



2014-15
SCHOOL COMPREHENSIVE EDUCATIONAL PLAN
(SCEP)

DRAFT – PENDING NYSED APPROVAL

DBN: (i.e. 01M001):

02M460

School Name:

WASHINGTON IRVING HIGH SCHOOL

Principal:

SARAH HERNANDEZ

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

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

Section 6: Academic Intervention Services (AIS)

Section 7: Expanded Learning Time (ELT)

Section 8: Title I Program Information

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

Section 1: School Information Page

School Information

School Name: Washington Irving High School School Number (DBN): 02M460
School Level: High School Grades Served: 12
School Address: 40 Irving Place, New York, NY 10003
Phone Number: 212-674-5000 Fax: 212-673-9569
School Contact Person: Sarah Hernandez Email Address: Shernan4@schools.nyc.gov
Principal: Sarah Hernandez
UFT Chapter Leader: Gregg Lundahl
Parents' Association President: _____
SLT Chairperson: Pearl Dixon
Student Representative(s): _____

District Information

District: 02 Superintendent: Marisol Bradbury
Superintendent's Office Address: 333 7th Avenue
Superintendent's Email Address: Mbradbu@schools.nyc.gov
Phone Number: 212-356-7563 Fax: 212-356-7514

Cluster and Network Information

Cluster Number: 4 Cluster Leader: Christopher Groll
Network Number: 402 Network Leader: Cristina Jimenez

Section 2: School Leadership Team (SLT) Signature Page

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

Directions:

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

Name	Position and Constituent Group Represented	Signature (Blue Ink)
Sarah Hernandez	*Principal or Designee	
	*UFT Chapter Leader or Designee	
	*PA/PTA President or Designated Co-President	
	DC 37 Representative, if applicable	
	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
	CBO Representative, if applicable	
	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	
a.	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.
b.	Supportive Environment: The school establishes a classroom and school culture where students feel safe, supported, and challenged by their teachers and peers.
c.	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.
d.	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.
e.	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.
f.	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:

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

- g. **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.
- h. **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.
- i. **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.
- j. **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.
- k. **Step 5:** Update your school's AIS section. All Title I schools update the Parent Involvement Policy (PIP) and School-Parent Compact (SPC) and complete the ELT program description.
- l. **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:

- a. 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.
- b. School strengths, accomplishments, and challenges.
- c. 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.

Washington Irving High School is scheduled to close on June 2015. The current population is 97 students, of which 28 are English Language Learners and 29 SWD.

Our goal is to provide a nurturing and supportive environment and deliver rigorous instruction to all students. Our inquiry team focusses on looking at student data for ELL and SWD. The inquiry team members have identified specific strategies to reinforce ELA close text reading strategies and literary techniques for the target population. The goals of these activities are to prepare students to pass their state exams, to improve their writing and critical thinking skills.

Strengths:

DTSDE 2.4

The school has received a rating of *Effective* for this Statement of Practice: The school leader has a fully functional system in place aligned to the district's Annual Professional Performance Review (APPR) to conduct targeted and frequent observation and track progress of teacher practices based on student data and feedback.

Overall Finding:

The school leader has a system in place aligned to the district's APPR to conduct observations and track teacher practices based on student data and feedback.

Evidence/Information that Lead to this Finding:

- The school leader and teachers shared that school leaders conduct formal and informal observations, which include goal setting and pre- and post-conferences for all formal observations. Teachers stated that initial observations focused on planning, preparation, and CCLS alignment. Further, a document review demonstrated that school leaders are providing teachers with feedback aligned to the Danielson Framework.
- The school leader stated that the Assistant Principal (AP) for math and science completes informal math and science observations and that the AP for social studies provides ongoing feedback to teachers.
- Teachers confirmed receiving PD on the APPR and the Danielson Framework, and reported an increased understanding of Danielson expectations. School leaders also reported observing classes with the talent coach to ensure that uniform feedback, aligned to the rubric, is given to teachers.

By means of an SBO, we have planned for:

Teachers meet weekly on Mondays and Wednesdays for professional development (currently led by teachers and administrators). Teachers are given the opportunity to request specific PD based on their professional growth needs to the School-based Staff Development Committee. In addition, the committee strives to make decisions about PD based on the 2014-2015 Instructional Citywide Expectations.

Special initiatives: All students take part in a program called Crew.

- Crew is designed to provide students with an opportunity to interact with grade-level peers and a faculty advisor.
- Crew provides each student a one to one relationship with an adult advisor
- Crew provides a consistent and ongoing small scale student community

- Crew advisors partner with students to monitor their progress towards graduation and post-secondary plans. On Fridays, teachers and administrators and students (every other Fri. for “Crew”) meet to: Monitor student development and progress, plan and implement community building activities and other educational events. On Tuesdays and Thursdays, teachers have 45 minutes for parent engagement and “other professional work.”

02M460 School Information Sheet

School Configuration (2014-15)					
Grade Configuration	09,10,11,12	Total Enrollment	100	SIG Recipient	YES
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	7	# SETSS	1	# Integrated Collaborative Teaching	8
Types and Number of Special Classes (2014-15)					
# Visual Arts	N/A	# Music	3	# Drama	N/A
# Foreign Language	6	# Dance	N/A	# CTE	2
School Composition (2013-14)					
% Title I Population	71.6%	% Attendance Rate			70.9%
% Free Lunch	73.1%	% Reduced Lunch			3.3%
% Limited English Proficient	17.9%	% Students with Disabilities			23.7%
Racial/Ethnic Origin (2013-14)					
% American Indian or Alaska Native	0.3%	% Black or African American			38.0%
% Hispanic or Latino	54.2%	% Asian or Native Hawaiian/Pacific Islander			4.9%
% White	2.6%	% Multi-Racial			N/A
Personnel (2014-15)					
Years Principal Assigned to School (2014-15)	2.34	# of Assistant Principals (2014-15)			5
# of Deans (2014-15)	N/A	# of Counselors/Social Workers (2014-15)			2
Personnel (2013-14)					
% of Teachers with No Valid Teaching Certificate (2013-14)	N/A	% Teaching Out of Certification (2013-14)			18.3%
% Teaching with Fewer Than 3 Years of Experience (2013-14)	N/A	Average Teacher Absences (2013-14)			7.4
Student Performance for Elementary and Middle Schools (2013-14)					
ELA Performance at levels 3 & 4	N/A	Mathematics Performance at levels 3 & 4			N/A
Science Performance at levels 3 & 4 (4th Grade)	N/A	Science Performance at levels 3 & 4 (8th Grade)			N/A
Student Performance for High Schools (2012-13)					
ELA Performance at levels 3 & 4	35.5%	Mathematics Performance at levels 3 & 4			31.2%
Credit Accumulation High Schools Only (2013-14)					
% of 1st year students who earned 10+ credits	N/A	% of 2nd year students who earned 10+ credits			N/A
% of 3rd year students who earned 10+ credits	37.4%	4 Year Graduation Rate			42.8%
6 Year Graduation Rate	52.1%				
Overall NYSED Accountability Status (2014-15)					
Reward		Recognition			
In Good Standing		Local Assistance Plan			
Focus District	X	Focus School Identified by a Focus District			
Priority School	X				
Accountability Status – Elementary and Middle Schools					
Met Adequate Yearly Progress (AYP) in ELA (2012-13)					
American Indian or Alaska Native	N/A	Black or African American			N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander			N/A
White	N/A	Multi-Racial			N/A
Students with Disabilities	N/A	Limited English Proficient			N/A
Economically Disadvantaged	N/A				
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)					
American Indian or Alaska Native	N/A	Black or African American			N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander			N/A
White	N/A	Multi-Racial			N/A
Students with Disabilities	N/A	Limited English Proficient			N/A
Economically Disadvantaged	N/A				
Met Adequate Yearly Progress (AYP) in Science (2012-13)					
American Indian or Alaska Native	N/A	Black or African American			N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander			N/A
White	N/A	Multi-Racial			N/A
Students with Disabilities	N/A	Limited English Proficient			N/A
Economically Disadvantaged	N/A				
Accountability Status – High Schools					
Met Adequate Yearly Progress (AYP) in ELA (2012-13)					
American Indian or Alaska Native	N/A	Black or African American			NO
Hispanic or Latino	NO	Asian or Native Hawaiian/Other Pacific Islander			N/A
White	N/A	Multi-Racial			N/A
Students with Disabilities	NO	Limited English Proficient			NO
Economically Disadvantaged	NO				
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)					
American Indian or Alaska Native	N/A	Black or African American			NO
Hispanic or Latino	NO	Asian or Native Hawaiian/Other Pacific Islander			N/A
White	N/A	Multi-Racial			N/A
Students with Disabilities	NO	Limited English Proficient			NO
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	NO	Asian or Native Hawaiian/Other Pacific Islander	N/A
White	N/A	Multi-Racial	N/A
Students with Disabilities	NO	Limited English Proficient	NO
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:

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

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

Part 1b. Needs/Areas for Improvement:

Reflect on your school's HEDI ratings (or self-ratings) in Part 1a, particularly any ratings of Developing and Ineffective.

Summarize your school's strengths and needs relative to this Capacity Framework element and DTSDE tenet (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data sources.

Strength-The school leaders and teachers have developed a comprehensive plan for teachers to partner within and across all grades and subjects.
Priority needs-Create a formal plan to address interdisciplinary learning.

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.

To deliver an interdisciplinary unit in order to integrate the arts, technology, and other enrichment opportunities as part of a school-wide plan. SOP 3.4/Framework addressed: Collaborative Teachers and Rigorous Instruction

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:	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>
<ol style="list-style-type: none"> 1. Research-based instructional programs, professional development, and/or systems and structures needed to impact change 2. Strategies to address the needs of students with disabilities, English language learners, and other high-need 			

<p>student subgroups (e.g., overage/under-credited, SIFE, STH).</p> <p>3. Strategies to increase parent involvement and engagement</p> <p>4. Activities that address the Capacity Framework element of Trust</p>			
<p><i>Target professional Development to staff on interdisciplinary curricula</i></p> <p><i>Development and Implementation of a thematic unit "Black History Month"</i></p>	<p><i>All teachers</i></p>	<p>By the beginning of February 2015 at least 90% of the teaching staff will develop at least one interdisciplinary unit designed in collaboration by at least two different subject area teachers including the arts, physical education and technology. By the end of February 2015 90% of the teaching staff will implement at least one interdisciplinary unit.</p>	<p><i>Social studies, English, music, science, physical education teachers, and administrators</i></p>
<p><i>Teacher teams monitor and reflect on student mastery of content and standards, students' social emotional learning, and progress towards graduation. Teams will engage in reflection and goal-setting process to inform school wide decision making.</i></p> <p><i>The School-based Staff Development Committee will meet to create the calendar of professional development. The topics to be covered will be based on teacher/administrator input for professional growth needs.</i></p>	<p><i>Teachers, support staff and administrators</i></p>	<p><i>By September 29th, 2014, the School-based Staff Development Committee will meet to create the fall semester calendar.</i></p> <p><i>By January 15th, 2015 the School-based Staff Development Committee will meet to create the spring semester calendar of professional development</i></p>	<p><i>Teachers, support staff and administrators</i></p>

--	--	--	--

Part 4 – Resources Needed

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

- a. **Human Resources:** Teacher involvement/participation on these projects and professional development sessions, Educational Vendors to provide some of these professional development sessions parent coordinator, family workers other support staff and administrators to work out the logistic of these activities and monitor the implementation.
- b. **Time:** For teachers and administrators to plan for and supervise ELT program relating to this action plan.
- c. **Budget Allocation:** for professional development consultants and planning, to pay teachers per session to work after school in developing and refining unit plans, set/monitor goals and to pay for coverage when teachers need to go on school trips or out the building for professional development . School trips and transportation staff.
- d. **Supplies:** To keep up with Smart board maintenance technology wear and tear and other general supplies.

