

**2014-15
COMPREHENSIVE EDUCATIONAL PLAN
(CEP)**

DBN: (i.e. 01M001):

02M531

School Name:

REPERTORY COMPANY HIGH SCHOOL FOR THEATRE ARTS

Principal:

MANUEL A. UREÑA

Comprehensive Educational Plan Outline

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Section 1: School Information Page

School Information

School Level: Secondary School Number (DBN): 02M531
School Type: High School Grades Served: 9, 10, 11, 12, SE
School Address: 123 West 43rd St
Phone Number: (212) 382-1875 Fax: (212) 382- 2306
School Contact Person: Joan Weaver Email Address: jweaver@schools.nyc.gov
Principal: Manuel A. Ureña
UFT Chapter Leader: Michelle Daly
Parents' Association President: Jill Mont
SLT Chairperson: Joan Weaver
Student Representative(s): Tiara Averhart

District Information

District: 02 Superintendent: Marisol Bradbury
Superintendent's Office Address: 333 7th Ave New York, New York 10001
Superintendent's Email Address: mbradbu@schools.nyc.gov
Phone Number: 212-356-3739 Fax: _____

Cluster and Network Information

Cluster Number: 04 Cluster Leader: Chris Groll
Network Number: 405 Network Leader: Michael Mehmet

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

Directions:

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

Name	Position and Constituent Group Represented	Signature (Blue Ink)
Manuel A. Ureña	*Principal or Designee	
Michelle Daly	*UFT Chapter Leader or Designee	
Jill Mont	*PA/PTA President or Designated Co-President	
Jose Contreras	DC 37 Representative, if applicable	
Tiara Averhart Maya Wiggins	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
	CBO Representative, if applicable	
Joan Weaver	Member/ Admin	
Michael Fram	Member/ Admin	
Emily Wiggins	Member/ Parent	
Cassandra Williams	Member/ Parent	
Millie Barbot	Member/ Parent	
Stella Magliore	Member/ Parent	
Danielle Asher	Member/ Teacher	
	Member/	

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

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

The 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 CEP 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 Comprehensive Educational Plan (CEP) 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	
1.	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.
2.	Supportive Environment: The school establishes a classroom and school culture where students feel safe, supported, and challenged by their teachers and peers.
3.	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.
4.	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.
5.	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.
6.	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.

The Quality Review and the Capacity Framework

In order to address the six elements of the Capacity Framework, school communities should engage in improvement planning that is also informed by the NYCDOE's Quality Review Indicators and other quantitative and qualitative data.

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 CEP Development

School Leadership Teams should engage in the following steps:

4. **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.
5. **Step 2:** 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.
6. **Step 3:** 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.
7. **Step 4:** Update your school's AIS section. All Title I schools update the Parent Involvement Policy (PIP) and School-Parent Compact (SPC).
8. **Step 5:** 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: CEP Overview

Develop a narrative summary that includes:

1. 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.
2. School strengths, accomplishments, and challenges.
3. The areas in which your school made the most growth during the previous year and the key areas of focus for this school year.

Repertory Company H.S. provides a dynamic learning environment by utilizing the creativity and discipline of the performing arts. The Repertory staff supports the philosophy that the arts inspire the intellect and the engagement in the arts benefits all learning. We work as a team to develop a holistic learning program that aims to reduce fragmentation and isolation. The staff is committed to collaborate with artists, cultural institutions, and communities as an integral part of the learning environment. We prepare our students for the challenges of higher education, helping them acquire the social and interpersonal skills necessary to function in society while maintaining a belief in themselves and their dreams.

School Strengths and Accomplishments:

- Outstanding performing arts program where students earn an Arts Endorsed Diploma.
- Small nurturing environment where students become well known individually by staff.
- High graduation rate.
- High Attendance rate.
- Student progress.
- Many college and career preparatory classes.
- The use of student E-Portfolios for assessing student work as a school community and enabling students to set goals and reflect on their progress.
- School-wide grade level research projects. The standards or skill sets required are scaffolded by grade level (e.g. The freshmen are given a thesis and the research resources, the sophomores choose their thesis statements from a list but conduct research on their own and eventually...the seniors create an exit project where they analyze a masterwork, write a research paper, and direct a play). The projects are aligned to the common core learning standards. The idea is to build their research skills over the course of their high school career.
- Strategic partnerships with outside institutions in the Arts; City Center, Roundabout Theatre, Manhattan School of Music, Young People's Chorus, Little Kids Rock, LeAp Onstage, Town Hall, etc. These partnerships provide our students the opportunity to acquire real life application in the performing arts.
- School-wide structured small group instruction where students grouped based on skill level. There they become active learners engaged in using accountable talk, creating DOK questions for discussions, individual accountability and positive interdependence, and using evidence to support their arguments.
- School-wide literacy strategies; a literacy plan that guides action on many levels, focuses multiple activities toward increasing students' reading, writing, and thinking skills via the use of four column notes, note taking strategies, annotating, and reading and scaffold writing techniques.

Key areas of focus:

- **Instructional Focus:**
- School-wide structured small group instruction where students grouped based on skill level. There they become active learners engaged in using accountable talk, creating DOK questions for discussions, individual

accountability and positive interdependence, and using evidence to support their arguments (Good answer format).

- School-wide literacy strategies; a literacy plan that guides action on many levels, focuses multiple activities toward increasing students' reading, writing, and thinking skills via the use of four column notes, note taking strategies, annotating, and reading and scaffold writing techniques.
- A school-wide implementation of *Assessment for Learning* techniques and summative assessments in order to check for student understanding during the lesson and throughout the semester.

Challenges:

- Our small school environment coupled with the required 10 course theatre arts sequence of classes for the arts endorsement constricts our ability to offer other electives.
- A small staff of 13 teachers makes it difficult to maintain consistency from one year to another when there is a teacher turnover of more than 2.

The areas of most growth for previous years:

	2010 - 2011	2011 - 12	2012 - 13	2013 - 14
Percentage Earning 10+ Credits in First Year:	89.1%	98.3%	100%	100%
Lowest Third School, Percentage Earning 10+ Credits in First Year:	85%	94.4%	100%	100%
Percentage Earning 10+ Credits in Second Year:	94%	96.6%	96.7%	98.4%
Lowest Third School, Percentage Earning 10+ Credits in Second Year:	88.2%	94.4%	94.7%	99.5%
Percentage Earning 10+ Credits in Third Year:	87%	91.8%	98.1%	96.4%
Lowest Third School, Percentage Earning 10+ Credits in Third Year:	81.3%	87.5%	100%	98%
Average Completion Rate for Remaining Regents:	75.1%	84.9%	87.3%	94.8%
Graduation Rate, 4year:	80%	91.3%	95.6%	98.1%
Earning Diploma with an Arts Endorsement:	N/A	71.7%	88.9%	92%
College Now (# of courses completed with "B" or above)	N/A	N/A	2	22
Advanced Placement Exam College Readiness:	N/A	N/A	4	13
Advanced Regents Diploma Candidates	2	1	1	8
# of Students who need one Regent exam for Advanced Regents Diploma	N/A	N/A	N/A	15
# of Students who need two Regent exams for Advanced Regents Diploma	N/A	N/A	N/A	11

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.

