

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

School Name: INNOVATION DIPLOMA PLUS HS
DBN (i.e. 01M001): 03M404
Principal: DAN STORCHAN
Principal Email: DSTORCHAN@SCHOOLS.NYC.GOV
Superintendent: LASHAWN ROBINSON
Network Leader: DEREK JONES

School Leadership Team (SLT) Signature Page

Use this page to identify SLT members and confirm their participation in the development of this School Comprehensive Educational Plan (SCEP), which includes goals and action plans, a summary of Academic Intervention Services (AIS), and the Parent Involvement Policy (PIP). The signatures of SLT members indicate their participation in the development of the SCEP and serve as confirmation that consultation has occurred to align funding in support of educational programs. The SLT must include an equal number of parents and staff and have a minimum of 10 and a maximum of 17 members, in accordance with the Chancellor’s Regulation A-655, available on the NYC DOE Web site.

Directions:

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

Name	Position and Constituent Group Represented	Signature
Dan Storchan	*Principal or Designee	
Jason Governale}	*UFT Chapter Leader or Designee	
[Elizabeth Molina]	*PA/PTA President or Designated Co-President	
[Sara Lee Rivera]	DC 37 Representative, if applicable	
[Leslie Cruz	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
Daianna Castillo]	CBO Representative, if applicable	
Nicole Saladin	Member/ Student	
Carla Cherry]	Member/ UFT	
[Matianela Spivak	Member/ Parent	
Hortensia Anderson	Member/ Parent	
[Ena Applewhite	Member/ Parent	
	Member/	

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

Comprehensive Education Plan (CEP) Requirements

Which Schools Need to Complete the CEP?

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

- Explicitly delineate the school's plan for annually increasing student performance through comprehensive instructional programs and services as well as the plan for enhancement of teacher and leader effectiveness.
- Address how the school will use its full range of resources (which may include but is not limited to Title I, Title II, and/or Title III, 1003(a) and/or 1003(g) School Improvement, Race to the Top, School Innovation or local funds) to support improvement efforts for the identified sub-group(s) on the identified accountability measures.
- Develop the CEP in consultation with parents, school staff, the School Leadership Team (SLT), and others in accordance with the requirements of Chancellor's Regulations A-655 to provide a meaningful opportunity for stakeholders to participate in the development of the plan and comment on the CEP before it is approved.

Guidance for Developing and 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.
- Align the identified goals to the strategies and activities in your Parent Involvement Policy (PIP). The PIP 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).
- 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 of 2015, test takers will demonstrate a 5% increase in college readiness in ELA, as evidenced by earning a grade of at least 75 or higher on the New York State ELA Regents exam.

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.

Based on the 2013-2014 Regent's data IDP achieved a 72% pass rate on the ELA Regents exam. Of the 100 students who took the exam only 19 scored at least 75 or higher (the CUNY metric for college readiness).

Based on feedback from our 2013-2014 and 2011-12 Quality Reviews the following were identified as areas of growth for our community:

- Refine pedagogical practices across classrooms including supports and extensions for diverse students in order to ensure that all students consistently engaged in meaningful, higher-level discussions.
- Increase teacher capacity to offer differentiated instructional strategies and learning designs that offer equal opportunities for all learners to engage in purposeful thinking and participation.

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. The English, Social Studies and Science Department will develop yearlong goals and action plans that target student needs through common research based literacy interventions and assessment practices. Additionally, departments will participate in normed task design, vetting and analysis of student work. As a result, teachers will adjust and align units and lesson plans to the CCLS.
2. Teachers will engage in professional development that emphasizes best practices for developing critical thinking skills and cognitive engagement to support the adoption of common literacy strategies across all content areas.
3. ELA, Social Studies and Science teachers will develop mastery based performance tasks that support students in demonstrating proficiency in analyzing text, citing evidence, and making evidence based claims, aligned to the ELA Regents expectations.
4. Weekly tutoring sessions, Saturday Boot Camps, and parent meetings will be conducted throughout the year by ELA and Social Studies teachers and school leaders.
5. Departmental teams and Advocate counselors will meet weekly to discuss Tier 1 case-loads and develop intervention/support action plans.
6. Teacher teams and our Data Specialist will identify subgroup of CUNY ready students (65-74 bucket) to re-take the exam and increase outcomes on the Regents.
 - Item analysis of past Regents data and strategically group students based on areas for further development.
 - During weekly tutoring sessions students will be provided with focused tutoring around: 1) The critical lens; 2) thematic writing; 3) literary analysis.
 - Mock Regents will be administered prior to the January and June Regents and groups will be refined based on student data.

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

1. Lead ELA teacher and School Leaders
2. Teachers will work closely with administration and our Generation Ready Literacy Consultant and New Vision's Achievement Coaches to support all staff in meeting this goal
3. Administration and teachers will utilize Skedula to monitor student progress in meeting achievement goals, as well as tool for monitoring reading and numeracy levels

4. Advocate counselors and teachers will work closely together to monitor student progress
5. Testing Coordinator and Data Specialist will support departments in capturing student data
6. Inquiry Teams will report on best practices / Literacy interventions

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

1. Structured sessions (3 times per year) for each department to share out on progress made in meeting the goals outlined in Departmental Learning Plans (DLP), challenges encountered and identified next steps.
2. All PD sessions will end with a survey assessing the effectiveness of the PD, and teachers will identify next steps.
3. Student performance on mastery-based assessments will be measured on a monthly basis to determine readiness for January and June Regents.
4. ELA and Social Studies Regents Pass Rates will be analyzed in February and June.
5. During our monthly “Kid Talk” sessions - Advisory Teams will share out progress made with regards to student intervention action plans.
6. The identified cohort of “re-take” students will be monitored through progress made in tutoring sessions and credit accumulation via Skedula.

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

1. At the beginning of Trimester 1 - Departmental Learning Plans will be developed. Each department will present DLP progress updates and school leaders will provide feedback at the end of each trimester (every 3 months).
2. Professional Development sessions will be ongoing (every Monday) throughout the school year.
3. Data and curriculum analysis meetings will happen with each department twice per trimester throughout the school year.
4. Tutoring sessions and Saturday Boot-camps will begin in December of 2014 and continue through June of 2015.
5. At the end of Trimester 2 and Trimester 3 Advisory Teams will make formal presentations speaking to intervention and outreach efforts.
6. Data analysis meetings to review progress of “re-take” students will be held in January, March, April and May. Parent meetings will be scheduled to share results and communicate urgency of meeting the CUNY benchmarks.