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	x	Title III		P/F Set-aside	x	Grants
---	-----------------	--	----------------------	--	------------------------	--	------------------	---	------------------	--	----------------------	---	---------------

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

SIG

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.

Mid-point benchmark(s)-beginning of January 2015

Timeframe for mid-point progress monitoring activities-middle of January 15, 2015

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

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

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

N/A as of yet.

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:

- c. 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.
- d. 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.	E
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.	D
5.5	The school leader and student support staff work together to develop teachers’ ability to use data to respond to students’ social and emotional developmental health needs, so students can become academically and socially successful.	D

Part 1b. Needs/Areas for Improvement:

- e. Reflect on your school’s HEDI ratings (or self-ratings) in Part 1A, particularly any ratings of Developing and Ineffective.
- f. 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.

Strength- the inquiry teams and school administrators review transcripts, report cards, ARIS item analysis reports and IEPs regularly.
 Priority needs- To use data more consistently to support student social and emotional developmental health limits student success.

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.

To establish systems and expectations for each member of the support team to collect data on their targeted area of responsibility and to share this data with school leaders and staff.
 To utilize the data to identify student needs in order to support student success. SOP 5.5/Frameworks addressed: Effective School Leadership and Collaborative Teachers

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:	Target Group(s) Who will be targeted?	Timeline What is the start and end date?	Key Personnel Who is responsible for implementing and overseeing the activity/strategy?
1. Research-based instructional programs, professional development, and/or systems and structures needed to			

		2014 until June 2015 (10 weeks).	
<p>We believe the more our parents are involved the more invested our students will be in their education. Our Parent Coordinator sets up daily translated versions of messages through School Messenger. All school correspondence is distributed at the same time as the English versions. Parents receive written notices about school events, marking periods and meetings.</p> <p>We plan to offer workshops for parents on important information pertaining to rules, regulations and rights of ELLs. The more information our parents have the better informed their decisions will be in regards to their child. Topics that will be covered are the different types of language programs offered at NYC DOE, ESL teaching methodologies, educational strategies for parents to use at home to help their students. We will pilot offering free English classes using Rosetta Stone during "Chat and Chew" meetings in the Parent Coordinator's office.</p> <p>Crew advisors (special education teachers) will assist SWD in applying for ACCESS-VR to obtain and maintain employment. In addition, teachers have volunteered to take students to the ACCES-VR orientation sessions where individuals can learn about the types of services available.</p>	All parents and guardians.	Parents will also have the opportunity to learn basic computer skills immediately following monthly Parent Association meetings.	Administrators, Parent Coordinator, PA president and School Leadership Team.
<p>Teacher teams will monitor and reflect on student mastery of content and standards, students' social emotional learning, and progress towards graduation. Teams will engage in reflection and goal-setting process to inform school wide decision making.</p> <p>The School-based Staff Development Committee will meet to create the calendar of professional development. The topics to be covered will be based on teacher/administrator input for professional growth needs.</p>	Teachers, support staff and administrators	By September 29 th , 2014, the School-based Staff Development Committee will meet to create the fall semester calendar	Teachers, support staff and administrators

Part 4 – Resources Needed

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

- Human Resources:** Teacher involvement/participation on these projects and professional development sessions, Educational Vendors to provide some of these professional development sessions. Parent coordinator, family workers other support staff and administrators to work out the logistic of these activities to help monitor the implementation, and track student progress.
- Time:** For teachers and administrators and family workers to plan for and supervise ELT program.
- Budget Allocation:** for professional development consultants and planning, to pay teachers per session to work after school in developing and refining unit plans, set/monitor goals and to pay for coverage when teachers need to go on school trips or out the building for professional development . School trips and transportation staff. Student incentives (food, snacks, movie tickets and trips) for: academic and attendance achievement and improvement, motivation to attend Saturday and afterschool programs and incentives to complete applications for college and Access VR.
- Supplies:** To keep up with Smart board maintenance technology wear and tear and other general supplies.

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	x	Title III		P/F Set-aside	x	Grants
List below any additional funding sources that will be utilized to support achievement of the goal.													
SIG													

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.

Mid-point benchmark(s)-beginning of November 2014

Timeframe for mid-point progress monitoring activities: end of December 2014, middle of February 2015 and beginning of April 2015.

Part 6b. Complete in February 2015.

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

Yes

No

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

N/A as of yet.

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:

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

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

Part 1b. Needs/Areas for Improvement:

- i. Reflect on your school’s HEDI ratings (or self-ratings) in Part 1A, particularly any ratings of Developing and Ineffective.
- j. 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.

Strength- The learning environment is physically safe for all students.

Priority- provide learning experiences that match students’ needs and abilities to ensure that students are given every opportunity to discuss a range of issues that allow them to share ideas, opinions, values, and perspectives.

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.

To ensure that students are given every opportunity to discuss a range of issues that allows them to share ideas, opinions, values, and perspectives. SOP 4.4/Framework addressed: Supportive Environment and Trust

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:	Target Group(s) Who will be targeted?	Timeline What is the start and end date?	Key Personnel Who is responsible for implementing and overseeing the activity/strategy?
<ul style="list-style-type: none"> a. Research-based instructional programs, professional development, and/or systems and structures needed to impact change b. 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). 			

<p>c. Strategies to increase parent involvement and engagement</p> <p>d. Activities that address the Capacity Framework element of Trust</p>			
<p><i>All students take part in a program called Crew.</i></p> <ul style="list-style-type: none"> • <i>Crew is designed to provide students with an opportunity to interact with grade-level peers and a faculty advisor.</i> • <i>Crew provides each student a one to one relationship with an adult advisor</i> • <i>Crew provides a consistent and ongoing small scale student community</i> • <i>Crew advisors partner with students to monitor their progress towards graduation</i> • <i>Crew advisors are the primary contact point between parents and the school</i> 	<p><i>All students</i></p>	<p><i>Starting 11/6/14-June 2015, every other Friday and as needed.</i></p>	<p><i>Faculty Advisors and administrators</i></p>
<p><i>Our afterschool and Saturday ESL programs strive to improve the English speaking, listening, reading and writing skills of our English language learners across all content area. ELA teacher will provide small group instruction to approximately 25 ELL students to reinforce ELA close text reading strategies and literary techniques. The goals of these activities are to provide support and prepare the ELL students to pass their regents.</i></p> <p><i>Crew advisors (special education teachers) will assist SWD in applying for ACCESS-VR to obtain and maintain employment. In addition, teachers have volunteered to take students to the ACCES-VR orientation sessions where individuals can learn about the types of services available.</i></p> <p><i>The school has established systems and expectations for members of the inquiry team (A & B) to collect data on their target population (ELL and SWD). Inquiry teams review student data, case conference and share this data with other school leaders and staff.</i></p>	<p><i>28 ELL students and ELL students with IEPs</i></p>	<p><i>December 2014 until June 2015 twice a week Monday and Wednesday from 3:00 p.m. to 4:30 p.m. to provide small group instruction utilizing Achieve 3000 (there will be 25 afterschool sessions). On Saturdays from 9:00 a.m. to 1:00 p.m. starting December 2014 until June 2015 (10 weeks).</i></p> <p><i>Friday meetings.</i></p>	<p><i>One ESL certified teacher</i></p> <p><i>One bilingual math certified teacher</i></p> <p><i>One ELA teacher</i></p> <p><i>Two special education teacher Crew advisor</i></p> <p><i>All teachers</i></p>
<p><i>We believe the more our parents are involved the more invested our students will be in their education. Our Parent Coordinator sets up daily translated versions of messages through School Messenger. All school correspondence is distributed at the same time as the English versions. Parents receive written notices about school events, marking periods and meetings.</i></p> <p><i>We plan to offer workshops for parents on important information pertaining to rules, regulations and rights of ELLs. The more information our parents have the better informed their decisions will be in regards to their child. Topics that will be covered are the different types of language programs offered at NYC DOE, ESL teaching methodologies, educational strategies for parents to use at home to help their students. We will pilot offering free English classes using Rosetta Stone during "Chat and Chew" meetings in the Parent Coordinator's office.</i></p>	<p><i>All parents and guardians.</i></p>	<p><i>Parents will also have the opportunity to learn basic computer skills immediately following monthly Parent Association meetings.</i></p>	<p><i>Administrators, Parent Coordinator, PA president and School Leadership Team.</i></p>
<p>Teacher teams will monitor and reflect on student mastery of content and standards, students' social emotional learning, and progress towards graduation. Teams will</p>	<p><i>Teachers, support staff and administrators</i></p>	<p><i>By September 29th, 2014, the School-</i></p>	<p><i>Teachers, support staff and administrators</i></p>

<p>engage in reflection and goal-setting process to inform school wide decision making.</p> <p><i>The School-based Staff Development Committee will meet to create the calendar of professional development. The topics to be covered will be based on teacher/administrator input for professional growth needs.</i></p> <p><i>The school has established systems and expectations for members of the inquiry team to collect data on their target population. Inquiry teams review student data, case conference and share this data with other school leaders and staff.</i></p> <p><i>The AP of data created an in house data tool for teachers to identify student skill deficiencies, set goals and benchmarks. This tool is designed to assist teachers and students in monitoring progress based on formative assessments. The purpose is to utilize this data from this tool to:</i></p> <ul style="list-style-type: none"> • <i>Identify student needs</i> • <i>Identify trends across content areas</i> • <i>Support students in monitoring their own progress to maximize success</i> • <i>Improve cohesiveness within the student and staff community.</i> <p><i>One school wide event will be scheduled on Fridays, during the designated Friday professional assignment time for: Monitoring Student Development and Progress, Community Building Activities, and for Educational Events.</i></p>		<p><i>based Staff Development Committee will meet to create the fall semester calendar.</i></p> <p><i>By January 15th, 2015:</i></p> <p><i>The School-based Staff Development Committee will meet to create the spring semester calendar of professional development</i></p>	
--	--	---	--

Part 4 – Resources Needed

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

- a. **Human Resources:** Teacher involvement/participation on these projects and professional development sessions, Educational Vendors to provide some of these professional development sessions. Parent coordinator, family workers other support staff and administrators to work out the logistic of these activities to help monitor the implementation, and track student progress.
- b. **Time:** For teachers and administrators and family workers to plan for and supervise ELT program.
- c. **Budget Allocation:** for professional development consultants and planning, to pay teachers per session to work after school in developing and refining unit plans, set/monitor goals and to pay for coverage when teachers need to go on school trips or out the building for professional development . School trips and transportation staff. Student incentives (food, snacks, movie tickets and trips) for: academic and attendance achievement and improvement, motivation to attend Saturday and afterschool programs and incentives to complete applications for college and Access VR.
- d. **Supplies:** To keep up with Smart board maintenance technology wear and tear and other general supplies

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	x	Title III		P/F Set-aside	x	Grants
---	-----------------	--	----------------------	--	------------------------	--	------------------	---	------------------	--	----------------------	---	---------------

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

SIG

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:

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

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

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

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

Beginning of February 2015, based on spring student enrollment and student interest, we will make adjustments to the originally planned activities. We will have ongoing revisions as necessary.

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:

k. 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.

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

Tenet 2 Statement of Practice (SOP) Addressed		HEDI Rating
2.2	Leaders ensure an articulated vision, understood and shared across the community, with a shared sense of urgency about achieving school-wide goals aligned with the vision as outlined in the School Comprehensive Educational Plan (SCEP).	D
2.3	Leaders effectively use evidence-based systems to examine and improve individual and school-wide practices in the critical areas (student achievement, curriculum & teacher practices; leadership development; community/family engagement; and student social and emotional developmental health) that make progress toward mission-critical goals.	D
2.4	Leaders make strategic decisions to organize resources concerning human, programmatic and fiscal capital so that school improvement and student goals are achieved.	E
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.	D

Part 1b. Needs/Areas for Improvement:

m. Reflect on your school’s HEDI ratings (or self-ratings) in Part 1A, particularly any ratings of Developing and Ineffective.

n. 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.