Part 1 – Needs Assessment

1. Conduct a comprehensive assessment of your school’s academic program in response to this element of the Capacity Framework (Rigorous Instruction). This assessment should be informed by an analysis of student performance trends and any major findings from your Quality Review (QR) (and/or other relevant data).
2. Summarize your school’s strengths and needs relative to this Capacity Framework element (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.

We have not had a Quality Review within the last few years. Therefore the strengths and needs are based on other data: Progress Report, teacher ratings from Advance, school survey, team meeting data, Instructionally Targeted Assessments, summative school-wide assessments, student led conference, and College Board assessments.

Strengths:

- Our teacher ratings show that all of our teachers do well in Domain 2 of the Danielson Framework; specifically competencies 2a (Creating an Environment of Respect and Rapport) and 2d (Managing Student Behavior).
- 84% of our seniors last year graduated with an Art Endorsement on their diploma. Besides being required to pass a comprehensive theatre exam at the end of their senior year, students must successfully complete a ten course sequence in theatre arts. This program is infused with ensemble building which, in turn, leads to student mastery of interpersonal skills. Ensemble building is an essential component motivating and enabling students to work effectively and efficiently in small groups.
- College and Career Preparatory Course Index 84.3%
- Percentage Earning 10+ Credits in First Year 100.0%
- Lowest Third School, Percentage Earning 10+ Credits in First Year 100.0%
- Percentage Earning 10+ Credits in Second Year 96.7%
- Lowest Third School, Percentage Earning 10+ Credits in Second Year 100.0%
- Percentage Earning 10+ Credits in Third Year 96.4%
- Lowest Third School, Percentage Earning 10+ Credits in Third Year 93.8%
- Average Completion Rate for Remaining Regents 89.2%
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Needs:

The data that ties into this goal are:

- Four-Year Non-Remediation Index 29.4%
- College Readiness Rate including persistence 60.9%
- Postsecondary Enrollment Rate, 6 months After High School 71.1%

Postsecondary Enrollment Rate, 18 months After High School 76.1%

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 1, and should be written as SMART – Specific, Measurable, Achievable, Relevant, and Time-bound.

1. Augment the literacy skills of all students via a school-wide scaffold system, which allows for individual access points.
2. Priority Need: To improve our college readiness index and our four year non-remediation index: 29.4%
3. SMART Goal: Uniformly implement literacy strategies in all disciplines to improve scholarship measured by formative and summative assessments. This need is based on the low college ready index reported in our progress report. Students and teachers will collaborate in this initiative to see improvements by the end of this academic year. There will be an increase of 15% mastery rate in ELA and math Regents scores for all students taking the exams in January and in June.

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: 3. Research-based instructional programs, professional development, and/or systems and structures needed to impact change 4. 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). 5. Strategies to increase parent involvement and engagement 6. Activities that address the Capacity Framework element of Trust	Target Group(s) <i>Who will be targeted?</i>	Timeline <i>What is the start and end date?</i>	Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i>
School-wide literacy strategies; a literacy plan that guides action on many levels, focuses multiple activities toward increasing students' reading, writing, and thinking skills via the use of four column notes, note taking strategies, annotating, and reading and scaffold writing techniques.	All students	September 2014 through June 2015	Administrators, Classroom teacher, paraprofessionals
After-school and Saturday small group tutoring sessions that are based on the targeted instructional needs of students at risk, IEP students, and ELLs.	Students at risk, IEP students, ELLs	September 2014 through June 2015	Content area teachers, special Ed coordinator, ESL coordinator
Students and parents will be invited to student led conferences with all of the student's teachers present. The student will walk the audience through a gallery of their work and their thought process of where they are with their learning. The event will be facilitated by an administrator to support all components.	Select students with parents able to participate	November 2014 through June 2015	Administrators, parents, content area teachers
Students will improve in their capacity to communicate through written and oral exercises. As they improve their skills and as parents witness their improvement, all are working toward the goal of improving student outcomes.	All Students	September 2014 through June 2015	Administrators, parents, content area teachers

Part 4 – Resources Needed

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

Professional development time, inter-visitation time and coverage time for teacher during this time, Per-session for after-school and Saturday tutoring,

Part 5 – Budget and Resource Alignment

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

X	Tax Levy	X	Title I Basic		Title IIA		Title III		Grants
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List below any additional funding sources that will be utilized to support achievement of the goal.

Contract for Excellence

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:

7. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.

8. Specify a timeframe for mid-point progress monitoring activities.

1. January 2015 regents exams will provide a midpoint benchmark for at risk students, ELLs and IEP students and their graduation requirements. There will be an increase of 15% mastery rate in ELA and math Regents scores for all students taking the exams in January.
2. January 2015 regents exam results will be monitored and analyzed before the start of the spring semester.
3. Instructional Targeted Assessments (NYCDOE exams) given in December will show a growth of 15% in mastery over those same exams that were given in October.

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

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

Saturday Academy will target at students at risk for not meeting the goal in June. Additional time on task will be specifically targeted to the deficit areas based on review on the exam results.

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.

Part 1 – Needs Assessment

3. Conduct a comprehensive assessment of your school’s academic program in response to this element of the Capacity Framework (Supportive Environment). This assessment should be informed by an analysis of student performance trends and any major findings from your Quality Review (QR) (and/or other relevant data).
4. Summarize your school’s strengths and needs relative to this Capacity Framework element (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.

We have not had a Quality Review within the last few years. Therefore the strengths and needs are based on other data: Progress Report, teacher ratings from Advance, school survey, team meeting data, Instructionally Targeted Assessments, summative school-wide assessments, student led conference, and College Board assessments.

We have not had a Quality Review within the last few years. Therefore the strengths and needs are based on other data: Progress Report, teacher ratings from Advance, school survey, team meeting data, Instructionally Targeted Assessments, summative school-wide assessments, student led conference, and College Board assessments.

