

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

DRAFT – PENDING NYSED APPROVAL

DBN: (i.e. 01M001):

03M415

School Name:

WADLEIGH SECONDARY SCHOOL FOR THE PERFORMING AND VISUAL ARTS

Principal:

TYEE CHIN

School Comprehensive Educational Plan (SCEP) Outline

Section 1: School Information Page

Section 2: School Leadership Team (SLT) Signature Page

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

Section 4: SCEP Overview

Section 5: Needs Assessment, Annual Goals and Action Plans

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

Section 6: Academic Intervention Services (AIS)

Section 7: Title I Program Information

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

Section 1: School Information Page

School Information

School Name: Wadleigh Secondary School for the Performing and Visual Arts School Number (DBN): 03M415

School Level: Secondary Grades Served: 6 - 12

School Address: 215 West 114th Street New York, New York 10026

Phone Number: 212-749-5800 Fax: 212-749-6463

School Contact Person: Tyee Chin Email Address: Tchin2@schools.nyc.gov

Principal: Tyee Chin

UFT Chapter Leader: Beverly McNeely

Parents' Association President: Nikimia Brownfield

School Leadership Team Chairperson: Etta Covington
Faith Williams

Student Representative(s): Natasha Williams

District Information

District: 3 Superintendent: Fred Walsh

Superintendent's Office Address: 333 7th Avenue, New York, New York

Superintendent's Email Address: fwalsh@schools.nyc.gov

Phone Number: 212-356-3739 Fax: 212-356-7514

Cluster and Network Information

Cluster Number: 6 Cluster Leader: Jose Ruiz

Network Number: 603 Network Leader: Lawrence Pendergast

Section 2: School Leadership Team (SLT) Signature Page

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

Directions:

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

Name	Position and Constituent Group Represented	Signature (Blue Ink)
Tyee Chin	*Principal or Designee	
Beverly McNeely	*UFT Chapter Leader or Designee	
Nikimia Brownfield	*PA/PTA President or Designated Co-President	
Denise Faust	DC 37 Representative, if applicable	
Faith Williams Natasha Williams	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
Betty Davis	CBO Representative, if applicable	
Alverine Thomas	Parent	
Nikimia Brownfield	Parent	
	Parent	
Marcea Daiter	Teacher	
Etta Covington	Teacher	
Sharlotte Williams	Teacher	
Faith Williams	Student	
Natasha Williams	Student	
	Member/	
	Member/	
	Member/	

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

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

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

The Capacity Framework and SCEP Development

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



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

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

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

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

administrators value each other.

Accountability Tools and the Capacity Framework

In order to address the six elements of the Capacity Framework, school communities should engage in improvement planning that is informed by the New York State Education Department's (NYSED) Diagnostic Tool for School and District Effectiveness (DTSDE) Tenets, the NYCDOE's Quality Review Indicators and other quantitative and qualitative data.

NYSED's Six DTSDE Tenets

The DTSDE protocol includes a rubric, which identifies clear and coherent expectations of the optimal conditions of an effective school and school district across the following six tenets:

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

NYCDOE's Quality Review (QR)

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

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

Next Steps for SCEP Development

School Leadership Teams should engage in the following steps:

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

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

Section 4: SCEP Overview

Develop a narrative summary that includes:

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

Wadleigh Secondary School for the Performing and Visual Arts is small school with approximately five hundred students that is located in Central Harlem. The school was established in 1902 and has evolved over the years from the first all-girls school to its current status of a secondary art school. Our school's mission statement is that we are committed to **combining the pursuit of education with character building and preparing students to function in the global market.** We are determined to provide an academically rigorous program for all of our students, inclusive of our ELL and special needs populations. Through a thematic art approach, which includes instrumental music, vocal music, theater, dance and fine arts partnered with a standard driven curriculum, our students will be prepared to attain the highest level of academic success and artistic proficiency. With the collective energies of our teachers, support staff and parents, our students will be equipped with the knowledge and skills necessary to become critical thinkers, problem solvers, active life-long learners and productive competitive citizens in their communities and in the world at large. All students are expected to be college and career ready with strong literacy skills so they can express their ideas and critique the ideas of others for the betterment of society. In terms of our school community, what is unique is that we are the only secondary art school in NYC and that we offer six different art courses every day to all our middle school students. In addition, we utilize a unique scheduling system by which teachers are able to common plan every day and have an extended professional development every Wednesday after school. Our strongest collaboration is with the Apollo Theatre, College For Every Student (CFES) and Colgate Palmolive that provides internship, professional development, mentoring, and college and career collaboration with all students.

In terms of the school's strengths, we do an excellent job moving our special education students into a less restrictive environment and clearly message high expectations to both students and teachers. We have a very robust art program and many of our students were finalist and winners of significant art competitions. Our choir participates in annual performance at established art institutions such as Carnegie Hall. Our school's greatest accomplishments have been that the school has shown a steady increase in graduation rate, attendance and improvement in school culture. Over 85% of students and parents have expressed that they are either satisfied with the educations their child is receiving or that the students feel safe in the building. Our greatest challenge is to increase the credit accumulation for our ninth grade students.

The DTSDE Tenets in which our school has made the greatest growth are (3.2) implementation of rigorous and coherent curricula that is aligned to the CCLS and (5.3) The school community identifies, promotes, and supports social and emotional development by designing systems and experiences that lead to healthy relationships and a safe, respectful environment that is conducive to learning for all constituents which has led to an 80% decrease in suspension as indicated in OORS. Last year our school strongly focused on designing and implementing CCLS-based tasks to increase the rigor in our curriculum. Extensive amounts of common planning time were made available so teacher (gen ed and SPED) could work together to create, modify, and revise their curriculum. The revising in the curricula was aligned to students and school data to supported and meet the needs of all students including our large SPED population. Significant resources were used to train our collaborative team teachers and support their growth and development throughout the year. ICT teachers were sent to special out of school professional development, and provided additional feedback by Network and ICT specialist feedback. The 2013-14 Quality Review stated that, "the administration and faculty have spent considerable time over the past few years revising curriculum to align the scope and sequence of units of study in each content area to the expectations of the Common Core Learning Standards. A review of artifacts

indicates that across subjects and grades there are guiding essential questions, performance objectives, prioritized standards, and samples of tasks for the assessment of student learning within units of study.”

The key areas of focus this year will be as follow:

Tenet 2 (Effective School Leadership)

Continue to expand a prioritized schedule of targeted and frequent cycle of observations that provides constructive, instructive and actionable feedback coupled by meaningful and sustained professional development based on the identified needs for continuous improvement that is aligned with the school’s instructional goals, resulting in improved instruction that engages all students in challenging academic tasks.

Tenet 3 (Rigorous Instruction)

Deepen the protocols and monitoring systems for reviewing unit and lesson plans, formative and summative assessments, student work, and rubrics to assure alignment with the Common Core Learning Standards (CCLS) and New York State Standards. Focus meeting time on the rigorous implementation of the CCLS and the use of data to adjust curricula to ensure growth in student achievement, including English language learners and students with disabilities.

Tenet 4 (Collaborative teachers)

Deepen the development and implement protocols and provide professional development for analyzing individual and group data to inform planning, adjust student groupings and to provide targeted and actionable feedback so that students take ownership of their learning.

Tenet 5 (Supportive environment)

Ensure that all staff members having active roles in promoting the use of the school wide social emotional program to further develop the school culture, and the school’s vision pertaining to social and emotional developmental health.

As a Renewal School, we will begin (or expand) implementation of the following school improvement strategies during this school year:

- Expanded learning opportunities for all students, including additional instruction provided during after-school and/or summer programming provided in collaboration with community partners
- Transformation into a community school in order to increase student and family access to physical and mental health services and other social-emotional supports made available in or near the school
- Intensive professional development for all staff to ensure effective implementation of curriculum and instruction aligned to the Common Core State Standards (CCSS) and to support staff in effectively responding to the differentiated academic and social-emotional needs of all students
- Additional, focused strategies to increase parent and family engagement

We will also undergo a comprehensive needs assessment across all six elements of the Capacity Framework (rigorous instruction, collaborative teachers, supportive environment, effective school leadership, strong family-community ties, and trust) to inform the development of our School Renewal Plans for the 2015-16 school year.

03M415 School Information Sheet Key

School Configuration (2014-15)				
Grade Configuration	06,07, 08,09, 10,11, 12	Total Enrollment	448	SIG Recipient
				N/A
Types and Number of English Language Learner Classes (2014-15)				
# Transitional Bilingual	N/A	# Dual Language	N/A	# Self-Contained English as a Second Language
				N/A
Types and Number of Special Education Classes (2014-15)				
# Special Classes	17	# SETSS	N/A	# Integrated Collaborative Teaching
				5
Types and Number of Special Classes (2014-15)				
# Visual Arts	18	# Music	12	# Drama
# Foreign Language	11	# Dance	5	# CTE
				N/A
School Composition (2013-14)				
% Title I Population	76.7%	% Attendance Rate		82.4%
% Free Lunch	69.5%	% Reduced Lunch		2.5%
% Limited English Proficient	5.8%	% Students with Disabilities		22.2%
Racial/Ethnic Origin (2013-14)				
% American Indian or Alaska Native	N/A	% Black or African American		55.0%
% Hispanic or Latino	42.9%	% Asian or Native Hawaiian/Pacific Islander		1.3%
% White	0.8%	% Multi-Racial		N/A
Personnel (2014-15)				
Years Principal Assigned to School (2014-15)	2.72	# of Assistant Principals (2014-15)		3
# of Deans (2014-15)	N/A	# of Counselors/Social Workers (2014-15)		3
Personnel (2013-14)				
% of Teachers with No Valid Teaching Certificate (2013-14)	2.5%	% Teaching Out of Certification (2013-14)		16.5%
% Teaching with Fewer Than 3 Years of Experience (2013-14)	0.3%	Average Teacher Absences (2013-14)		8.03
Student Performance for Elementary and Middle Schools (2013-14)				
ELA Performance at levels 3 & 4	2.9%	Mathematics Performance at levels 3 & 4		1.4%
Science Performance at levels 3 & 4 (4th Grade)	N/A	Science Performance at levels 3 & 4 (8th Grade)		58.8%
Student Performance for High Schools (2012-13)				
ELA Performance at levels 3 & 4	20.5%	Mathematics Performance at levels 3 & 4		32.8%
Credit Accumulation High Schools Only (2013-14)				
% of 1st year students who earned 10+ credits	51.5%	% of 2nd year students who earned 10+ credits		61.4%
% of 3rd year students who earned 10+ credits	57.4%	4 Year Graduation Rate		49.5%
6 Year Graduation Rate	51.2%			
Overall NYSED Accountability Status (2014-15)				
Reward		Recognition		
In Good Standing		Local Assistance Plan		
Focus District	X	Focus School Identified by a Focus District		X
Priority School				
Accountability Status – Elementary and Middle Schools				
Met Adequate Yearly Progress (AYP) in ELA (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		YES
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	NO			
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		NO
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	NO			
Met Adequate Yearly Progress (AYP) in Science (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	YES			
Accountability Status – High Schools				
Met Adequate Yearly Progress (AYP) in ELA (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		NO
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	NO			
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		NO
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	NO			
Met Adequate Yearly Progress (AYP) in Graduation Rate (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		NO
Hispanic or Latino	YES	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	NO			