- Strength- The school uses data used to track progress and to make adjustments to ensure that the school’s goals are met.
- Priority need- To consistently use evidence-based systems to maximize measurable progress toward critical school-wide goals.

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.

To ensure that school goals are monitored using a data based system to measure student progress. SOP 2.5/Framework addressed: Collaborative Teachers and Effective School Leadership

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:	Target Group(s) Who will be targeted?	Timeline What is the start and end date?	Key Personnel Who is responsible for implementing and overseeing the activity/strategy?
<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, 			

<p>English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH).</p> <ul style="list-style-type: none"> • Strategies to increase parent involvement and engagement • Activities that address the Capacity Framework element of Trust 			
<p><i>School leaders and faculty monitor student development and progress by: Reviewing structures that support knowledge of students, instructional focus, and culture for collaborative professional learning. Teachers and leaders engage in a team reflection and goal setting process to inform school wide decision making.</i></p> <p><i>School leaders have a strategic, transparent system for managing professional development and make informed decisions to develop systems leading to improved student performance.</i></p>	<p><i>School leaders and faculty</i></p>	<p><i>Weekly (3x a week) and monthly meetings starting September 29, 2014 and ending June 2015.</i></p>	<p><i>The School-based Staff Development Committee (SDC) Teachers and administrators.</i></p>
<p><i>Our afterschool and Saturday ESL programs strive to improve the English speaking, listening, reading and writing skills of our English language learners across all content areas. An ELA teacher will provide small group instruction to approximately 25 ELL students to reinforce ELA close text reading strategies and literary techniques. The goals of these activities are to provide support and prepare the ELL students to pass state assessments in English.</i></p> <p><i>Crew advisors (special education teachers) will assist SWD in applying for ACCESS-VR to obtain and maintain employment. In addition, teachers have volunteered to take students to the ACCES-VR orientation sessions where individuals can learn about the types of services available.</i></p>	<p><i>28 ELL students and ELL students with IEPs.</i></p>	<p><i>December 2014 until June 2015 twice a week Monday and Wednesday from 3:00 p.m. to 4:30 p.m. to provide small group instruction utilizing Achieve 3000 there (there will be 25 afterschool sessions). On Saturdays from 9:00 a.m. to 1:00 p.m. starting December 2014 until June 2015 (10 weeks).</i></p> <p><i>Starting 11/6/14-June 2015, every other Friday and as needed.</i></p>	<p><i>One ESL certified teacher</i></p> <p><i>One bilingual math certified teacher</i></p> <p><i>One ELA teacher</i></p> <p><i>Faculty Crew Advisors</i></p>
<p><i>We believe the more our parents are involved the more invested our students will be in their education. Our Parent Coordinator sets up daily translated versions of messages through School Messenger. All school correspondence in an alternative language is distributed at the same time as the English versions. Parents receive written notices about school events, marking periods and meetings.</i></p> <p><i>We plan to offer workshops for parents on important information pertaining to rules, regulations and rights of the ELLs. The more information our parents have the better informed their decisions will be in regards to their child. Topics that will be covered are the different types of language programs offered at NYC DOE, ESL teaching methodologies, educational strategies for parents to help their students at home. We will pilot offering free English classes using Rosetta Stone during "Chat and Chew" meetings in the Parent Coordinator's office.</i></p>	<p><i>All parents and guardians.</i></p>	<p><i>Parents will also have the opportunity to learn basic computer skills immediately following monthly Parent Association meetings.</i></p>	<p><i>Administrators, Parent Coordinator, PA president and School Leadership Team.</i></p>

<p>Teacher teams will monitor and reflect on student mastery of content and standards, students' social emotional learning, and progress towards graduation. Teams will engage in reflection and goal-setting process to inform school wide decision making.</p> <p>The School-based Staff Development Committee will meet to create the calendar of professional development based on teacher/administrators requests to meet student needs and teacher/administrator needs for professional growth.</p> <p>To improve cohesiveness of student and staff community.</p> <p>One school wide event will be scheduled on Fridays, during the designated Friday professional assignment time for: Monitoring Student Development and Progress, Community Building Activities, and for Educational Events.</p>	<p>Teachers, support staff and administrators</p>	<p>By September 29th, 2014, the School-based Staff Development Committee will meet to create the fall semester calendar.</p> <p>By January 15th, 2015:</p> <p>The School-based Staff Development Committee will meet to create the spring semester calendar of professional development</p>	<p>Teachers, support staff and administrators</p>
--	---	---	---

Part 4 – Resources Needed

<p>Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc.</p>
<ul style="list-style-type: none"> a. Human Resources: Teacher involvement/participation on these projects and professional development sessions, Educational Vendors to provide some of these professional development sessions. Parent coordinator, family workers other support staff and administrators to work out the logistic of these activities to help monitor the implementation, and track student progress. b. Time: For teachers and administrators and family workers to plan for and supervise ELT program. c. Budget Allocation: for professional development consultants and planning, to pay teachers per session to work after school in developing and refining unit plans, set/monitor goals and to pay for coverage when teachers need to go on school trips or out the building for professional development . School trips and transportation staff. Student incentives (food, snacks, movie tickets and trips) for: academic and attendance achievement and improvement, motivation to attend Saturday and afterschool programs and incentives to complete applications for college and Access VR. d. Supplies: To keep up with Smart board maintenance technology wear and tear and other general supplies

Part 5 – Budget and Resource Alignment

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

Part 6 – Progress Monitoring

<p>Part 6a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. In this part:</p>				
<ul style="list-style-type: none"> c. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal. d. Specify a timeframe for mid-point progress monitoring activities. 				
<p>Mid-point benchmark(s) will take place: Beginning of November, end of December</p>				
<p>Mid-point progress monitoring of activities will take place: Beginning of January and February and beginning of April.</p>				
<p>Part 6b. Complete in February 2015.</p>				
1. Did the school meet the mid-point benchmark(s) in the timeframe	x	Yes		No

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

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:

- o. 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.
- p. 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.	D
6.3	The school engages in effective planning and reciprocal communication with family and community stakeholders so that students’ strength and needs are identified and used to augment learning.	D
6.4	The entire school community partners with families and community agencies to promote and provide professional development across all areas (academic and social and emotional developmental health) to support student success.	D
6.5	The entire school shares data in a way that empowers and encourages families to use and understand data to promote dialogue between parents, students and school constituents centered on student learning and success.	D

Part 1b. Needs/Areas for Improvement:

- q. Reflect on your school’s HEDI ratings (or self-ratings) in Part 1A, particularly any ratings of Developing and Ineffective.
- r. 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.

Strengths:

- The school communicates with families by e-mails, phone messenger system, Pupil Path and mailings
- The school has established partnerships with community-based organizations including YMCS and on-site health clinic, and the Cleary Law Firm who provides support for enrichment activities.

Priority needs:

- Engage in consistent reciprocal communication between the school and families to maximize student success.

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.

To develop a system of reciprocal communication, in all pertinent languages. To consult with parents on ways in which the school could develop stronger channels of reciprocal communication between the school and families. SOP 6.3/Framework addressed: Strong Family-Community Ties and Trust

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:	Target Group(s) <i>Who will be</i>	Timeline <i>What is the start and</i>	Key Personnel <i>Who is responsible for implementing</i>

<ol style="list-style-type: none"> 1. Research-based instructional programs, professional development, and/or systems and structures needed to impact change 2. 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). 3. Strategies to increase parent involvement and engagement 4. Activities that address the Capacity Framework element of Trust 	targeted?	end date?	and overseeing the activity/strategy?
<p><i>Teachers plan, reflect upon, and refine classroom practices to incorporate pedagogical strategies aligned to the focus. Throughout the school year, teams will monitor for evidence of impact and reflect on implementation.</i></p> <ul style="list-style-type: none"> • <i>Monday and Wednesday Professional Development- Focus: Citywide Instructional Expectations, and the Danielson Framework for Teaching</i> • <i>Tuesday-Parental outreach opportunity for teachers to discuss student progress.</i> • <i>Friday PLC session-Monitoring Student Development and Progress</i> <p><i>The School-based Staff Development Committee will meet to create the calendar of professional development. The topics to be covered will be based on teacher/administrator input for professional growth needs.</i></p> <p><i>The school has established systems and expectations for members of the inquiry team to collect data on their target population. Inquiry teams review student data, case conference and share this data with other school leaders and staff.</i></p>	<p><i>Teachers, support staff and administrators</i></p>	<p><i>By September 29th, 2014, the School-based Staff Development Committee will meet to create the fall semester calendar.</i></p> <p><i>By January 15th, 2015:</i></p> <p><i>The School-based Staff Development Committee will meet to create the spring semester calendar of professional development</i></p>	<p><i>Teachers, support staff and administrators</i></p>
<p><i>Our afterschool and Saturday ESL programs strive to improve the English speaking, listening, reading and writing skills of our English language learners across all content area. ELA teacher will provide small group instruction 1 to approximately 25 ELL students to reinforce ELA close text reading strategies and literary techniques. The goals of these activities are to provide support and prepare the ELL students to pass their regents.</i></p> <p><i>Crew advisors (special education teachers) will assist SWD in applying for ACCESS-VR to obtain and maintain employment. In addition, teachers have volunteered to take students to the ACCES-VR orientation sessions where individuals can learn about the types of services available.</i></p>	<p><i>28 ELL students and ELL students with IEPs</i></p>	<p><i>December 2014 until June 2015 twice a week Monday and Wednesday from 3:00 p.m. to 4:30 p.m. to provide small group instruction utilizing Achieve 3000 (there will be 25 afterschool sessions). On Saturdays from 9:00 a.m. to 1:00 p.m. starting December 2014 until June 2015 (10 weeks).</i></p>	<p><i>One ESL certified teacher</i></p> <p><i>One bilingual math certified teacher</i></p> <p><i>One ELA teacher</i></p>
<p><i>Our Parent Coordinator sets up daily translated versions of messages through School Messenger. All school correspondence is distributed at the same time as the English versions. Parents receive written notices about school events, marking periods and meetings.</i></p>	<p><i>All parents and guardians.</i></p>	<p><i>Parents will also have the opportunity to learn basic</i></p>	<p><i>Administrators, Parent Coordinator, PA president and School Leadership Team.</i></p>

<p>We plan to offer workshops for parents on important information pertaining to rules, regulations and rights of ELLs. The more information our parents have the better informed their decisions will be in regards to their child. Topics that will be covered are the different types of language programs offered at NYC DOE, ESL teaching methodologies, educational strategies for parents to use at home to help their students. We will pilot offering free English classes using Rosetta Stone during "Chat and Chew" meetings in the Parent Coordinator's office.</p>		<p>computer skills immediately following monthly Parent Association meetings.</p>	
<p>Teacher teams will monitor and reflect on student mastery of content and standards, students' social emotional learning, and progress towards graduation. Teams will engage in reflection and goal-setting process to inform school wide decision making.</p> <p>The School-based Staff Development Committee will meet to create the calendar of professional development. The topics to be covered will be based on teacher/administrator input for professional growth needs.</p> <p>The school has established systems and expectations for members of the inquiry team to collect data on their target population. Inquiry teams review student data, case conference and share this data with other school leaders and staff.</p> <p>The AP of data created an in house data tool for teachers to identify student skill deficiencies, set goals and benchmarks. This tool is designed to assist teachers and students in monitoring progress based on formative assessments. The purpose is to utilize this data from this tool to:</p> <ul style="list-style-type: none"> • Identify student needs • Identify trends across content areas • Support students in monitoring their own progress to maximize success • Improve cohesiveness within the student and staff community. <p>One school wide event will be scheduled on Fridays, during the designated Friday professional assignment time for: Monitoring Student Development and Progress, Community Building Activities, and for Educational Events.</p>	<p>Teachers, F-status teacher, support staff and administrators</p>	<p>By September 29th, 2014, the School-based Staff Development Committee will meet to create the fall semester calendar.</p> <p>By January 15th, 2015:</p> <p>The School-based Staff Development Committee will meet to create the spring</p>	<p>Teachers, support staff and administrators</p>

Part 4 – Resources Needed

<p>Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc.</p>
<p>c. Human Resources: Teacher involvement/participation on these projects and professional development sessions, Educational Vendors to provide some of these professional development sessions. Parent coordinator, family workers other support staff and administrators to work out the logistic of these activities to help monitor the implementation, and track student progress. Administrative support for transportation of staff.</p> <p>d. Time: For teachers and administrators and family workers to plan for and supervise ELT program.</p> <p>e. Budget Allocation: for professional development consultants and planning, to pay teachers per session to work after school in developing and refining unit plans, set/monitor goals and to pay for coverage when teachers need to go on school trips or out the building for professional development . F-status former small learning coordinator to coordinate Ramapo trips, college trips, community service activity events and other school activities for students. Student incentives (food, snacks, movie tickets and trips) for: academic and attendance achievement and improvement, motivation to attend Saturday and afterschool programs and incentives to complete applications for college and Access VR. Incentive to increase parent meeting attendance (food and snacks)</p> <p>f. Supplies: To keep up with Smart board maintenance technology wear and tear and other general supplies</p>

Part 5 – Budget and Resource Alignment

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

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.