Strengths:

- Our teacher ratings show that all of our teachers do well in Domain 2 of the Danielson Framework; specifically competencies 2a (Creating an Environment of Respect and Rapport) and 2d (Managing Student Behavior).
- 84% of our seniors last year graduated with an Art Endorsement on their diploma. Besides being required to pass a comprehensive theatre exam at the end of their senior year, students must successfully complete a ten course sequence in theatre arts. This program is infused with ensemble building which, in turn, leads to student mastery of interpersonal skills. Ensemble building is an essential component motivating and enabling students to work effectively and efficiently in small groups.
- College and Career Preparatory Course Index 84.3%
- Percentage Earning 10+ Credits in First Year 100.0%
- Lowest Third School, Percentage Earning 10+ Credits in First Year 100.0%
- Percentage Earning 10+ Credits in Second Year 96.7%
- Lowest Third School, Percentage Earning 10+ Credits in Second Year 100.0%
- Percentage Earning 10+ Credits in Third Year 96.4%
- Lowest Third School, Percentage Earning 10+ Credits in Third Year 93.8%
- Average Completion Rate for Remaining Regents 89.2%
- School survey Results:
 - a) % of students who felt that most of the teachers at Repertory help them reflect on their strengths and learn areas that they can improve in: 83%
 - b) % of students who felt that most of the teachers at Repertory are teaching them the organizational skills and work habits (like note-taking and keeping track of assignments that I need to succeed in school: 76%
 - c) % of students who felt that most of the teachers at Repertory help them approach challenges by

suggesting new strategies that they can use: 81%

- Students are made aware of their “on track”/”off track” graduation status based on current transcript data. This color coded data is displayed on the board in the cafeteria with student OSIS numbers instead of their names. Students in green are on track to graduate, anyone in yellow either needs credits or Regents, and anyone in red is off track because of a lack of both credits and Regents.
- College awareness program via advisory program. Students engage in a variety of college awareness activities.
- AP course expansion: Spanish, Calculus AB, Biology, U.S. history, English Literature and Composition. The AP program is the national standard for academic rigor and college readiness, providing high school students with the opportunity to take college-level courses in a high school setting. AP courses provide the level of rigor that best prepares students for post-secondary success. We are participating in the APEX program which funds AP classes. This program pays for books, calculators, and student exams.
- Developing student habits that lead to success: use of school issued agenda books and use of required binder.
- Using Skedula/Pupil Path as a way: a) to share student data with parents and students b) generate student data for use in instructional planning c) communicate effectively with parents
- Strategic partnerships with outside institutions in the Arts; City Center, Roundabout Theatre, Manhattan School of Music, Young People’s Chorus, Little Kids Rock, LeAp Onstage, Town Hall, etc.
- A school-wide advisory program. It’s a primary vehicle for creating a more personalized learning environment. Moreover, it provides a structure and a set of practices for monitoring and supporting students’ academic progress and college and career readiness throughout their high school career. The emphasis is on relationships, coaching, and facilitation and an agenda driven by student needs and realities—rather than subject matter content.
- Use of Naviance: The Naviance platform gives us a central location to set goals and priorities for individual students, track their progress, and measure student outcomes across their entire student population in order to improve college and career readiness. In order to measure outcomes and improve results, Naviance offers a set of standard reports that include data about student learning styles and goals, student and family usage statistics, course reports based on gender, ethnicity or grade level, as well as college and career reporting across our entire student population. We can create custom reports to track the information that's most important to them.
- “On a Roll” incentive program introduced to reward and motivate students who would normally not be recognized for either improving academically or for taking leadership roles.

Needs:

The data that ties into this goal are:

- Four-Year Non-Remediation Index 29.4%
- College Readiness Rate including persistence 60.9%
- Postsecondary Enrollment Rate, 6 months After High School 71.1%

Postsecondary Enrollment Rate, 18 months After High School 76.1%

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 1, and should be written as SMART – Specific, Measurable, Achievable, Relevant, and Time-bound.

1. Develop and effectively implement small group instructional systems, which enable students to practice positive interdependence and allow for student lead discussions.
2. Priority Need: To improve our college readiness index and our four year non-remediation index: 29.4%
3. SMART Goal: Uniformly implement small group instruction in all disciplines to improve self-sufficiency amongst all groups of students which will be measured by formative assessments and teacher effectiveness in competency 3b (questioning and discussion techniques) from the Danielson Framework. This need is based on the low college ready index reported in our progress report. Students and teachers will collaborate in this initiative to see improvements by the end of this academic year. Teachers will show 15% improvement in effectiveness ratings by June 2015.

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"> 5. Research-based instructional programs, professional development, and/or systems and structures needed to impact change 6. 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). 7. Strategies to increase parent involvement and engagement 8. Activities that address the Capacity Framework element of Trust 			
<p>4. School-wide structured small group instruction as a component in the lesson plan for every discipline where students are grouped based on skill level. There they become active learners engaged in using accountable talk, creating DOK questions for discussions, individual accountability and positive interdependence, and using evidence to support their arguments (Good answer format).</p>	All students	September 2014 – June 2015	Administrators, Classroom teacher, paraprofessionals
<p>After-school and Saturday small group tutoring sessions that are based on the targeted instructional needs of students at risk. After school small group instructional support sessions for students with IEP's with special education staff members. After school small group instructional support sessions for ELL students with ESL staff members.</p>	Students in need of regents exam who have not achieved a passing score. IEP and ELL students	September 2014 – June 2015	Content area teachers, Special ED coordinator, ESL coordinator
<p>Parent Bulletins from The Parent Institute are delivered to parents on a monthly basis. Along with regular school emails, invitations to conferences, notes via Pupilpath and regular phone contact, these bulletins inform parents of instructional strategies and offer insight to moving our students forward in a concerted effort.</p>	All students	September 2014 – June 2015	Administrators, Classroom teacher, paraprofessionals, parents
<p>When students rely on successful small group instruction, they develop their interpersonal skill capacity. As their capacities increase, so will their confidence and trust in one another as reliable sources</p>	All students	September 2014 – June 2015	Administrators, Classroom teacher, paraprofessionals

for knowledge and academic growth.			
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Part 4 – Resources Needed

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

Professional development time, inter-visitation time and coverages for teacher during this time, Per-session for after-school and Saturday tutoring,

Part 5 – Budget and Resource Alignment

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

X	Tax Levy	X	Title I Basic		Title IIA		Title III		Grants
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List below any additional funding sources that will be utilized to support achievement of the goal.

Contract for Excellence

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:

9. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.

10. Specify a timeframe for mid-point progress monitoring activities.

1. January 2015 regents exams will provide a midpoint benchmark for at risk students, ELLs and IEP students and their graduation requirements. There will be an increase of 15% mastery rate in ELA and math Regents scores for all students taking the exams in January.
2. January 2015 regents exam results will be monitored and analyzed before the start of the spring semester.
3. Instructional Targeted Assessments (NYCDOE exams) given in December will show a growth of 15% in mastery over those same exams that were given in October.