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

1. Full days in September, November and February set aside for PD
2. Teachers have weekly 80 minute PD sessions in their schedule, periods will also be set aside for data analysis
3. Teachers use Common Planning periods to create, score and analyze assessment results to create re-teaching plans
4. Per session funds set aside for additional after school and Saturday AIS
5. 30 minutes scheduled on Tuesdays for Advocate Counselors and Teachers to meet

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).

- Parents of the community will be invited to attend a series of meetings to communicate the importance of college and career readiness
- Bi-monthly meetings and regular communication with parents of our students who are identified as candidates to re-take the Regents
- Bi Weekly progress reports at the end of each module, via our online grading system, Skedula, to show how students are performing with regards to mastery of content aligned to the Common Core Learning Standards
- Ongoing mailings to provide families with resources that highlight important school news, policies and study aids
- Our community based organization (Alianza) advocate counselors make routine contact with parents and home visits for our most at-risk students
- The IDP website (www.innovationdp.org) provides parents with a comprehensive view of school events and up-to-date curriculum information, schedules of tutoring sessions, and upcoming college trips
- Monthly PTA and Parent/Student workshops and celebrations
- Monthly SLT Meetings

Budget and Resource Alignment

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

X	Tax Levy	X	Title IA		Title IIA		Title III		Set Aside		Grants
----------	-----------------	----------	-----------------	--	------------------	--	------------------	--	------------------	--	---------------

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 of 2015, test takers will demonstrate a 5% increase in college readiness in Mathematics, as evidenced by earning a grade of at least 80% or higher on the New York State Integrated Algebra Regents Exam.

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.

Based on the 2013-2014 Regent's Data our students achieved a 46% pass rate on the Integrated Algebra Regents exams. However, of the 56 students that took the exam only 3% (5) of the students scored at least 80% or higher, which is the CUNY metric for college readiness.

After conducting a gap analysis to assess alignment of our curriculum to the Common Core Learning Standards we determined our students need to enhance their ability to participate in more hands-on modeling along with constructing viable mathematic arguments.

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. Data analysis meetings to analyze student progress and develop individualized, blended instructional plans.
2. The Math Department will explore, utilize and evaluate a variety of instructional strategies and tools to engage and facilitate student thinking. Additionally they will utilize the Engage NY modules for CCLS Algebra. Algebra, Geometry, Financial Literacy and interdisciplinary-blended courses (math/art/ELA) will be designed and aligned to CCLS standards with an emphasis on constructing viable mathematic arguments.
3. Weekly tutoring sessions, after school tutoring and parent engagement meetings will be conducted throughout the school year by IDP Math teachers and school leaders.
4. Teachers will work collaboratively on the design and implementation of accelerated math courses to increase student access to advanced mathematics courses.
5. Departmental teams and Advocate counselors will meet weekly to discuss Tier 1 caseloads and develop intervention/support action plans
6. Teacher teams and our Data Specialist will identify subgroup of CUNY ready students to re-take the exam (students in the 70-79 bucket) and increase outcomes on the Regents.
 - Item analysis of past Regents data and strategically group students based on areas for further development
 - During weekly tutoring sessions students will be provided with focused tutoring around 1) Algebraic equations; 2) graphing equations; 3) systems of equations.
 - Mock Regents will be administered prior to the January and June Regents and groups will be refined based on student data.

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

1. Lead Math Teacher and School Leaders
2. New Vision's Math Coach
3. IDP Data Specialist
4. New Visions professional development
5. Advocate Counselors
6. Inquiry Team Leaders

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

1. Weekly student performance analysis and planning meetings (mastery-based assessment review, standard analysis, re-teaching plans).
2. Development of yearlong Departmental Learning Plan highlighting student achievement goals and benchmarks (Mid October).
3. Integrated Algebra Regents pass rate analysis and action planning (Feb - June).
4. Monthly “Kid Talk” sessions to assess (glows/grows) of Advisory Action plans.
5. Teachers will work with New Vision’s math coach on the development of CCLS Algebra modules beginning in January.
6. In the spring, our New Vision’s Math coach will provide support and feedback in the design of the Geometry and blended courses.
7. The identified cohort of “re-take” students will be monitored through progress made in tutoring sessions and credit accumulation via Skedula.

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

1. At the beginning of Trimester 1 – The Math Department will develop their Departmental Learning Plan (DLP). The Math department will present key findings and receive feedback from school leaders at the end of each trimester (every 3 months).
2. September 2014-June 2015 the Math department will have six data analysis / student readiness meetings (2x per trimester).
3. Tutoring sessions will begin in December and will be ongoing throughout the school year.
4. The Math Department will meet on a weekly basis throughout the school year for curriculum development sessions.
5. At the end of Trimester 2 and Trimester 3 Advisory Teams will make formal presentations speaking to intervention and outreach efforts.
6. Data analysis meetings to review progress of “re-take” students will be held in January, March, April and May. Parent meetings will be scheduled to share results and communicate urgency of meeting the CUNY benchmarks.

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

1. Full days in September, November and February set aside for PD
2. Teachers have weekly 80 minute PD sessions in their schedule, periods will also be set aside for data analysis
3. Teachers use Common Planning periods to create, score and analyze assessment results to create re- teaching plans
4. Per session funds set aside for additional after school and Saturday AIS
5. 30 minutes scheduled on Tuesdays for Advocate Counselors and Teachers to meet

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).