03M415 School Information Sheet Key

School Configuration (2014-15)

Grade Configuration	06,07, 08,09, 10,11, 12	Total Enrollment	448	SIG Recipient	N/A
Types and Number of English Language Learner Classes (2014-15)					
# Transitional Bilingual	N/A	# Dual Language	N/A	# Self-Contained English as a Second Language	N/A
Types and Number of Special Education Classes (2014-15)					
# Special Classes	17	# SETSS	N/A	# Integrated Collaborative Teaching	5
Types and Number of Special Classes (2014-15)					
# Visual Arts	18	# Music	12	# Drama	6
# Foreign Language	11	# Dance	5	# CTE	N/A
School Composition (2013-14)					
% Title I Population	76.7%	% Attendance Rate			82.4%
% Free Lunch	69.5%	% Reduced Lunch			2.5%
% Limited English Proficient	5.8%	% Students with Disabilities			22.2%
Racial/Ethnic Origin (2013-14)					
% American Indian or Alaska Native	N/A	% Black or African American			55.0%
% Hispanic or Latino	42.9%	% Asian or Native Hawaiian/Pacific Islander			1.3%
% White	0.8%	% Multi-Racial			N/A
Personnel (2014-15)					
Years Principal Assigned to School (2014-15)	2.72	# of Assistant Principals (2014-15)			3
# of Deans (2014-15)	N/A	# of Counselors/Social Workers (2014-15)			3
Personnel (2013-14)					
% of Teachers with No Valid Teaching Certificate (2013-14)	2.5%	% Teaching Out of Certification (2013-14)			16.5%
% Teaching with Fewer Than 3 Years of Experience (2013-14)	0.3%	Average Teacher Absences (2013-14)			8.03
Student Performance for Elementary and Middle Schools (2013-14)					
ELA Performance at levels 3 & 4	2.9%	Mathematics Performance at levels 3 & 4			1.4%
Science Performance at levels 3 & 4 (4th Grade)	N/A	Science Performance at levels 3 & 4 (8th Grade)			58.8%
Student Performance for High Schools (2012-13)					
ELA Performance at levels 3 & 4	20.5%	Mathematics Performance at levels 3 & 4			32.8%
Credit Accumulation High Schools Only (2013-14)					
% of 1st year students who earned 10+ credits	51.5%	% of 2nd year students who earned 10+ credits			61.4%
% of 3rd year students who earned 10+ credits	57.4%	4 Year Graduation Rate			49.5%
6 Year Graduation Rate	51.2%				
Overall NYSED Accountability Status (2014-15)					
Reward		Recognition			
In Good Standing		Local Assistance Plan			
Focus District	X	Focus School Identified by a Focus District			X
Priority School					

Accountability Status – Elementary and Middle Schools

Met Adequate Yearly Progress (AYP) in ELA (2012-13)					
American Indian or Alaska Native	N/A	Black or African American			YES
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander			N/A
White	N/A	Multi-Racial			N/A
Students with Disabilities	N/A	Limited English Proficient			N/A
Economically Disadvantaged	NO				
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)					
American Indian or Alaska Native	N/A	Black or African American			NO
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander			N/A
White	N/A	Multi-Racial			N/A
Students with Disabilities	N/A	Limited English Proficient			N/A
Economically Disadvantaged	NO				
Met Adequate Yearly Progress (AYP) in Science (2012-13)					
American Indian or Alaska Native	N/A	Black or African American			N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander			N/A
White	N/A	Multi-Racial			N/A
Students with Disabilities	N/A	Limited English Proficient			N/A
Economically Disadvantaged	YES				

Accountability Status – High Schools

Met Adequate Yearly Progress (AYP) in ELA (2012-13)					
American Indian or Alaska Native	N/A	Black or African American			NO
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander			N/A
White	N/A	Multi-Racial			N/A
Students with Disabilities	N/A	Limited English Proficient			N/A
Economically Disadvantaged	NO				
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)					
American Indian or Alaska Native	N/A	Black or African American			NO
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander			N/A
White	N/A	Multi-Racial			N/A
Students with Disabilities	N/A	Limited English Proficient			N/A
Economically Disadvantaged	NO				
Met Adequate Yearly Progress (AYP) in Graduation Rate (2012-13)					
American Indian or Alaska Native	N/A	Black or African American			NO
Hispanic or Latino	YES	Asian or Native Hawaiian/Other Pacific Islander			N/A
White	N/A	Multi-Racial			N/A
Students with Disabilities	N/A	Limited English Proficient			N/A
Economically Disadvantaged	NO				

03M415 School Information Sheet

School Configuration (2014-15)

Grade Configuration	06,07, 08,09, 10,11, 12	Total Enrollment	448	SIG Recipient	N/A
Types and Number of English Language Learner Classes (2014-15)					
# Transitional Bilingual	N/A	# Dual Language	N/A	# Self-Contained English as a Second Language	N/A
Types and Number of Special Education Classes (2014-15)					
# Special Classes	17	# SETSS	N/A	# Integrated Collaborative Teaching	5
Types and Number of Special Classes (2014-15)					
# Visual Arts	18	# Music	12	# Drama	6
# Foreign Language	11	# Dance	5	# CTE	N/A
School Composition (2013-14)					
% Title I Population		76.7%	% Attendance Rate		82.4%
% Free Lunch		69.5%	% Reduced Lunch		2.5%
% Limited English Proficient		5.8%	% Students with Disabilities		22.2%
Racial/Ethnic Origin (2013-14)					
% American Indian or Alaska Native		N/A	% Black or African American		55.0%
% Hispanic or Latino		42.9%	% Asian or Native Hawaiian/Pacific Islander		1.3%
% White		0.8%	% Multi-Racial		N/A
Personnel (2014-15)					
Years Principal Assigned to School (2014-15)		2.72	# of Assistant Principals (2014-15)		3
# of Deans (2014-15)		N/A	# of Counselors/Social Workers (2014-15)		3
Personnel (2013-14)					
% of Teachers with No Valid Teaching Certificate (2013-14)		2.5%	% Teaching Out of Certification (2013-14)		16.5%
% Teaching with Fewer Than 3 Years of Experience (2013-14)		0.3%	Average Teacher Absences (2013-14)		8.03
Student Performance for Elementary and Middle Schools (2013-14)					
ELA Performance at levels 3 & 4		2.9%	Mathematics Performance at levels 3 & 4		1.4%
Science Performance at levels 3 & 4 (4th Grade)		N/A	Science Performance at levels 3 & 4 (8th Grade)		58.8%
Student Performance for High Schools (2012-13)					
ELA Performance at levels 3 & 4		20.5%	Mathematics Performance at levels 3 & 4		32.8%
Credit Accumulation High Schools Only (2013-14)					
% of 1st year students who earned 10+ credits		51.5%	% of 2nd year students who earned 10+ credits		61.4%
% of 3rd year students who earned 10+ credits		57.4%	4 Year Graduation Rate		49.5%
6 Year Graduation Rate		51.2%			
Overall NYSED Accountability Status (2014-15)					
Reward			Recognition		
In Good Standing			Local Assistance Plan		
Focus District		X	Focus School Identified by a Focus District		X
Priority School					
Accountability Status – Elementary and Middle Schools					
Met Adequate Yearly Progress (AYP) in ELA (2012-13)					
American Indian or Alaska Native		N/A	Black or African American		YES
Hispanic or Latino		N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A
White		N/A	Multi-Racial		N/A
Students with Disabilities		N/A	Limited English Proficient		N/A
Economically Disadvantaged		NO			
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)					
American Indian or Alaska Native		N/A	Black or African American		NO
Hispanic or Latino		N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A
White		N/A	Multi-Racial		N/A
Students with Disabilities		N/A	Limited English Proficient		N/A
Economically Disadvantaged		NO			
Met Adequate Yearly Progress (AYP) in Science (2012-13)					
American Indian or Alaska Native		N/A	Black or African American		N/A
Hispanic or Latino		N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A
White		N/A	Multi-Racial		N/A
Students with Disabilities		N/A	Limited English Proficient		N/A
Economically Disadvantaged		YES			
Accountability Status – High Schools					
Met Adequate Yearly Progress (AYP) in ELA (2012-13)					
American Indian or Alaska Native		N/A	Black or African American		NO
Hispanic or Latino		N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A
White		N/A	Multi-Racial		N/A
Students with Disabilities		N/A	Limited English Proficient		N/A
Economically Disadvantaged		NO			
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)					
American Indian or Alaska Native		N/A	Black or African American		NO
Hispanic or Latino		N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A
White		N/A	Multi-Racial		N/A
Students with Disabilities		N/A	Limited English Proficient		N/A
Economically Disadvantaged		NO			
Met Adequate Yearly Progress (AYP) in Graduation Rate (2012-13)					
American Indian or Alaska Native		N/A	Black or African American		NO
Hispanic or Latino		YES	Asian or Native Hawaiian/Other Pacific Islander		N/A
White		N/A	Multi-Racial		N/A
Students with Disabilities		N/A	Limited English Proficient		N/A
Economically Disadvantaged		NO			

Section 5: Needs Assessment, Annual Goals and Action Plans

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

Part 1 – Needs Assessment

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

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

Tenet 3 Statement of Practice (SOP) Addressed		HEDI Rating
3.2	The school leader and staff support and facilitate the quality implementation of rigorous and coherent curricula appropriately aligned to the Common Core Learning Standards (CCLS) in Pre K-12.	E
3.3	Teachers ensure that unit and lesson plans that are appropriately aligned to the CCLS coherent curriculum introduce complex materials that stimulate higher-order thinking and build deep conceptual understanding and knowledge around specific content.	E
3.4	The school leader and teachers ensure that teacher collaboration within and across grades and subjects exists to enable students to have access to a robust curriculum that incorporates the arts, technology and other enrichment opportunities.	D
3.5	The school leader and teachers develop a data-driven culture based on student needs, assessments and analysis, which leads to strategic action-planning that informs instruction and results in greater student achievement outcomes.	D

Part 1b. Needs/Areas for Improvement:

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

The administration has worked collaboratively with teachers during the summer to develop a comprehensive curriculum that is aligned to the CCLS and NYS standards across all subject area. During informal and formal observation, the supervisors collect and monitor lesson plans to ensure that the curriculum is implemented. Using the SBO process, the school has implemented regular professional development and common planning to support instruction and ensures the quality implementation of rigorous task in the curricula for all learners. Teachers are given pacing calendars, curriculum maps, and unit across all grades at the beginning of the year to help them develop appropriate lesson plans. Each lesson plan must incorporate a progression of sequenced and scaffolded skills for all groups of students, including multiple entry points for special education and English language learners.