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

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

Saturday Academy will target at students at risk for not meeting the goal in June. Additional time on task will be specifically targeted to the deficit areas based on review on the exam results.

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.

Part 1 – Needs Assessment

13. Conduct a comprehensive assessment of your school’s academic program in response to this element of the Capacity Framework (Collaborative Teachers). This assessment should be informed by an analysis of student performance trends and any major findings from your Quality Review (QR) (and/or other relevant data).
14. Summarize your school’s strengths and needs relative to this Capacity Framework element (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.

We have not had a Quality Review within the last few years. Therefore the strengths and needs are based on other data: Progress Report, teacher ratings from Advance, school survey, team meeting data, Instructionally Targeted Assessments, summative school-wide assessments, student led conference, and College Board assessments.

We have not had a Quality Review within the last few years. Therefore the strengths and needs are based on other data: Progress Report, teacher ratings from Advance, school survey, team meeting data, Instructionally Targeted Assessments, summative school-wide assessments, student led conference, and College Board assessments.

Strengths:

- Weekly team meetings with established protocols; members have roles, goals and strategies are established, a problem is identified, solutions are brainstormed, and action plan is put together, a time frame for implementation is agreed upon, and items for discussion or review at the next meeting are finalized. The goal is to develop data based instructional action plans that are aligned to the CCLS which adds rigor to the instructional experience. The summary notes are posted on our weekly Administrative Bulletin and on our teacher portal to give all teachers access to the discussion.
- Yearlong professional development based on the instructional needs of teachers using the observation process.
- Allocation of time for the purposes of planning team meetings, curriculum mapping, inter-visitations, and e-portfolio development during the school day.
- The use of Atlas Rubicon, a web based curriculum mapping software which enables teachers to develop cross-curricular units, vertical/horizontal and common core alignment.
- Use of Danielson Framework for Teaching as a foundation for the observation and peer inter-visitation process.
- School Environment Survey Results:
 - a) % of teacher who feel that the leadership communicates a clear vision for their school: 100%
 - b) % of teacher who feel that the leadership understand how children learn: 100%
 - c) % of teacher who feel that the leadership places a high priority on the quality of teaching: 100%

Needs:

The data that ties into this goal are:

- Two thirds of teachers in competencies 3b and 3d were rated developing for more than half of their observations.

- Teachers of advanced Regents classes had poor results as opposed to those teaching required Regents classes.

Algebra Regents Average Score	74
Pct Passing Algebra Regents	89%
Geometry Regents Average Score	58
Pct Passing Geometry Regents	29%
Algebra 2/Trigonometry Regents Average Score	44
Pct Passing Algebra 2/Trigonometry Regents	12%
Comprehensive English Regents Average Score	75
Pct Passing Comprehensive English Regents	90%
U.S. History Regents Average Score	83
Pct Passing U.S. History Regents	92%
Global History Regents Average Score	70
Pct Passing Global History Regents	73%
Chemistry Regents Average Score	54
Pct Passing Chemistry Regents	6%

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 1, and should be written as SMART – Specific, Measurable, Achievable, Relevant, and Time-bound.

Incorporate effective formative assessment techniques, which allow for multiple opportunities for teachers to gauge for individual student understanding and enable the students to augment their metacognition.

- Priority Need: To improve our number of students graduating with an Advanced Regents Diploma by improving instructional techniques.
- SMART Goal: Uniformly implement improved questioning and assessment techniques to improve teacher effectiveness in competency 3d (assessment in learning) from the Danielson Framework. This need is based on the low percentage of students passing advanced regents exams. Teacher effectiveness in competency 3d will improve by 15% based on their observations ratings by June 2015.

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>
15. Research-based instructional programs, professional development, and/or systems and structures needed to impact change 16. 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). 17. Strategies to increase parent involvement and engagement 18. Activities that address the Capacity Framework element of Trust			
A school-wide implementation of Assessment For Learning techniques and summative assessments in order to check for student understanding during the lesson and throughout the semester. Using AFL techniques, teachers use a variety of different activities and methods to teach their classroom. Differentiated instruction gives students options on how to take in information, and ideas. It also can	All students 9-12	September 2014- June2015	Administration, all teachers

<p>help them show the teacher what they have learned in other ways than just taking a test.</p> <ul style="list-style-type: none"> Assessment For Learning is proactive, qualitative, rooted in assessment, a blend of individual and group instruction and finally, student centered. <p>When Assessment For Learning strategies are uniformly applied as a school-wide system of instructional operation, parents are informed of the strategies and can support classroom expectations.</p> <p>Uniformity of instruction across the school community, allows all constituents knowledge of the action plan. All are then working toward improving student outcomes.</p>			
Use DOK student generated questions to initiate student led discussions.	All students 9-12	September 2014- June2015	Administration, all teachers
Using Skedula/Pupil Path as a way: a) to share student data with parents and students b) generate student data for use in instructional planning c) communicate effectively with parents	All students 9-12	September 2014- June2015	Administration, all teachers
Communication of key instructional strategies that augment student learning to all key member of the school community improves trust. This, in turn, will lead to improved student outcomes.	All students 9-12	September 2014- June2015	Administration, all teachers

Part 4 – Resources Needed

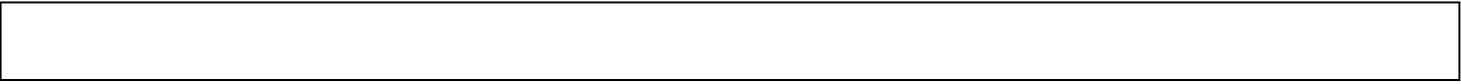
Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc.
Professional development time, inter-visitation time and coverages for teacher during this time, Per-session for after-school and Saturday tutoring

Part 5 – Budget and Resource Alignment

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

Part 6 – Progress Monitoring

Part 6a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. In this part:				
19.	Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.			
20.	Specify a timeframe for mid-point progress monitoring activities.			
1.	Teacher ratings in competency 3d will show a 7% improvement by February 2015.			
Part 6b. Complete in February 2015.				
21.	Did the school meet the mid-point benchmark(s) in the timeframe specified?	X	Yes	No
22.	If the mid-point benchmark(s) was not met, describe any revisions made to the action plan to achieve the goal?			



Section 5: Needs Assessment, Annual Goals and Action Plans

Section 5D – Capacity Framework Element - Effective School Leadership: Principals lead by example and nurture the professional growth of teachers and staff, developing and delivering the instructional and social-emotional support that drives student achievement.