- Parents of the community will be invited to attend a series of meetings to communicate the importance of college and career readiness
- Bi-monthly meetings and regular communication with parents of our students who are identified as candidates to re-take the Regents
- Bi Weekly progress reports at the end of each module, via our online grading system, Skedula, to show how students are performing with regards to mastery of content aligned to the Common Core Learning Standards
- Ongoing mailings to provide families with resources that highlight important school news, policies and study aids
- Our community based organization (Alianza) advocate counselors make routine contact with parents and home visits for our most at-risk students
- The IDP website (www.innovationdp.org) provides parents with a comprehensive view of school events and up-to-date curriculum information, schedules of tutoring sessions and upcoming college trips
- Monthly PTA and Parent/Student workshops and celebrations
- Monthly SLT Meetings

Budget and Resource Alignment

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

X	Tax Levy	X	Title IA	Title IIA	Title III	Set Aside	Grants
---	----------	---	----------	-----------	-----------	-----------	--------

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

--

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 of 2015, 100% of the teacher teams will engage in bi-monthly review of student work as informed by the CCLS and will revise curriculum, including lesson plan adjustments, and performance assessments.

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 performing a gap analysis of our curriculum maps we determined that there was not a consistent rubric to assess our units of study. As a result, curriculum is uneven across disciplines with regards to CCLS alignment and rigor.

Instructional Strategies/Activities

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

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

1. Departments will come to a normed understanding of how to use the Tri State Rubric for assessing units of study.
2. Teacher teams will continue to build units of study and performance tasks using UBD and Backwards design that promote cognitive rigor, student centered instruction with an emphasis on designing real-world learning experiences that support the development of critical thinking, speaking and listening skills.
3. Professional development sessions aligned to meeting the demands of the Common Core will emphasize the development of formative assessments that allow for consistent analysis of students work and real-time checks for understanding that will inform instructional adjustments.
4. Teacher teams will engage in monthly Looking at Student Work sessions (LASW) using the Atlas protocol, and will engage in intervisitations to ensure assessments are aligned to standards and provide multiple entry points for students to demonstrate mastery.
5. The practices discussed will be implemented across classes and the data collected during observations will confirm that teachers have adjusted instruction in accordance with the need/enrichment opportunities to better support student achievement.

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

1. Lead Teachers
2. Generation Ready Literacy Coach
3. New Visions Coaches
4. New Visions professional development
5. Rubicon Atlas Curriculum Mapping software
6. Data Specialist

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

1. Teachers will utilize the Tri State rubric to participate in monthly curriculum analysis meetings and teachers will be able to explain how their unit/lesson is in alignment with the rubric.
2. Bi monthly LASW (Looking at Student Work) sessions to evaluate student performance on mastery based assessments using the higher levels of Webb's Depth of Knowledge (DOK) to determine curriculum adjustments that need to be made in accordance with the rubric.
3. Analysis of teacher observation reports and credit at the end of each trimester (3x per year).
3. LASW sessions, focused Intervisitations to ensure assessments are aligned to standards and provide multiple entry points for students to demonstrate mastery. Colleagues will provide feedback on the focus area, and classroom observations will demonstrate evidence within lessons that correspond to the Danielson Framework.
4. Curriculum maps will be analyzed each trimester (3 times per year) via our online mapping software, Rubicon Atlas. Based on the feedback teachers will engage in ongoing revision of maps throughout the year.

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

1. In September, December and March teachers will submit course outlines that demonstrate alignment with the Tri State Rubric.
2. At the end of each trimester (every three months) teachers will present findings and artifacts from LASW sessions.
3. Intervisitations will begin in December and continue until June.
4. Curriculum map analysis will occur three times per year (November, February, & April).

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

1. Common planning time (6th period) for departmental goal setting and action planning.
2. Professional development will occur every Monday throughout the school year.
3. Release time from classes for Intervisitations.
4. Monthly Inquiry team meetings.
5. Curriculum design teams will receive per session to meet before and after school.

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).

- Bi Weekly progress reports at the end of each module, via our online grading system, Skedula, to show how students are performing with regards to mastery of content aligned to the Common Core Learning Standards
- Ongoing mailings to provide families with resources that highlight important school news, policies and study aids
- Our community based organization (Alianza) advocate counselors make routine contact with parents and home visits for our most at-risk students.
- The IDP website (www.innovationdp.org) provides parents with a comprehensive view of school events and up-to-date curriculum information, schedules of tutoring sessions and upcoming college trips
- Monthly PTA and Parent/Student workshops and celebrations
- Monthly SLT Meetings

Budget and Resource Alignment

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

X	Tax Levy	X	Title IA		Title IIA		Title III		Set Aside		Grants
---	----------	---	----------	--	-----------	--	-----------	--	-----------	--	--------

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 of 2015, 100% of the teachers will possess a normed understanding of the competencies that are inclusive of the Danielson Framework, and at least 80% of the lessons, for Component 1E: Designing Coherent Instruction, will demonstrate increased proficiency by moving in a positive trajectory on the Danielson Framework.

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.

Based on feedback from the 2013-2014 Quality Review it was noted that there is a need for increased cognitive rigor across classrooms, as well as a need for IDP students to engage in more meaningful discipline-specific class discussions.

Based on data from our initial classroom observations (informal/formal) along with analysis of each teacher's Individual Learning Plan (ILP) we determined a need for school-wide improvement in Domain 1.

Instructional Strategies/Activities

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

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

1. School leaders and our New Vision's network support specialist will make frequent cycles of informal and formal visits that are normed to the Danielson rubric looking for artifacts to be consistent with an effective rating in Domain 1, specifically category 1E, in which teachers design lessons that embed higher order thinking skills to promote cognitive rigor and student engagement. As a result, this level of planning will positively impact competencies 3B and 3C of the framework.
2. School leaders will work with teachers to create Individual Learning Plans (ILP) aligned to the Danielson Framework. These plans will be revisited each trimester and IDP teachers will work collaboratively with school leaders to make adjustments during post observation conferences.
3. School leaders will utilize an observation calendar for observations and feedback using the Danielson Framework. Teachers will be provided with formative feedback to support improved performance in identified competencies.
4. Teachers will participate in monthly professional development sessions with school leaders, teacher leaders, consultants and/or New Vision's network support with a focus on ensuring alignment to the CCLS using the Tri State Rubric to increase best practices and norming activities for: Designing Coherent Instruction. As a result, teachers will change/improve practices based on their new learning(s).

