



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

**DRAFT – PENDING SUPERINTENDENT APPROVAL**

**DBN: (i.e. 01M001):**

**02M615**

**School Name:**

**CHELSEA CAREER AND TECHNICAL EDUCATION HIGH SCHOOL**

**Principal:**

**BRIAN ROSENBLOOM**

## School Comprehensive Educational Plan (SCEP) Outline

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**School Information**

**CHELSEA CAREER AND TECHNICAL**  
School Name: EDUCATION HIGH SCHOOL School Number (DBN): 02M615  
School Level: High School Grades Served: 9-12  
School Address: 131 Avenue of the Americas New York, NY 10013  
Phone Number: 212-925-1080 Fax: 212-941-7934  
School Contact Person: Robert Mitchell Email Address: Rmitche2@sschools.nyc.gov  
Principal: Brian Rosenbloom  
UFT Chapter Leader: Jan Scott  
Parents' Association President: June Laroche  
School Leadership Team  
Chairperson: Jan Scott  
Student Representative(s): Robert Davis, Mia King

**District Information**

District: 02 Superintendent: Marisol Bradbury  
Superintendent's Office Address: 333 7<sup>th</sup> Avenue New York, NY 10001  
Superintendent's Email Address: mbradbu@schools.nyc.gov  
Phone Number: 212-356-7563 Fax: 212-356-7514

**Cluster and Network Information**

Cluster Number: CFN 107 Cluster Leader: Chris Groll  
Network Number: 718-923-5173 Network Leader: Nancy Scala

## Section 2: School Leadership Team (SLT) Signature Page

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

### Directions:

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

Name	Position and Constituent Group Represented	Signature (Blue Ink)
Brian Rosenbloom	*Principal or Designee	
Jan Scott	*UFT Chapter Leader or Designee	
June Laroche	*PA/PTA President or Designated Co-President	
Jorge Cotty	DC 37 Representative, if applicable	
Robert Davis Mia King	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
	CBO Representative, if applicable	
Scott Fowler	Member/ Teacher	
Michelle Abofsky	Member/ Teacher	
Vonetta Richards	Member/Parent	
Tonya Carter	Member/Parent	
Rosalia Rosas/Mejia	Member/Parent	
	Member/	

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

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

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

#### The Capacity Framework and SCEP Development

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



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

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

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

<b>The Six Elements of the Capacity Framework</b>	
<ul style="list-style-type: none"> <li> <b>Rigorous Instruction:</b> 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. </li> </ul>	
<ul style="list-style-type: none"> <li> <b>Supportive Environment:</b> The school establishes a classroom and school culture where students feel safe, supported, and challenged by their teachers and peers. </li> </ul>	
<ul style="list-style-type: none"> <li> <b>Collaborative Teachers:</b> 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. </li> </ul>	
<ul style="list-style-type: none"> <li> <b>Effective School Leadership:</b> 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. </li> </ul>	
<ul style="list-style-type: none"> <li> <b>Strong Family-Community Ties:</b> School leadership brings resources from the community into the school building by welcoming, encouraging, and developing partnerships with families, businesses, and community-based organizations. </li> </ul>	
<ul style="list-style-type: none"> <li> <b>Trust:</b> 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 </li> </ul>	

administrators value each other.

## **Accountability Tools and the Capacity Framework**

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

### **NYSED's Six DTSDE Tenets**

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

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

### **NYCDOE's Quality Review (QR)**

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

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

### **Next Steps for SCEP Development**

School Leadership Teams should engage in the following steps:

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

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

## Section 4: SCEP Overview

Develop a narrative summary that includes:

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

Chelsea CTE High School, located in the SoHo section of Manhattan, is committed to educating the leaders of tomorrow in an environment that is safe and supportive. Our graduates are prepared for college, career, and life. To accomplish this, Chelsea offers Advanced Placement courses in US History, Government & Politics, Calculus, Psychology, and Literature & Composition. Our high-quality CTE programs allow students to earn industry-recognized certification in Graphic Arts, C-Tech, A+, and Cisco Systems. In addition, our school's administration works closely with teachers and students to create classroom environments that are rigorous and engaging. Infused throughout our curriculum is a spirit of collaboration and interdisciplinary learning and the arts, including work with the Epic Theatre Ensemble.

### Strengths and Accomplishments

- The school's administration has strategically aligned resources to meet their instructional goals resulting improved instruction that engages all students in rigorous academic tasks that prepare them for college and the workforce.
- The school leaders engage in numerous, frequent observations that have provided teachers with actionable feedback leading to an increase in the quality of student work aligned to the school's instructional focus and teachers' professional goals.
- Teachers are systematically engaged in structured, professional inquiry that promotes school-wide instructional coherence resulting in shared improvements in teacher practice and student achievement, especially for struggling learners.

### Challenges

- Refine Common Core Learning Standards aligned curricula to ensure that all tasks are cognitively engaging and promote higher order thinking skills, resulting in coherence across grades and access to rigorous learning for all students.
- Enhance teaching practices that incorporate multiple entry points into lessons, so that all learners have access to appropriately challenging tasks, resulting in engagement and higher order thinking skills as demonstrated by work products.
- Strengthen and increase teacher assessment practices and variety of checks for understanding in order to make appropriate adjustments at the classroom and teacher team levels, to ensure improved learning outcomes of all students.