Mid-point benchmark(s) that will indicate school progress toward meeting the specified goal: At least once a month during Friday dedicated time for monitoring student development and progress.

Timeframe for mid-point progress monitoring activities at least twice a month during Friday dedicated time for monitoring student development and progress.

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

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

Ongoing.

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)	Report card failing classes (30)	Focused reading and writing	Small groups tutoring (20)	Before, during and after school
Mathematics	Identified deficient skills (25)	- Practice - Ilearn make-up classes	One-to one (17)	During and after school
Science	Missed labs (23)	Hands on complete lab reports	Small group (23)	During and after school
Social Studies	Failed Regents (65)	Focused reading and writing	Tutoring (20)	During and after school
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	Tracking Credits by Guidance Counselor (32)	- Individual Counseling - Grade Conferences	- One-to-one (5) - Group (14)	During and after school

02M460 School Information Sheet Key

School Configuration (2014-15)				
Grade Configuration	09,10, 11,12	Total Enrollment	100	SIG Recipient
				YES
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	7	# SETSS	1	# Integrated Collaborative Teaching
				8
Types and Number of Special Classes (2014-15)				
# Visual Arts	N/A	# Music	3	# Drama
				N/A
# Foreign Language	6	# Dance	N/A	# CTE
				2
School Composition (2013-14)				
% Title I Population		71.6%	% Attendance Rate	70.9%
% Free Lunch		73.1%	% Reduced Lunch	3.3%
% Limited English Proficient		17.9%	% Students with Disabilities	23.7%
Racial/Ethnic Origin (2013-14)				
% American Indian or Alaska Native		0.3%	% Black or African American	38.0%
% Hispanic or Latino		54.2%	% Asian or Native Hawaiian/Pacific Islander	4.9%
% White		2.6%	% Multi-Racial	N/A
Personnel (2014-15)				
Years Principal Assigned to School (2014-15)		2.34	# of Assistant Principals (2014-15)	5
# of Deans (2014-15)		N/A	# of Counselors/Social Workers (2014-15)	2
Personnel (2013-14)				
% of Teachers with No Valid Teaching Certificate (2013-14)		N/A	% Teaching Out of Certification (2013-14)	18.3%
% Teaching with Fewer Than 3 Years of Experience (2013-14)		N/A	Average Teacher Absences (2013-14)	7.4
Student Performance for Elementary and Middle Schools (2013-14)				
ELA Performance at levels 3 & 4		N/A	Mathematics Performance at levels 3 & 4	N/A
Science Performance at levels 3 & 4 (4th Grade)		N/A	Science Performance at levels 3 & 4 (8th Grade)	N/A
Student Performance for High Schools (2012-13)				
ELA Performance at levels 3 & 4		35.5%	Mathematics Performance at levels 3 & 4	31.2%
Credit Accumulation High Schools Only (2013-14)				
% of 1st year students who earned 10+ credits		N/A	% of 2nd year students who earned 10+ credits	N/A
% of 3rd year students who earned 10+ credits		37.4%	4 Year Graduation Rate	42.8%
6 Year Graduation Rate		52.1%		
Overall NYSED Accountability Status (2014-15)				
Reward			Recognition	
In Good Standing			Local Assistance Plan	
Focus District		X	Focus School Identified by a Focus District	
Priority School		X		
Accountability Status – Elementary and Middle Schools				
Met Adequate Yearly Progress (AYP) in ELA (2012-13)				
American Indian or Alaska Native		N/A	Black or African American	N/A
Hispanic or Latino		N/A	Asian or Native Hawaiian/Other Pacific Islander	N/A
White		N/A	Multi-Racial	N/A
Students with Disabilities		N/A	Limited English Proficient	N/A
Economically Disadvantaged		N/A		
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)				
American Indian or Alaska Native		N/A	Black or African American	N/A
Hispanic or Latino		N/A	Asian or Native Hawaiian/Other Pacific Islander	N/A
White		N/A	Multi-Racial	N/A
Students with Disabilities		N/A	Limited English Proficient	N/A
Economically Disadvantaged		N/A		
Met Adequate Yearly Progress (AYP) in Science (2012-13)				
American Indian or Alaska Native		N/A	Black or African American	N/A
Hispanic or Latino		N/A	Asian or Native Hawaiian/Other Pacific Islander	N/A
White		N/A	Multi-Racial	N/A
Students with Disabilities		N/A	Limited English Proficient	N/A
Economically Disadvantaged		N/A		
Accountability Status – High Schools				
Met Adequate Yearly Progress (AYP) in ELA (2012-13)				
American Indian or Alaska Native		N/A	Black or African American	NO
Hispanic or Latino		NO	Asian or Native Hawaiian/Other Pacific Islander	N/A
White		N/A	Multi-Racial	N/A
Students with Disabilities		NO	Limited English Proficient	NO
Economically Disadvantaged		NO		
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)				
American Indian or Alaska Native		N/A	Black or African American	NO
Hispanic or Latino		NO	Asian or Native Hawaiian/Other Pacific Islander	N/A
White		N/A	Multi-Racial	N/A
Students with Disabilities		NO	Limited English Proficient	NO
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		NO	Asian or Native Hawaiian/Other Pacific Islander	N/A
White		N/A	Multi-Racial	N/A
Students with Disabilities		NO	Limited English Proficient	NO
Economically Disadvantaged		NO		

02M460 School Information Sheet Key

School Configuration (2014-15)					
Grade Configuration	09,10, 11,12	Total Enrollment	100	SIG Recipient	YES
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	7	# SETSS	1	# Integrated Collaborative Teaching	8
Types and Number of Special Classes (2014-15)					
# Visual Arts	N/A	# Music	3	# Drama	N/A
# Foreign Language	6	# Dance	N/A	# CTE	2
School Composition (2013-14)					
% Title I Population	71.6%	% Attendance Rate			70.9%
% Free Lunch	73.1%	% Reduced Lunch			3.3%
% Limited English Proficient	17.9%	% Students with Disabilities			23.7%
Racial/Ethnic Origin (2013-14)					
% American Indian or Alaska Native	0.3%	% Black or African American			38.0%
% Hispanic or Latino	54.2%	% Asian or Native Hawaiian/Pacific Islander			4.9%
% White	2.6%	% Multi-Racial			N/A
Personnel (2014-15)					
Years Principal Assigned to School (2014-15)	2.34	# of Assistant Principals (2014-15)			5
# of Deans (2014-15)	N/A	# of Counselors/Social Workers (2014-15)			2
Personnel (2013-14)					
% of Teachers with No Valid Teaching Certificate (2013-14)	N/A	% Teaching Out of Certification (2013-14)			18.3%
% Teaching with Fewer Than 3 Years of Experience (2013-14)	N/A	Average Teacher Absences (2013-14)			7.4
Student Performance for Elementary and Middle Schools (2013-14)					
ELA Performance at levels 3 & 4	N/A	Mathematics Performance at levels 3 & 4			N/A
Science Performance at levels 3 & 4 (4th Grade)	N/A	Science Performance at levels 3 & 4 (8th Grade)			N/A
Student Performance for High Schools (2012-13)					
ELA Performance at levels 3 & 4	35.5%	Mathematics Performance at levels 3 & 4			31.2%
Credit Accumulation High Schools Only (2013-14)					
% of 1st year students who earned 10+ credits	N/A	% of 2nd year students who earned 10+ credits			N/A
% of 3rd year students who earned 10+ credits	37.4%	4 Year Graduation Rate			42.8%
6 Year Graduation Rate	52.1%				
Overall NYSED Accountability Status (2014-15)					
Reward		Recognition			
In Good Standing		Local Assistance Plan			
Focus District	X	Focus School Identified by a Focus District			
Priority School	X				
Accountability Status – Elementary and Middle Schools					
Met Adequate Yearly Progress (AYP) in ELA (2012-13)					
American Indian or Alaska Native	N/A	Black or African American			N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander			N/A
White	N/A	Multi-Racial			N/A
Students with Disabilities	N/A	Limited English Proficient			N/A
Economically Disadvantaged	N/A				
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)					
American Indian or Alaska Native	N/A	Black or African American			N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander			N/A
White	N/A	Multi-Racial			N/A
Students with Disabilities	N/A	Limited English Proficient			N/A
Economically Disadvantaged	N/A				
Met Adequate Yearly Progress (AYP) in Science (2012-13)					
American Indian or Alaska Native	N/A	Black or African American			N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander			N/A
White	N/A	Multi-Racial			N/A
Students with Disabilities	N/A	Limited English Proficient			N/A
Economically Disadvantaged	N/A				
Accountability Status – High Schools					
Met Adequate Yearly Progress (AYP) in ELA (2012-13)					
American Indian or Alaska Native	N/A	Black or African American			NO
Hispanic or Latino	NO	Asian or Native Hawaiian/Other Pacific Islander			N/A
White	N/A	Multi-Racial			N/A
Students with Disabilities	NO	Limited English Proficient			NO
Economically Disadvantaged	NO				
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)					
American Indian or Alaska Native	N/A	Black or African American			NO
Hispanic or Latino	NO	Asian or Native Hawaiian/Other Pacific Islander			N/A
White	N/A	Multi-Racial			N/A
Students with Disabilities	NO	Limited English Proficient			NO
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	NO	Asian or Native Hawaiian/Other Pacific Islander			N/A
White	N/A	Multi-Racial			N/A
Students with Disabilities	NO	Limited English Proficient			NO
Economically Disadvantaged	NO				

Section 7: Expanded Learning Time (ELT) Program Description

(Required for All Priority Schools)

Directions: Expanded Learning Time activities are enriching educational experiences that happen outside of the traditional classroom and blend skill acquisition, relationship-building and fun to foster academic and social-emotional growth in students. Summer learning, afterschool programming, and extended-day ELT models, when well-implemented, play a critical role in supporting students in all grades and ensuring that they graduate from high school, college and career ready. SED requires that Priority schools offer a minimum of 200 additional student contact hours as Expanded Learning Time in addition to the current mandated length of 900 hours of instruction per year (25 hours per week) in grades K-6 and 990 hours of instruction per year (27.5 hours per week) in grades 7-12. Complete the sections on this page to demonstrate how the school will meet these requirements.