Teachers are beginning to collaborate and discuss informally, ways to deliver interdisciplinary curricula that incorporate the arts, technology, and other enrichment opportunities.

The teachers have created and use a variety of common assessments (summative, formative, mid-term and final assessments) across all grade levels and subject areas. These assessments are aligned with the curriculum and CCLS. Teachers use rubrics, student self-assessment, student reflection to provide the students with explicit feedback to advance learning and student ownership of learning.

As stated in our 2013 – 14 quality review; the school needs to strengthen assessment practices school wide so that

teachers use data about student progress and consistently check for understanding to make timely, effective instructional adjustments that meet the needs of all learners (2.2).

Part 2 – Annual Goal

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

By the End of the spring 2014 semester, all departments will have a revised common assessment to accurately analyze and evaluate students’ progress in alignment with the CCLS as measured by 100% of the staff members assigning common pre-assessment, mid-term and final assessment. Each department will administer and review the data from common assessment task across all grades and subject areas (formative, summative, pre and post-unit assessment) and make the appropriate adjustments to the school’s curriculum. This will lead to 10% increase in students passing the Living Environment Regents, Integrated Algebra Regents.

Part 3 – Action Plan

<p>Activities/Strategies: Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Strategies to increase parent involvement and engagement • Activities that address the Capacity Framework element of Trust 	<p>Target Group(s) <i>Who will be targeted?</i></p>	<p>Timeline <i>What is the start and end date?</i></p>	<p>Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i></p>
<ul style="list-style-type: none"> • All teachers will meet during the Common Planning sessions to design common assessments that are aligned to the content specific curriculum map and Scope and Sequence. • Departments will create data binders that include curriculum maps, assessments, unit plans, best teaching practices, pacing calendars and resources to supplement their lessons in DropBox. • Teachers will also use the common planning time to analyze data from STARS and ARIS and review the common assessments to make the necessary adjustments in the curriculum and implement individual instructional strategies. • During informal and formal observations, the administration will focus on assessment (Danielson 3d) and questioning techniques (Danielson 3b). • The academic taskforce and inquiry team will review the data from the common assessment to identify specific targets students (overage/under-credited). • <i>ELA and Social studies will receive professional development on the Hochman writing project to align unit plans to the CCLS.</i> • All common assessment must have Regents questions embedded. 	<p>All student and staff</p>	<p>September 2014 to June 2015</p>	<p>Supervisors and lead teachers (academic taskforce members)</p>

<ul style="list-style-type: none"> All units must have a post unit assessment that is aligned to the CCLS with options to address the needs of diverse learners. All tasks must be appropriately designed to involve student reflection and ownership of their learning. The data from the assessment will be reviewed by the academic taskforce and revisions are made to the curriculum. 	All students	September 2014 – June 2015	Supervisors and department chairpersons
<ul style="list-style-type: none"> Parent representative and parent coordinator will be invited to participate as active member of the academic taskforce. Parent workshop will be provided by the parent association to address the curriculum and CCLS. 	Parents	September 2014 – 2015	Parent coordinator and Parent association president

Part 4 – Resources Needed

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

- Common planning time is scheduled for all teachers on Wednesday afternoons.
- Teachers will create data binders and provide electronic copies in DropBox.
- Principal and assistant principals will schedule informal and formal observations with a main focus on Domain 3d from the Danielson framework for teaching.
- The Academic Task Force will influence decisions made in common planning and professional development on Wednesdays.
- School net to track observation feedback (priority focus)
- Examgem to create common assessment (priority focus) – site license
- Achieve 3000 (priority focus) – 7 licenses
- Math XL (priority focus) – 5 licenses
- Textbooks (Integrated Algebra and Living Environment) - (priority focus) – 12 class set of 34 books
- Smart Response (priority focus) – 10 classroom set

Part 5 – Budget and Resource Alignment

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

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

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

Part 6 – Progress Monitoring

Part 6a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. In this part:

- Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.
- Specify a timeframe for mid-point progress monitoring activities.
- 3% increase in students passing the Living Environment Regents and Integrated Algebra Regents in January 2015.
- All department swill participate in Common assessment for Mid-term and Finals during the Fall 2014 Semester.
- 5% increase in students earning 5+ credits in the 1st and 2nd year
- 5% increase in staff receiving an effective rating in Domain 3b & 3d

Part 6b. Complete in February 2015.

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

Section 5: Needs Assessment, Annual Goals and Action Plans

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

Part 1 – Needs Assessment

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

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

Tenet 5 Statement of Practice (SOP) Addressed		HEDI Rating
5.2	The school cultivates the development of overarching systems and partnerships that support and sustain social and emotional developmental health.	P
5.3	The school articulates and systematically promotes a vision for social and emotional developmental health that is connected to learning experiences and results in building a safer and healthier environment for families, teachers and students.	E
5.4	All school constituents are able to articulate how the school community is safe, conducive to learning and fosters a sense of ownership that leads to greater student outcomes.	E
5.5	The school leader and student support staff work together to develop teachers’ ability to use data to respond to students’ social and emotional developmental health needs, so students can become academically and socially successful.	D

Part 1b. Needs/Areas for Improvement:

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

The school articulates and systematically promotes a vision for social and emotional developmental health that provides the students with safe and healthy school environment. This is done during town hall meetings, advisory and parent workshops. Teachers are provided with professional development on social emotional intelligence. The new school quality Snapshot has indicated that 85% of parents are satisfied with the education their child has received and 80% of students feel safe in the school.

All stakeholders across the school community, students, teachers and parents work actively together in ensuring the school’s vision of “combining the pursuit of education with character building” as it relates to student social and emotional developmental health.

The administration works collaboratively with lead teachers (academic taskforce) and Student Government to develop and monitor plans to support students’ social and emotional development health needs. The goal is to help prepare students to become academically and socially successful in the global market place.

The school leaders ensures that all stakeholders strategically identify areas of need, and cultivates purposeful partnerships i.e. (Children Aid Society, Colgate Palmolive, Hope Foundation, Apollo, College For Every Student, First Corinthian Church, Leadership program, Carnegie Hall, etc.) to promote, support and sustain our students social, emotional, health and academic achievement. As stated in the 2013 NYCDOE survey, 78% of students feel welcomed at school and 83% of the students feel that most adults at the school know who they are. The school needs to include researched-based programs and practices to promote family engagement and student emotional

health and wellness. There has been an 80% decrease of incidents in the building as reflected in OORS. However, the NYCDOE Survey report shows a 10 percent decrease in the number of parents participating in the survey compared to the city average.

Part 2 – Annual Goal

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

By October 2014, all students will participate in advisory groups. Students will be provided with the opportunity to discuss issues and concerns around the emotional intelligence, emotional health and wellness. This will result in a 20% decrease in the number of suspension and an improvement in the NYCDOE students’ survey results on safety and emotional development questions.

Part 3 – Action Plan

<p>Activities/Strategies: Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Strategies to increase parent involvement and engagement • Activities that address the Capacity Framework element of Trust 	<p>Target Group(s) <i>Who will be targeted?</i></p>	<p>Timeline <i>What is the start and end date?</i></p>	<p>Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i></p>
<ul style="list-style-type: none"> • All students will meet with their designated advisor two Wednesday per month during 3th period to discuss various issues, identified from the school developed survey results from student, their teachers or their advisors. • Student government will have student representatives that will meet once per month with the Principal to discuss issues. • Students with low attendance, long term absences, recidivist reports (behavior issues from the Dean’s office) and 407 students will be assigned to a member of the attendance team. • Guidance Counselors will frequently meet with their students based on referrals, course selections and counseling on college and career readiness. • Workshops and Town Hall Meetings will be held to address various student issues such as cyber bully and Respect for All. • Student survey results will be discussed during the administrative cabinet meeting, Academic Taskforce meetings and faculty conferences. • The Apollo Oral History Project (partnership with the Apollo theatre) will develop students social and emotional awareness through media • All students will be given the opportunity to become an active member of College For Every Student (CFES) 	<p>All students and selected staff</p>	<p>Start September 2014 to end June 2015</p>	<p>Administration</p>

<ul style="list-style-type: none"> Staff will be provided professional development on Emotional intelligence. Guidance counselors, School Base Support Team and AP special education will provide training on best practices how to address the needs of students with disabilities. The network will provide the attendance team and administration with strategies to address SIFE and overage/uncredited students. 	All staff	Start September 2014 to end June 2015	Administration
<ul style="list-style-type: none"> Guidance counselors will schedule before or after school meeting with parents to discuss students' academic and emotional needs. Parent coordinator will work with the parent association to provide workshops to parents Parent coordinator will provide newsletters to promote events and celebration during the school year. 	All parents	Starting October 2014 to end June 2015	Parent coordinator and parent association
<ul style="list-style-type: none"> Teachers and stakeholders will collaborate, using data to identify areas of needs, and cultivate partnerships to promote an environment that allows the students to succeed socially, emotionally, and academically. 	All stakeholders	Starting October 2014 to end June 2015	Parent coordinator

Part 4 – Resources Needed

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

- Per Session for guidance counselor and parent coordinator to meet with parents after or before school
- Supplies parent workshop and newsletter
- Assistant Principal of Instruction to chair after school meeting with academic taskforce
- Students will be selected for the Apollo Project by the Guidance Counselors
- Students will be elected to the Student Government and supervised by the school's COSA
- Assistant Principal of security will organize the school safety meetings to review the OORs reports
- Funding source (Title I 1003a): Per Session – 2 Guidance Counselor x 20 hrs. each
 (priority focus) - 7 teachers (academic taskforce meeting) x 20 hrs. each
 (Title I 1003a)- 1 parent coordinator (parent meeting and workshop before and after school) x 30 hrs.
 (priority focus) - 1 Assistant Principal (chair after school academic taskforce meeting) x 20 hrs.
- OPTS – Apollo project – priority focus (College and Career)

Part 5 – Budget and Resource Alignment

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

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

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

- Supplies – Title 1 and FSF
- 21st Century Grants

Part 6 – Progress Monitoring

Part 6a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. In this part:

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

- The Spring 2015 parent teacher conference will show an increase of 5% in parent participation and engagement.
- The school will distribute students' progress report by mail to all parents
- Parents will be provided with a Survey in December and February to evaluate the school's effort to focus on creating a safe and nurturing school environment conducive for learning
- Guidance counselor and Parent coordinator will schedule the first round of academic intervention meeting with parents

Part 6b. Complete in February 2015.

