

2013-2014
COMPREHENSIVE EDUCATIONAL PLAN
(CEP)
UPDATED 2014-2015

DRAFT - PENDING SUPERINTENDENT APPROVAL

School Name: SOUTH BROOKLYN COMMUNITY HIGH SCHOOL
DBN (i.e. 01M001): 15K698
Principal: LATOYA KITTRELL
Principal Email: LKITTRELL@SCHOOLS.NYC.GOV
Superintendent: LASHAWN ROBINSON
Network Leader: GERARD BEIRNE

School Leadership Team (SLT) Signature Page

Use this page to identify SLT members and confirm their participation in the development of this Comprehensive Educational Plan (CEP), 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 CEP 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 document must be maintained on file at the school.

Name	Position and Constituent Group Represented	Signature
LaToya Kittrell	*Principal or Designee	
Kelley Wolcott	*UFT Chapter Leader or Designee	
Michelle Cattouse	*PA/PTA President or Designated Co-President	
	DC 37 Representative, if applicable	
Sergio Frederick	Student Representative (<i>optional for elementary and middle schools; a minimum of two members required for high schools</i>)	
Nicole Quinones	Member/ Student Representative	
Ralph Germain	CBO Representative, if applicable	
Julie Pecoraro	Member/ Parent	
Karen Fludd	Member/ Parent	
Roxanne Byard	Member/ Parent	
Stephen Dabideen	Member/ Parent	

LaToya Martin	Member/ Teacher	
Marianita Damari	Member/ Teacher	

**Signature of constituent only indicates participation in the development of the CEP, 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.

By June 2015, there will be a demonstrated improvement in teacher effectiveness by developing a shared understanding of instructional excellence through the implementation of the Advance system and a normed understanding of Danielson. This will be achieved through frequent cycles of short classroom visits that are normed to the Danielson Rubric and measured through analysis of written observation reports and shifts in instructional practice measurable through the Advance system's school-wide measure of teacher practice (MOTP) cumulative data set.

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.

In spite of a tremendous amount of work last year around the Danielson rubric, In conducting the staff needs assessment, a great disparity among instructional practices amongst staff, was surfaced. As a result, it is again necessary to focus a great deal of our efforts on the development of a shared understanding of instructional excellence among our staff.

Although it has been some time since our SQR, the findings regarding the need for our school to promote consistency in differentiation, purposeful groupings and student engagement in order to enable access for all students to learning that is tailored to meet their needs remains an accurate statement of need. As evidenced by administrative, Network and job-based Advance training visits, rigor remains inconsistent, as is understanding of how to provide multiple points of entry for our high-need student population in order to make material more accessible or challenging as needed. This has also been confirmed through student feedback, classroom observations and conversations with instructional staff. It is our hope that ongoing and sustained work around the expectations of the Rubric will assist us in meeting the varied needs of our diverse population of truanting and formerly out of school youth.

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

By June of 2015, all SBCHS staff will have participated in norming activities for

- Designing coherent instruction (1e);
- School-wide understanding and curriculum coherency regarding rigor
- Using questioning and discussion techniques (3b);
- Using assessment in instruction (3d).

1. All teachers will begin the 2014-1015 school year by self-assessing on selected components of the Teacher Effectiveness Rubric. Teachers will work in conjunction with immediate supervisors to formulate goals for the year. These goals will drive differentiated professional plans for each teacher based on needs and wants.
2. School leaders set up and follow a schedule for teacher observation and feedback using the Teacher Effectiveness Rubric and focusing on the various rubric components.
3. As direct result of observations, teacher needs assessments and the aforementioned teacher penned goals, individual professional development plans for each teacher with delineated steps for progress and movement to the next level within the continuum will be developed for all instructional staff.
4. By June of 2015, school leaders will have engaged in cycles of frequent short classroom visits (depending on the Option selected by the teacher) and provide teachers with formative feedback and professional development to support improved practice in identified competencies (varies from teacher to teacher) of the Danielson framework.
5. Teachers will engage in ongoing professional development with school leaders, lead teachers, consultants and/or Network support that will focus on the implementation of Danielson and the Advance system of evaluation.
6. Teachers will engage in inter-visitations during the 2014-2015 school year. Improvements will be measured by teacher movement along the rubric continuum (ineffective, developing, effective and highly effective) as well as teachers

demonstrating implementation of next steps as outlined on Observation feedback that will be given to each teacher after each observation.

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

1. Professional Development Plans will be developed by the Principal, AP and the Lead Teacher.
2. Principal, Assistant Principal, Lead Teacher and Instructional Teacher Teams will all provide ongoing job-embedded PD for each teacher, as outlined in said plans.
3. Self-Assessments will take place at the IPC and will be discussed with Principal and/or AP. Revisions will be requested as needed.
4. School leaders, consultants and lead teacher set up and follow a schedule for teacher observation and feedback utilizing *Advance* depending on teacher Option selection.
5. Teachers will engage in ongoing professional development with school leaders, lead teachers, consultants and/or network support that will focus on the implementation of Danielson and the Advance system of evaluation.
6. Teachers will engage in inter-visitations during the 2014-2015 school year.
7. Administrators and outside consultants will engage in **continuous** reflection regarding teacher growth and the state of instruction at SBCHS and respond accordingly with new suggestions and strategies to improve instruction and move teachers forward on the instructional continuum. Strategies include, but are not limited to, differentiated use of PD in-focus, inter-visitations (with subsequent discussion/reflection with teachers involved), organizing learning walks, working with outside consultants to best support teaching staff, suggesting outside PD to teachers. AP will maintain evidence of the above throughout the school year.

