher
Coach type here	Coach type here
ESL Teacher Kassie Schnall	Guidance Counselor Lakisha David
Teacher/Subject Area type here	Parent type here
Teacher/Subject Area type here	Parent Coordinator type here
Related Service Provider type here	Other type here
Network Leader(Only if working with the LAP team) type here	Other type here

C. Teacher Qualifications

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

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

D. Student Demographics

Total number of students in school (Excluding Pre-K)	315	Total number of ELLs	21	ELLs as share of total student population (%)	6.67%
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Part II: ELL Demographics

A. ELL Programs

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

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

This school offers (check all that apply):

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

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

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

B. ELL Years of Service and Programs

Number of ELLs by Subgroups				
All ELLs	21	Newcomers (ELLs receiving service 0-3 years)	13	ELL Students with Disabilities
SIFE		ELLs receiving service 4-6 years	4	Long-Term (completed 6+ years)
				4

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	13			4			4			21

ELLs by Subgroups										
ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			Total	
All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD		
Total	13	0	0	4	0	0	4	0	0	21
Number of ELLs who have an alternate placement paraprofessional: <u>0</u>										

C. Home Language Breakdown and ELL Programs

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

This Section for Dual Language Programs Only

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

Freestanding English as a Second Language

Number of ELLs by Grade in Each Language Group

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish										1	1	1	1	4
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic										1	3	0	0	4
Haitian										2	4	2	4	12
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other											1			1
TOTAL	0	4	9	3	5	21								

Part III: Assessment Analysis

Assessment Breakdown

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

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

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Beginner(B)										3		1	1	5
Intermediate(I)										2	3		1	6
Advanced (A)										3		3	2	8
Total	0	8	3	4	4	19								

NYSESLAT Modality Analysis

Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
LISTENING/	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	5		1	
Integrated Algebra	11		0	
Geometry	2		0	
Algebra 2/Trigonometry				
Math _____				
Biology				
Chemistry				
Earth Science	2		1	
Living Environment	8		1	
Physics				
Global History and Geography	7		3	
US History and Government	11		3	
Foreign Language	2		2	
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.
New potential ELL admits take the LAB-R no later than 10 days after their first day of attendance. The data is recorded by the ESL teacher before being sent out to be officially scored. The ESL teacher uses this data, along with data obtained from English department-wide diagnostic tests (in writing, grammar, reading, etc.) to determine which level is best for the new students (before the

official LAB-R scores are available). Students who have taken the NYSESLAT are scheduled according to the appropriate amount of hours they are entitled to (using discrete and push-in models). This year every student also took the new ELA Baseline Performance Task, and the data obtained from this assessment was used to develop instruction based on needs of the students.

2. What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?
The trend has been that proficiency levels increase as the amount of years spent in the United States increase. The general trend is that students advance each year. Certain students remain at a plateau as well. The majority of the students who have remained at a plateau also have IEPs that show issues with language skills and comprehension. Students who have gone down in score or who have remained at the same level for a significant amount of time are given action plans and assessed to identify their most significant areas of needed improvement.
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 [AMAO tool](#))
N/A - patterns across modalities were not released this year.
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. Proficiencies are mostly dependent on number of years of English instruction as opposed to grade level. The levels are broken down as follows: Advanced: 3 seniors, 1 junior, 2 sophomores, 1 freshman. Intermediate: 2 juniors, 1 sophomore. Beginner: 1 sophomore, 2 freshmen.
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](#))
Paste response to question here:
6. How do you make sure that a child's second language development is considered in instructional decisions?
Second language development is considered for all areas of instruction for ELLs (not just within the ESL setting). The ESL teacher is in frequent contact with ELLs' content teachers and assists with modifying materials to allow ELLs better access to the content. Bilingual glossaries and translation dictionaries are also provided in all classes to support the language needs of ELLs. More individual student support is provided to beginners, newcomers, and students struggling with specific concepts.
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?Paste response to questions here:
8. Describe how you evaluate the success of your programs for ELLs (e.g. meeting AYP for ELLs, etc.).
Each year, the overall scores of students who remain in the ESL program increase (evidence of growth from one year to the next). Many ELLs increased a proficiency level from last year and others tested Proficient for the first time since arriving to the United States. Long-term ELLs with IEPs stay on consistent NYSESLAT levels of proficiency.