Part 1 – ELT Program Goal(s)

Describe the identified goal(s) of the ELT program for the 2014-15 school year. Be sure to construct the goal to be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.

Our afterschool and Saturday ESL programs strive to improve the English speaking, listening, reading and writing skills of our English language learners across all content area. In order to achieve this goal, one certified ESL teacher and one bilingual certified teacher will meet with the 28 ELL students starting December 2014 until June 2015 twice a week Monday and Wednesday from 3:00 p.m. to 4:30 p.m. to provide small group instruction utilizing Achieve 3000 there (there will be 25 afterschool sessions). On Saturdays from 9:00 a.m. to 1:00 p.m. starting December 2014 until June 2015 (10 weeks) one certified math bilingual teacher and one ELA teacher will provide small group instruction I to approximately 25 ELL students to reinforce ELA close text reading strategies and literary techniques. The goals of these activities are to provide support and prepare the ELL students to pass their regents.

Part 2 – ELT Program Description

Part 2a. Identify the target population(s) to be served by the ELT program.

English Language Learners and Students with Disabilities.

Part 2b. Describe how the school will meet the following SED requirements for an ELT program in a Priority School:

- Integrate academics, enrichment, and skill development through hands-on experiences that make learning relevant and engaging.
- Offer a range of activities that capture student interest and strengthen student engagement in learning so as to promote higher attendance, reduces risk for retention or drop out, and increases the likelihood of graduation.
- Actively address the unique learning needs and interests of all types of students, especially those who may benefit from approaches and experiences not offered in the traditional classroom setting.
- Contain components designed to improve student academic, social, and emotional outcomes, including opportunities for enrichment programs such as in music and art.
- Ensure instruction in any core academic subject offered in the program will be delivered under the supervision of a teacher who is NYS certified in that particular content area.

Through school trips like Applebee’s Educational Kitchen Tour program which gives the students a firsthand look into the operations of an industrial kitchen. From food safety to cleanliness, students are sure to leave with a new appreciation of an ordinary dining experience.

Through school trips with a focus on financial and entrepreneurial related activities DJ Scratch Lessons including:

- Museum of American Finance
- Applebee’s Lunch
- College tours
- Saturday P.E. academy
- Entrepreneurship workshops
- Musical performances

Part 2c. Is the ELT program voluntary or compulsory?

x

Voluntary

Compulsory

If the ELT program is voluntary, indicate how you will offer the program to all students and actively encourage their participation, with the goal of serving at least 50% of students.

All school correspondence is distributed at the same time as the English versions. Parents receive written notices about school events, marking periods and meetings

Part 3 – ELT Program Implementation and Oversight

Part 3a. Who will implement the ELT program? Who will oversee the program?

1. Indicate the key personnel that will be responsible for implementing and overseeing the ELT program, including school-based staff and any high-quality community partners that will be involved.
2. If applicable, describe the scope of involvement of all community partners and how the joint ELT program is structured.

The assistant principal of math and science as well as the A.P. of programming and data will be responsible for implementing and overseeing the ELT program.
The parent coordinator and family workers will assist by communicating with parents about events, cancellations and collecting consent forms.

Part 3b. Indicate resources needed including human resources, instructional resources, and schedule adjustments to implement the ELT program.

- c. **Human Resources:** Teacher involvement/participation on these projects and professional development sessions, Educational Vendors to provide some of these professional development sessions. Parent coordinator, family workers other support staff and administrators to work out the logistic of these activities to help monitor the implementation, and track student progress. Administrative support for transportation of staff.
- d. **Time:** For teachers and administrators and family workers to plan for and supervise ELT program.
- e. **Budget Allocation:** for professional development consultants and planning, to pay teachers per session to work after school in developing and refining unit plans, set/monitor goals and to pay for coverage when teachers need to go on school trips or out the building for professional development . F-status former small learning coordinator to coordinate Ramapo trips, college trips, community service activity events and other school activities for students. Student incentives (food, snacks, movie tickets and trips) for: academic and attendance achievement and improvement, motivation to attend Saturday and afterschool programs and incentives to complete applications for college and Access VR.
- f. **Supplies:** To keep up with Smart board maintenance technology wear and tear and other general supplies

Part 3c. Timeline for implementation and completion, including start and end dates.

Starting October 2014 and ending June 2015.

Part 4 – Budget and Resource Alignment

Indicate using an “X” the fund source(s) that will be utilized to support to support the ELT Program.

	21st Century	x	Tax Levy	x	Title I SWP		Title I TA		P/F Set-aside		C4E
	Title I 1003(a)	x	Title III		PTA Funded	x	Grants		School Success Grant		In Kind

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

SIG

Part 5 – Progress Monitoring

Part 5a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. In this part:

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

Mid-point benchmark(s) that will indicate school progress toward meeting the specified goal: Beginning of November 2014.

Timeframe for mid-point progress monitoring activities: activities at least twice a month during Friday dedicated time for monitoring student development and progress.

Part 5b. Complete in **February 2015.**

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

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

Section 8: Title I Program Information

Directions:

7. All schools must indicate their Title I status in Part 1
8. All elements of the *All Title I Schools* section must be completed in Part 2
9. All Targeted Assistance (TA) Schools must also complete the *TA Schools Only* section in part 3
10. All Schoolwide Program (SWP) schools must also complete the *SWP Schools Only* section in Part 4
11. If a required component is addressed elsewhere in this plan, you may refer to the page number(s) where the response can be found
12. 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.

Inquiry team members including paraprofessionals and school leaders will use professional common planning time meetings, faculty meetings and staff development sessions to adjust their practice based on inquiry team finding to support all learners.

Instructional leaders will conduct frequent formative classroom observations and provide teachers with formative feedback and professional development on the Common Core State Standards and to support improved practice in identified competencies.

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).

Teachers, administrators and consultants will collaborate with the school-based staff development committee to create PD calendars, develop the use of evidenced-based instructional practice and use data effectively to improve student achievement.

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.

Teachers, administrators and consultants will collaborate with the school-based staff development committee to create PD calendars, develop the use of evidenced-based instructional practice and use data base on formative and summative assessments effectively to improve student achievement.

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			
Title I School Improvement 1003(a)	Federal			
Title I Priority and Focus School Improvement Funds	Federal	\$57,538	x	9,10,13,14,16,17,20,21,23,24,25 and 28
Title II, Part A	Federal			
Title III, Part A	Federal	\$11,200	x	13,14,16,17 and 28
Title III, Immigrant	Federal			
Tax Levy (FSF)	Local	\$813,513	x	9,10,13,14,16,17,20,21,23,24,25 and 28

¹Explanation/Background:

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

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

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

1. 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.
2. 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:

3. **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).
4. **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.
5. **Title I Priority and Focus School Improvement Funding:** support implementation of school improvement plans that aims to improve instruction and address the identified needs
6. **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.
7. **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.
8. **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:

9. **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.
10. **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.

11. **IDEA:** To ensure that all children with disabilities have available to them a free appropriate public education designed to meet their individual needs.
12. **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. **Washington Irving High School**, in compliance with the Section 1118 of Title I, Part A of the No Child Left Behind (NCLB) Act, is responsible for creating and implementing a parent involvement policy to strengthen the connection and support of student achievement between the school and the families. The school's policy is designed to keep parents informed by actively involving them in planning and decision-making in support of the education of their children. Parents are encouraged to actively participate on the School Leadership Team, Parent Association, and Title I Parent Committee as trained volunteers and welcomed members of the school community.

Washington Irving High School will support parents and families of Title I students by:

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

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

I. School Responsibilities

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

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

Support home-school relationships and improve communication by:

- 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.

**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 02	Borough Manhattan	School Number 460
School Name Washington Irving High School		

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 Sarh Hernandez	Assistant Principal Sonia Wikham
Coach type here	Coach type here
ESL Teacher Leila Romotar	Guidance Counselor Jackson, D
Teacher/Subject Area Pietrapiana, C	Parent type here
Teacher/Subject Area Cuevas, Jovany	Parent Coordinator Singleton, Y
Related Service Provider Simon Kopelinsky	Other type here
Network Leader(Only if working with the LAP team) Steven Chernigoff	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	2	Number of teachers who hold both content area and ESL certification	0
Number of certified bilingual teachers currently teaching in a bilingual program	0	Number of certified NLA/foreign language teachers	1	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)	318	Total number of ELLs	67	ELLs as share of total student population (%)	19.14%
--	------------	----------------------	-----------	---	---------------

Part II: ELL Demographics

A. ELL Programs

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

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

This school offers (check all that apply):

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

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

ELL Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Tot #
Transitional Bilingual Education (60%:40% → 50%:50% → 75%:25%)														0
Dual Language (50%:50%)														0
Freestanding ESL														
Discrete ESL class											6	32	29	67
SELECT ONE														0
Total	0	0	0	0	0	0	0	0	0	0	6	32	29	67

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	67	Newcomers (ELLs receiving service 0-3 years)	14	ELL Students with Disabilities	17
SIFE		ELLs receiving service 4-6 years	16	Long-Term (completed 6+ years)	37

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

	ELLs by Subgroups									Total
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			
	All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD	
TBE										0
Dual Language										0
ESL	14			16			37			67

ELLs by Subgroups										
ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			Total	
All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD		
Total	14	0	0	16	0	0	37	0	0	67
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											5	27	26	58
Chinese														0
Russian														0
Bengali												2	3	5
Urdu														0
Arabic											1	1		2
Haitian														0
French													1	1
Korean														0
Punjabi														0
Polish														0
Albanian												1		1
Other														0
TOTAL	0	6	31	30	67									

Part III: Assessment Analysis

Assessment Breakdown

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

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

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Beginner(B)											3	9	7	19
Intermediate(I)											2	16	16	34
Advanced (A)											1	7	6	14
Total	0	6	32	29	67									

NYSESLAT Modality Analysis

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

NYSESLAT Modality Analysis

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

NYS ELA

Grade	Level 1	Level 2	Level 3	Level 4	Total
3					0
4					0
5					0
6					0
7					0
8	14	14	0	0	28
NYSAA Bilingual (SWD)					0

NYS Math

Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
3									0
4									0
5									0
6									0
7									0
8	10	3	23	2	5	0	0	0	43
NYSAA Bilingual (SWD)									0

NYS Science

	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
4									0
8	17	3	10	1	5	0	0	0	36

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

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
Comprehensive English	54		4	
Integrated Algebra	48	19	24	12
Geometry	12	0	1	0
Algebra 2/Trigonometry	1	0	0	0
Math _____				
Biology				
Chemistry				
Earth Science	7	0	1	0
Living Environment	50	4	20	0
Physics				
Global History and Geography	30	12	8	2
US History and Government	39	5	8	3
Foreign Language		4	4	
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.
Grade teams and content teams inspect data from assessment tools to assess the early literacy skills of ELLs, such as, ELL Periodic Assessments such as the Pearson Diagnostic, Level Set Assessments administered via the Achieve 3000 program, System 44, ELA Regents as well as the LAB-R and the NYSESLAT assessments. After carefully examined data and yields considerable information

regarding the number of ELLs who need extensive support in different modalities: reading, writing, speaking, or listening, as well as trends in the performance of different subgroups, such as newcomers, SIFE, and long-term ELLs, teams makes instructional decisions . This data informs our instructional plan because it drives targeted programming based on student needs and levels of language acquisition and allows us to offer more small-group and differentiated learning activities.