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

1. AP, Principal, Lead Teacher and Coaching staff participates in bi-weekly check-ins to monitor staff progress as need. Strategies for further support (supportive conversations, feedback on lessons and plans, feedback on artifacts, discussion of student voice and perception, coaching from Advocate Counselors) are discussed at each check-in and a plan for implementation is devised.
2. Final revision of differentiated PD plan for each teacher will be done over winter break and completed by 1st week of Cycle 3, March 2015.
3. By June of 2015, all SBCHS staff will have participated in an Initial Planning Conference, goal setting and a PD plan that is an outgrowth of both the IPC and teacher goals that is focused on areas of highest leverage in a teacher's practice.

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

1. Work begins in early October with the IPC, review of artifacts, learning walks, walk-thrus and initial observations taking place. Out of this grows individualized teacher goals and the differentiated PD plans for each teacher that is aligned to these individual teacher goals. Work is ongoing throughout the school year and will conclude in June of 2015 with a reflection and planning retreat for the Instructional Teams.

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

1. School Administrators will work in conjunction with Network personnel and Central DOE staff to accomplish the aforementioned action plan and goals.
2. Tax Levy funds will be used to fund consultant costs, workshop cost and any associated teacher per-session costs.

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).

N/A

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.

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, SBCHS will demonstrate effective school-wide academic and personal behaviors to support college and career readiness as evidenced by student outcomes, specifically, 10% increase in post secondary enrollment rate from 37.9% in 2012-2013 to 47.9.

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.

SBCHS Guidance and CBO Staff have worked with graduating students to achieve a 100% CUNY acceptance rate for the last three years' graduating classes - college *access* work is a real strength of our school staff, students, and overall culture. While there are some amazing anecdotal stories for individuals within each cohort of graduates, SBCHS graduates perform at or below the already alarmingly low post-secondary success and retention rates - in spite of continued relationship maintenance and significant referral to on-campus counseling and academic supports. College *readiness*, unfortunately, remains a challenge for our school staff, students, and overall culture.

Career access and readiness, on the other hand, has an inverse cultural norm for SBCHS grads - access is much more elusive than readiness. Students' experience - and employer reports - of our robust Learning to Work internship offerings and supports indicate a healthy learning environment for development of general employment skills and quite a few trade-specific skills (culinary and carpentry internship placements in the surrounding Red Hook community are some of our strongest community partnerships and our best connection to growing industries). However, again, aside from anecdotal personal stories of student interns hired at their placement for continued employment, our students struggle to find and maintain meaningful, gainful post secondary employment - in large part because the job market simply expects the kind of post secondary educational credential our students struggle to accomplish, preventing access regardless of whatever soft or hard skills they've developed through internship work.

Common Core aligned, engaging instruction is one clear path and perpetual effort to ensure the academic preparation that happens at SBCHS matches expectations at the post secondary level. Consultation with CBO partners at the post secondary level (Good Shepherd Services Lifelink, CUNY ASAP and CUNY Start) and colleagues in several world-of-work readiness programs (Jobs for the Future, Workforce1, Co-op Tech) have helped us identify another existing asset for further developing staff practice across the DOE-CBO partnership and thus most effectively influencing school-wide culture: the school-wide efforts in the Academic and Personal Behavior Domain, particularly Persistence and Organization. It is our belief, based on information from our partners and reports from our students, that every effort to increase these skills will support college readiness and therefore also support career access.

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. Communicate the Goals of increasing organization and persistence in accessible language, early and often, to all stakeholders.
2. Implement and provide school-wide tools - specifically binders and checklists - that allow students to demonstrate and measure their own organization, and require the use and support of staff from both sides of DOE-CBO partnership.
3. Set individual goals for persistence by determining, in CBO staff counseling sessions (individual and group), specific obstacles to attendance and academic success, pairing each obstacle with socio-emotional strategies for persistent effort to resolve those obstacles.
4. Share these goals with relevant administrative and instructional partners in supervision and professional development to ensure wrap around support.
5. Incentivize use of organizational tools and accomplishment of persistence goals both through measurement in bi-weekly progress reports, setting reasonable requirements on these measures for participation in extra-curricular activities, and in public celebration at monthly Community Meetings.