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](#).)
The HLIS is given to each new student to the NYC school system. These are administered as part of the initial intake process of new students. If the trained pedagogue is available during this intake process (the ESL teacher), they will carry out the HLIS. If this

pedagogue is not available, the survey will be given by secretarial staff during the initial intake process, and the pedagogue will review the survey (and meet with the student) to ensure that the survey has been filled out correctly. If the student is eligible to take the LAB-R, the test is administered ten days or less prior to the student's first day of attendance.

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.
Each parent must be given the HLIS and have each question explained in the language they desire. This is conducted through the use of interpreters (when available) and online translators. Families are told that our school currently has a freestanding ESL program. If over twenty students of the same language choose a different program of preference, however, then the school must accommodate these requests by developing and implementing the desired program. The DOE over the phone interpretation services are also used for parental contact on a regular basis.
3. Describe how your school ensures that entitlement letters are distributed and Parent Survey and Program Selection forms are returned, and secured/stored. (If a form is not returned, the default program for ELLs is Transitional Bilingual Education as per CR Part 154 [\[see tool kit\]](#).)
All entitlement letters and Parent Survey and Program Selection forms are collected and stored in student files in the main office. The school is developing ESL binder that will be held and maintained by the ESL teacher as well as administration for the purpose of maintaining entitlement letters..
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.
Each new admit to the school that is also new the the NYC school system is first given the Home Language Identification Survey (filled out and answered by parents). If the parents wish to have the survey administered in a language other than English, then the questions are translated in that language (through the use of an interpreter, if available, or a written/electronic translation system). If the survey indicates that the student uses a language other than English, then the LAB-R exam is administered to the student 10 days or less after the student's first school day. Students are then placed into the appropriate level and ESL program based on their initial LAB-R scores and ESL teacher discretion. Once the final results of the LAB-R are received, students are put into their appropriate program (if it does not match the one they are already in). For students who are currently enrolled, ATR reports are run to determine NYSESLAT eligibility.
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 administers the NYSESLAT exam during the Spring of each year. The reading and writing sections are given to students during their regular ESL periods. In some cases, students are pulled out of classes if they have missed a significant amount of school days and need to complete these sections by the deadline. The listening section is also given during ESL class, and is administered using the CD provided with the NYSESLAT exam. The administration of the speaking section is more in-depth. Since teachers are not permitted to score their own students, the ESL teacher works with the other ESL teachers and administrators in the building (within other schools). These teachers come up with a schedule for testing, and administer and score students from other schools. The administration of all sections of the exam is completed within the given timeframe.
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**
The trend of parent choice on the Parent Survey and Program Selection forms has been the vast majority of parents choosing ESL as their program of choice. Parents understand that freestanding ESL is the school's current model of English language acquisition. Parents may choose other options, but there has not been a high enough number of requests to change the current program offered. The program models offered at the school are aligned with parent requests.

Part V: ELL Programming

A. Programming and Scheduling Information

1. How is instruction delivered? (see [The Practitioners' Work Group for Accelerating English Language Learner Student Achievement: Nine Common Features of Successful Programs for ELLs](#))
 - a. What are the organizational models (e.g., departmentalized, push-in [co-teaching], pull-out, collaborative, self-contained)?
 - b. What are the program models (e.g., block [class travels together as a group], ungraded [all students regardless of grade are in one class], heterogeneous [mixed proficiency levels], homogeneous [proficiency level is the same in one class])?
 - a. There are three discrete classes of ESL per day taught by one ESL teacher. The push-in model is used two periods a day (on average). During these push-ins, the ESL teacher works with students in their content classes (most often Social Studies). The ESL teacher also pulls beginners out of class a few times a week to focus on individual instruction.
 - b. The three periods per day of discrete ESL class is separated by level (homogeneous classes). There is one class each for beginner, intermediate, and advanced students. Each class has students from a mixture of grade levels.
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 are scheduled to meet their mandated number of instructional ESL minutes based on their latest NYSESLAT level. This scheduling is properly executed by ensuring that the student has the appropriate amount of time with the ESL teacher (who always provides English language instruction) per week. This programming includes minutes the students has in discrete ESL classes as well as when the ESL teacher pushes into their classes on a regular basis.
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.