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

Section 5: Needs Assessment, Annual Goals and Action Plans

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

Part 1 – Needs Assessment

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

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

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

Part 1b. Needs/Areas for Improvement:

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

Teachers across all grades and subject areas have developed lesson plans that are appropriately aligned to the CCLS. However not all teachers have shifted their instructional practices to consistently ask higher-order thinking questions or use materials that contain high level of text and content complexity.

Teachers use and promotes a plan that clearly identify common understanding of expected behavior in classes. Students’ diversity and needs are respected. 85% of the students on the DOE school survey agree that teachers create a safe and nurturing environment that is conducive for learning in their classes and there are clear consequences to breaking the rules.

Teachers have started to use a variety of data source such as common assessments, summative and formative assessment to make adjustments in lesson plans, student grouping and instructional strategies. Teachers inconsistently use data to provide feedback to their students.

As stated in our 2013 – 14 quality review; the administration and faculty have spent considerable time over the past few years revising curriculum to align the scope and sequence of units of studies in each content area to the expectations of the Common Core Learning Standards.

The school needs to improve the consistency of rigorous academic task, interdisciplinary connections, use of data to inform instruction, developing higher order thinking through pivotal questions and modifying lessons to address the needs of diverse learners so as to increase student engagement and inquiry.

Part 2 – Annual Goal

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

By fall 2014, all staff members will participate in common planning to deepen professional collaboration, revise the curricula improve questioning and discussion, and align all task with the common core learning standard and the Hochman writing strategies. This will foster consistent engagement with rigorous tasks and provide opportunities for students to demonstrate critical thinking skills, which will lead to a 7% improvement in students’ performance on the NYS assessment ELA, US History and Global Regents. (1.2)

Part 3 – Action Plan

<p>Activities/Strategies: Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Strategies to increase parent involvement and engagement • Activities that address the Capacity Framework element of Trust 	<p>Target Group(s) <i>Who will be targeted?</i></p>	<p>Timeline <i>What is the start and end date?</i></p>	<p>Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i></p>
<ul style="list-style-type: none"> • All lesson plans must have pivotal questions and/or grading rubric embedded in the lesson to provide the students with explicit actionable feedback to students. • Each unit in the curricula will have a mandated rigorous activity to improve students’ critical thinking skills. • All teachers will meet during 8th period every Wednesday to participate in professional development, lesson planning and data analysis. • Teachers will review the data (state, summative, formative, MOSL, etc.) in professional learning communities to set grade-level and school-wide goals for all students. • The first Wednesday of every month will be focused on professional development for student engagement, questioning techniques and assessment. This professional development will include classroom visits to help support the implementation of strategies discussed. • The second and third Wednesday Common Planning sessions of each month will be dedicated to data analysis (state assessment, MOSL, teacher assessment and credit accumulation) and will directly support the work of the Inquiry Teams. All teachers will use common planning to deepen professional collaboration, align the curriculum to CCLS, discuss the refinement of tasks to implement rigor and promote student critical thinking. 	<p>All students</p>	<p>Start September 2014 to end June 2015</p>	<p>Academic taskforce members</p>

<ul style="list-style-type: none"> • Staff will use the following books: “Data Wise” by Boudett and “Getting Excited about Data” by Holcomb to help focus conversations on data analysis. • Best practices will be discussed during faculty, department and professional development sessions. A weekly newsletter from the principal will include teaching strategies to improve academic rigor, differentiation, assessment, DOK, and student engagement. • The ELA and Social Studies department will receive intensive training on using the Hochman Expository Writing strategies to improve students’ performance on the ELA and Social Studies Regents. Each curriculum map will be revised to identify specific content, skills, pre-requisite, vocabulary, suggested activities/learning task and assessment. 			
<ul style="list-style-type: none"> • The Inquiry Team will be assign 10 - 15 students to each member to provide assistance and monitor these students’ progress. • Teachers under the direction of teacher leaders will review the data from the common assessments to revise or refine the curriculum/instruction to the needs of our targeted students. • The Inquiry team will meet three times per week and will be dedicated to evaluating students’ work (overage/under credit or ELL) to address students’ deficits. • Inquiry teams will begin by looking at attendance, SWD, ELLs, and State assessment to develop short and long term goals. • School supervisors will periodically review and monitor lesson plans to ensure that every teacher uses instructional practices and strategies that designed with multiple entry points for all students including ELLs and SWD. • The supervisors will review and implement strategies to address the students’ achievements and scholarship reports at the end of each marking period, during the cabinet meeting. This will lead to an increase in students’ attendance and performance on State assessments, an increase in credit accumulation and an improved score on schools’ NYC progress report 	<p>Teacher Inquiry Teams</p> <p>Overage/under credit students, ELLs and SWD</p>	<p>Start October 2014 to end June 2015</p>	<p>Members of Inquiry team</p>
<p>Students short term and long term goals will be discussed with parents during IEP meetings, guidance meetings, parent teacher conferences and academic intervention meetings</p>	<p>All parents</p>	<p>Starting October 2014 to end June 2015</p>	<p>Guidance counselor and School Base Support Team</p>
<p>Teacher leaders will establish a targeted plan that is shared with parents and stakeholders that includes short and long term goals with learning trajectories for groups of students based on needs. This will be distributed to all teachers in their respective discipline areas.</p>	<p>Parents</p>	<p>Starting October 2014 to end June 2015</p>	<p>Academic taskforce</p>

Part 4 – Resources Needed

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

- Using the SBO voting process, the teachers schedule will be adjusted to provide professional development. LEAP will provide professional development to staff on improving questioning techniques, and student assessment using DOK, Hess’s Cognitive Rigor Matrix, Writing and Language standards from the CCLS one Wednesday per month (21st Century Grant)
- Hochman leader training (1 Assistant Principal and 1 lead teacher) – Priority Focus
- Supplies for professional development workshop -\$1000 (Title I 1003a)

Part 5 – Budget and Resource Alignment

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

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

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

--

Part 6 – Progress Monitoring

Part 6a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. In this part:

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

- 70% of all staff will participate in common planning
- 80% of all lesson plans collected during formal and informal assessment will have pivotal questions
- Inquiry team will identify target students and complete two learning cycle of inquiry
- Teachers will develop scholarship folders with action plans to address students achievements’
- 3% increase on January ELA and Global Regent

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

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

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

--

Section 5: Needs Assessment, Annual Goals and Action Plans

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

Part 1 – Needs Assessment

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

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

	Tenet 2 Statement of Practice (SOP) Addressed	HEDI Rating
2.2	Leaders ensure an articulated vision, understood and shared across the community, with a shared sense of urgency about achieving school-wide goals aligned with the vision as outlined in the School Comprehensive Educational Plan (SCEP).	E
2.3	Leaders effectively use evidence-based systems to examine and improve individual and school-wide practices in the critical areas (student achievement, curriculum & teacher practices; leadership development; community/family engagement; and student social and emotional developmental health) that make progress toward mission-critical goals.	E
2.4	Leaders make strategic decisions to organize resources concerning human, programmatic and fiscal capital so that school improvement and student goals are achieved.	P
2.5	The school leader has a fully functional system in place to conduct targeted and frequent observations; track progress of teacher practices based on student data, feedback and professional development opportunities; and hold administrators and staff accountable for continuous improvement.	E

Part 1b. Needs/Areas for Improvement:

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

The school’s mission and long term vision are clearly articulated and supported by all stakeholders. The goals are uniformly known and discussed across the entire school community and affiliated partnerships. The school leader, academic taskforce and SLT team monitor and evaluate the school’s progress periodically towards achieving the SCEP goals with its alignment to the school’s vision. The school leader shares students’ achievement data with the school community and plans to achieve the priorities as outlined in the SCEP.

The school leader uses a variety of partnerships and strategic recruitments, and hires that allows the school to meet the academic and social needs of the students. Protocols and systems are implemented to allow the school leader to collaborate with staff for programming of students and teachers to incorporate expanded learning time program, which is aligned to students’ achievement and progress.

As stated in the SY 2013-14 Quality Review, the administration deliberately aligns the use of resources, including the budget and teacher meeting time with school goals, resulting in structures that support professional collaboration to improve instruction, strengthening teacher practice and support student learning.

Instruction is beginning to reflect a set of belief about how students learn best. The school leader uses teacher leaders to model excellence for the staff. The school leader monitors and revises evidence-base practices connected to staff improvement. Currently, 38% of the teachers are listed as ineffective or developing in domain 3 (Instruction) of the Danielson Framework for Teaching. The administration needs to strengthen teacher pedagogy in using assessment,

questioning and discussion techniques so that all learners are engaged in rigorous tasks and high-level discussions as evidenced in meaningful student work products.

Part 2 – Annual Goal

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

Starting September 2014, the administrative staff will work collaboratively to develop a schedule for observation. The main focus of all observation will be in Domain 3 (Instruction). All observation report will include actionable feedback to staff. This will result in the 10% increase in the number of teachers receiving an effective rating on the measures of teacher effectiveness in domain 3 compared to the previous year’s rating.