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

1. We have stated - and continue to repeat - the goals of becoming more organized and more persistent to the entire student body - in every public assembly we host. This started with full school orientation 9/9, and is repeated at every weekly Friday Assembly (15 minute meetings during lunch time) and every monthly Community Meeting (30-60 minute meetings on the first Friday of each month). We also send home a newsletter at least twice per trimester, including updates on school events and culture and always stressing organization and persistence as themes. These meetings are hosted in rotation, with each department (including CBO staff as a "department") taking responsibility for a Community Meeting on the first Friday of each month, and all of the Friday Assemblies that month.
2. Orientation sessions for all students, new and returning, are hosted by Assistant Director. During these sessions, students are / were introduce(d) to our binder system by AD, who also helps students set up their binders in alignment with their schedule. Every teacher has a class-specific means of requiring binder use (note taking, saving documents and graphic organizers) that is actively referenced during instruction. CBO Counselors perform regular binder checks with students during academic counseling sessions (essentially reviewing the contents of the binder compared against the included checklist - a task students are encouraged to perform)
3. CBO advocate counselors distribute progress reports in group and individual sessions, always coupled with a goal, or revisitation of the goal, around a socio emotional strategy to support academic success and/or attendance improvement, with a goal date of the next progress report meeting.
4. CBO staff receive weekly hour long supervision from Assistant Director and weekly team meetings co-facilitated by Director and Assistant Director, to identify trends and strategies for addressing student needs and building on student goals. Once a month as a team they meet to map a common lesson plan for the group session about progress reports and goals. Weekly full staff meetings at least once a week are "speed conferencing" - a chance for all CBO and DOE staff to case conference around student performance and behavior, referencing progress reports, obstacles to success, and progress toward goal as the data that drives formation of follow up interventions.
5. Introduced at orientation 9/9, and revisited at monthly Community Meetings, awards are distributed: Organized for Excellence and Persistent Improvement awards are given by all teachers for strong and improving students, and Persistent Performers (students passing their first and last classes, 70% of whom are passing all classes, all of whom are demonstrating persistence by arriving to school on time and staying all day in order to pass first and last classes) are invited to a special monthly lunch with administrators.

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

Essentially, all of these goals can be measured using grade book data - both overall attendance and academic performance with improvement aligned with other CEP goals, will demonstrate improvement in these skills, as they are already built into school-wide rubric where proficiency is required for successful course completion.

Additionally, Outcomes based grade books allow us to run reportage on performance on these two particular outcomes over time, and chart student performance in development of these skills independent of academic and attendance data.

1. Target: all Students and Parents can name Organization and Persistence as school-wide themes. Can be measured in interview or survey.
2. Target: all students will have a binder and know the expectation of its use. Can be measured through observation and interview or survey.
Target for support: all instructional observations will include evidence of use of the binder to reinforce expectation of ongoing binder use.

- Can be measured in observation. Target for support: at least once per month, students will meet for academic counseling session with counselor that will include binder check and review of goals. Can be measured through review of recorded counseling notes.
3. Target: Community Meetings will be coupled with progress report review sessions and goal setting in counseling groups once per month (essentially one for every progress report). Goal setting can be measured in review of counseling notes. Effectiveness of goals can be measured in performance via aggregated reportage from progress reports (pass rate increase, attendance rate increase).
 4. Target: supervisions, group planning sessions, and full staff PD calendar set for the year. As this is a support for target 3, can be measured with same reportage.
 5. Target: Community meeting calendared for the year. As these incentives are essentially a support for Target 3, can be measured with same reportage.

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

1. September 2014- June 2015

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

1. Friday Assemblies, Community Meetings: preparation time and common time together. Occasional use of food incentive, as these meetings happen during lunch. Newsletter: dedicated team, use of concentrated outreach time, additional prep time as needed.
2. Binders, including dividers, pencil cases and checklists (every student is issued one per year). Time and preparation for orientation sessions. On going instructional observations as scheduled, use of Danielson rubric and College and Career readiness benchmarks to chart instructional practice strengths and areas for development.
3. Preparation meetings for group sessions, supplies for those sessions, expectation set and support in supervision (via reportage to confirm and measure recorded efforts), dedicated time for counselors to record goals for measurement.
4. Preparation for supervision, dedicated supervision time, Professional Development time all as calendared.
5. Incentives (certificates and lunches), and preparation / common time dedicated to bring attention to successful performance in these areas.

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 sc Involvement Policy (PIP).

Parent Nights will be topic specific to educate parents about the college process, such as family financial aid night.
 College Access counselor will be available and meet with parents on each parent teacher conference.
 College Access counselor will meet with students and families individually to field any questions and to assist with the college admissions process
 Advocate counselors will continue outreach to parents and families.
 Guidance counselor will meet with families to review transcripts.

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
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List any additional fund sources your school is using to support the instructional goal below.

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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 10% increase in pass rate in Algebra regent exam from 41% to 51%.

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.

Our average Integrated Algebra exam score for 2013-2014 was 57 and our pass rate was 41%. A total of 102 students sat for the exam. This pass rate is a 5% increase from the previous year. There is a need for our department to align instruction to the Common Core Standards for Mathematics Practice. This will increase the rigor and lead to an increase in our Regents pass rates.