Each content teacher is given strategies on how to differentiate in various ways for effective ELL instruction. ELLs have resources available in each class (dictionaries, translators, glossaries) that they are encouraged to use to aid English and content comprehension. Students are given extra time and assistance on assignments (through the help of both their content and ESL teachers). ELLs are held to the same Common Core Standards as all students. Teachers are expected to read Common Core recommendations and strategies for English Language Learners (available on the web). Content teachers inform the ESL teacher of upcoming tests and projects, as well as content that students are learning. The ESL teacher provides additional support for content comprehension during ESL class (in addition to regular English instruction), push-in, after school, and at times during lunch/prep periods.
4. How do you ensure that ELLs are appropriately evaluated in their native languages throughout the year?

The Spanish LAB-R is administered to new admits to the NYCDOE who speak Spanish as their first language. Students are given material in their native languages to practice throughout the year. Some material is also translated versions of assignments that enhance and evaluate their understanding of the native language. Satisfactory completion of assignments ensures comprehension of material in both their first and second languages.
5. How do you ensure that ELLs are appropriately evaluated in all four modalities of English acquisition throughout the year?

The final assessment of all four modalities of English acquisition is the NYSESLAT during the Spring of each year. During the rest of the year, ESL instruction is produced by making and achieving clear objectives that incorporate focused, specific English skills in the four modalities. Teacher-created exams incorporate and assess the four modalities. Literacy, which includes student achievement in the four modalities, is a school-wide focus for all content areas. It is stressed that each lesson for each subject incorporates

literacy achievement in one or more of the four modalities. An example of assessment for each modality is as follows: Listening - Students are given several auditory prompts and asked to respond by answering specific questions; SPeaking - students are given multiple opportunities over the course of the year to present information in all of their classes; reading - students are asked to read, annotate and determine important evidence from all texts they have read; writing - students are asked to produce several pieces of writing in each course using the Schaeffer method.

6. How do you differentiate instruction for ELL subgroups?

- a. Describe your instructional plan for SIFE.
- b. Describe your plan for ELLs who have been in US schools less than three years (newcomers)..
- c. Describe your plan for ELLs receiving service 4 to 6 years.
- d. Describe your plan for long-term ELLs (completed 6+ years).
- e. Describe your plan for former ELLs (in years 1 and 2 after testing proficient).

a. SIFE students are provided specific instruction based on their individual and unique characteristics. If the student has an IEP, diverse instructional strategies used are meet the circumstances and needs that are outlined on that document. Special considerations are used with SIFE, including instruction highly focused on student interest, ability, strengths, weaknesses. Instruction is used as a means for students to progress in their academic levels, language proficiencies, and achievement.

b. Newcomers are given extra support in language skills as well as with becoming comfortable with a new home and culture. These students' changing and diverse circumstances are very much taken into consideration during planning and instruction. The initial plans for newcomers focus on developing fluency and basic understandings of English skills in the four modalities in order to succeed and effectively participate in all of their content classes.

c. Students who have received 4-6 years of service are in the intermediate and advanced levels for the most part (aside from students with certain learning disabilities). Polishing English skills in the four modalities is accomplished through English Language Art and ESL strategies.

d. Long-term ELLs have been in the program for a number of years for diverse reasons. Certain students have learning disabilities that prevent them from testing proficient on the NYSESLAT exam, and their scores do not have to do with lack of English ability. The plan for these students is to have them show progression in English and all content areas while providing continuous literacy support. Other long-term ELLs are on the cusp of achieving proficiency in English, and need to work on very specific and targeted skills that will push them to gain proficiency.

e. Plans for former ELLs consist of including them in all regular/advanced classes for their grade level while providing extra English literacy support as necessary. They are always challenged with rigorous and grade-appropriate work. Their proficiency should be maintained.