Part 3 – Action Plan

<p>Activities/Strategies: Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Strategies to increase parent involvement and engagement • Activities that address the Capacity Framework element of Trust 	<p>Target Group(s) <i>Who will be targeted?</i></p>	<p>Timeline <i>What is the start and end date?</i></p>	<p>Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i></p>
<ul style="list-style-type: none"> • Bi-Monthly observation reports will be distributed to teachers to inform them of areas of improvement as well as areas of concerns. • Professional development will be provided by LEAP, network and administration for teachers to develop lesson plans that motivate student engagement and incorporate questioning techniques into their daily lessons. • Assessments will be aligned to new content curriculum maps and the CCLS as found in the EngageNY materials. • ELA and Social studies units will be developed with common rubrics to focus on students providing text based evidence to justify their argument essays • All lessons must include a minimum of three pivotal questions (DOK level 2 & 3). • Administration and lead teacher will peer with new teachers to provide support with effective feedback and next steps using short, frequent cycles of classroom observation and analysis of student work/data • Administration will articulates clear expectations for teacher practice, strategies supports teacher development, that is aligns with professional goals, or TIP developed for teachers. 	<p>All teachers</p>	<p>Starting September 2014 to end June 2015</p>	<p>Administration</p>
<ul style="list-style-type: none"> • Assessments will be differentiated to address SWD and ELL needs. • Inquiry teams and Common Planning sessions will be used to 	<p>Special Education teachers</p>	<p>Starting September 2014 to end June</p>	<p>AP Special Education</p>

identify SWDs and ELLs areas of improvement.		2015	

Part 4 – Resources Needed

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

- Teachers schedule will be adjusted using the SBO voting process to allow teachers to participate in Wednesdays professional development and common planning
- School net will be used to monitor observation data from Advance (priority focus)

Part 5 – Budget and Resource Alignment

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

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

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

--

Part 6 – Progress Monitoring

Part 6a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. In this part:

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

- 5% increase in teachers receiving an effective rating in Domain 3
- 60% of informal observation completed
- 20% of formal observation completed
- All observations completed will have actionable feedback and next step

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

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

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

--

Section 5: Needs Assessment, Annual Goals and Action Plans

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

Part 1 – Needs Assessment

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

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

	Tenet 6 Statement of Practice (SOP) Addressed	HEDI Rating
6.2	The school atmosphere is welcoming and fosters a feeling of belonging and trust, which encourages families to freely and frequently engage with the school, leading to increased student success.	P
6.3	The school engages in effective planning and reciprocal communication with family and community stakeholders so that students’ strength and needs are identified and used to augment learning.	E
6.4	The entire school community partners with families and community agencies to promote and provide professional development across all areas (academic and social and emotional developmental health) to support student success.	E
6.5	The entire school shares data in a way that empowers and encourages families to use and understand data to promote dialogue between parents, students and school constituents centered on student learning and success.	D

Part 1b. Needs/Areas for Improvement:

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

School leader and teachers regularly communicate to parents and students the school’s priority and plans for college and career. The school community proactively develops opportunities to engage students, families and community in conversations regarding high academic expectation. As indicated in the DOE 2013 school survey 86% of our parents believe that the school keeps them informed about what their child is learning, and 89% of our parents responded that they were satisfied with the response they received when they contacted the school.

The school uses multiple tools such as Engrade, eChalk, parent newsletters, and global messenger to communicate with families about school issues and events. The staff communicates regularly with parents concerning student progress, achievements and needs. The school is at the beginning stage of developing system to monitor the effectiveness of communication.

The school leader in collaboration with community agency such as Operation Hope, Apollo, and 21st Century Leadership, has developed a plan to ensure that families are engaged and supported around students’ academic, social and emotional growth. Professional development has been planned for classroom teachers and guidance counselors to help ensure and sustain parent engagement.

Part 2 – Annual Goal

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

bound.

By February 2015, we will develop a mechanism to effectively monitor the communication with families while increase opportunity for parents to participate and interact with the school community. The SLT will create sub-committees to improve parent partnership. This will create a 20% increase in the number of students identified as graduating college ready, a 5% increase in students attendance and a 15% increase in our monthly parents' participation in parent association meetings.

Part 3 – Action Plan

Activities/Strategies: Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including: <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Strategies to increase parent involvement and engagement • Activities that address the Capacity Framework element of Trust 	Target Group(s) <i>Who will be targeted?</i>	Timeline <i>What is the start and end date?</i>	Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i>
<ul style="list-style-type: none"> • The school will continually update the school's website through eChalk, the electronic grade book Engrade, phone messaging system (global connect) and provide the parents with a monthly newsletter. • The SLT will create a sub-committee dedicated to communication and family-ties. 	All parents	Start September 2014 and end June 2015	Members of the SLT team and parent association
<ul style="list-style-type: none"> • Promotion of events, workshops and resources will be distributed during disciplinary conferences, IEP meetings and parent association meetings. • The number of individual parent, student and teacher conferences will increase regarding behavioral issues including lateness, inappropriate behavior and the importance of a positive learning environment. • All material will be provided in multiple languages. 	All parents	Start September 2014 and end June 2015	Parent coordinator
<ul style="list-style-type: none"> • The Art Department will provide multiple opportunities for students and parents to participate in events such as the school performance (musical), art show case, choir and dance performance which will not be possible without the priority focus funding. • The school will promote and host more academic and social events during each semester to celebrate success and accomplishments. • The school will partner with The Classical theatre of Harlem to improve the drama department production and provide the students to participate in professional workshops • ESL teacher will provide field trips to expand and extend students learning 	All parents and ESL students	Start September 2014 and end June 2015	Administration
<ul style="list-style-type: none"> • Parents will be provided with periodic school designed survey at various events to help increase transparency will providing accurate feedback to the school on how we can improve 	All parents	Start September 2014 and	Parent coordinator

communications and partnership. <ul style="list-style-type: none"> • Communication to parents/guardians will be provided to give adequate notices regarding after school and academic intervention services, including parents of SWD and ELLs. • Provide parents with more workshops and resources to address their social-emotional needs. 		end June 2015	
--	--	---------------	--

Part 4 – Resources Needed

Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc.
<ul style="list-style-type: none"> • Supplies for parent workshops and event hosted by Student Government and Art department (priority focus) - \$2000 • The Classical Theatre of Harlem to support the performing arts (priority focus) - \$18,000 • Per session for Arts teacher to produce art showcase and performances – 7 teachers x 40 hrs. each (Title I Basic)

Part 5 – Budget and Resource Alignment

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

Part 6 – Progress Monitoring

Part 6a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. In this part:				
1.	Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.			
2.	Specify a timeframe for mid-point progress monitoring activities.			
	<ul style="list-style-type: none"> • School Website will be update • The drama department will start partnership with The Classical Theatre of Harlem • SLT members will be assigned a sub-committee • Parents will participate in a minimum of one school designed survey • Guidance counselors and parent coordinator will host a college night workshop for parents • Art department will host two event (Winter showcase and drama production) before the January 2015 			
Part 6b. Complete in February 2015.				
1.	Did the school meet the mid-point benchmark(s) in the timeframe specified?		Yes	No
2.	If the mid-point benchmark(s) was not met, describe any revisions made to the action plan to achieve the goal?			

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

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

Type of Academic Intervention Service (AIS)	Criteria for determining AIS services	Type of Program or strategy (e.g. repeated readings, interactive writings, etc.)	Method for delivery of service (e.g. small group, one-to-one, tutoring, etc.)	When the service is provided (e.g. during the school day, before or after school, etc.)
English Language Arts (ELA)	Lowest third, overage, under credited, ESL or SWD	<ul style="list-style-type: none"> • For middle school students, the Academic Intervention Program includes double periods during the school day (where differentiated instruction is provided in small-group settings by teachers through the Accelerated Reader program – Achieve 3000). • Middle School students are also provided 1 hours of academic enrichment three days after school. • These programs help to minimize the occurrence of low performing students who lack the knowledge, skills, reading and comprehension skills and may experience, test anxiety, and low expectations for success. • For high school students, 	Small group instruction and tutoring for level 1 and 2 students.	During lunch period 1 – 2 days per week

		Academic intervention is provided for students failing a Regents exam via a Regents review during lunch and after school. PM school is offered to students who fail classes and repeater classes are offered during each semester to assist with credit accumulation.		
Mathematics	Lowest third, overage, under credited, ESL or SWD	<ul style="list-style-type: none"> For Middle school students, Academic Intervention Program includes a double period block during the school day (where differentiated instruction is provided in small-group settings). Students are also provided 1 hours of instruction three times per week after school. <p>For High School students, lower level students will be scheduled for ICT classes or double period classes. After school PM class will be offered to students to assist with credit accumulation. Regent review will be offered after school. Math XL will be used to help differentiate classroom instruction.</p>	Small group instruction and tutoring for level 1 and 2 students.	During lunch period 1 – 2 days per week
Science	Lowest third, overage, under	<ul style="list-style-type: none"> For middle school, students are 	Whole class & small groups	Classroom instruction

	<p>credited, ESL or SWD</p>	<p>scheduled for 5 periods of instruction per week instead of the required 4 periods per week to include lab time, which is provided by their regular Science teacher. After school homework help is made available through our Literacy/Homework help program as well as through our CBO, the New York City Mission Beacon Program.</p> <p>For high school, academic intervention takes place during the school day in small groups and during class periods with differentiated instruction. After school PM class will be offered to students to assist with credit accumulation. Regents review classes will be offered after school.</p>		
<p>Social Studies</p>	<p>Lowest third, overage, under credited, ESL or SWD</p>	<ul style="list-style-type: none"> • For middle school, the Academic Intervention Program consists of small group instruction based on our instructional strategy, the Workshop Model. • For high school, academic intervention takes place during the school day in small groups and during 	<p>Whole class & small groups</p>	<p>Classroom instruction</p>

		<p>class periods using differentiated instruction.</p> <p>Students also have the opportunity to work with teachers on their circular 6 periods. After school PM class will be offered to students to assist with credit accumulation. Regent review classes will be offered after school.</p>		
<p>At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)</p>	<p>SWD, LTA, overage under credited</p>	<ul style="list-style-type: none"> • Mandated counseling will be provided, one to one or in a group setting is provided to students at risk. • Attendance dropout prevention intervention services are also provided. • Students are referred by teachers for one to one tutorial services. • Students are counseled and tutored so that placement in the least restrictive environment is the ultimate option. • Academic testing, referral initial evaluation or re-evaluation is available for special education services. Placement in the least restrictive environment is the ultimate option. • Initial evaluation and one to one and/or group counseling. 	<p>Small groups & individual</p>	<p>Instructional day</p>

Section 7: Title I Program Information

Directions:

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

Part 1: Title I Status

Indicate with an "X" your school's Title I Status.

x	Schoolwide Program (SWP)		Targeted Assistance (TA) Schools		Non-Title I
---	---------------------------------	--	---	--	--------------------

Part 2: All Title I Schools

2a. Highly Qualified Teachers (HQT)

Describe the strategies and activities including strategies for recruitment, retention, assignments, and support including high quality professional development that ensures staff is highly qualified.

- Recruitment is based on the Open Market process
- Teachers are provided assistance in designing meaningful unit and lesson plans and rubrics.
- Teachers are helped with content knowledge and pedagogy through consistent low-inference observations with immediate and effective feedback.
- Teachers are encouraged to pursue courses that lead to administrative licenses and are allowed to do their internship under the schools' existing administrative team. These teachers are given opportunity to take the lead in curriculum design, common core learning standards protocol and professional development.
- Teachers are provided a mentor their first year teaching. Teachers with an ineffective rating are required to meet once per week with their direct supervisor to assist them with lesson planning.
- The school has created a teacher resource room for instruction purposes, planning and professional development. This room is equipped with a smart board, computers and printers.
- Supervisors assist teachers with lesson planning as per their TIP.

2b. High Quality and Ongoing Professional Development

Describe the strategies and activities for high quality professional development for teachers, principals, and paraprofessionals, and staff that enable all students to meet Common Core State Standards (CCSS).

Differentiated professional development is provided base on observation reports and areas needing improvement. Teachers are also given the opportunity to participate in professional development outside the building base on their interest and needs.