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. **Four-Trimester Pacing Model.** We went from a three-trimester pacing model to a four-trimester pacing model. Rather than racing through the curriculum, our teachers can spend more time with struggling students, and significantly challenge students who have a strong aptitude for mathematics.
2. **Carnegie Learning Algebra 1 Common Core.** We purchased a site license for Carnegie Learning for another year. Last year most of our students were programmed to use the Algebra 1 program. This year all of our math students are programmed to use the **Common Core** Algebra 1 program. This wed-based program differentiates instruction for each student. It provides students with individualized and self-paced instruction that adapts to their exact needs.
3. **Common Core Mathematical Practice Standards (CCSMP).** Every unit and/or lesson will include Common Core standards for mathematical practice.
4. **The Collins Writing Program.** The teachers will use the writing program to help students improve their written responses in math.
5. **Revision of our Mathematics Intake Exam.** We will revise our mathematics intake exam to reflect the content standards for Algebra 1 Common Core.

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

1. The AP will oversee the implementation of the Carnegie Learning Algebra 1 Common Core, the four-trimester pacing model, the Collins Writing program, and the implementation of the CCSMP.
2. The mathematics department will revise the Mathematics intake exam.

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

1. At the end of each benchmark (approximately 3 weeks) the math department will analyze samples of student work to determine the success of, the Writing program, Carnegie Learning and the four-trimester pacing model.

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

1. September 2014-June 2015

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

1. Teachers will engage in ongoing professional development for Carnegie Learning.
2. The math department will meet twice a week to analyze student work.
3. Teachers will attend in house PD on the Collins Writing program provided by the AP.

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).

Mathematics teachers will meet twice a month with Advocate Counselors. The Advocate Counselors will conduct daily outreach to parents regarding academic progress.

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	Grants
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List any additional fund sources your school is using to support the instructional goal below.

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.

By June 2015, there will be an improvement in attendance with a 5% increase from 61% last school year to 66% this current school year.

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 we experienced a downward trend in our attendance percentage. Attendance consistently dropped as the school year progressed. 2013-2014 school year attendance percentage was 61%

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.

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

6. Advocate Counselors will conduct effective attendance outreach on a daily basis in order to re-engage students who are declining in their attendance percentage, and support students who are maintaining satisfactory attendance. Where necessary and possible Advocate Counselors will conduct home visits to provide mediation for consecutively absent students.
7. Incentives, awards, and recognition will be regular practice in acknowledging students with exemplary attendance as well as those students making significant improvement strides in daily attendance.
8. Teachers and counselors meet on a weekly basis to discuss intervention for students with poor attendance and conduct outreach in partnership to parents around attendance improvement and recognition.
9. The Principal, Assistant Principal, Director, Assistant Director, School Aide, Guidance counselor, and attendance teacher meet weekly to review current 407's, LTA's, and discuss strategies and interventions. In addition the guidance counselor, assistant director, and the advocate counselor team meet weekly to discuss 407's, LTA's and discuss strategies and interventions.

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

3. Assistant director will conduct individual weekly supervision with each advocate counselor to ensure outreach is being conducted efficiently and consistently, and to ensure home visits are being used effectively as a means of attendance intervention
4. Principal, Director, AP, and AD meet weekly and discuss attendance of the week prior and current attendance to identify trends and implement strategies, and to provide an effective structure for weekly teacher/AC meetings.

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

2. Attendance data will be reviewed and discussed regularly (weekly, per benchmark, and per cycle) in order to evaluate progress and effectiveness of the strategies in place.

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

2. September 2014 – June 2015

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

4. AC's will be given adequate time in the morning and early afternoon to conduct attendance/parent outreach. Assistant director will also work closely with AC's to develop a schedule and structure for conducting home visits.
5. Awards and recognition during community meetings will used to incentivize attendance
6. Gift cards, Pizza parties, certificates, and name recognition will be used as incentives for exemplary attendance and improving attendance.

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).

- Advocate counselors will conduct regular parent outreach regarding student attendance
- Parent Teacher conferences will provide a forum to discuss attendance issues and how they affect students' academic performance and success.
- Monthly Parent night will also serve as an opportunity to provide resources for parents to support students to improve/maintain attendance

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	Grants
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.

By June 2015, SBCHS will implement blended learning programs in 80% of classrooms throughout the school. The school will continue to expand online courseware as well as digital systems for parents, students, and staff to communicate.

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.

As outlined in the last School Quality Review, there is a need for our school to promote consistency in differentiation for purposeful groupings and student engagement in order to enable access for all students to learning that is tailored to meet their needs. Rigor is inconsistent, as is understanding of how to provide multiple points of entry for students in order to make material more accessible or challenging as needed. This is also confirmed through student surveys, classroom observations and conversations with instructional staff. We believe that blended learning will provide students and teachers with an opportunity to access differentiated content and instructional methodologies that will foster academic success. We hope to increase credit accumulation through this endeavor.

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

- a. All students in math and language classes will participate in blended learning models in their classes.
- b. Differentiated plans for instruction will be developed for each student in these classes.
- c. The school will use google apps for education to create a system for academic communication between students, parents and teachers.
- d. The school will explore grading systems.