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

1. Lead teachers
2. Leadership Coach
3. New Visions professional development
4. New Visions coaches
5. Generation Ready Literacy consultant
6. Data Specialist

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

1. School leaders and coaching staff will engage in bi-weekly check in meetings with individual teachers and departments to monitor progress. All meetings will be documented through a collaborative planning log, via Google Docs, as well as the ADVANCE teacher evaluation system.
2. Ongoing meetings with teacher leaders, leadership coach, New Vision coaches and Generation Ready literacy consultant to assess and monitor the impact of the PD plan on student achievement.
3. At the end of each trimester (December, March & June) teachers will participate in best practice share outs aligned to the goals and targets outlined in their Individual Learning Plans (ILP).
4. At assemblies/town hall meetings – school leaders will present staff and students with important school-wide student achievement data.

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

1. Initial planning and goal-setting meetings with teachers will occur in September and October.
2. School leaders will meet on a bi-weekly basis to share our observations and feedback around teacher progress.
3. Each teacher will receive at least two observations per trimester.
4. Our new and untenured, and struggling teachers will receive observations on a more frequent basis.

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

1. Teachers will meet with school leaders for lesson debriefs during their prep periods.
2. Teachers will meet during common planning time (6th period) for departmental goal setting and action planning.
3. Professional development will occur every Monday throughout the school year.
4. Curriculum design teams will receive per session to meet before and after school.

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).

- Bi Weekly progress reports at the end of each module, via our online grading system, Skedula, to show how students are performing with regards to mastery of content aligned to the Common Core Learning Standards
- Ongoing mailings to provide families with resources that highlight important school news, policies and study aids
- Our community based organization (Alianza) advocate counselors make routine contact with parents and home visits for our most at-risk students.
- The IDP website (www.innovationdp.org) provides parents with a comprehensive view of school events and up-to-date curriculum information, schedules of tutoring sessions and upcoming college trips
- Monthly PTA and Parent/Student workshops and celebrations
- Monthly SLT Meetings

Budget and Resource Alignment

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

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

Goal and Action Plan #5

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

Annual Goal #5

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

Comprehensive Needs Assessment

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

Instructional Strategies/Activities

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

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

1.

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

3.

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

1.

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

1.

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

1.

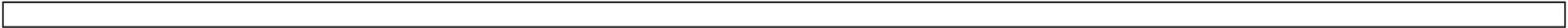
Strategies to Increase Parental Involvement

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

Budget and Resource Alignment

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

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



Academic Intervention Services (AIS)

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

Description

Type of Academic Intervention Service (AIS)	Type of Program or strategy (e.g. repeated readings, interactive writings, etc.)	Method for delivery of service (e.g. small group, one-to-one, tutoring, etc.)	When the service is provided (e.g. during the school day, before or after school, etc.)
ELA	Pre assess students' reading levels during intake. Re teaching plans, Generation Ready Literacy Consultant, Writers workshop, argumentative and persuasive essays, 1:1 tutoring	Small group, 1:1 tutoring, individual re-teaching plans	Before, during and after the school day
Mathematics	Pre assess students' numeracy levels during intake CUNY assessment. IXL, 1:1 tutoring, Computer aided lessons, manipulatives, writers Workshop-Extended Response	Small group, 1:1 tutoring, individual re-teaching plans	Before, during and after the school day
Science	Workshop model- Short response Questions, Blended Learning, 1:1 tutoring, Computer aided lessons via Compass Learning	Small group, 1:1 tutoring, individual re-teaching plans	Before, during and after the school day
Social Studies	Workshop model -DBQ, Generation Ready Literacy Consultant, 1:1 tutoring, Computer aided lessons via Compass Learning	Small group, 1:1 tutoring, individual re-teaching plans	Before, during and after the school day
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	Advisory Program, Services provided by Advocate Counselors, Social Worker, and Assigned Advisor	Individual, small group , whole class	Before, during and after the school day

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

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

It is a priority to open the school year with all fully certified and qualified teachers. Our interviews incorporated scenarios that required the candidates to show their understanding of our population and their ability to serve our population. To support the achievement of our goal, IDP will recruit highly qualified candidates from DOE organized Hiring Fairs and referrals from Accredited Higher Education Institutions and Open Houses hosted by the Brandies Campus Schools.

Teachers who are in process of becoming highly qualified will be supported in the pursuit of their masters for degrees that recognizes them as being highly qualified by the city and state.

Other strategies include the following:

- Administrative Staff and teachers will attend high school hiring fairs
- Whole group interviews
- Interview questions will be developed collaboratively with the whole staff
- All possible hires spend a day shadowing our teacher leaders
- Teachers will be offered opportunities to earn P Credits
- Mentors will assigned to support and grow our new teachers, as well as our struggling teachers

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).

IDP has developed a comprehensive professional development plan aligned to the Common Core and provides weekly sessions addressing CCLS standards throughout the year. Our lead teachers use common planning time to meet with their departmental teams in order to improve pedagogical practices and work with our job embedded professional development consultant to design Common Core aligned units of study and performance tasks. We also utilize formal and informal observations to provide our teachers with feedback with an emphasis on improving teacher practice. At the onset of each trimester, each teacher submits an Individual Learning Plan (ILP) in which they target an area of improvement for that trimester.

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.).

Being a Title 1 school will allow us to combine local and federal funds such as TL Fair Student Funding, Title 1, SIG grant, and all Tax Levy monies to implement this action plan from August 2013- June 2014 as indicated below:

- Instructional Materials
- Student Incentives and materials
- Educational Materials
- Professional Development

- Teacher per session

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.

Our teachers meet regularly during Common Planning Time (3 days per week) to identify and design formative and summative assessments. During these meetings, teachers utilize the formative assessment results in order to drive the development of summative tasks and to assess student progress towards achieving mastery objectives. After data is collected teachers then meet to dissect and analyze the results in order to reflect on the appropriateness of the task and how it can be improved for future implementation.