Part 3: TA Schools Only

3a. Use of Program Resources

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

3b. TA Coordination with the Regular Program

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

Part 4: SWP Schools Only

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

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

4b. Measures to Include Teachers in Decisions Regarding Assessments

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

Administrative team, Common Planning sessions , Inquiry Team

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	\$286,919.86	x	16, & 27
Title I School Improvement 1003(a)	Federal	\$16,961	X	16 & 21
Title I Priority and Focus School Improvement Funds	Federal	\$107,848	X	12, 16, 21, 24, & 27
Title II, Part A	Federal			
Title III, Part A	Federal			
Title III, Immigrant	Federal			
Tax Levy (FSF)	Local	\$2,910,580	X	12, 16, & 27

¹**Explanation/Background:**

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

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

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

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

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.

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

(Required for All Title I Schools)

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

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

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

Parent Involvement Policy (PIP) Template

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

The 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. The 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 the 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, the 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 School 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 the school 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 the school's 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 the school and will work to ensure that the 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;

The 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;
- encouraging more parents to become trained school volunteers;
- providing written and verbal progress reports that are periodically given to keep parents informed of their children's progress;
- developing and distributing a school newsletter or web publication designed to keep parents informed about school activities and student progress;
- providing school planners/folders for regular written communication between /teacher and the home in a format, and to the extent practicable in the languages that parents can understand

School-Parent Compact (SPC) Template

Wadleigh Secondary School for the Performing and Visual Arts, 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 with 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.



Department of English Language Learners and Student Support

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

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

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

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

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

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

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

Part A: School Information	
Name of School: Wadleigh Secondary School for	DBN: 03M415
This school is (check one):	
<input checked="" type="checkbox"/> conceptually consolidated (skip part E below) <input type="checkbox"/> NOT conceptually consolidated (must complete part E below)	

Part B: Direct Instruction Supplemental Program Information
The direct instruction component of the program will consist of (check all that apply):
<input type="checkbox"/> Before school <input checked="" type="checkbox"/> After school <input type="checkbox"/> Saturday academy
Total # of ELLs to be served: 15
Grades to be served by this program (check all that apply):
<input type="checkbox"/> K <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5

Part B: Direct Instruction Supplemental Program Information

6 7 8 9 10 11 12

Total # of teachers in this program: 1
of certified ESL/Bilingual teachers: 1
of content area teachers: 0

Describe the direct instruction supplemental program here and include the

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

Begin description here:

The rationale for our extended day program is to provide supplemental instruction to students who need and desire to receive additional services. Because our data indicates that students struggle with writing, this will be the emphasis of our instruction. In addition, we would also like to implement a cultural awareness component where the students participate in local trips.

High school students are the focus of the after school program, however, a middle school student who wishes to attend will be permitted. Our focus on the high school is because we only have four middle school students.

Our after school classes will run one hour in duration, three days per week. Our program will begin on or about November 3, 2014 pending approval of the plan and run until June 16, 2015. Once a month, students will participate in an after school trip to participate in different cultural experiences. This will include, trips to museums, cultural attractions around New York City, and visits to restaurants. Parents will be invited to attend with their child.

Instruction will be delivered in English.

One certified ESL teacher will provide instruction. Supervisory funding is not necessary through Title III because a supervisor is already assigned and funded through the 21st Century grant.

Our after school program will use Achieve3000 to differentiate reading levels and provide additional support from what students use during the school day. We will supplement our writing program with the Complete English WebSuite which differentiates support in vocabulary, grammar, and writing. Both programs allow teachers to track student progress and focus on modules that students need.

Part C: Professional Development

Part C: Professional Development

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

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

Begin description here:

Our professional development plan is for all teachers because they all teach ELLs or former ELLs in their classes. Our goal is to send teachers over the course of the school year to attend professional development that is specific to content or specific to English Language Learners. The teachers will be responsible for sharing the materials and what they learned to the staff members during common planning, faculty meetings, and department meetings. As professional development is scheduled through the Department of English Language Learners, accommodations will be made to send teachers. The workshops will last the duration of the school year. Currently a teacher is scheduled to attend a workshop that addresses ELLs in Special Education.

Another provider that we are working with is Learning through an Expanded Arts Program (LeAp). Since our focus is writing, we anticipate workshops in songwriting and communicating through cartoons. The latter workshop builds language fluency and sequencing while focusing on sentence structure. The Songwriting workshop focuses on musical components, composition, and performance.

Part D: Parental Engagement Activities

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

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

Begin description here:

The biggest challenge that we face is getting parents to come to the school. Using no more than \$250 of the budget, we will provide refreshments for the parents during our workshops. We are currently looking to LeAp to deliver "Adult Literacy Skills for ELL/Bilingual Adults", at no cost to Title III. Through games and activities, parents will focus on grammar and vocabulary. With the current budget, parents will be invited for two workshops from 3 p.m. to 5 p.m. One session will be offered on January 14, 2015 and the other on March 18, 2015.

Parents will be notified via letters home and the school website.

Part E: Budget

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

Allocation Amount: \$ _____

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

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

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

Part I: School ELL Profile

A. School Information [i](#)

District 3	Borough Manhattan	School Number 415
School Name Wadleigh Secondary School for Performing		

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 Tyee Chin	Assistant Principal Jennifer Rozmus
Coach Esther Shali-Ogli	Coach
ESL Teacher Ellen Bunker-Lopez	Guidance Counselor Louis Romain
Teacher/Subject Area Dulyne Desmangles/English	Parent type here
Teacher/Subject Area	Parent Coordinator Eunice Paul
Related Service Provider type here	Other type here
Network Leader(Only if working with the LAP team) type here	Other type here

C. Teacher Qualifications

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

Number of certified ESL teachers currently teaching in the ESL program.	1	Number of certified bilingual teachers <u>not</u> currently teaching in a bilingual program	0	Number of teachers who hold both content area and ESL certification	1
Number of certified bilingual teachers currently teaching in a bilingual program	0	Number of certified NLA/foreign language teachers	2	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)	537	Total number of ELLs	32	ELLs as share of total student population (%)	5.96%
--	------------	----------------------	-----------	---	--------------

Part II: ELL Demographics

A. ELL Programs

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

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

This school offers (check all that apply):

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

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

ELL Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Tot #
Transitional Bilingual Education (60%:40% → 50%:50% → 75%:25%)														0
Dual Language (50%:50%)														0
Freestanding ESL														
self-contained										9	9	2	6	26
Push-In							2	2	2					6
Total	0	0	0	0	0	0	2	2	2	9	9	2	6	32

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	32	Newcomers (ELLs receiving service 0-3 years)	12	ELL Students with Disabilities	14
SIFE	6	ELLs receiving service 4-6 years	7	Long-Term (completed 6+ years)	13

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	0	0	0	0	0	0	0	0	0
Dual Language	0	0	0	0	0	0	0	0	0	0
ESL	12	3	1	7	3	3	13		10	32

ELLs by Subgroups										
ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)				
	All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD	Total
Total	12	3	1	7	3	3	13	0	10	32
Number of ELLs who have an alternate placement paraprofessional: <u>2</u>										

C. Home Language Breakdown and ELL Programs

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

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

This Section for Dual Language Programs Only

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

Freestanding English as a Second Language

Number of ELLs by Grade in Each Language Group

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish							1	1	2	5	9	1	6	25
Chinese														0
Russian														0
Bengali								1		1				2
Urdu														0
Arabic														0
Haitian										1				1
French							1			1		1		3
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other										1				1
TOTAL	0	0	0	0	0	0	2	2	2	9	9	2	6	32

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		2
Intermediate(I)							1		1	5	4		4	15
Advanced (A)							1	1	1	4	5	1	2	15
Total	0	0	0	0	0	0	2	2	2	9	9	2	6	32

NYSESLAT Modality Analysis

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

NYSESLAT Modality Analysis

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

NYS ELA

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

NYS Math

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

NYS Science

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

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

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
Comprehensive English	5			
Integrated Algebra	9			
Geometry				
Algebra 2/Trigonometry				
Math _____				
Biology				
Chemistry	1			
Earth Science	1			
Living Environment	6			
Physics				
Global History and Geography	1	2	1	
US History and Government	3	1		
Foreign Language				
Government				
Other _____				
Other _____				
NYSAA ELA				
NYSAA Mathematics				
NYSAA Social Studies				
NYSAA Science				

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

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

- Describe what assessment tool your school uses to assess the early literacy skills of your ELLs (e.g., ECLAS-2, EL SOL, Fountas and Pinnell, DRA, TCRWP). What insights do the data provide about your ELLs? How will this data help inform your school's instructional plan? Please provide any quantitative data available to support your response.
The school used the performance assessment data to develop a plan to address the needs of our ELL students. Raw scores ranged from zero 13.5, indicating that our students need instruction that focuses on critical reading of non fiction text and writing an argument essay. To address the writing needs, we are using the Hochman method to teach writing, sentence development, and grammar.

2. What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?
Our data indicates that 64% of our students who took the test in consecutive years stayed within the same proficiency level. While 32% of our students moved to a higher proficiency level, 2% of our students moved to a lower level regardless of grade. Our biggest challenge is moving students who are at the Beginner level and are SIFE.
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](#))
Paste response to question here:
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?

According to last year's data, we did not have an ELL student pass a Regents exam, regardless of whether it was taken in English or in their native language. Our school does not administer the ELL Periodic Assessment.
5. Describe how your school uses data to guide instruction for ELLs within the Response to Intervention (RtI) framework (for grades K-5). (see [RtI Guide for Teachers of ELLs](#).)
Paste response to question here:
6. How do you make sure that a child's second language development is considered in instructional decisions?
Instructional decisions are based on students' proficiency levels and ongoing assessment methods. Currently our classes are programmed heterogenously, but student work is differentiated and scaffolded to meet their needs.
7. For dual language programs, answer the following:
 - a. How are the English-proficient students (EPs) assessed in the second (target) language?
 - b. What is the level of language proficiency in the second (target) language for EPs?
 - c. How are EPs performing on State and City Assessments?

Paste response to questions here:
8. Describe how you evaluate the success of your programs for ELLs (e.g. meeting AYP for ELLs, etc.).
We evaluate success using data from the NYSESLAT. Although we focus our attention on meeting AYP, it is also important to evaluate the proficiency levels to determine growth in the different modalities. If we are unable to make adequate growth within a proficiency level, we change our instructional approach to provide more support for the students.