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?

All teachers of ELL-SWDs are provided with scaffolded and differentiated materials by both the ESL and Special Education teachers. Resources include dictionaries, bilingual dictionaries, computer programs for further support, more visually and kinesthetic activities, etc. Teachers collaborate on a consistent basis to promote the best instruction for these 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?

ELL-SWDs are put into both mainstream classes and classes that will provide extra support for their development. IAM contains CTE classes which include both content and special education teachers. This allows access to the curriculum and each lesson through the extensive differentiation strategies that specifically target the needs of the students. Paraprofessionals are also provided to students who require them in their IEPs. This provides more direct support for students' needs.

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
Native Language Arts:	
Social Studies:	

Class/Content Area	Language(s) of Instruction

Courses Taught in Languages Other than English ⓘ

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

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

Math:				
Science:				

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

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

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

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

Native Language Usage and Supports

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



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

B. Programming and Scheduling Information--Continued

9. Describe your targeted intervention programs for ELLs in ELA, math, and other content areas (specify ELL subgroups targeted). Please list the range of intervention services offered in your school for the above areas as well as the language(s) in which they are offered.
- The targeted intervention programs for ELLs in these content areas is for ELLs to have access to the standards and goals of the Common Core while also progressing their skills in the four modalities of English proficiency. ELLs are given more support to refine these skills through ESL supports. ELLs are targeted for the specified required amount of minutes each week for beginner, intermediate, and advanced levels.
10. Describe the effectiveness of your current program and how it is meeting the needs of your ELLs in both content and language development.
- From last school year until now, ELLs have shown overall progress in their proficiency levels (as indicated by the LAB-R and NYSESLAT, and about 10% tested Proficient. ELLs are, for the most part, on track with other general education students in terms of taking and passing the Regents exams in their content areas. The extra support that ELLs need for these content classes is helpful. At the same time, beginner students tend to struggle with Regents exams due to language barriers between their knowledge of English, instruction, and the language they decide to complete the tests in.
11. What new programs or improvements will be considered for the upcoming school year?
- The school aims at maintaining meeting ELL required minutes by level every year. Each year is programmed differently based on the specific needs of the cohort of ELL students. Students will be programmed appropriately by level, and provided extra support in their content classes as needed. The after school extra help program will also continue to provide extra support to these students at a more individualized basis.
12. What programs/services for ELLs will be discontinued and why?
- None
13. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
- ELLs are eligible to participate in all programs, sports, etc. that are offered at the school. Several English teachers, including the ESL teacher, also participate in after-school instruction, which ELLs are encouraged to attend as much as possible.
14. What instructional materials, including technology, are used to support ELLs (include content area as well as language materials; list ELL subgroups if necessary)?
- In content areas, ELLs are provided with language glossaries for the specific content class, bilingual dictionaries, and the use of computers for easy and quick translation.
15. How is native language support delivered in each program model (TBE, Dual Language, and ESL)?
- Beginner ELLs are encouraged to write in their native language for long assignments, so to promote their first language literacy. The importance of literacy in both students' native and target languages is stressed to parents and students on a consistent basis. While learning new vocabulary, students are encouraged to learn the word in English as well as their native languages.
16. Explain how the required services support, and resources correspond to ELLs' ages and grade levels.
- ELLs learn the same materials as all students in their content classes, and at the appropriate ages and grade levels. The plan is to provide ELLs appropriate access to this rigorous material through the use of scaffolding and differentiation.
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.
- New students meet one on one with the ESL teacher prior to beginning ESL class, in order to become acquainted and comfortable with the program. Parents are also highly encouraged to meet with the ESL teacher at the beginning of the school year. After school and lunch assistance is encouraged for students. During these times, the ESL teacher is able to provide academic support, ease the transition into a new school and environment, etc. The ESL teacher encourages students, especially newcomers, to come to them with any questions, problems, and/or concerns.
18. What language electives are offered to ELLs?
- Spanish class is currently offered to ELLs.
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)?
 - What Dual Language model is used (side-by-side, self-contained, other)?
 - Is emergent literacy taught in child's native language first (sequential), or are both languages taught at the same time (simultaneous)?