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

[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;

INNOVATION DIPLOMA PLUS HS
SCHOOL-PARENT COMPACT
REQUIRED OF ALL SCHOOLS
MAY BE LAST YEARS BUT MUST BE UPDATED

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

I. School Responsibilities

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

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

Support home-school relationships and improve communication by:

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

Provide parents reasonable access to staff by:

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

Provide general support to parents by:

- creating a safe, supportive and effective learning community for students and a welcoming respectful environment for parents and guardians;

- assisting parents in understanding academic achievement standards and assessments and how to monitor their child's progress by providing professional development opportunities (times will be scheduled so that the majority of parents can attend);
- sharing and communicating best practices for effective communication, collaboration and partnering will all members of the school community;
- supporting parental involvement activities as requested by parents;
- ensuring that the Title I funds allocated for parent involvement are utilized to implement activities as described in this Compact and the Parent Involvement Policy;
- advising parents of their right to file a complaint under the Department's General Complaint Procedures and consistent with the No Child Left Behind Title I requirement for Elementary Secondary Education Act (ESEA) and Title I programs;

II. Parent/Guardian Responsibilities:

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

III. Student Responsibilities:

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

DBN: 03M404

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	\$93,173.85	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	\$1,426,011.00	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 03	Borough Manhattan	School Number 404
School Name Innovation Diploma Plus		

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 Casey Jones	Assistant Principal Dan Storchan
Coach Sean Turner	Coach
ESL Teacher	Guidance Counselor Davinna Thrower
Teacher/Subject Area Laszlo Kadar	Parent Soraya Mejia
Teacher/Subject Area	Parent Coordinator Sara Lee Rivera
Related Service Provider	Other
Network Leader(Only if working with the LAP team)	Other

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

D. Student Demographics

Total number of students in school (Excluding Pre-K)	201	Total number of ELLs	7	ELLs as share of total student population (%)	3.48%
------------------------------------------------------	------------	----------------------	----------	-----------------------------------------------	--------------

Part II: ELL Demographics

A. ELL Programs

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

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

This school offers (check all that apply):

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

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

ELL Program Breakdown														Tot #
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Transitional Bilingual Education (60%:40% → 50%:50% → 75%:25%)														0
Dual Language (50%:50%)														0
Freestanding ESL														
self-contained														0
Push-In														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	7	Newcomers (ELLs receiving service 0-3 years)	0	ELL Students with Disabilities	0
SIFE	0	ELLs receiving service 4-6 years	1	Long-Term (completed 6+ years)	2

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

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

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	2	0	0	1	0	0	2	0	0	5
Number of ELLs who have an alternate placement paraprofessional: <u>0</u>										

C. Home Language Breakdown and ELL Programs

Transitional Bilingual Education														
Number of ELLs by Grade in Each Language Group														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish														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																
Spanish																			0	0
Arabic																			0	0
Bengali																			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											
	9		10		11		12		TOTAL		
	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP	
Chinese									0	0	
French									0	0	
Bengali									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										2	4	0	1	7
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	2	4	0	1	7								

Part III: Assessment Analysis

Assessment Breakdown

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

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

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

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											1		
	A													
	P										1	3		1
READING/ WRITING	B													
	I											1		1
	A										1	4		
	P													

NYS ELA

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

NYS Math

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

NYS Science

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

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

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
Comprehensive English	6		1	
Integrated Algebra	2		5	
Geometry				
Algebra 2/Trigonometry				
Math _____				
Biology				
Chemistry				
Earth Science	1			
Living Environment	6			
Physics				
Global History and Geography	7			
US History and Government	6		1	
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)	0	0	0	0	0	0	0	0
Chinese Reading Test	0	0	0	0	0	0	0	0

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

- Describe what assessment tool your school uses to assess the early literacy skills of your ELLs (e.g., ECLAS-2, EL SOL, Fountas and Pinnell, DRA, TCRWP). What insights do the data provide about your ELLs? How will this data help inform your school's instructional plan? Please provide any quantitative data available to support your response.
We currently utilize the Scantron performance assessment series as well as Achieve 3000 diagnostic assessments to determine student strengths and needs of all students. All teachers also utilize ARIS to determine prior test levels and information. We utilize the data to determine individual student strengths and areas of growth. Additionally, the data supports us identifying which students

need interventions and where the highest needs are for the enrichment time. We also utilize other interventions including tutorials before or after school, intervening when students are missing assignments and providing assistance through inclusive instruction and specialized classes.

2. What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?
The majority of our students scored at the Advanced or Immediate levels which means they are prepared to test out of ESL.
3. How will patterns across NYSESLAT modalities—reading/writing and listening/speaking—affect instructional decisions? How does your school use information about Annual Measurable Achievement Objectives? What does the data reveal? (see [SED memo](#) and [AMAQ tool](#))
Teachers will use this data to better understand how their diverse learning needs and as a tool for ongoing progress monitoring and remediation.
4. For each program, answer the following:
 - a. What are the patterns across proficiencies and grades? How are ELLs faring in tests taken in English as compared to the native language?
 - b. Describe how the school leadership and teachers are using the results of the ELL Periodic Assessments.
 - c. What is the school learning about ELLs from the Periodic Assessments? How is the native language used?Students in this subgroup have outperformed students in numeracy and underperform in literacy based assessments. We are in the process of identifying programming needs to better support our ELLs in passing the literacy based Regents exams, specifically the ELA, US and Global History exams. Programming becomes critical in providing teachers of ELL students' opportunities to meet, through common planning time, so they can work collaboratively to evaluate student work and data to ascertain the cognitive and language needs of their students. Lastly, scaffolding is further expanded through modeling of academic language and consistently spiraling language so that students' language development grows increasingly more complex.
5. Describe how your school uses data to guide instruction for ELLs within the Response to Intervention (RtI) framework (for grades K-5). (see [RtI Guide for Teachers of ELLs](#))
N/A
6. How do you make sure that a child's second language development is considered in instructional decisions?
We ask that our teachers prepare mastery objectives that tie to both content being covered, as well as language specific objectives, with an emphasis on vocabulary development and fluency.
7. For dual language programs, answer the following:
 - a. How are the English-proficient students (EPs) assessed in the second (target) language?
 - b. What is the level of language proficiency in the second (target) language for EPs?
 - c. How are EPs performing on State and City Assessments?N/A
8. Describe how you evaluate the success of your programs for ELLs (e.g. meeting AYP for ELLs, etc.).
As a freestanding program, progress is assessed at the end of each trimester based on how well students perform in their assigned classes and the amount of credits they earned. We also use our internal benchmark reading and numeracy assessments through Scantron and Achieve 3000 to analyze and measure growth three times per year. We also pay close attention to how our ELL students perform on the Regents exams, and use our Regents Prep classes to monitor student readiness.