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

1. AP will oversee all Carnegie Learning implementation in Math Classes, as well as Middlebury PowerSpeak in language classes. Representatives from the respective companies will conduct ongoing and sustained PD for all teachers involved.
2. Math teachers will all be involved in this roll-out.

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

1. At the end of each Cycle, credit accumulation will be examined to determine trends in student achievement.
2. Student and staff surveys will be conducted to determine "buy-in" to and the effectiveness of these blended initiatives.
3. Student work samples and curriculum/work that can be viewed via the digital platform will also be used to gauge the efficacy of the programs in use.

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

1. December 2015-June 2015

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

1. Returning teachers to SBCHS will engage in ongoing Blended Learning professional development beginning with summer academies that will take place throughout July and August.
2. Teachers will attend PD both in house and off-site. Additional support will be provided by the AP instruction, as well as central DOE staff.

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).

- Parent–teacher conferences will take place at least once per student, per cycle and as needed in order to increase parent understanding of and involvement in the educational process.
- Parents will be offered PD on completing surveys online and have an online system to monitor the student progress.
- Parents will be given staff emails so that they may use technology to contact staff as needed.
- Parents can be shared on platforms such as google docs used by teachers and students.
- Advocate Counselors will conduct daily outreach to parents regarding student attendance and academic progress.
- Continuous outreach will be conducted to parents reiterating our “open door” policy and our willingness to meet with parents at times that are convenient to them (early morning and late evening hours).
- Workshops will be offered to parents on the Core Content Standards, graduation requirements and college and career access.

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.

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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	Students who are performing below high school level or who have failed the ELA Regents are identified by teachers and counselors. Several levels of assistance are available. Identified students may be scheduled for after school one on one tutoring with a teacher from our school or from a contracted tutoring service. All teachers are available twice weekly in a drop-in format to provide students with individual help. A targeted, very small writing class is scheduled during the school day for students who are in greatest need. All student progress is monitored by staff in monthly conferencing sessions.	Small group or one-to-one tutoring	During school, After school, during lunch or study hall periods
Mathematics	As above, - One-on-one tutoring - Twice weekly drop-in assistance - Monitoring in monthly conferencing sessions	Small group or one-to-one tutoring	During school, After school, during lunch or study hall periods
Science	As above, - One-on-one tutoring - Twice weekly drop-in assistance - Monitoring in monthly conferencing sessions	Small group or one-to-one tutoring	During school, After school, during lunch or study hall periods
Social Studies	As above, - One-on-one tutoring - Twice weekly drop-in assistance - Monitoring in monthly conferencing sessions	Small group or one-to-one tutoring	During school, After school, during lunch or study hall periods
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	As in our other interventions, there are several levels of counseling intervention for our students. The most basic, and most important, is the relationship of the student and the counselor from our community based organization, Good Shepherd Services. Students meet	Small group or one-to-one tutoring	During school, After school, during lunch or study hall periods

	<p>weekly with their counselors, who monitor attendance, contact parents and provide a critical first line of intervention for our students' social and emotional needs. In addition, students meet with their Good Shepherd counselors twice a week in group sessions, examining situations common to them all, including post high school planning, overcoming roadblocks they encounter in completing school and academic planning. The next level of counseling is the referral to Good Shepherd Services for individual or family counseling for those youngsters in need of more intensive intervention.</p> <p>For our students with Individual Educational Plans, a Department of Education counselor meets with those mandated for counseling once a week as delineated on their Imp's.</p> <p>In addition, all of our guidance counselors are involved in the identification and monitoring processes that determine academic scheduling and interventions.</p>		
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Title I Information Page (TIP)
For Schools Receiving Title I Funding

A. All elements of the *All Title I Schools* section must be completed*.

1. School Wide Program (SWP) schools must also complete the *SWP Schools Only* section.
2. 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.
<p><u>Recruitment</u></p> <ul style="list-style-type: none"> ● SBCHS works closely with our CFN and Central DOE to recruit talented instructional staff. We rely heavily on their recruitment efforts. We use the New Teacher Finder, reach out to our recruitment officer and attend DOE sponsored job fairs to recruit Highly Qualified Teachers. ● In house, we cultivate linkages with colleges, Teach for America, Math for America and Teaching Fellows to attract Highly Qualified Teachers. ● We use word of mouth referrals from trusted sources to reach out to Highly Qualified Teachers who may be interested in working with us. <p>We strive to cultivate a leaning community where instructional excellence, teacher collaboration and professionalism are the norm. We believe that the best way to attract and retain outstanding teachers is to build a culture of excellence where only hard-working, capable teachers will want to work.</p> <p><u>Retention</u></p> <ul style="list-style-type: none"> ● We believe that retention begins with a fair, supportive work environment where all staff members are held equally to high professional standards, while given the tools and support necessary to hone their skills. ● Teachers teach 4 classes and preps are generally limited to two in order to maintain a manageable workload for teaching staff. ● Ongoing and sustained PD (see below) is provided to each staff member and is differentiated to meet the needs of individual teachers, regardless of years of service. ● Small class sizes keep the monitoring of student progress manageable while cultivating meaningful relationships with students. ● Small school environment fosters a sense of community, where we are all accountable to one another. ● Support regarding attendance outreach and academic advisement is provided to teachers through our collaboration with GSS -the vastly important, yet time consuming task of parental outreach is a shared responsibility between GSS and DOE staff. <p><u>Professional Development</u></p> <ul style="list-style-type: none"> ● We work to provide high quality, relevant PD that begins with a comprehensive needs assessment and is differentiated to meet the needs of all teachers. PD is not "one size fits all" and occurs via the following:

- o Full teaching staff collaboration and sharing of promising practices, examination of student work and utilization of data points to foster reflection and instructional improvement
 - o Departmental collaboration and sharing of promising practices, examination of student work and utilization of data points to foster reflection and instructional improvement
 - o Collaboration with and workshops hosted by Good Shepherd Services (GSS)
 - o Collaboration with and workshops hosted by our CFN, CFN 536
 - o Participation in the Transfer School Common Core Institute workshop and events (TSCCI)
 - o Transfer School Superintendent lab site PD's
 - o Participation in workshops and collaborative work groups with fellow ILearn schools
 - o Participation in workshops and collaborative work groups with Connected Foundations.
 - o Work with outside consultants from Eskolta and ReDesign
 - o Work with our CFN achievement coach
 - o Collaboration with teaching artists from Dance Theatre Etc. (DTE)
 - o Conferences sponsored by professional organizations such as ASCD
 - o PD in Focus, ASCD's on-line PD resource
 - o Ongoing support and coaching by lead teachers and mentor teachers
- Ongoing support and coaching by school administrators.

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).

Recruitment

- SBCHS works closely with our CFN and Central DOE to recruit talented instructional staff. We rely heavily on their recruitment efforts. We use the New Teacher Finder, reach out to our recruitment officer and attend DOE sponsored job fairs to recruit Highly Qualified Teachers.
- In house, we cultivate linkages with colleges, Teach for America, Math for America and Teaching Fellows to attract Highly Qualified Teachers.
- We use word of mouth referrals from trusted sources to reach out to Highly Qualified Teachers who may be interested in working with us.

We strive to cultivate a leaning community where instructional excellence, teacher collaboration and professionalism are the norm. We believe that the best way to attract and retain outstanding teachers is to build a culture of excellence where only hard-working, capable teachers will want to work.

Retention

- We believe that retention begins with a fair, supportive work environment where all staff members are held equally to high professional standards, while given the tools and support necessary to hone their skills.
- Teachers teach 4 classes and preps are generally limited to two in order to maintain a manageable workload for teaching staff.
- Ongoing and sustained PD (see below) is provided to each staff member and is differentiated to meet the needs of individual teachers, regardless of years of service.
- Small class sizes keep the monitoring of student progress manageable while cultivating meaningful relationships with students.
- Small school environment fosters a sense of community, where we are all accountable to one another.
- Support regarding attendance outreach and academic advisement is provided to teachers through our collaboration with GSS -the vastly important, yet time consuming task of parental outreach is a shared responsibility between GSS and DOE staff.

Professional Development

- We work to provide high quality, relevant PD that begins with a comprehensive needs assessment and is differentiated to meet the needs of all teachers. PD is not “one size fits all” and occurs via the following:
 - Full teaching staff collaboration and sharing of promising practices, examination of student work and utilization of data points to foster reflection and instructional improvement
 - Departmental collaboration and sharing of promising practices, examination of student work and utilization of data points to foster reflection and instructional improvement
 - Collaboration with and workshops hosted by Good Shepherd Services (GSS)
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 - Work with outside consultants from Eskolta and ReDesign
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 - Conferences sponsored by professional organizations such as ASCD
 - PD in Focus, ASCD’s on-line PD resource
 - Ongoing support and coaching by lead teachers and mentor teachers
- Ongoing support and coaching by school administrators.

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.).

As with any budgeting decision, availability of funds, as well as the purpose of the funds is of paramount importance in deciding how to allocate resources. We carefully look at the ways in which monies can be spent, the needs of our students and staff and then make careful decisions about how to best allocate resources. All decisions are made in collaboration with teachers, parents, students and our CBO partner.

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.).

N/A

Measures to Include Teachers in Decisions Regarding Assessments

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

Teachers’ voices are instrumental in any decisions made regarding instruction and assessment at SBCHS. Teachers will work collaboratively within their departmental counterparts to make decisions regarding assessments and data-driven instruction. Teachers engage in ongoing collaboration regarding curricula, assessments and student achievement. These meetings are guided by either the lead teacher, the AP, the Principal or a combination of these individuals. All departments have daily common-planning time, which makes close and on-going collaboration possible.