Part 1 – Needs Assessment

23. Conduct a comprehensive assessment of your school’s academic program in response to this element of the Capacity Framework (Effective School Leadership). This assessment should be informed by an analysis of student performance trends and any major findings from your Quality Review (QR) (and/or other relevant data).
24. Summarize your school’s strengths and needs relative to this Capacity Framework element (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.

We have not had a Quality Review within the last few years. Therefore the strengths and needs are based on other data: Progress Report, teacher ratings from Advance, school survey, team meeting data, Instructionally Targeted Assessments, summative school-wide assessments, student led conference, and College Board assessments.

Strengths:

- Our Advance data tells us that our teachers are doing well in Domain 4 (Professional Growth), due in large part to the systems we have put in place to facilitate inter-visitations, sharing of best practices, and frequent opportunities for feedback.
- Our 6-year weighted diploma rate of 309 (100% of our Peer and City groups) indicates that we have made strides towards achievement of Advanced diplomas for graduating seniors.

Needs:

The goal is to instill in our students the critical thinking skills required for college readiness, and represented by achievement of an Advanced Regents diploma. The data that ties into this goal are:

- Four-Year Non-Remediation Index 29.4%
- College Readiness Rate including persistence 60.9%
- Advanced Regents candidates, 2012-13: 1; 2013-14: 8

29% of students graduate College Ready

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 1, and should be written as SMART – Specific, Measurable, Achievable, Relevant, and Time-bound.

Target critical thinking, higher order skills and rigorous habits in curricula and academic tasks to increase our number of students graduating with an Advanced Regents Diploma

Priority Need: To improve our number of students graduating with an Advanced Regents Diploma by improving instructional techniques.

SMART Goal: Uniformly implement improved questioning and assessment techniques to improve scholarship measured by formative and summative assessments. This need is based on the low percentage of students passing advanced regents exams. Students and teachers will collaborate in this initiative to see improvements by the end of this academic year.

Part 3 – Action Plan

<p>Activities/Strategies: Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including:</p> <p>25. Research-based instructional programs, professional development, and/or systems and structures needed to impact change</p> <p>26. 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> <p>27. Strategies to increase parent involvement and engagement</p> <p>28. Activities that address the Capacity Framework element of Trust</p>	<p>Target Group(s) <i>Who will be targeted?</i></p>	<p>Timeline <i>What is the start and end date?</i></p>	<p>Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i></p>
<p>Professional Development sessions developed by Principal and administrative staff will include focus on Depth of Knowledge, questioning and discussion techniques, CCLS-aligned writing, and other rigorous tasks associated with higher-order thinking skills. In addition, our Advanced Placement program will expand to include AP US History, which will offer our most motivated students the change to experience college-level critical thinking and writing expectations.</p>	<p>Pedagogical staff</p>	<p>Ongoing (weekly professional development sessions).</p>	<p>Administrative staff along with SLT</p>
<p>New staff (ESL-certified history teacher, Special Ed-certified Theatre teacher) will be utilized to address specific needs of ELL/Special Ed. Population as it relates to the goal of improving critical thinking skills and rigorous habits.</p>	<p>ELL/Special Ed. Students</p>	<p>First round will aim towards January Regents exams, second round towards June</p>	<p>Administrative staff, Special Ed. and ELL-certified staff</p>
<p>Monthly PTA meetings, Principals’ reports and parent bulletins will continue to emphasize the increased rigor associated with Common-Core aligned exams, Advanced Placement courses, etc. Our AP program has been described during PTA meetings and at our annual College Day.</p>	<p>PTA executive board, parents</p>	<p>PTA meetings are held on the first Monday of each month, parent bulletins are sent out early each month</p>	<p>Administrative staff, pedagogical staff associated with AP and Advanced Regents classes</p>
<p>Conferences with parents, students, guidance counselors and school staff focus on the increased opportunities afforded by achievement of advanced benchmarks. The result is an establishment of trust towards school staff from parents and students regarding the focus on the best interest of students.</p>	<p>Parents, staff and students, esp. 11th and 12th grade students</p>	<p>Tuesday afternoon Parental Engagement conferences, college preparatory sessions with</p>	<p>Administrative staff, guidance staff</p>

		seniors from Sept. 2014- Jan. 2015	
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Part 4 – Resources Needed

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

Professional development time, inter-visitation coverage, guidance per session, after-school tutoring

Part 5 – Budget and Resource Alignment

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

x	Tax Levy	x	Title I Basic		Title IIA		Title III		Grants
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List below any additional funding sources that will be utilized to support achievement of the goal.

Contract for Excellence

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:

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

Mid-marking period assessments Dec. 15-19

Based on results, adjustments will be made in advance of January 2015 Regents exams

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

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

Saturday Academy will target at students at risk for not meeting the goal in June. Additional time on task will be specifically targeted to the deficit areas based on review on the exam results.

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.

Part 1 – Needs Assessment

33. Conduct a comprehensive assessment of your school’s academic program in response to this element of the Capacity Framework (Strong Family and Community Ties). This assessment should be informed by an analysis of student performance trends and any major findings from your Quality Review (QR) (and/or other relevant data).
34. Summarize your school’s strengths and needs relative to this Capacity Framework element (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.

We have not had a Quality Review within the last few years. Therefore the strengths and needs are based on other data: Progress Report, teacher ratings from Advance, school survey, team meeting data, Instructionally Targeted Assessments, summative school-wide assessments, student led conference, and College Board assessments.

We have not had a Quality Review within the last few years. Therefore the strengths and needs are based on other data: Progress Report, teacher ratings from Advance, school survey, team meeting data, Instructionally Targeted Assessments, summative school-wide assessments, student led conference, and College Board assessments.

Strengths:

- Using Skedula/Pupil Path as a way: a) to share student data with parents and students b) generate student data for use in instructional planning c) communicate effectively with parents
- College awareness program via advisory program. Students engage in a variety of college awareness activities.
- AP course expansion: Spanish, Calculus AB, Biology, U.S. history, English Literature and Composition. The AP program is the national standard for academic rigor and college readiness, providing high school students with the opportunity to take college-level courses in a high school setting. AP courses provide the level of rigor that best prepares students for post-secondary success. We are participating in the APEX program which funds AP classes. This program pays for books, calculators, and student exams.
- Ilearn program; this program helps us prepare students for success in college and career by personalizing learning to meet the needs, motivations and strengths of each individual. As part of iZone’s iLearnNYC, we have access to online learning and digital resources that extend the classroom learning experience for our students. iLearnNYC allows students to explore, learn, reflect and share their work online under the instruction of teachers and support from schools
- Advanced classes in theatre, music, and dance for advanced students.
- School Environmental Survey Results:
 - a) % of parents who feel that Repertory gives their child meaningful assignments that help him or her learn: 90%
 - b) % of parents who feel satisfied with the education that Repertory provides their child: 90%

Needs:

The goal is to create student systems that enable them to become self-sufficient during any given instructional environment.