2. What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?
In 9th grade, most students are beginners. This number reduces in 10th grade, and reduces even further in 11th grade so that most students are intermediate, advanced, and proficient.
Our early emphasis on reading and writing is apparent through the rapid increase in the NYSESLAT scores through the 10th and 11th grades. Our teachers' team work in literacy in these grades impacts these results so that by 11th grade, more students are intermediate, advanced, and proficient. Our Blended Learning initiative will help us to use technology to increase student proficiency in all modalities, but particularly in listening and speaking. Our students choose to take tests in the language in which they are most comfortable, which is generally Spanish. ELLs have a number of successes on the ELA Regents, and exam taken entirely in English with English/Spanish dictionary support.
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](#))
Looking at data from prior years, (The school don't data 2012-2013 yet), Patterns across the NYSESLAT modalities reveal that many of our students struggle with the reading and writing tasks on the exam, as evidenced by the fact that the majority of students scored at the Beginner or Intermediate levels on these modalities, while the majority of students scored at the Intermediate and Advanced levels on the listening and speaking sections of the test. As a result of this analysis, we are offering a variety of instructional supports to students: more emphasis on reading and responding to texts via the use of reading response and writing response journals; one-to-one targeted reading and writing conferences with teachers; the use of a daily oral language activity in all English and ESL classrooms to build grammar and usage skills; focusing on informational texts relevant to students' lives and interests; a daily silent, sustained independent reading activity from independent reading materials; explicit instruction in the habits of proficient readers in regular classroom discourse such as finding the main idea, understanding how to use supporting details, finding textual evidence to support a claim, and understanding the use of rhetorical elements such as tone, purpose, audience, as well as recognizing how authors use literary elements to develop themes and motifs in works of literature. All of these activities, plus constant feedback, monitoring and revising of student work is yielding positive results as more and more students are progressing to the Advanced level by grade 12.
4. For each program, answer the following:
 - a. What are the patterns across proficiencies and grades? How are ELLs faring in tests taken in English as compared to the native language?
 - b. Describe how the school leadership and teachers are using the results of the ELL Periodic Assessments.
 - c. What is the school learning about ELLs from the Periodic Assessments? How is the native language used?

a) ELLs newcomers, generally perform better on tests taken in the native language than in English. However, SIFE students do better on tests in native languages than on tests in English. This pattern becomes less consistent as they improve their English skills but lack content area knowledge.

b) School leadership and teachers regularly meet during common planning time to analyze data and evaluate student results on different assessments, such as the ELL Periodic Assessments. Based on this analysis, they revise the curriculum maps to focus more on skills that need to be developed and to incorporate these skills in the daily instruction, as well as developing a plan to address these deficiencies through writing activities. After re-teaching and reviewing areas of deficiency, students are again given a common unit assessment and an item analysis is conducted by the ESL team to determine next steps.

c) The school is learning how to address the needs of our ELLs through periodic assessments as well as common instructional strategies across all disciplines that can be adapted by teachers of different subjects to improve student outcomes, such as building academic and domain-specific vocabulary, annotating text, finding key details and paraphrasing and summarizing key concepts.
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](#).)
Extended day and Saturday classes are offered in order to expand the students' preparation for the Regents exams. Item analysis is done every year after the administration of the ELA and History Regents exams in order to identify those skills where students need help with, but also modify instruction, assessment and curriculum. Last year a detailed item analysis was also done in Global and US History.
Mandated classes in the extended day and Saturday programs are embedded in the students programs.
Students, who reach NYSESLAT proficiency, continue receiving language development support in the NLA and ESL classes with a curriculum that emphasizes writing and reading. All their content subject area classes are taught in English.
6. How do you make sure that a child's second language development is considered in instructional decisions?

Spanish Language is offered as elective. The after school programs target performing arts, fitness boxing, chess, yearbook, cooking, and robotics exist in order to expose our ELLs, not just to the American culture and education, but to other cultures of the world via interacting in a comforting environment.

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?

The school does not have a dual language program.

8. Describe how you evaluate the success of your programs for ELLs (e.g. meeting AYP for ELLs, etc.).

We evaluate the success of our programs for ELLs by constantly monitoring and revising, triangulating data from multiple sources: ATS, ARIS, SKEDULA to discover trends and patterns in student performance, and making necessary adjustments in curriculum, instruction, and programming to address student needs. Teachers also interpret data during their CPT.

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](#).)

A team of APs, ESL teacher, and guidance counselors review the NYSESLAT information of students entering Washington Irving High School. Most of them included the over-the-counter group of students and have already been identified as ELLs when they arrive at our school. Primarily, English-Language Learners are identified using the New York State Limited English Proficient (LEP) Identification Process. The Home Language Identification Survey is administered to families by a pedagogue, such as an ESL teacher. Bilingual para-professionals, aide translates information for non-English speaking parents. If the student's home language is other than English, an informal interview is conducted in the student's native language and in English by a licensed pedagogue, generally an ESL teacher. In effect, the LAB-R is administered to students whose OTELE code has been determined to be other than English. If the student speaks a language other than English or speaks little or no English, the student is administered the LAB-R assessment within 10 school days by a licensed teacher. We also assist by helping families understand the rationale for the lengthy intake process and provide Spanish translations when needed.

If the student scores at the Beginning, Intermediate or Advanced Level, the student is identified as an English Language Learner. If the student scores at the "Proficient" level the student enters a general-education program. The Spanish LAB is also administered by a licensed teacher to students who cannot answer any questions on the LAB-R. The Spanish LAB, therefore, is administered to Spanish-speaking students who scored at/below the LAB-R cut scores, and students are programmed accordingly based upon the results from these assessments. Students found entitled are placed in appropriate ESL levels: Beginner, Intermediate or Advanced. Beginner ESL students receive three periods of ESL instruction (45 minutes each x 3 = 135 minutes) of instruction every day; Intermediate ESL students receive two periods (90 minutes) of ESL instruction; Advanced students receive one period (45 minutes) of ESL instruction and one period (45 minutes) of grade-appropriate ELA instruction. All students entitled to ESL services are tested annually via the NYSESLAT exam. All ESL teachers prepare students for this exam by modeling, teaching, and practicing listening, speaking, reading, and writing skills throughout the year. Based on the results from this assessment, students either continue to be entitled to services as Beginners, Intermediates, or Advanced the following school year, or enter a general-education program if they score at the "Proficient" level. The RLER ATS report is used, along with previous year's NYSESLAT scores, to determine eligibility for the NYSESLAT exam. Students are then notified, and the testing coordinator works with the AP and ESL teachers to schedule students for all four parts of the NYSESLAT. Teachers facilitate the process, and all English and ESL teachers proctor the exam. For the speaking portion of the exam, Ms. Ramotar and another licensed pedagogue work together to test all students.

Paraprofessionals assist by coordinating the flow of students and by directing students to the appropriate rooms where the speaking portion is being administered. After the completion of this phase of the exam, students are scheduled for all the remaining portions of the exam: listening, reading, and writing. A make-up test date is also provided for students who were absent on the day of the exam. Classes are covered, and a proctoring schedule is drawn up so that the exam can be administered efficiently.

2. What structures are in place at your school to ensure that parents understand all three program choices (Transitional Bilingual, Dual Language, Freestanding ESL)? Please describe the process, outreach plan, and timelines.
- The Parent Coordinator and the A.P. Supervision who oversees ESL instruction hold monthly meetings in which an orientation takes place for all parents of ELLs. During these conferences, and also during the initial registration period, parents view a video in which the three programs are described by the Chancellor and members of his staff. The video is translated into several languages. The Parent Coordinator and A.P. Supervision address parental concerns, answer their questions, distribute and then collect the survey. The intake process takes approximately one hour or more for each new admit and his family. After parents have selected a program using the program selection form, they are informed that Washington Irving High School has a Freestanding ESL program. They are informed that if they choose to have their children participate in a Transitional Bilingual program or Dual Language program, the Parent Coordinator and the A.P., Supervision will work to assist the parents in finding schools that offer the programs they opt for. The parents are also informed that Washington Irving High School will offer other programs, such as Transitional Bilingual Education or Dual Language once the warranted number of parents choosing a certain program is reached.
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 [\[see tool kit\]](#).)
- The A.P. Supervision shares the names of entitled students (based on LAB-R and NYSESLAT scores) with the Parent Coordinator. During the intake process, copies are made. The originals are filed in students' permanent record folders by office staff. The copy is kept in a binder in the main office. A checklist of all students is kept in the binder and student names are checked off as the Program Selection and HLIS forms are returned. The Parent Coordinator mails entitlement letters to the homes. Parents return letters, in person, during visits to the school, PA meetings or ELL Parent Orientation meetings. Entitlement letter records are maintained by the parent coordinator and the Assistant Principal of English and ESL. Parent Survey and Program Selection Forms are provided to parents both at the time of the initial registration and during the ELL Orientation Meeting. The forms are collected both times and stored with the office of the AP ELA and ESL and the office of the Parent Coordinator.
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.
- Up to now, parents of Washington Irving ELLs have not opted to transfer their children out of the school's Freestanding ESL program. However, the Office of P.P.S. and guidance counselors maintain lists of schools with Transitional Bilingual and Dual Language programs. Parents are made aware both during the ELL parent orientation meetings and in writing that if they wish to have their children transferred to one of these programs, the school will facilitate their search and transference. Our ESL program and the schedule are explained to students and their families in the home language when necessary; we also use the NYCDOE Translation and Interpretation Unit if we do not have a staff member able to communicate with families in the native language. If parents are interested in a program change, they are able to meet with the principal to discuss such issues, also with the help of interpreters Ms. Hernandez, the Principal, Mr. Cuevas, the Assistant Principal, bilingual paraprofessionals and school aides are available for oral translations. Parents are made aware that failure to complete and return the program selection form will continue services in the current ESL program. Nevertheless, the school continually monitors the number of parents who requested TBE placement, and this information is maintained by the Parent Coordinator in his office. Also, placement letters are distributed to parents via postal mail indicating the program in which their child was placed as well as the level of their child's placement. A copy of these records is maintained with the office of the Parent Coordinator. Continuation of Services letters or continued entitlement letters are also mailed to the parents of students who are entitled to these services based on their NYSESLAT score and a copy of these records is maintained by the office of the Parent Coordinator.
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.
1. - The Program Office generates a list of all students entitled to take the test and submit it to Mr. Pietrapiana, testing coordinator
 2. - The list is broken down by grade levels.
 3. - Mr. Pietrapiana requests the adequate number of test and arranges the schedule to follow on the test administration days.
 - 4.- First notice of Exam invitation are issued and sent to parents and handed to students during the official attendance period two weeks before. A second notice is sent three days before the test administration.
 5. During test administration's days teachers are notified on the daily basis.
 4. - After Listening, Reading, and Writing administration test teachers work on scoring open ended questions.
 5. - Answer sheets are packed and submitted to the scanning center.
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. 
- In 2010-11, 87 ELLs Of this total, 81 parents selected Freestanding ESL Program on the Program Selection form; 1 parent chose

Dual Language Program; and 3 Spanish-speaking, 1 Arabic-speaking, and 1 Thai-speaking parent chose Transitional Bilingual Program.

In 2011-12, 62 ELLs Of this total, selected Freestanding ESL Program on the Program Selection form; and 2 Spanish-speaking, 1 Arabic-speaking chose Transitional Bilingual Program.

Two new ELL students were registered in year 2012-2013, their parents selected Freestanding ESL Program on the Program Selection form.

If parents clearly select an ESL program after learning about the three ELL program options, we place the student in our school. If they choose otherwise, we put them in contact with schools that have dual language or bilingual programs and refer them to the enrollment office in the borough of their residence.

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])?

ELLs are programmed for grade appropriate content area classes receiving all courses required to complete their graduation requirements. English instruction is based on LAB-R and NYSESLAT scores. ELLs receive instruction in English based on their level of English proficiency: Beginner, Intermediate or Advanced. For English instruction they are grouped by level regardless of grade. Advanced ESL learners also receive ELA instruction according to their grades. All students benefit from the various organizational models: CTT, SETSS, and Self-Contained according to their needs.