TA Schools Only

Use of Program Resources

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

N/A

TA Coordination with the Regular Program

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

N/A

**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



LaToya Kittrell
Principal



John Foley-Murphy
Director

Parent Involvement Policy (PIP)

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



LATOYA KITTRELL

PRINCIPAL

SCHOOL-PARENT COMPACT

2014-2015



JOHN FOLEY MURPHY

DIRECTOR

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

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:

- Advocate counselors conduct parent outreach on a regular basis, at least once every benchmark; and as needed
- 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;
- Monthly Parent nights

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: 15K698

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

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

Program Name	Fund Source (i.e. Federal, State or Local)	Funding Amount: Indicate the amount contributed to Schoolwide pool. (Refer to Galaxy for FY '15 school allocation amounts.)	Place an (X) in <u>Column A</u> below to verify that the school has met the intent and purposes of each program whose funds are consolidated. Indicate in <u>Column B</u> , page # references where a related program activity has been described in this plan.	
			Column A Verify with an (X)	Column B Page # Reference(s)
Title I Part A (Basic)	Federal	\$122,021.46	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	\$1,255,526.00	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 00	Borough select one	School Number 000
School Name type here		

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

D. Student Demographics

Total number of students in school (Excluding Pre-K)	Total number of ELLs	ELLs as share of total student population (%)	%
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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 type="checkbox"/>	If yes, indicate language(s):
Dual language program	Yes <input type="checkbox"/>	No <input 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														
SELECT ONE														0
SELECT ONE														0
Total	0	0	0	0	0	0	0	0	0	0	0	0	0	0

B. ELL Years of Service and Programs

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

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. [?](#)

	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										0

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	0	0	0	0	0	0	0	0	0	0
Number of ELLs who have an alternate placement paraprofessional: _____										

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														0
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic														0
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other														0
TOTAL	0													

Part III: Assessment Analysis

Assessment Breakdown

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

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

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

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					2
4					0
5					0
6					0
7					0
8					0
NYSAA Bilingual (SWD)					0

NYS Math

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

NYS Science

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

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

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

Native Language Tests								
	# of ELLs scoring at each quartile (based on percentiles)				# of EPs (dual lang only) scoring at each quartile (based on percentiles)			
	Q1 1-25 percentile	Q2 26-50 percentile	Q3 51-75 percentile	Q4 76-99 percentile	Q1 1-25 percentile	Q2 26-50 percentile	Q3 51-75 percentile	Q4 76-99 percentile
ELE (Spanish Reading Test)								
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.
Paste response to questions here:
- What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?
Paste response to question here:

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](#))
Paste response to question here:
4. For each program, answer the following:
- What are the patterns across proficiencies and grades? How are ELLs faring in tests taken in English as compared to the native language?
 - Describe how the school leadership and teachers are using the results of the ELL Periodic Assessments.
 - What is the school learning about ELLs from the Periodic Assessments? How is the native language used?
- Paste response to questions here:**
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?
Paste response to question here:
7. For dual language programs, answer the following:
- How are the English-proficient students (EPs) assessed in the second (target) language?
 - What is the level of language proficiency in the second (target) language for EPs?
 - 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.).
Paste response to question here:

Part IV: ELL Identification Process

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

- 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](#).)
Paste response to question here:
- 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.
Paste response to question here:
- 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 [\[see tool kit\]](#).)
Paste response to question here:
- 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.
Paste response to question here:
- 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.
Paste response to question here:
- 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. 
Paste response to question here:

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])?

Paste response to questions here:
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)?

Paste response to questions here:
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.

Paste response to question here:
4. How do you ensure that ELLs are appropriately evaluated in their native languages throughout the year?

Paste response to question here:
5. How do you ensure that ELLs are appropriately evaluated in all four modalities of English acquisition throughout the year?

Paste response to question here:
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).

Paste response to questions here:

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?

Paste response to question here:

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?

Paste response to question here:

Courses Taught in Languages Other than English ⓘ

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

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

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

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

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

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

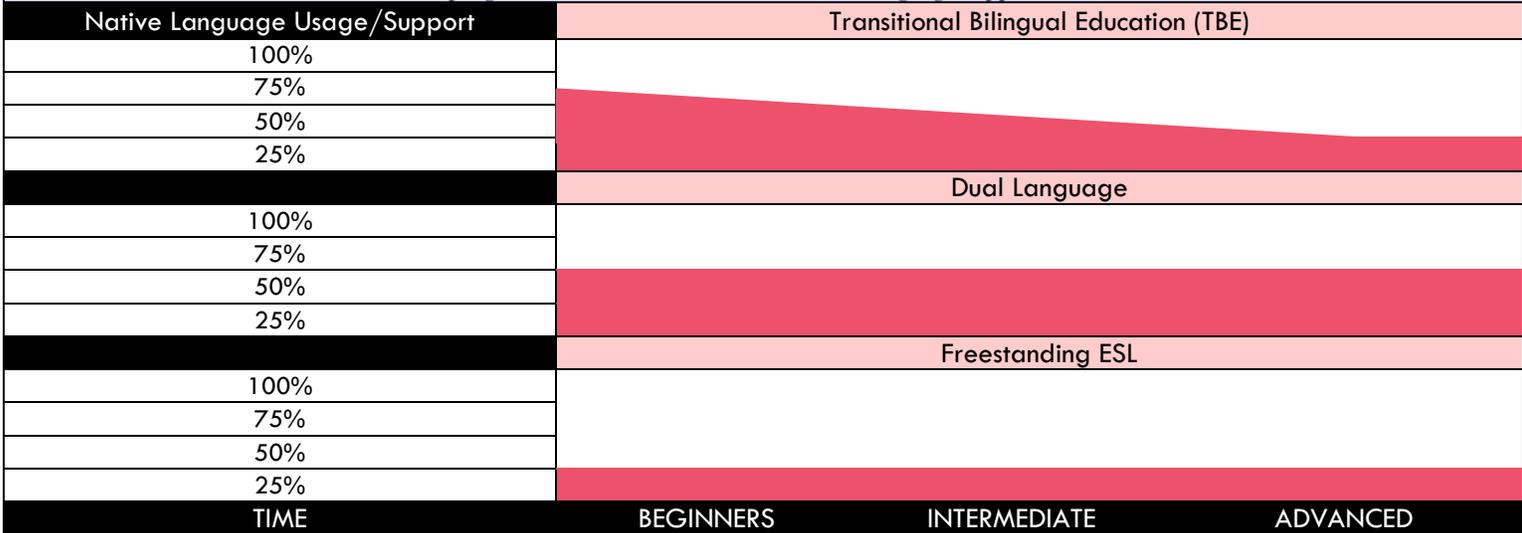
	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	540 minutes per week	360 minutes per week	180 minutes per week

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

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

Native Language Usage and Supports

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



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

B. Programming and Scheduling Information--Continued

9. Describe your targeted intervention programs for ELLs in ELA, math, and other content areas (specify ELL subgroups targeted). Please list the range of intervention services offered in your school for the above areas as well as the language(s) in which they are offered.
Paste response to question here:
10. Describe the effectiveness of your current program and how it is meeting the needs of your ELLs in both content and language development.
Paste response to question here:
11. What new programs or improvements will be considered for the upcoming school year?
Paste response to question here:
12. What programs/services for ELLs will be discontinued and why?
Paste response to question here:
13. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
Paste response to question here:
14. What instructional materials, including technology, are used to support ELLs (include content area as well as language materials; list ELL subgroups if necessary)?
Paste response to question here:
15. How is native language support delivered in each program model (TBE, Dual Language, and ESL)?
Paste response to question here:
16. Explain how the required services support, and resources correspond to ELLs' ages and grade levels.
Paste response to question here:
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.
Paste response to question here:
18. What language electives are offered to ELLs?
Paste response to question here:
19. For schools with dual language programs:
 - a. How much time (%) is the target language used for EPs and ELLs in each grade?
 - b. How much of the instructional day are EPs and ELLs integrated? What content areas are taught separately?
 - c. How is language separated for instruction (time, subject, teacher, theme)?
 - d. What Dual Language model is used (side-by-side, self-contained, other)?
 - e. Is emergent literacy taught in child's native language first (sequential), or are both languages taught at the same time (simultaneous)?

Paste response to questions here:

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.

Paste response to questions here:

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?

Paste response to questions here:

E. Additional Information

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

Paste response to question here:

Part VI: LAP Assurances

School Name: _____

School DBN: _____

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

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

LANGUAGE TRANSLATION AND INTERPRETATION 2013-2014 TO 2014-2015

Requirement under Chancellor's Regulations – for all schools

DBN: 15K698 School Name: South Brooklyn Community HS

Cluster: _____ Network: 563

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

Part A: Needs Assessment Findings

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

Most parents in our school speak either English or Spanish or both. We have one student whose native language is listed as Hatian Creole, but he is proficient in English, as are his parents. Our Principal, Assistant Director, College Coordinator, the GSS office secretary and two advocate counselors are all fluent in written/spoken Spanish, and provide parents with translations of school communications. In addition, during our school intake process, students whose parents only speak or prefer to communicate in Spanish have been matched with an advocate counselor who is Spanish speaking. All communications sent home are automatically send home in both English and in Spanish. We translate all materials in house at present. Should the need arise for a translation other than Spanish, we will utilize DOE translation services.

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.

We automatically send all communications to parents in both English and in Spanish. Since we know each of our parents personally, we know who the parents are who only speak Spanish or who are more comfortable conducting meetings and conferences in Spanish. A students' advocate counselor will organize any translation that is needed between parents and staff members. The school community is well-versed in this policy.

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.

We automatically send all communications to parents in both English and in Spanish. We write all correspondence in both languages as a matter of course. Should parents need assistance with school paperwork, college applications or financial aid, we can provide assistance with translation on very short notice given the number of staff who are also bilingual.

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.

Interpretation is also done in house. When appropriate, we have used the translation services provided by the DOE.

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>.

Parent translation needs are assessed at student intake and, if necessary, students are placed in the group of a Spanish speaking Advocate Counselor (who is the primary contact between the school and the home). To date we have not had other language barriers to contend with. Should other language needs arise, we would notify parents of the Chancellors Regulation and devise a plan to provide translation and interpretation as needed at the time of student intake.