Part IV: ELL Identification Process

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

1. Describe the steps followed for the initial identification of ELLs. These steps must include administering the Home Language Identification Survey (HLIS) which includes the informal oral interview in English and in the native language, and the formal initial assessment. Identify the person(s) responsible, including their qualifications, for conducting the initial screening, administering the

HLLS, the LAB-R (if necessary), and the formal initial assessment. (Refer to [ELL Policy Brief](#) and [EPIC](#).)

During the student intake process, parents and students engage in an informal conversation by the admissions committee. The conversation is conducted in English unless native language support is necessary. If home language is not clearly identified as English, trained staff then administer the Home Language Identification Survey (HLLS) which is available in nine different languages. Staff members who speak the native language of the student are used to assist in this process. Once the survey is completed, if it is determined that a language other than English is spoken in the child's home, the student is scheduled to take the Language Assessment Battery-Revised (LAB-R).

2. What structures are in place at your school to ensure that parents understand all three program choices (Transitional Bilingual, Dual Language, Freestanding ESL)? Please describe the process, outreach plan, and timelines.
Innovation Diploma Plus currently institutes a Freestanding ESL Model. Using the RLAT report from ATS or in its absence a LAB-R score, students are grouped according to proficiency levels, and parents are informed of this by mail and face-to-face meetings.
3. Describe how your school ensures that entitlement letters are distributed and Parent Survey and Program Selection forms are returned, and secured/stored. (If a form is not returned, the default program for ELLs is Transitional Bilingual Education as per CR Part 154 [\[see tool kit\]](#).)
Our Parent Coordinator and ELL liason work collaboratively to send out and monitor timely return of entitelment letters, the Parent Survey, and Program Selection Forms. We utilize a shared Google spreadsheet, within our private domain, to ensure that all data is up-to-date and secure.
4. Describe the criteria used and the procedures followed to place identified ELL students in bilingual or ESL instructional programs; description must also include any consultation/communication activities with parents in their native language.
N/A
5. Describe the steps taken to administer all sections of the New York State English as a Second Language Achievement Test (NYSESLAT) to all ELLs each year.
We work with our ELL Coordinator to identify the students that are required to take the examination. Students identified for the exam are supported through wrap-around services to prepare them for the exam. Additionally, our CBO, CCCS Alianza, provides ongoing services to support students in preparing for the exam.
6. After reviewing the Parent Survey and Program Selection forms for the past few years, what is the trend in program choices that parents have requested? (Please provide numbers.) Are the program models offered at your school aligned with parent requests? If no, why not? How will you build alignment between parent choice and program offerings? Describe specific steps underway. [①](#)
N/A

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])?

Innovation Diploma Plus HS only provides ELL students with a free-standing ESL program with instruction provided in English. The program of study is aligned with New York State's ESL and ELA curriculum and reflects the states' learning standards through instructional practices and proper use of acceptable learning materials such as a variety of reading level texts. Classes include English Language Arts instruction with extra assistance from our special education teacher who push-in two periods a week. English Language Arts are also included using the Balanced Literacy model. Content areas such as mathematics, science and social studies are taught in English, and where necessary teacher lessons are supported with online curriculum that provides additional opportunities for skill development. Innovation Diploma Plus High School uses a national small high school instructional model (heterogeneous) designed to support the social, cultural, emotional and academic development of over-aged and under-credited students.

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)?

Presently we have 7 ESL students. In order to meet compliance standards, students receive minutes of standalone ESL instruction during our AIS session and during 0 period, (daily) 55 minutes of ELA instruction, and (daily) 55 minutes of instruction in Global History (using the push-in model-ESL and Content area teacher co-teaching). Since we only have 7 ESL students, we are not required to offer Native Language Arts Classes.

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.

Classes include English Language Arts instruction with extra assistance from our special education teacher who pushes in two periods a week. English Language Arts are also included using the Balanced Literacy model. Content areas such as mathematics, science, and social studies are taught in English, and where necessary teacher lessons are supported with online curriculum that provides additional opportunities for skill development.

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

Within the national small high school instructional model used by the school, content area instruction is delivered in English to heterogeneous groups of students (no more than 25 in a class) using the following instructional elements: Competency based and standards aligned instruction, student-centered instruction, whereby the material is consciously and relevantly explained and connected to students' experiences, cultures, interests, backgrounds, and abilities, and whole-school teaching and learning strategies, such as literacy and numeracy across the curriculum, the workshop model, project and inquiry based learning, the 5 E method (a lesson planning structure which has students engage, explore, explain, elaborate, and evaluate), interdisciplinary thematic units, and common approaches to career and college readiness.

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

Our ELL students are monitored by both the ESL coordinator and our guidance staff. Additional Academic Intervention Services are supplied both during the regular school day, as well as within a comprehensive PM school program. Their progress academically, as well as on standardized state exams, will be monitored for accountability and early academic intervention.

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).

Instruction is differentiated based on student proficiency of content area competencies identified within each content area. Within

such a model multiple exit and entry points are identified for the needs of ESL students and used within the completion of authentic assessments that demonstrate mastery of content areas. In addition, students with ESL needs are given access to language glossaries and allowed extended time in completing assignments.

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?

For students who are approaching proficiency - content area classes are aligned closely with and reflect all state and Common Core learning standards and are supportive of both ESL and Special Education instructional methodologies. Our ELL students also enjoy the ability to complete class requirements using our Diploma Plus competency and portfolio based assessment system. This allows them to collaborate and produce a presentation or project that reflects the material being learned in each academic class. Computers in each classroom and our mobile laptop carts allow our ELL students to access the internet and produce work that is professional and research-based. In each content classroom students incorporate the fundamentals of ELA balanced literacy and the workshop model.

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?

This subgroup of our school population will be given opportunities for additional language support during lunch, afterschool and before school during our academic intervention services program which runs prior to the being of the school day. We currently do not have a certified ESL teacher so all instruction is delivered via our Special Education Teacher/ ESL Coordinator with assistance of Compass Learning curriculum materials. Lessons are aligned with state standards and consist of activities that foster both social and academic growth. Language functions, structures, usage and vocabulary are part of each lesson.