Part IV: ELL Identification Process

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

1. Describe the steps followed for the initial identification of ELLs. These steps must include administering the Home Language Identification Survey (HLIS) which includes the informal oral interview in English and in the native language, and the formal initial assessment. Identify the person(s) responsible, including their qualifications, for conducting the initial screening, administering the HLIS, the LAB-R (if necessary), and the formal initial assessment. (Refer to [ELL Policy Brief](#) and [EPIC](#).)
When parents first enroll their parents, they are administered the HLIS to determine the child's home language. At the time of enrollment, the guidance counselor does an informal interview in English. Based on the informal interview, the assistant principal or a licensed ESL teacher completes the HLIS with the parent and conducts an interview with the parent and the child. If the parent indicates on the HLIS that the student uses a language other than English, then the assistant principal or a licensed ESL teacher administers the LAB-R to determine the English proficiency level. Students who score below proficiency on the LAB-R are eligible for state-mandated English as a Second Language services. The LAB-R Assessment Administration Memo provides cut scores and eligibility, including designations of Beginner, Intermediate, and Advanced. A student who scores below proficiency and has indicated Spanish as a home language is administered the Spanish LAB to determine language dominance. An entitlement letter is sent to the parents/guardians of each student who is eligible for ELL services.
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.

When a new ELL enrolls, schools must inform parents of the three instructional models available in New York City. Parents watch the Parent Orientation Video in their language of preference. When the parent is done viewing the video, they are given the Parent Survey and Selection Form to choose the program that they choose for their child. The form is stored in the student's cumulative folder and the choice is entered in ATS on the ELPC screen. ELLs must be placed in the parents' program of choice within ten days of enrollment.

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

After reviewing the RNMR and RLAT data, the assistant principal sends the entitlement letters to the parents and invites them to an orientation meeting. Entitlement letters are stored in student cumulative folders. The program selection forms are stored in the student's cumulative folder. All forms are returned because we are able to place a phone call to reach out to the parents as a reminder.

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.

After students take the LAB-R and eligibility is determined, a parent meeting is conducted. To ensure that parents fully understand the programs offered in NYC, the assistant principal shows them the video on the department of education's Internet page. After the viewing, the parent is provided with the choice letter. If a parent chooses TBE or DL, I inform them that we currently only have ESL, but if more parents make the same request that they did, the program will be implemented.

Family interpretation needs are provided primarily by the Translation and Interpretation Unit of the NYCDOE with additional services provided in-house by teachers and staff for smaller interpretation needs. Following the request of approximately twenty-five parents in the Fall of 2004 and requisite number of students, a transitional bilingual program was created at Wadleigh Secondary School. This program had fewer than twenty interested parents in the 2005-2006 school year, but continued to function. By the Fall of 2006, there were eight students left in the program, and the parents requested that they be placed in a freestanding ESL program. We currently do not have any parents requesting a bilingual program, but if parent choice indicates the need for one, it will be reinstated.

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.

After the test coordinator reviews the RLER, a letter is sent to the parents prior to testing to inform them of the testing window and dates. The test coordinator prepares a schedule and teachers are trained on procedures and responsibilities. Students are scheduled for the speaking subtest since it is administered individually, and someone other than the student's teacher is assigned to administer. The listening, reading, and writing subtests are group administered. Accommodations are made for students with IEPs with two exceptions: the reading subtest is not read to the students, and during the writing subtest administration, students do not receive assistance with spelling, grammar, paragraphing, and punctuation. Students who are absent are provided an opportunity to take the test during the make up window. Phone calls are placed to parents and guardians to remind them that their child missed the test and in rare instances, the family worker travels to the home when phone contact cannot be made. A system is also in place to flag students when they swipe their identification card in the morning and the test coordinator is contacted.

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](#)

Over the past few years, 100% of the parent surveys and program selections have selected the freestanding ESL program. This is in alignment with the program offering at Wadleigh. However, if need dictates a bilingual program, we will reinstate the program that existed eight years ago.

The bilingual program had fewer than 20 interested parents in the 2005-2006 school year, but continued to function. By the Fall of 2006, there were eight students left in the program, and the parents requested that they be placed in a freestanding ESL program.

Part V: ELL Programming

A. Programming and Scheduling Information

1. How is instruction delivered? (see [The Practitioners' Work Group for Accelerating English Language Learner Student Achievement: Nine Common Features of Successful Programs for ELLs](#))
 - a. What are the organizational models (e.g., departmentalized, push-in [co-teaching], pull-out, collaborative, self-contained)?
 - b. What are the program models (e.g., block [class travels together as a group], ungraded [all students regardless of grade are in one class], heterogeneous [mixed proficiency levels], homogeneous [proficiency level is the same in one class])?

In the middle school, students are provided services through the push-in and pull-out models. In the high school, students are programmed for a self-contained ESL class where they are heterogenously grouped.

In the middle school general education classes, the teacher pushes -in the the ELA class. These students are also programmed for a pull-out class with the ESL teacher and ESL students with disabilities who also require more mandated instructional minutes. The ESL teacher pushes in to the self-contained writing class to work with students who do not have their mandated minutes met in the pull-out period. The middle school programs are heterogenously grouped.

High school students participate in a pull-out model and students are ungraded and heterogenously grouped.

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)?

Native language supports are systemic and not limited to the ESL classroom. Students are provided with up to 25% of native language supports in our free standing ESL program through the use of glossaries, dictionaries, and materials in their native language. Beginning and Intermediate middle school students are programmed for at least 360 minutes per week, and Advanced students receive at least 180 minutes of ESL and 180 minutes of English Language Arts. Beginning high school students are programmed for at least 540 minutes per week, Advanced students receive at least 360 minutes and Advanced students receive at least 180 minutes of ESL and 180 minutes of English Language Arts.

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.

In Wadleigh's push-in model for the middle school, the ESL teacher co-teaches and provides support through differentiated strategies in English Language Arts and Writing classes. In the pull-out class, the teacher is providing reading and writing supports using ESL strategies. Because the students are mixed levels and ungraded, students are differentiated by ability, but the proficiency is used as a guide. The high school has three pull out ESL classes to accommodate the students' mandated number of units of support as specified in CR Part 154. Two of the classes are an ELA based class using traditional ESL methodologies to help students with literature, writing, and language. The third pull-out class supports the majority of Beginner and Intermediate students with reading and vocabulary that will benefit students in content area classes.

4. How do you ensure that ELLs are appropriately evaluated in their native languages throughout the year?
Students are permitted to work on some activities in groups of students who speak the same language. Students can then demonstrate learning in their native language.
5. How do you ensure that ELLs are appropriately evaluated in all four modalities of English acquisition throughout the year?

The Common Core Learning Standards address all four modalities of English acquisition. Because our students are challenged with a rigorous curriculum that is aligned to the standards, students are evaluated against these standards through different tasks, projects, and assessments throughout the year.

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).

Currently, all students use Achieve 3000 either in their English, Science or Social Studies class. Because this program differentiates instruction with different supports (lexiles, option to have materials read, vocabulary) SIFE, newcomers, ELLs and former ELLs are exposed to content area reading material at their entry point. Wadleigh currently has six SIFE students and collaboration among content teachers is evident. While the student is in the ESL class, differentiation occurs to meet the individual needs of the student through the Balanced Literacy approach. Within this methodology, students receive explicit instruction in knowledge of the alphabet and letter sounds/blending, comprehension strategies that promote analysis, evaluation, synthesis, connections, inferences and inquiry, context clues and vocabulary development, and phonemic awareness. Newcomers are taught in a scaffolded, purposeful manner because language acquisition is best taught when systematic and slow. In total, seven of our students fall in the four to six year designation. Three are SIFE and three are SWDs. Much emphasis will be placed on evaluating where these students fall within each modality so that their instruction is differentiated to meet their needs and address areas of concern before they become long-term ELLs. Additionally, these students are monitored closely to ensure that they are taking and passing their regents and are provided the opportunity to attend after school. The majority of our students are long term ELLs and all but three are designated SWDs. However, none of these students are SIFE. These students are given supports in the classroom that emphasize basic reading and writing skills as an effort toward remediation and closing the learning gap that they have. Students are encouraged to take the Regents and are provided additional instruction in the content area to prepare. For students who test proficient on the NYSESLAT, supports remain in place to transition their education. They are entitled to testing accommodations, supplemental ELL programs, and support with the ELL teacher in years one and two of testing proficient.

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?

Students have access to content material with appropriate lexile levels through Achieve3000. Teachers were also invited to participate in the ELL Literacy and Leadership Institute that was offered through the department of education. Teachers who attended were required to turn key useful information, methodologies, and strategies during professional development.

8. How does your school use curricular, instructional, and scheduling flexibility to enable diverse ELL-SWDs to achieve their IEP goals and attain English proficiency within the least restrictive environment?

For ELL-SWDs, two program models have been created. For middle school, an ESL teacher pushes into the writing class to help students access the materials and works with the teachers to ensure the ELL-SWD needs are met. For high school, the SWDs are programmed for free-standing ESL classes. In one period the ESL teacher teaches reading and vocabulary that will help the students in all their content classes. In the other period, the ESL teacher conducts an ELA based class using traditional ESL methodologies to help students with literature, writing, and language.

Courses Taught in Languages Other than English

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

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

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

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

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

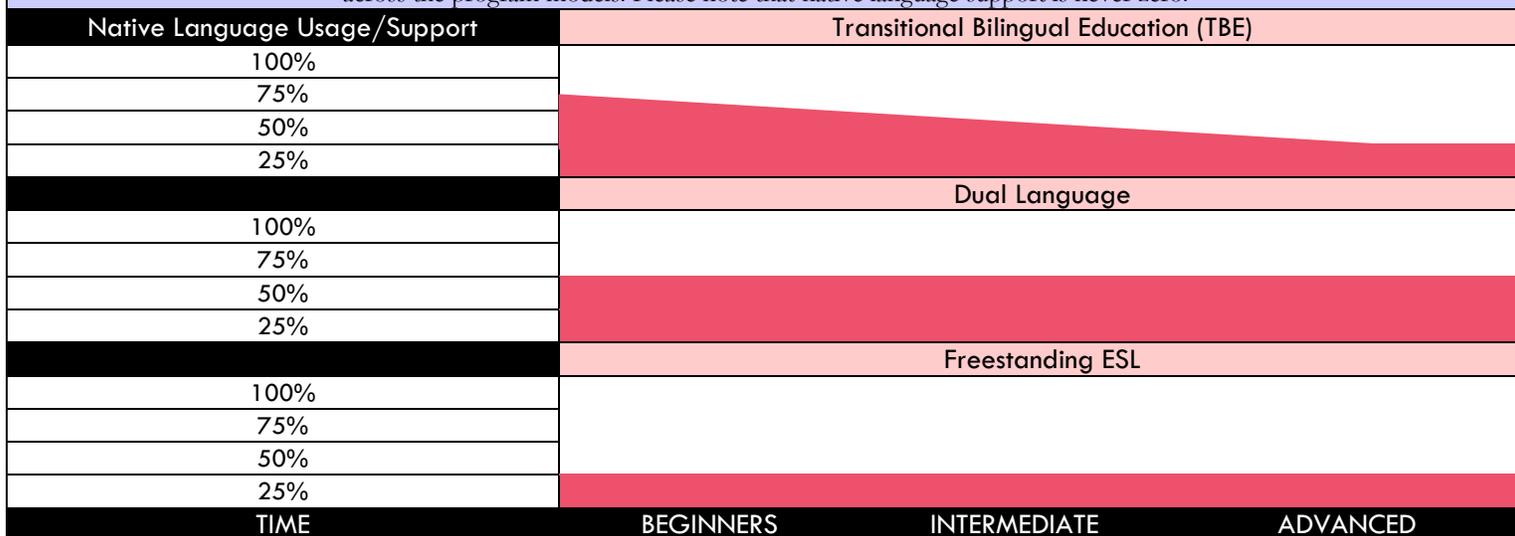
	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS: Native Language Arts	45 minutes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