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)?

Staffing is based on student needs. Tallies for all subject areas determined by the number of teachers who will serve the group. ESL teachers are assigned to groups of students based on students' levels. Our current ESL teacher is assigned to teach Beginner ESL, Intermediate ESL, Advanced ESL and the Writing Workshop model classes. The school also utilizes a number of software

programs, such as, Achieve 3000 and Aventa to incorporate technology and improve student outcomes. The schedule allows for all mandated minutes because students are programmed for the number of minutes based on their proficiency levels: beginners get three periods of ESL instruction (135 minutes per day, five days per week), Intermediates receive two periods of ESL instruction (90 minutes per day, five days per week), and Advanced students receive one period of ESL instruction (45 minutes per day, five days per week) and one period of English instruction (45 minutes per day, five days per week).

3. Describe how the content areas are delivered in each program model. Please specify language, and the instructional approaches and methods used to make content comprehensible to foster language development and meet the demands of the Common Core Learning Standards.

The school believes that all students should be held to the same high expectations outlined in the Common Core State Standards. This includes students who are English language learners (ELLs). However, ELLs are a diverse group in term of ethnic background, home language, socioeconomic status, and levels of English language proficiency and they may require additional time, appropriate instructional support, and aligned assessments as they acquire both English language proficiency and content area knowledge.

Content area instruction is delivered in English. Pairing and grouping of students facilitates their comprehension of content in classes. Bilingual dictionaries and visual aids are used in content area classrooms. Some teachers also speak the native language fluently. Content area is delivered in ESL (the current school wide program), through a variety of approaches: whole-group, small-group, think-pair-share, project and performance based assessments, inquiry as well as problem-based learning, whole class discussions and debates, oral and written performances, mathematical modeling and proofs, scaffolding of content, differentiation of content, visualizations, and group investigations. Materials used include but are not limited to bilingual dictionaries, picture dictionaries, academic and domain-specific vocabulary, manipulative in math, highlighters, easel pad papers, poster boards, student white boards, interactive use of technology via smartboards and interactive software programs such as Aventa, as well as D2L ,the iLearn platform. Native language support is provided by bilingual pedagogues in each content area: for instance, in English, in Spanish, in French, in Math, in Science, and in Social studies.

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

We ensure that ELLs are appropriately evaluated in their Native Languages by administering the Spanish LAB to those students whose home language is Spanish and who cannot answer any questions on the English language LAB-R exam. In other words, Spanish LAB is administered to Spanish speaking students who scored at or below the LAB-R cut scores. We also have on staff teachers who speak many other languages, such as Hindi, French, and Bengali, to name a few, to properly evaluate ELLs in their native languages. ELLs also have the option of perusing Regents exams for all subjects except English, in their native languages, alongside the English language version, in addition to the other testing modifications. Moreover, the office of ELLs in the New York City Department of English Language Learners also provides assistance with translation services.

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

We use ELL Periodic Assessment, Performance series, and Achieve 300, in addition to ELA Regents results to monitor students' progress in the four modalities of English Language acquisition toward English Proficiency.

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).

-SIFEs (Students with Interrupted Formal Education) receive Basic ESL instruction and are scheduled for the Writing Workshop model of instruction class which assists them with decoding and encoding. In addition, the System 44 program is utilized to offer targeted reading materials at students' specific Lexile level. In addition, students can utilize the Aventa programs to make up credits during the P.M. and Saturday classes.

-ELLs in US schools with less than three years' proficiency levels were evaluated with the Pearson Predictive Periodic Assessment. small size class added to the instruction of Beginner ESL students. This accelerates and adapts to individual students' language skills. Achieve 3000 program has been added to support ESL instruction for Intermediate ESL learners to build reading comprehension and thinking skills. It also builds vocabulary by differentiating based on how students answer the questions. Computer rooms and times have been specifically set to facilitate the implementation of these programs. The following licensed Teachers: Ms. Ramotar, Mr. Cuevas and Mr. Pietrapiana take part in the above-mentioned instructional programs, from periods 1 through 8, between the hours of 8:13 a.m. and 3:45 p.m.

-ELLs receiving service 4 to 6 years are given additional support in the form of tutoring and credit bearing after school classes in ESL, Regents Preparation and Native Language Arts instruction. Ms. Ramotar offers beginner and intermediate and Advance ESL tutoring, Mr. Pietrapiana offers tutoring in Social Studies; Mr. Cuevas offers mathematics tutoring and Mr. Dompheh offers science tutoring. All the aforementioned individuals are licensed pedagogues.

-Long- Term ELLs who have completed 6 years are given additional support in the form of tutoring and credit bearing after school

classes in ESL, Regents Preparation and Native Language Arts instruction. The school offers beginner and intermediate ESL. In addition to Social Studies; mathematics and science tutoring. All the aforementioned individuals are licensed pedagogues.

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 with special needs are placed in regular classes. The IEPs are available to the teachers and in this way; the teacher can differentiate the instruction for the student. ELLs identified as having special needs are programmed in their mandated classes. When warranted (as per IEPs) individual educational paraprofessionals are assigned to support the instruction of these students. Instructional strategies and grade-level materials-such as the choice of text, worksheets, and products (essays, research papers, poems, short stories, mathematical proofs, laboratory work in science) are differentiated according to students' performance level and through the use of IEP goals to drive instructional practices. The school ensures that all ELL-SWDs whose IEP mandates ESL instruction receive appropriate program by being placed in the school's freestanding ESL program; the school ensures that ELL-SWDs whose IEP mandates bilingual instruction are referred to the AP, Supervision who then together with The parent Coordinator work with the parents to go over alternative placement options by finding programs and schools that would best fit the needs of the student.

The social worker works closely with the teacher. Depending on the support the student needs, case conferencing are scheduled by the guidance counselor along with the social worker and the teachers in order to address academic and behavioral issues and to promote the academic development of the student.

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?

The school uses multiple strategies to meet the diverse needs of ELL-SWDs: utilizing the IEP, flexible scheduling, all testing modifications as per the IEP and ESL mandates, use of NYSESLAT test results and the Pearson Diagnostic, and instruction in an ESL classroom in addition to a class designated on the student's IEP. We schedule classes and assign paraprofessionals where needed to assist students so that students receive both the ESL and IEP modifications. The focus of instruction at Washington Irving High School is to prepare students for "college and career readiness," and this is kept in mind as we make all major decisions at the school. Social services, guidance, and parental support also correspond directly with student ages and grade levels. However we have clear the fact that students with special need should have other ready alternatives that lead them to explore a range of rigorous postsecondary options.

Courses Taught in Languages Other than English ⓘ

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

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

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

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

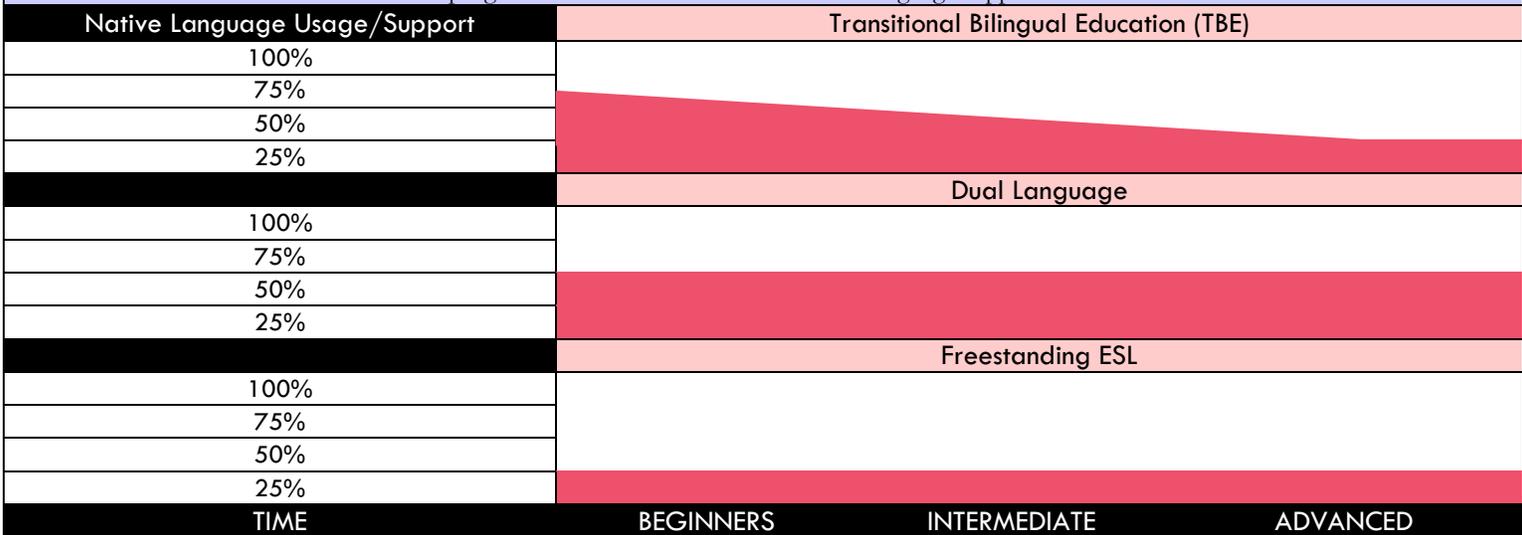
	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS: Native Language Arts	45 minutes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

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

	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	540 minutes per week	360 minutes per week	180 minutes per week
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.
- We have several organizational models to deliver targeted intervention programs for ELLs. First, instruction is delivered to all students in self-contained laboratories that are designated freestanding ESL. Next, Several teachers push-in (co-teach) to offer support in high-stake content classes. Finally, all teachers meet in CPT meetings to work collaboratively on interdisciplinary units, lesson design and instructional delivery. After school classes and tutoring in ESL, ELA, Math, Regents Preparation, Science and Social Studies are offered to support the transition of ELLs. Bilingual dictionaries and visuals are used in content area classes to support content comprehension and mastery. The school offers beginner and intermediate ESL tutoring, tutoring in Social Studies; mathematics and science tutoring.
- Targeted intervention programs for ELLs in ELA classes include technology and software programs designed to increase reading comprehension and literacy skills, such as Achieve 3000 and Method Test Preparation. Targeted intervention programs in math, and science program to facilitate comprehension; targeted intervention program for social studies includes an emphasis on building academic and content-specific vocabulary so students can understand important concepts. These targeted intervention programs for science, math and social studies include use of Aventa learning systems through D2L platform, as well as doing virtual labs so visualization can be incorporated to support ELLs. After school programs for ELLs in the above-mentioned content areas also utilize many of the same targeted interventions.
10. Describe the effectiveness of your current program and how it is meeting the needs of your ELLs in both content and language development.
- Data seem to endorse literacy in Spanish and English; we see a slight correlation between high levels of Spanish proficiency and slightly higher reading and writing abilities in English on the Lab-R. In general, these students with higher proficiency in the Native Language progress more quickly in English according to the NYSESLAT and ELA Regents.
11. What new programs or improvements will be considered for the upcoming school year?
- The Achieve 3000 reading program has been expanded. ESL and ELA teachers have been trained. Also the Aventa program, as well as the System 44.
12. What programs/services for ELLs will be discontinued and why?
- The school does not plan to discontinue any of the programs it currently offers ELLs.
13. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
- After school classes and tutoring in ESL, ELA, Math, Regents Prep, Science and Social Studies and a variety of clubs are offered to support the transition of ELLs.
14. What instructional materials, including technology, are used to support ELLs (include content area as well as language materials; list ELL subgroups if necessary)?
- All ELA, ESL, Math, Science and Social Studies classroom are equipped with a classroom leveled library. The school used the Title I Grant to purchase Smartboards for ELA teachers to help with visualization and reading, as well as laptops equipped with language acquisition and acceleration programs to be used in ESL classes. In addition, native language materials such as core curriculum libraries, as well as books in other languages: Spanish, Bengali, and Chinese, are regularly used as part of the instructional materials for the native language class and for ESL classes where students are at the pre-production level and the goal is to encourage students to read and then transfer the knowledge and skills to the English language.
15. How is native language support delivered in each program model (TBE, Dual Language, and ESL)?
- Bilingual dictionaries, picture books, smartboards and other visual aids are used. Native language Arts classes are offered to ELLs.
16. Explain how the required services support, and resources correspond to ELLs' ages and grade levels.
- All ELLs are offered standard-based instruction according to their age and grade level. Regents skills classes for Regents exams required in the 9th, 10th and 11th grades are offered to the entire student body including ELLs. The college advisor as well as the advisory teacher in each SLC schedules ELLs for SAT and SAT tests, offers advice and assists them with the completion of college applications and applications for student aid and loans.
17. Describe activities in your school that assist newly enrolled ELL students before the beginning of the school year. Please include activities for new ELLs who enroll throughout the school year.
- The school does not have newly enrolled ELL this current year.
18. What language electives are offered to ELLs?
- 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)?