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:

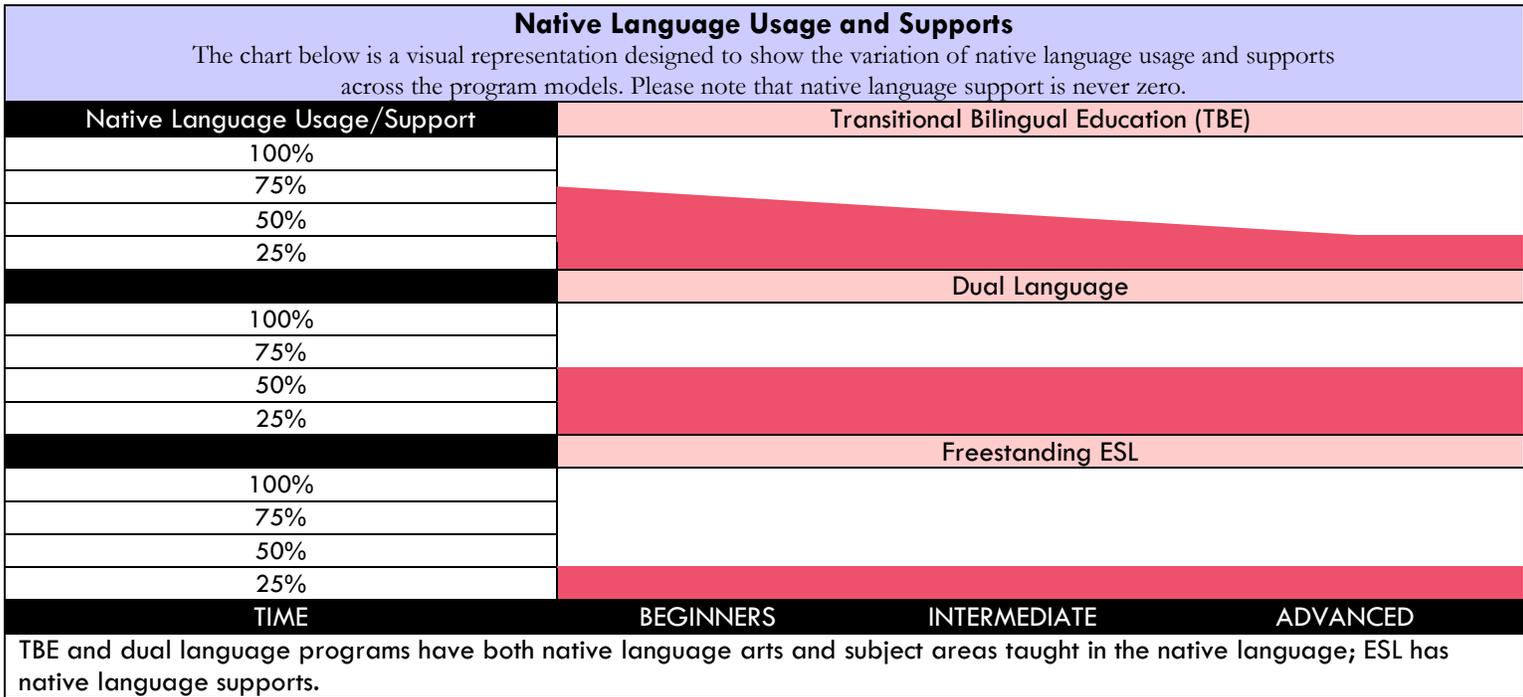
- classes that are taught in English using books in the native language
- heritage classes
- foreign language (LOTE) classes

Class/Content Area	Language(s) of Instruction	Class/Content Area	Language(s) of Instruction
Native Language Arts:	0	0	0
Social Studies:	0	0	0
Math:	0	0	0
Science:	0	0	0
0	0	0	0
0	0	0	0
0	0	0	0
0	0	0	0

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

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

NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades 9-12			
	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	540 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS: Native Language Arts	45 minutes per day	45 minutes per day	45 minutes per day



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.
- Innovation Diploma Plus High School uses a national small high school instructional model (heterogeneous) designed to support the social, cultural, emotional and academic development of over-aged and under-credited students. We currently utilize an AIS model which involves direct support during 3rd and 8th period. Our Academic Intervention Model utilizes a tiered approach to best support the individual learning needs of each student. We also provide indirect support through weekly collaborative meetings with individual teachers to identify and gauge student needs and progress. Through those conversations individual action plans are created for the students that include literacy strategies, online modules (via Compass Learning) and ongoing progress monitoring.
10. Describe the effectiveness of your current program and how it is meeting the needs of your ELLs in both content and language development.
- Because of the structures in place (see Question 1), our ELL students continue to make significant gains on both the NYSELAT and Regents exams.
11. What new programs or improvements will be considered for the upcoming school year?
- Due to funding, we had to discontinue our Achieve 300 subscription. We would like to renew that license in order to use Achieve 3000 to perform a baseline assessment for our ELL students. We will then use that data to develop a customized program to monitor student growth. Achieve 3000 will also be used to support content area teachers in providing students with additional resources such as, leveled non fiction texts. With this in mind, students will gain support in meeting content objectives while developing language acquisition skills.
12. What programs/services for ELLs will be discontinued and why?
- N/A
13. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
- All of the ELL students have access to and are participating in the general education curriculum with appropriate ELL support. Innovation currently does not have students listed as in need of extended services, our plan is to address these students with specific academic and social support. ELL students in need of extended services will be provided with individual counseling from our guidance staff and one-on-one tutorial assistance from both the ELL Coordinator as well as an English teacher. These services will be provided via a PM school support program.
14. What instructional materials, including technology, are used to support ELLs (include content area as well as language materials; list ELL subgroups if necessary)?
- All of our content area teachers utilize tiered reading materials and embedded texts. Teachers are also encouraged to develop language objectives and activities aligned to those activities. Teachers in Social Studies and Math also utilize extended learning opportunities via Compass Learning.
15. How is native language support delivered in each program model (TBE, Dual Language, and ESL)?
- All of our ELL students are Intermediate or higher and participate in our freestanding ESL program.
16. Explain how the required services support, and resources correspond to ELLs' ages and grade levels.
- As a freestanding program, our teachers meet consistently with our ELL specialist to align classroom materials, review language objectives and discuss individual student needs and action plans. Our AIS support, collaborative meetings and online resources work in conjunction to support each of our ELL's needs, as appropriate to age and grade level.
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.
- Each newly enrolled student goes through an orientation process in which they participate in team building activities and benchmark assessments.
18. What language electives are offered to ELLs?
- N/A
19. For schools with dual language programs:
- How much time (%) is the target language used for EPs and ELLs in each grade?
 - How much of the instructional day are EPs and ELLs integrated? What content areas are taught separately?
 - How is language separated for instruction (time, subject, teacher, theme)?
 - What Dual Language model is used (side-by-side, self-contained, other)?
 - Is emergent literacy taught in child's native language first (sequential), or are both languages taught at the same time (simultaneous)?