The data that ties into this goal are:

- Four-Year Non-Remediation Index 29.4%
 - College Readiness Rate including persistence 60.9%
 - Postsecondary Enrollment Rate, 6 months After High School 71.1%
- Postsecondary Enrollment Rate, 18 months After High School 76.1%

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 1, and should be written as SMART – Specific, Measurable, Achievable, Relevant, and Time-bound.

Partner with parents to increase awareness of specific expectations of nationalized standardized assessments and academic resources available in order to bridge student outcomes between school scholarship reports and national standardized assessment results.

6. Priority Need: To align our SAT averages with our school scholarship results.
7. SMART Goal: Increase our teaming capacity with parents to garner their support and awareness of the impact SAT results have on long range student outcomes. This need is based on the low average score of students’ SAT results. Students and teachers will collaborate in this initiative to see improvements by the end of this academic year.

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>
35. Research-based instructional programs, professional development, and/or systems and structures needed to impact change 36. 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). 37. Strategies to increase parent involvement and engagement 38. Activities that address the Capacity Framework element of Trust			
School-wide use of Pupilpath to give all students’ access to SAT and ACT preparatory courses. The College Edge material is supplied through the College Board organization. Students and parents have access to monitor and track each child’s progress.	All students	September 2014-June 2015	Administration, guidance counselor, teachers
After-school and Saturday small group tutoring sessions that are based on the targeted instructional needs of students at risk. After school small group instructional support sessions for students with IEP’s with special education staff members. After school small group instructional support sessions for ELL students with ESL staff members.	ELL/Special Ed. Students	September 2014-June 2015	Administration, guidance counselor, teachers
Guest speakers will be invited to speak to parents regarding SAT prep, the college application process, financial aid for college, and state requirements for graduation during PTA meetings and Knowledge for College Day.	Administration, parents	September 2014-June 2015	Administration, guidance counselor, teachers

Preparing students for success in school and beyond is the community effort. It is the shared goal of student improvement that builds our bonds of trust between staff and parents.	Learning Community	September 2014-June 2015	Administration, guidance counselor, teachers
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Part 4 – Resources Needed

Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc.
Professional development time, inter-visitation time and coverages for teacher during this time, Per-session for after-school and Saturday tutoring

Part 5 – Budget and Resource Alignment

Indicate using an "X" the fund source(s) that will be utilized to support achievement of the specified goal.									
x	Tax Levy	x	Title I Basic		Title IIA		Title III		Grants
List below any additional funding sources that will be utilized to support achievement of the goal.									
Contract for Excellence									

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:				
39. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.				
40. Specify a timeframe for mid-point progress monitoring activities.				
39. October PSAT results and interim SAT exams for our upperclassmen.				
40. Six week intervals for SAT test opportunities.				
Part 6b. Complete in February 2015.				
41.	Did the school meet the mid-point benchmark(s) in the timeframe specified?	X	Yes	No
42.	If the mid-point benchmark(s) was not met, describe any revisions made to the action plan to achieve the goal?			

Section 6: Academic Intervention Services (AIS)

(Required for All Schools)

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

Type of Academic Intervention Service (AIS)	Criteria for determining AIS services	Type of Program or strategy (e.g. repeated readings, interactive writings, etc.)	Method for delivery of service (e.g. small group, one-to-one, tutoring, etc.)	When the service is provided (e.g. during the school day, before or after school, etc.)
English Language Arts (ELA)	NYS ELA and math summative assessments, IEP, ELL status	Differentiated instruction in all ELA classes, peer tutoring, tutoring, and small group instruction.	Small group and one-to-one tutoring	In class, Saturday academy, and after-school tutoring sessions
Mathematics	NYS ELA and math summative assessments, IEP, ELL status	Differentiated instruction in all Mathematics classes, peer tutoring, tutoring, and small group instruction.	Small group and one-to-one tutoring	In class, Saturday academy, and after-school tutoring sessions
Science	NYS ELA and math summative assessments, IEP, ELL status	Differentiated instruction in all Science classes, peer tutoring, tutoring, and small group instruction.	Small group and one-to-one tutoring	In class, Saturday academy, and after-school tutoring sessions
Social Studies	NYS ELA and math summative assessments, IEP, ELL status	Differentiated instruction in all Social Studies classes, peer tutoring, tutoring, and small group instruction.	Small group and one-to-one tutoring	In class, Saturday academy, and after-school tutoring sessions
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	NYS ELA and math summative assessments, IEP, ELL status	Initial reviews, referrals to agencies, educational and social services, at risk counseling, and health related services	Individually and /or group settings as appropriate	On an as needed basis when appropriate.

Section 7: Title I Program Information

Directions:

1. All schools must indicate their Title I status in Part 1
2. All elements of the *All Title I Schools* section must be completed in Part 2
3. All Targeted Assistance (TA) Schools must also complete the *TA Schools Only* section in Part 3
4. All Schoolwide Program (SWP) schools must also complete the *SWP Schools Only* section in Part 4
5. If a required component is addressed elsewhere in this plan, you may refer to the page number(s) where the response can be found
6. 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
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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.

All staff have content area certification in the majority of their scheduled programs. Professional development sessions will be held bi-weekly to support teachers when instituting these new initiatives and instructional changes. In addition, both grade team and subject area meetings will occur twice a month to allow communication among teachers and support systems to increase the effectiveness of implementation. Peer inter-visitations will also be conducted throughout the year where teachers will observe one another’s classrooms to observe best practices and provide feedback on ways to strengthen lessons and promote more rigor in the classrooms. Lastly, teachers will also be sent to offsite professional development opportunities led by both the network and outside organizations to provide the additional support and guidance when needed.

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).

- Literacy Initiatives across the curriculum to support Common Core Standards including annotations, four column notes, and writing activities which strengthen the abilities of students to analyze both literature and expository text as well as their written communication skills.
- Alignment of all curriculums to more rigorous Common Core Standards which require more rigorous cognitive assessments and activities to strengthen both content knowledge and academic skill sets. The implementation of these standards across both grade levels and content areas will promote uniform expectations within the school and additional support for all students by providing multiple venues and scenarios in which to practice these skills.

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.

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 (CEP) 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			
Title II, Part A	Federal			
Title III, Part A	Federal			

Title III, Immigrant	Federal			
Tax Levy (FSF)	Local			

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 8: 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 CEP 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 (**Repertory Company**), 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.