At this time, we do not have a dual language program.

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. Professional development on strategies, tips, and good practices for ELLs will be provided during the course of the year to all ELL personnel and content teachers of ELLs. There are two mandatory professional development meeting a month where ESL strategies are introduced and teachers examine student work. In addition, there is a voluntary professional development series where literacy and instructional strategies are explored in more depth.

2. ESL and other teachers of ELLs are informed of professional development opportunities (by administration as well as outside sources) on a regular basis. These teachers are always encouraged to attend professional developments that they feel will benefit their practice (and that they will be able to turnkey to colleagues).

3. All ELLs receive discrete and/or push-in academic assistance by the ESL teacher depending on their required amount of hours. They are enrolled in career/college prep courses where staff is provided with materials to help in the transition process. All freshman and Sophomore students also engage in the iMentor program in which each student is paired with a mentor that provides great support, especially during times of transition. School administration and guidance counselors also provide informational sessions during PA meetings where student needs and educational expectations are addressed.

4. During professional development days, inquiry teams participate in data, Common Core Standards and small group instruction planning, and incorporate ELL strategies into this planning. Faculty also receives ELL professional development opportunities provided by the CFN.

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 has a parent association that is open to and welcomes all parents including parents of ELLs. Meetings and contact with newcomer parents and the ESL teacher is something that is consistently stressed and encouraged throughout the year. Meeting notices and materials are translated into native languages for all participating parents.
 2. We provide information from the local library about ESL classes. We are always exploring new opportunities for our parents and ESL families and pass on that information as it becomes available.
 3. We do not have a parent coordinator. Informal interviews and meetings by bilingual staff members as well as the ESL teacher help evaluate parents' needs.
 4. The school provides translators, as well as informational handouts in a variety of languages.

E. Additional Information

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

Paste response to question here:

Part VI: LAP Assurances

School Name: I AM

School DBN: 18K617

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Adaleza Michelena	Principal		1/14/14
Jamie Weyerbacher	Assistant Principal		1/14/14
	Parent Coordinator		1/1/01
Kassie Schnall	ESL Teacher		1/14/14
	Parent		1/1/01
	Teacher/Subject Area		1/1/01
	Teacher/Subject Area		1/1/01
	Coach		1/1/01
	Coach		1/1/01
	Guidance Counselor		1/1/01
	Network Leader		1/1/01
	Other _____		1/1/01

LANGUAGE TRANSLATION AND INTERPRETATION 2013-2014 TO 2014-2015

Requirement under Chancellor's Regulations – for all schools

DBN: **617** School Name: **IAM**

Cluster: **05** Network: **New Visions**

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 data used to assess these needs are analyzed and found in the Home Language Identification Surveys, ATS reports (with student data on tests, including the NYSESLAT and LABR, student and parent home languages, etc.), blue emergency cards kept on file in the main office, ARIS, and Skedula, which has records of student grades, schedules, contact information, etc.

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.

Oral interpretation has been valuable at the school. All teachers have been provided with the DOE over the phone interpreter phone number and encouraged to use this when contacting parents. This allows teachers and other school staff to communicate directly with parents who speak languages other than English. Important information about ELLs (including assessment data, contact information, etc.) are also shared by the ESL teacher to all staff.

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.

Immediate written translations are provided by the ESL teacher using online resources to interpret materials. Other translated materials are available on the DOE website in a variety of languages. These materials are printed for parents and parents are also informed of where to find these materials online. In-school staff who are proficient certain student/parent native languages also provide written translations as necessary.

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 are provided over the phone by the DOE, and the school uses this frequently to effectively keep in contact with parents. In-school staff who are proficient in certain student/parent native languages also provide oral translations as necessary (during parent/teacher conferences, etc.).

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>.