N/A

C. Professional Development and Support for School Staff

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

Our professional development calendar is geared towards supporting all teachers in infusing literacy strategies into all content areas. As a school, we are aligning all content to the Common Core with an emphasis on building student stamina to deconstruct complex, NonFiction text. We are currently supporting our Special Education teacher in attending ESL Professional Development offered outside of the building. In addition we are in the process of coordinating a visitation to our sister school Emma Lazarus Diploma Plus which serves a 100% ESL population. Additionally, we are presenting the concepts of the Diploma Plus Model and best scaffolding techniques to all our teachers. During the school year all staff will be exposed to ESL best practices to incorporate in the development and delivery of instruction. In addition to the skills staff have developed from in house PD, staff members will have the opportunity to participate in QTEL training to further develop skills to support our ELL population.

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?

At Innovation we believe that parent involvement is critical to student success. To help incorporate parents in our school culture the Parent Coordinator and our School Leadership Team are working together to publish a monthly newsletter. This newsletter will be translated into Spanish and will provide parents, students and staff with pertinent school information, volunteer opportunities, dates of parent meetings, dates of after school activities and will highlight student achievement. Our parent coordinator will hold monthly parent meetings with translators present (as needed), and all school letters will be accessible to the parents in multiple languages. As part of our school's admission team and will review the parent survey form and program selection form during the student's first interview. At this interview, the ESL program, LAP policy and the orientation materials will be presented to the parents and student. The conference will discuss the varying types of services provided to ELL students such as Dual Language Instruction, Bilingual Education Programs and Freestanding ESL programs. Parents will be given the choice of picking a program that best serves their child's need. This will be reinforced in the form of letters that are provided to each parent of an incoming student. Letters will be provided to parents in their native language as well. A one-on one interview with the Special Education Teacher and native language translator will assure both parent and student comprehension. Based on this parent choice and the number of English Language Learners, IDP currently provides only a freestanding ESL program. This has been the trend since our first year and is aligned with both parent and student request. This admissions conference will also provide an opportunity for the ESL Coordinator to disseminate a copy of the Language Allocation Policy to all our ELL families. This information is also provided to parents during the first Parent Association meeting of each semester and speaks about methodologies that will assist children in English learning. During our orientation process parents and students engage in an informal conversation by the admissions committee. The conversation is conducted in English unless native language support is necessary. If home language is not clearly identified as English, trained staff then administer the Home Language Identification Survey (HLIS) which is available in nine different languages. Staff members who speak the native language of the student are used to assist in this process.

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: Innovation Diploma Plus

School DBN: M404

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Casey Jones	Principal		11/14/13
Dan Storchan	Assistant Principal		11/14/13
Sara Lee Rivera	Parent Coordinator		11/14/13
	ESL Teacher		11/14/13
Soraya Mejia	Parent		11/14/13
Laszlo Kadar	Teacher/Subject Area		1/1/01
Carla Cherry	Teacher/Subject Area		1/1/01
Sean Turner	Coach		11/14/13
	Coach		1/1/01
Davinna Thrower	Guidance Counselor		1/1/01
Nate Dudley	Network Leader		11/14/13
	Other _____		1/1/01

LANGUAGE TRANSLATION AND INTERPRETATION 2013-2014 TO 2014-2015

Requirement under Chancellor's Regulations – for all schools

DBN: **03M404** School Name: **Innovation Diploma Plus**

Cluster: _____ Network: **403**

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.

Before gaining admission to Innovation all students must go through a rigorous orientation process. As part of that process we meet with all parents or guardians of potential students. Through the interview process we are able to gain and track important data about the translation and interpretation needs of our parents. That data is logged in a shared spreadsheet , as well as in ATS and on each student information card, and is kept up to date through the support of our on-site CBO, Allianza Dominicana and our Attendance Coordinator.

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 have found that over 30% of our parents/guardians have limited English proficeincy and approximately 10% do not speak English at all. We provide and review this data with our staff at the beginning of each Trimester, as we are receiving new students throughout the year. During this meeting we review all of the data sets and discuss all of the resources available to staff meembers to support them in having effective conversations with all parents.

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.

All teachers and staff members have been instructed to check the Parent/Guardian Log before meeting with or calling home. This will provide them with the necessary data to determine if they will require translation support for a given meeting or phone call. We also send all official school mailings in both English and Spanish to all parents, to ensure parents are informed of all important school-wide news and information. We are also in the process of developing a translation tool for our school website, as this is also a hugely important communication tool for IDP parents.

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.

Innovation does not require outside translation services, as all members of our on-site CBO, Alianza Dominicana are fluent Spanish teachers. We also have 3 members of our teaching staff and 3 members of the office staff that are fluent in Spanish as well. All members of the IDP community know that at anytime they call on one of these teammates to support parent meetings, phone calls, parent conferences, assemblies and much more.

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>.

As stated above, we have an abundance of team members both from our CBO, office staff and teachers to support us in meeting the requirements for Chancellor's Reg A-663. We currently have over-the-phone interpretation services as well as interpretation services readily available for all parent meetings. All documents sent home are sent in both English as well as a student's native language (e.g. standards and discipline, report cards, legal or disciplinary matters, etc.). We are continually monitoring our progress in meeting the mandated regulation through parent surveys and open school events (parent workshops, community potlucks, etc.) to better help us identify the translation and interpretation needs of our parents.