[Repertory Company] 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

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

I. School Responsibilities

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

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

Support home-school relationships and improve communication by:

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

Provide parents reasonable access to staff by:

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

Provide general support to parents by:

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

II. Parent/Guardian Responsibilities:

- monitor my child's attendance and ensure that my child arrives to school on time as well as follow the appropriate procedures to inform the school when my child is absent;
- ensure that my child comes to school rested by setting a schedule for bedtime based on the needs of my child and his/her age;
- check and assist my child in completing homework tasks, when necessary;
- read to my child and/or discuss what my child is reading each day (for a minimum of 15 minutes);
- set limits to the amount of time my child watches television or plays video games;
- promote positive use of extracurricular time such as, extended day learning opportunities, clubs, team sports and/or quality family time;
- encourage my child to follow school rules and regulations and discuss this Compact with my child;
- volunteer in my child's school or assist from my home as time permits;
- participate, as appropriate, in the decisions relating to my child's education;
- communicate with my child's teacher about educational needs and stay informed about their education by prompting reading and responding to all notices received from the school or district;
- respond to surveys, feedback forms and notices when requested;
- become involved in the development, implementation, evaluation and revision to the Parent Involvement Policy

and this Compact;

- participate in or request training offered by the school, district, central and/or State Education Department learn more about teaching and learning strategies whenever possible;
- take part in the school's Parent Association or Parent-Teacher Association or serve to the extent possible on advisory groups, e.g., Title I Parent Committees, School or District Leadership Teams;
- share responsibility for the improved academic achievement of my child;

III. Student Responsibilities:

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

**OFFICE OF ENGLISH LANGUAGE LEARNERS
GRADES K-12 LANGUAGE ALLOCATION POLICY
SUBMISSION FORM
2014-15 SCHOOL YEAR**

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 one-year plan on how schools will support ELLs' linguistic and academic needs. This LAP form is a part of the school's CEP. Agendas and minutes of LAP meetings should be kept readily available on file in the school. Also, when preparing your school's submission, provide extended responses in the green spaces. Spell-check has been disabled in this file, so consider typing responses to these questions in a separate file before copying them into the submission form. For additional information, hold your cursor over the [i](#).

Part I: School ELL Profile

A. School Information [i](#)

District 00	Borough select one	School Number 000
School Name type here		

B. Language Allocation Policy Team Composition [i](#) NOTE: The following staff members should be on the LAP team: principal, assistant principal (where applicable), at least one bilingual teacher from each subject area (where there is a bilingual program), at least one ESL teacher, and one parent.

Principal type here	Assistant Principal type here
Coach type here	Coach type here
ESL Teacher type here	Guidance Counselor type here
Teacher/Subject Area type here	Parent type here
Teacher/Subject Area type here	Parent Coordinator type here
Related Service Provider type here	Other type here
Network Leader(Only if working with the LAP team) type here	Other type here

C. Teacher Qualifications

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

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

D. Student Demographics

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

A. ELL Programs

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

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

This school offers (check all that apply):

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

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

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

B. ELL Years of Service and Programs

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

Enter the number of ELLs by years of identification and program model in each box. Enter the number of ELLs within a subgroup who are also SIFE or SWD. [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										0

ELLs by Subgroups										
ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			Total	
	All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD	Total
Total	0	0	0	0	0	0	0	0	0	0
Number of ELLs who have an alternate placement paraprofessional: _____										

C. Home Language Breakdown and ELL Programs

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

*EP=English proficient student

Dual Language (ELLs/EPs*)																				
K-8																				
Number of ELLs by Grade in Each Language Group																				
	K		1		2		3		4		5		6		7		8		TOTAL	
	ELL	EP	ELL	EP																
SELECT ONE																			0	0
SELECT ONE																			0	0
SELECT ONE																			0	0
TOTAL	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0

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

This Section for Dual Language Programs Only

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

Freestanding English as a Second Language

Number of ELLs by Grade in Each Language Group

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

Part III: Assessment Analysis

Assessment Breakdown

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

OVERALL NYSESLAT* PROFICIENCY RESULTS (*NYSITELL FOR NEW ADMITS)

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

NYSESLAT Modality Analysis

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

NYSESLAT Modality Analysis

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

NYS ELA

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

NYS Math

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

NYS Science

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

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

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

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

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

- Describe what assessment tool your school uses to assess the early literacy skills of your ELLs (e.g., ECLAS-2, EL SOL, Fountas and Pinnell, DRA, TCRWP). What insights do the data provide about your ELLs? How will this data help inform your school's instructional plan? Please provide any quantitative data available to support your response.
Paste response to questions here:
- What is revealed by the data patterns across proficiency levels (on the NYSITELL and NYSESLAT) and grades?
Paste response to question here:

3. How will patterns across NYSESLAT modalities—reading/writing and listening/speaking—affect instructional decisions? How does your school use information about Annual Measurable Achievement Objectives? What does the data reveal? (see [SED memo](#) and [AMAOTool](#))
- Paste response to question here:**
4. For each program, answer the following:
- What are the patterns across proficiencies and grades? How are ELLs faring in tests taken in English as compared to the native language?
 - Describe how the school leadership and teachers are using the results of the ELL Periodic Assessments.
 - What is the school learning about ELLs from the Periodic Assessments? How is the native language used?
- Paste response to questions here:**
5. Describe how your school uses data to guide instruction for ELLs within the Response to Intervention (RtI) framework (for grades K-5). (see [RtI Guide for Teachers of ELLs](#).)
- Paste response to question here:**
6. How do you make sure that a child’s second language development is considered in instructional decisions?
- Paste response to question here:**
7. For dual language programs, answer the following:
- How are the English-proficient students (EPs) assessed in the second (target) language?
 - What is the level of language proficiency in the second (target) language for EPs?
 - How are EPs performing on State and City Assessments?
- Paste response to questions here:**
8. Describe how you evaluate the success of your programs for ELLs (e.g. meeting AYP for ELLs, etc.).
- Paste response to question here:**