Parents are notified of all translation and interpretation services by the ESL department at the beginning of the school year. Posters, in English and with several language translations, are also available for visiting parents when they come to the school. These posters provide information on where parents can find translation and interpretation materials online.

2013-14 Comprehensive Education Plan (CEP)

Title III Supplemental Program for ELLs

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

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

For more information on Title III requirements, please see the [School Allocation Memo #44](#) or contact your [Senior ELL Compliance and Performance Specialist](#). Submit this form to your Senior ELL Compliance and Performance Specialist by October 30.

Part A: School Information	
Name of School: The HS for Innovation in Adver	DBN: 18K617
This school is (check one):	
<input checked="" type="checkbox"/> conceptually consolidated (skip part E below) <input type="checkbox"/> NOT conceptually consolidated (must complete part E below)	

Part B: Direct Instruction Supplemental Program Information
The direct instruction component of the program will consist of (check all that apply):
<input type="checkbox"/> Before school <input checked="" type="checkbox"/> After school <input type="checkbox"/> Saturday academy <input type="checkbox"/> Other: _____
Total # of ELLs to be served: 21
Grades to be served by this program (check all that apply):
<input type="checkbox"/> K <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 <input checked="" type="checkbox"/> 9 <input checked="" type="checkbox"/> 10 <input checked="" type="checkbox"/> 11 <input checked="" type="checkbox"/> 12
Total # of teachers in this program: 1
of certified ESL/Bilingual teachers: 1
of content area teachers: 0

Part B: Direct Instruction Supplemental Program Information

Describe the direct instruction supplemental program here and include the

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

Begin description here: The afterschool program is designed to provide additional support for ELL students. The focus is to assist in the acquisition of academic language and content in order to increase ELL pass rates on regents exams (which is currently close to 0%) and credit accumulation in courses. In addition, this program also permits the ESL teacher to provide additional access points to the academic content in the courses. 61.9% of our current ELL students have been receiving services for less than 3 years.

Part C: Professional Development

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

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

Begin description here:

The rationale for our year long (September 2013 - June 2014) professional development program is to help teachers develop a battery of skills and strategies that render effective instruction. The session topics have been designed with respect to both teacher needs and the Danielson framework. Each session is carefully crafted to reflect our school's beliefs about instruction through practical workshops. All teachers are invited to attend, as the content of the sessions is applicable for all instructors, including the ESL teacher. These sessions are held on a weekly basis afterschool every Wednesday. Two of the month's sessions are mandatory as per the UFT Contract, and the month's other two sessions are voluntary and teachers are compensated through per session funding. The majority of the sessions are provided through the school's administration. Other sessions are provided through the school's CFN, New Visions and our private consultant, Creative Classroom Solutions.

Below are the topics covered/to be covered in the series:

Google and the IAM Community

Instructional strategies in your lessons and the Common Core State Standards

SEGIS and your instructional practice

Danielson Framework, Domain 2, Components 2a and 2c

Responding to student data

Danielson Framework, Domain 3, Components 3c and 3d

Part C: Professional Development

Danielson Framework, Domain 2, and the ICT classroom
 Argumentative writing

Using Teachscape, an online teacher development program

Student discussion protocols

Creating an effective and efficient ICT classroom

Grade-based Inquiry Team Meeting

Strategies to become highly effective in Domain 4

Summative assessments

Literacy strategies for Spring 2014

Part D: Parental Engagement Activities

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

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

Begin description here:

In an effort to increase our parent involvement, parents of ESL students are invited on a monthly basis to participate in workshops and activities geared towards college readiness and school leadership. Translated invitations for and materials are available at each of these meetings. There are also celebration events and other school spirit events where parents are invited to attend.

Part E: Budget

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

Allocation Amount: \$ _____

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Professional salaries (schools must account for fringe benefits) <ul style="list-style-type: none"> • Per session • Per diem 	_____	_____

Part E: Budget**FOR SCHOOLS NOT CONCEPTUALLY CONSOLIDATED ONLY.** Ensure that your Title III budget matches your Title III Plan.

Allocation Amount: \$ _____

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