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

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

Native Language Usage and Supports

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



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

B. Programming and Scheduling Information--Continued

9. Describe your targeted intervention programs for ELLs in ELA, math, and other content areas (specify ELL subgroups targeted). Please list the range of intervention services offered in your school for the above areas as well as the language(s) in which they are offered.
- Paste response to questions 8-17 here
- English Language Learners receive appropriately targeted services and instruction in all other content areas, i.e., Social Studies, Science, Technology, as well as, the Arts Studios (Dance, Drama, Music, and Visual Art). Specifically, Academic Intervention Services are provided to meet the needs of all students, in particular our ELL students, who require additional assistance to meet the State standards in ELA, mathematics, science and social studies. Through the AIS program, the most effective strategies for creating high-quality learning environments for diverse groups of students are used in an attempt to close the achievement gap for minority, low-income, and learners not yet proficient in English. Additionally, our after school program enables students to enhance, enrich and extend literacy and mathematics strategies acquired during the daily and after-school programs. During after school, students develop in-depth content knowledge that is inquiry based around topics taught throughout their instructional program. Students are involved in projects that require them to discuss ideas while working in various settings. Students do extensive reading to develop schema around specific topics, review mathematics concepts using technology, and practice test taking strategies. All intervention programs are given in English. In the transition time following obtaining proficiency on the NYSESLAT, students are provided with the ELL modifications on state exams. Additionally, the ESL teacher and administrator checks with the content area teachers on the progress of the former ELLs in their classes. ELLs are not only given access to all school programs, but are encouraged to participate in all programs that Wadleigh has to offer. Because we are a visual and performing arts school, ELLs can express themselves through music, art and dance in a way that they may not be able to in other schools.
10. Describe the effectiveness of your current program and how it is meeting the needs of your ELLs in both content and language development.
- The trend is that our students perform better on the speaking and listening portions of the NYSESLAT than they do on the reading and writing portions.
11. What new programs or improvements will be considered for the upcoming school year?
- This year, the entire school is focused on using Achieve 3000 in ELA and some content area classes. We are also introducing the Hochman Writing method to strengthen writing skills, language acquisition, and word choice to improve student achievement.
12. What programs/services for ELLs will be discontinued and why?
- The afterschool program that serviced ELL only students is discontinued at this time because we are unable to find a licensed ESL teacher who is available for extended hours. Although we have tried to hire a licensed ESL teacher by networking, interviewing ATRs, and contacting local colleges, we have been unsuccessful. Currently we are in the process of hiring a long term substitute who is awaiting reciprocity for her out of state license.
13. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
- ELLs are given access and encouraged to attend all school programs. They receive program information in their native language, and when possible, follow up phone calls are made in their native language. As described above, after school and supplemental services are conducted in English, but language supports are available for use. Through technology and traditional learning methods, students are given additional instruction to enhance learning and prepare students for completion of state requirements for graduation.
14. What instructional materials, including technology, are used to support ELLs (include content area as well as language materials; list ELL subgroups if necessary)?
- Native language libraries are available for the students because instruction is delivered in English. Students also use tools such as google translate to use for support in content area classes, as well as bilingual dictionaries.
15. How is native language support delivered in each program model (TBE, Dual Language, and ESL)?
- Native language support for ESL is 25% and it is delivered through resources such as dictionaries, literature and technology.
16. Explain how the required services support, and resources correspond to ELLs' ages and grade levels?
- ELL students are programmed according to grade level. Differentiation occurs within the classroom based on readiness and proficiency levels. The resources in the room are age and grade appropriate and supports meet them at the appropriate entry point. In some instances, as with Achieve3000, students are reading content appropriate for their grade, but it is written for the level where they are currently reading.
17. Describe activities in your school that assist newly enrolled ELL students before the beginning of the school year. Please include activities for new ELLs who enroll throughout the school year.
- New ELLs are strongly encouraged to participate in our extended learning activities. Most of the activities are academic in nature, but other activities develop life skills, such as the culinary arts entrepreneur program or social skills through the drama or art club.

18. What language electives are offered to ELLs?

Students are offered French and Spanish.

19. For schools with dual language programs:

- a. How much time (%) is the target language used for EPs and ELLs in each grade?
- b. How much of the instructional day are EPs and ELLs integrated? What content areas are taught separately?
- c. How is language separated for instruction (time, subject, teacher, theme)?
- d. What Dual Language model is used (side-by-side, self-contained, other)?
- e. Is emergent literacy taught in child's native language first (sequential), or are both languages taught at the same time (simultaneous)?

Paste response to questions here:

C. Professional Development and Support for School Staff

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

A minimum of seven and a half hours of professional development devoted to ELL requirements and instruction will be provided as per Jose P. for all staff members. Topics may include: Unveiling the Language Allocation Policy, concepts around academic vocabulary as presented by Kate Kinsella, and Better Practices & Strategies for teachers in contact with ELL students. Ms. Rozmus, the Assistant Principal for all academic subjects (except math) attended an ELL Literacy Workshop held on several Fridays through the year. She was accompanied by a social studies teacher who has ELL students. They will continue to turn key the information to all content area teachers at staff development throughout the year. ESL teachers attended a slightly different version of this workshop on Saturdays and will continue to participate in implementing the ideas and communicating the information to the remaining faculty. All new teachers serving ELLs, when applicable, are provided a mentor teacher to assist them in planning, delivery and assessment. The instructional coach works weekly with each new and continuing teacher to facilitate unit and lesson planning. Additionally, teachers continue to participate in outside vendor professional development offerings. To help support teachers of ELLs with respect to Common Core Learning Standards, teachers are provided ongoing professional development with regard to addressing the standards, lesson planning, unit planning, task writing, and scaffolding lessons to provide students with support. Staff is also provided guidance with providing ELL students with strategies that maximize their independence as they transition to high school.

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?

Parent involvement at Wadleigh is an ongoing endeavor. We encourage all parents, including parents of ELLs to come to PTA meetings, Parent-Teacher conferences and to visit the school, and attend their children's classes at any time. Wadleigh partners with the Mission Society and 21st Century Leadership to conduct workshops for parents through the year. Parents are asked what type of workshops they would find helpful and beneficial. Also, at the beginning of the school year, there is a school barbeque with translators available for parents. This allows families to meet the administration, faculty and staff of their child's new school. As always, translation services are also provided by staff during informal parent meetings and Parent-Teacher conferences.

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:

School Name: Wadleigh Secondary School for

School DBN: 03M415

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Tyee Chin	Principal		1/14/14
Jennifer Rozmus	Assistant Principal		1/14/14
Eunice Paul	Parent Coordinator		1/14/14
Ellen Bunker-Lopez	ESL Teacher		1/14/14
	Parent		1/1/01
Dulyne Desmangles/English	Teacher/Subject Area		1/14/14
	Teacher/Subject Area		1/1/01
	Coach		1/1/01
	Coach		1/1/01
Louis Romain	Guidance Counselor		1/14/14
	Network Leader		1/1/01
	Other _____		1/1/01

LANGUAGE TRANSLATION AND INTERPRETATION 2013-2014 TO 2014-2015

Requirement under Chancellor's Regulations – for all schools

DBN: **03M415** School Name: **Wadleigh Secondary School for Perfo**

Cluster: **4** Network: **405**

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.

Translation and interpretation needs are referred to the Parent Coordinator a month in advance of needed services and are available for parent/teacher conferences, regional fairs and workshops, regional parent training sessions, suspension hearing and impartial hearings, citywide or regional parent meetings, and community education council meetings. The primary language spoken by each parent is determined by providing a variety of Home Language Identification Surveys. A pedagogue participates in the registration process. The information is recorded and maintained on ATS and the HLIS. The HLIS is kept with the student's records and a copy of which is maintained by the ESL 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.

Translation and oral interpretation services are required for individual parent conferences with teachers. Our records indicate that out of a total of 533 students, the primary language spoken at home by parents and guardians is English. However, 147 parents and guardians who care for our students are Spanish speakers, four speak Haitian Creole, three speak French, three speak Fulani and one parent speaks Bengali. During professional development opportunities in the school or meetings, teachers and staff are made aware of the home language needs of the parents and are provided with translation assistance as needed to facilitate communications.

Part B: Strategies and Activities

1. Describe the written translation services the school will provide, and how they will meet identified needs indicated in Part A. Include procedures to ensure timely provision of translated documents to parents determined to be in need of language assistance services. Indicate whether written translation services will be provided by an outside vendor, or in-house by school staff or parent volunteers.

Written translation services are provided primarily by the Translation and Interpretation Unit of the NYCDOE with additional services provided in-house by teachers and staff for smaller translation needs. Signage, noting the availability of translators and translated materials are posted in the school. Translated versions of the Bill of Parents Rights and Responsibilities are available (in all available languages) in both the parent coordinators office as well as the pupil personnel office

2. Describe the oral interpretation services the school will provide, and how they will meet identified needs indicated in Part A. Indicate whether oral interpretation services will be provided by an outside contractor, or in-house by school staff or parent volunteers.

Oral interpretation needs are provided primarily by the Translation and Interpretation Unit of the NYCDOE with additional services provided in-house by teachers and staff for small interpretation needs.

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>.

Wadleigh will fulfill Section VII of Chancellor's Regulations A-663 in the following manner as per those regulations:

Provide parents whose primary language is a covered language and who require language assistance services with written notification of their rights regarding translation and interpretation services in the appropriate covered languages, and instructions on how to obtain such services. Post in a conspicuous location at or near the primary entrance of a school or office a sign in each of the covered languages indicating the office/room where a copy of such written notification can be obtained.

Translated signs are available as an attachment to Chancellors Regulation A-663 in all covered languages: Arabic, Bengali, Chinese, Haitian Creole, Korean, Russian, Spanish, and Urdu. Translated versions of the Bill of Parents Rights and Responsibilities are available (in all

available languages) in both the parent coordinators office as well as the pupil personnel office.