Part IV: ELL Identification Process

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

- Describe the steps followed for the initial identification of ELLs. These steps must include administering the Home Language Identification Survey (HLIS) which includes the informal oral interview in English and in the native language, and the formal initial assessment. Identify the person(s) responsible, including their qualifications, for conducting the initial screening, administering the HLIS, the NYSITELL (if necessary), and the formal initial assessment. (Refer to [ELL Policy Brief](#) and [EPIC](#).)
- Paste response to question here:**
- What structures are in place at your school to ensure that parents understand all three program choices (Transitional Bilingual, Dual Language, Freestanding ESL)? Please describe the process, outreach plan, and timelines.
- Paste response to question here:**
- Describe how your school ensures that entitlement letters are distributed and Parent Survey and Program Selection forms are returned, and secured/stored. (If a form is not returned, the default program for ELLs is Transitional Bilingual Education as per CR Part 154 [\[see tool kit\]](#).)
- Paste response to question here:**
- Describe the criteria used and the procedures followed to place identified ELL students in bilingual or ESL instructional programs; description must also include any consultation/communication activities with parents in their native language.
- Paste response to question here:**
- Describe the steps taken to administer all sections of the New York State English as a Second Language Achievement Test (NYSESLAT) to all ELLs each year.
- Paste response to question here:**
- After reviewing the Parent Survey and Program Selection forms for the past few years, what is the trend in program choices that parents have requested? (Please provide numbers.) Are the program models offered at your school aligned with parent requests? If no, why not? How will you build alignment between parent choice and program offerings? Describe specific steps underway. 
- Paste response to question here:**

Part V: ELL Programming

A. Programming and Scheduling Information

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

Paste response to questions here:
2. How does the organization of your staff ensure that the mandated number of instructional minutes is provided according to proficiency levels in each program model (TBE, Dual Language, ESL)?
 - a. How are explicit ESL, ELA, and NLA instructional minutes delivered in each program model as per CR Part 154 (see table below)?

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

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

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

Paste response to question here:
6. How do you differentiate instruction for ELL subgroups?
 - a. Describe your instructional plan for SIFE.
 - b. Describe your plan for ELLs who have been in US schools less than three years (newcomers)..
 - c. Describe your plan for ELLs receiving service 4 to 6 years.
 - d. Describe your plan for long-term ELLs (completed 6+ years).

e. Describe your plan for former ELLs (in years 1 and 2 after testing proficient).

Paste response to questions here:

7. What instructional strategies and grade-level materials do teachers of ELL-SWDs use that both provide access to academic content areas and accelerate English language development?

Paste response to question here:

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

Paste response to question here:

Courses Taught in Languages Other than English ⓘ

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

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

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

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

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

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

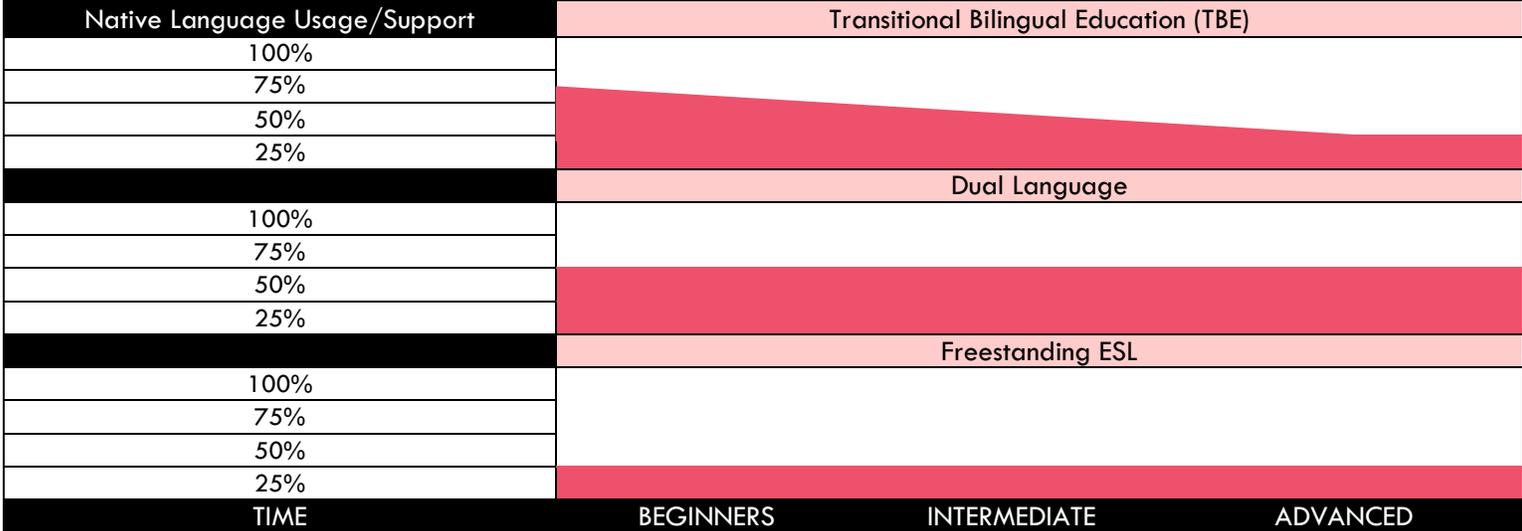
	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	540 minutes per week	360 minutes per week	180 minutes per week

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

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

Native Language Usage and Supports

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



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

B. Programming and Scheduling Information--Continued

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

Paste response to questions here:

C. Professional Development and Support for School Staff

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

Paste response to questions here:

D. Parental Involvement

1. Describe ELL parent involvement in your school. Include specific activities that foster parental involvement for parents of ELLs.
2. Does the school partner with other agencies or Community Based Organizations to provide workshops or services to ELL parents?
3. How do you evaluate the needs of the parents?
4. How do your parental involvement activities address the needs of the parents?

Paste response to questions here:

E. Additional Information

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

Paste response to question here:

Part VI: LAP Assurances

School Name: _____

School DBN: _____

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

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

LANGUAGE TRANSLATION AND INTERPRETATION 2013-2014 TO 2014-2015

Requirement under Chancellor's Regulations – for all schools

DBN: **02M531** School Name: **Repertory Company High School for T**

Cluster: **04** Network: **405**

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

Part A: Needs Assessment Findings

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

ATS data provides us with home language information. All materials sent to students homes is provided in the home language.

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.

Key staff and personnel are bi-lingual and the out reach to parents during orientation is to accommodate all language needs.

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.

Parent bulletins and notifications sent to the home are provided to each home in the home language. Translation services are provided by in-house staff, speaking and capable of translating to the same language.

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.

Translation services are provided by in-house staff, speaking and capable of translating to the same language.

3. Describe how the school will fulfill Section VII of Chancellor's Regulations A-663 regarding parental notification requirements for translation and interpretation services. Note: The full text of Chancellor's Regulations A-663 (Translations) is available via the following link:
<http://docs.nycenet.edu/docushare/dsweb/Get/Document-151/A-663%20Translation%203-27-06%20.pdf>.

Parent bulletins and notifications sent to the home are provided to each home in the home language. Translation services are provided by in-house staff, speaking and capable of translating to the same language.