N/A

C. Professional Development and Support for School Staff

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

The school conducts professional development workshops throughout the year, focusing on Common Core Standards through the use of instructional strategies. All English and ESL teachers as well as teachers from other content areas who teach ELLs participate in these workshops. Teachers then turnkey the knowledge in their grade level teams. The staff has attended the following Professional Development sessions so far this year: Danielson Training on teacher effectiveness; Title I training on how to use smart board in ESL classrooms, professional development on the use of software programs to accelerate reading and writing skills for ELLs, such as the Read 180 program, System 44 program, My Access and Achieve 3000 programs. In addition, staff attended the performance based assessment workshops to teach argumentative writing to students. The following network professional development workshops will be attended by ELL personnel

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?

Parents participate in monthly PA meetings with the Principal, parent representatives and the Parent Coordinator. The meetings are open to all teachers, counselors and administrators. All information is translated for parents. When no qualified personnel are available to translate in certain languages, the parent coordinator solicits the help of the translation and interpretation unit to translate key documents, such as entitlement, placement, and continuation of services letters. Parents are invited regularly to learn how to respond to social emotional issues faced by students, such as emotional disorders, drug and substance abuse, sexual harassment, as well as to learn life skills such as how to use computers and conduct research.

Washington Irving High School's CBOs include the Relationship Abuse Prevention Program (RAPP), the YMCA, Sports and Arts in Schools Foundation (SASF), the School-Based Health Center and the. SASF works with students, and their parents, in temporary housing. Our parent workshops are provided by ENACT, which is funded by 21st Century Community Learning Center Grant. They provide interactive workshops for parents in both Spanish and English about various parenting topics. The School-Based Health Center has the capacity to translate in any language.

Each student is assigned to a Small Learning Community (SLC) Team: Assistant Principal, Coordinator, Family para-professional and a Guidance Counselor. The family para professional addresses students' day-to-day issues (i.e. the need for transportation passes) and makes visits to the homes of students after absences are recorded and parental contact is attempted. The guidance counselor prepares the student's program, holds case conferences with the student, addresses instructional and emotional challenges, and contacts and works with parents. The SLC Coordinator and Assistant Principal follow the academic and emotional progress of each student, encourage participation in after school activities and arrange for interventions when needed. The school evaluates the needs of the parents by surveying the parents as to which workshop or activities they would like to partake in to further their own literacy skills and to play an active role in the school to support their child's education. The school regularly communicates with parents through phone calls, letters home, and via the parent association to understand parents' needs and concerns and to develop a comprehensive plan to address said concerns.

Parental involvement activities address the needs of parents as following:

- A question/answer period is included in every PA meeting.
- The Parent Coordinator has an open door policy.
- Parents are encouraged to meet with guidance counselors.
- The school has a psychologist to meet the needs of students with special needs, including ELLs.
- The school has a fulltime social worker.
- The school houses a health center. With parents' written permission, vaccination and medical care is available to students with no medical coverage

E. Additional Information

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

Paste response to question here:

Part VI: LAP Assurances

School Name: WIHS

School DBN: 2m460

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Sarah Hernandez	Principal		1/1/01
Sonia Wickham	Assistant Principal		1/1/01
Yvette Singleton	Parent Coordinator		1/1/01
Leila Romatar	ESL Teacher		1/1/01
	Parent		1/1/01
Crhistian Pietrapiana	Teacher/Subject Area		1/1/01
Jovany Cuevas	Teacher/Subject Area		1/1/01
	Coach		1/1/01
	Coach		1/1/01
D Jackson	Guidance Counselor		1/1/01
	Network Leader		1/1/01
	Other _____		1/1/01

LANGUAGE TRANSLATION AND INTERPRETATION 2013-2014 TO 2014-2015

Requirement under Chancellor's Regulations – for all schools

DBN: 02m460 School Name: Washington Irving High School

Cluster: 6 Network: 610

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.

We use student expanded data from STARS to identify the languages spoken by parents: such as Spanish, Bengali, etc. The school provides information in two major languages: English and Spanish, but we use the translation unit for other languages. Official documents and forms are available in the appropriate languages. We know a parent's native language by using ATS, the emergency cards and the HLIS. When parents and/or guests are greeted in the main office, it is quickly determined what language they speak. Translators are available for Spanish, French and Creole speakers as needed. If a parent speaks another language, we will actively recruit a translator within the school building or through the DOE translation unit.

2. Summarize the major findings of your school's written translation and oral interpretation needs. Describe how the findings were reported to the school community.

We found that the Bengali population and French-Creole population have been growing lately, and we needed to start communicating with them in their native languages. This is now taking place. We needed to translate in all the major languages. Generally, an overwhelming amount of our parents speaks either Spanish or French-Creole. We have signs posted in various languages outside and inside of the main office to increase the awareness of the different translation services available.

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.

The School's letters, reports and the Principal's newsletters are translated, as well as information from the district. Since these documents need to be translated on a monthly basis, we adhere to a set schedule. We use in-house personnel, such as faculty members. Many of the written documents that need to be translated are available via the Department of Education website. When students and parents are interviewed at intake, an immediate assessment is determined as to what language documents are needed. We have also reached out to the Department of Education's office of translation services. We sometimes use in-house staff to translate documents and announcements.

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.

The school provides oral interpretation services in Spanish since most of our parents attending the meetings are Spanish speakers. The school is ready to utilize in-house staff members to interpret in languages other than Spanish. Oral interpretation services are usually provided in-house. If translation into another language is needed, one of the school's Assistant Principals is responsible for securing the services outside of the school in a timely fashion. The Department of Education's Office of Translation Services recommends a specific vendor. They need to be contacted about two weeks before oral translators are needed (i.e. Parent-teacher conferences).

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>.

The school will fulfill Section VII of Chancellor's Regulations A-663 regarding parental notification requirements for translation and interpretation services by having an in-house team in place to assist with translation requests and to analyze possible language needs of parents. Through the program office, the school maintains an updated record of students' home languages. The Parent Coordinator already uses the Translation Unit Services, and in-house staff assists as needed. All students and parents are assessed during meeting to identify the languages parents feel more comfortable communicating in. Documents are ready for use and accessible in several languages via the school and through the DOE website. If a translator is not available immediately, the Assistant Principal has the responsibility to secure a translator either within the building or through the translation unit of the DOE.



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: Washington Irving HS	DBN: 02M460
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 checked="" type="checkbox"/> Saturday academy
Total # of ELLs to be served: 28
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: 3
of certified ESL/Bilingual teachers: 1
of content area teachers: 2

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 needs of assessment for our Title III programs is based on cohort data (N, O and P=17) which shows that it takes longer for ELLs to meet graduation requirements, specifically to graduate in four years, due to their language limitations. The results of the last LAB-R and NYSESLAT administration indicate that 28 students, 5 beginners, 14 intermediate and 5 advance are entitled to ESL services at Washington Irving High School (11 of out these 28 students have an IEP).

Our afterschool and Saturday ESL programs strive to improve the English speaking, listening, reading and writing skills of our English language learners across all content area. In order to achieve this goal, one certified ESL teacher and one bilingual certified teacher will meet with the 28 ELL students starting December 2014 until June 2015 twice a week Monday and Wednesday from 3:00 p.m. to 4:30 p.m. to provide small group instruction utilizing Achieve 3000 there (there will be 25 afterschool sessions). On Saturdays from 9:00 a.m. to 1:00 p.m. starting December 2014 until June 2015 (10 weeks) one certified math bilingual teacher and one ELA teacher will provide small group instruction I to approximately 25 ELL students to reinforce ELA close text reading strategies and literary techniques. The goals of these activities are to provide support and prepare the ELL students to pass their regents.

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 teachers felt that there was a high need to develop literacy in our ELL students, and performance on tasks involving developing language skills and vocabulary. Past experience has shown that customizing texts to student interest and reading ability really makes a difference in their enjoyment and completion of reading tasks. Teachers to receive training: ELL and ELA teachers received training on 10/24/14 1:00-2:30 (additional follow up sessions TBD).

Part C: Professional Development

The PD allocation will be used to provide professional development for our ESL certified teacher, as well as our major academic content area teachers who teach ELLs, on ESL strategies to improve classroom instruction, in addition to the after school Title III program. A school goal is to create a culture for collaborative professional learning. Consequently, our ESL certified teacher needs to be supported to build her capacity to lead professional development for content area teachers in ESL strategies. This would include coaching, lesson planning, formative assessments, co-teaching models (partnerships between the ESL specialist and the academic content area teachers), etc. The support will be provided by the Network specialists and ESL vendors who can be at the school on a more regular basis. Outside vendors will be contracted to provide on-site professional development in implementing support strategies for the ESL teacher to improve classroom instruction for English language learners and students with learning difficulties in the inclusive classrooms. This will supplement the support provided by the Network achievement specialists. In addition, group sessions on making content more accessible to ELLs will be planned to include the content area teachers, in addition to the ESL teacher. Sessions will include, but not be limited to scaffolding instruction through adapting texts, using graphic organizers, phonemic awareness, identifying context clues, etc. Specific topics will include: How to breakdown complete texts for ELLs; ESL strategies for content area teachers; How to increase academic discourse for ELLs; Response to Intervention (RTI) process to ensure a collaborative special education service delivery model for ELL students with IEPs. We are allotting about \$560.00 for professional development from Title III.

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: We believe the more our parents are involved the more invested our students will be in their education. Our Parent Coordinator sets up daily translated versions of messages through School Messenger. All school correspondence is distributed at the same time as the English versions. Parents receive written notices about school events, marking periods and meetings.

We plan to offer workshops for parents on important information pertaining to rules, regulations and rights of ELLs. The more information our parents have the better informed their decisions will be in regards to their child. Topic that will be covered are the different types of language programs offered at NYC DOE, ESL teaching methodologies, educational strategies for parents to use at home to help their students at home. Parents will also have the opportunity to learn basic computer skills immediately following monthly Parent Association meetings. We will pilot offering free English classes using Rosetta Stone during "Chat and Chew" meetings in the Parent Coordinator's office.

Translators are available during all school hours and provide interpretation services for all teacher-parent meetings.

Part D: Parental Engagement Activities

Translators are also present during Parent Teacher Conferences and School Leadership Team Meetings.

A translator is available during school hours and at monthly PTA meetings to provide oral and written interpretation services as needed.

Translators are available during Parent Workshops to review alignment of CCLS, CIE and Schoolwide goals.

Part E: Budget

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

Allocation Amount: \$112000

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	_____	(Since you checked off that your school is conceptually consolidated, you do have to complete part E)