## 02M615 School Information Sheet

School Configuration (2014-15)				
Grade Configuration	09,10,11,12	Total Enrollment	443	SIG Recipient
Types and Number of English Language Learner Classes (2014-15)				
# Transitional Bilingual	N/A	# Dual Language	N/A	# Self-Contained English as a Second Language
Types and Number of Special Education Classes (2014-15)				
# Special Classes	N/A	# SETSS	N/A	# Integrated Collaborative Teaching
Types and Number of Special Classes (2014-15)				
# Visual Arts	8	# Music	N/A	# Drama
# Foreign Language	7	# Dance	N/A	# CTE
School Composition (2013-14)				
% Title I Population	74.7%	% Attendance Rate		87.3%
% Free Lunch	76.8%	% Reduced Lunch		5.0%
% Limited English Proficient	4.3%	% Students with Disabilities		20.5%
Racial/Ethnic Origin (2013-14)				
% American Indian or Alaska Native	0.5%	% Black or African American		33.0%
% Hispanic or Latino	56.2%	% Asian or Native Hawaiian/Pacific Islander		7.2%
% White	2.0%	% Multi-Racial		N/A
Personnel (2014-15)				
Years Principal Assigned to School (2014-15)	6.25	# of Assistant Principals (2014-15)		2
# of Deans (2014-15)	N/A	# of Counselors/Social Workers (2014-15)		3
Personnel (2013-14)				
% of Teachers with No Valid Teaching Certificate (2013-14)	N/A	% Teaching Out of Certification (2013-14)		20.8%
% Teaching with Fewer Than 3 Years of Experience (2013-14)	N/A	Average Teacher Absences (2013-14)		7.84
Student Performance for Elementary and Middle Schools (2013-14)				
ELA Performance at levels 3 & 4	N/A	Mathematics Performance at levels 3 & 4		N/A
Science Performance at levels 3 & 4 (4th Grade)	N/A	Science Performance at levels 3 & 4 (8th Grade)		N/A
Student Performance for High Schools (2012-13)				
ELA Performance at levels 3 & 4	92.3%	Mathematics Performance at levels 3 & 4		72.2%
Credit Accumulation High Schools Only (2013-14)				
% of 1st year students who earned 10+ credits	75.4%	% of 2nd year students who earned 10+ credits		77.0%
% of 3rd year students who earned 10+ credits	76.9%	4 Year Graduation Rate		85.4%
6 Year Graduation Rate	78.2%			
Overall NYSED Accountability Status (2014-15)				
Reward		Recognition		
In Good Standing	X	Local Assistance Plan		
Focus District	X	Focus School Identified by a Focus District		
Priority School				
<b>Accountability Status – Elementary and Middle Schools</b>				
Met Adequate Yearly Progress (AYP) in ELA (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	N/A			
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	N/A			
Met Adequate Yearly Progress (AYP) in Science (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	N/A			
<b>Accountability Status – High Schools</b>				
Met Adequate Yearly Progress (AYP) in ELA (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	YES	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	YES			
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	YES	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	YES			
Met Adequate Yearly Progress (AYP) in Graduation Rate (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		YES
Hispanic or Latino	YES	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	YES			

## Section 5: Needs Assessment, Annual Goals and Action Plans

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

### Part 1 – Needs Assessment

<b>Part 1a. HEDI Rating (Highly Effective, Effective, Developing, or Ineffective) for DTSDE Tenet 3:</b> <ul style="list-style-type: none"> <li>For schools that received an Integrated Intervention Team (IIT) School Review Report: Enter the HEDI rating for each assessed Statement of Practice (SOP) on the chart below.</li> <li>For schools that did not receive an IIT School Review, or did not receive a HEDI rating for one or more SOPs: Self-rate your school for that SOP, informed by an analysis of student performance trends and any major findings/recommendations from your Quality Review (QR) or Alternative QR (AQR), and other relevant qualitative and quantitative data. Enter your HEDI self-rating(s) on the chart below.</li> </ul>		
Tenet 3 Statement of Practice (SOP) Addressed		HEDI Rating
3.2	The school leader and staff support and facilitate the quality implementation of rigorous and coherent curricula appropriately aligned to the Common Core Learning Standards (CCLS) in Pre K-12.	E
3.3	Teachers ensure that unit and lesson plans that are appropriately aligned to the CCLS coherent curriculum introduce complex materials that stimulate higher-order thinking and build deep conceptual understanding and knowledge around specific content.	D
3.4	The school leader and teachers ensure that teacher collaboration within and across grades and subjects exists to enable students to have access to a robust curriculum that incorporates the arts, technology and other enrichment opportunities.	HE
3.5	The school leader and teachers develop a data-driven culture based on student needs, assessments and analysis, which leads to strategic action-planning that informs instruction and results in greater student achievement outcomes.	E
<b>Part 1b. Needs/Areas for Improvement:</b> <ul style="list-style-type: none"> <li>Reflect on your school’s HEDI ratings (or self-ratings) in Part 1a, particularly any ratings of <u>D</u>eveloping and <u>I</u>neffective.</li> <li>Summarize your school’s strengths and needs relative to this Capacity Framework element and DTSDE tenet (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data sources.</li> </ul>		
<b>3.2</b> <i>Strengths:</i> <ul style="list-style-type: none"> <li>Systematic plan for providing teachers with pedagogical support aligned to CCLS shifts</li> </ul> <i>Needs:</i> <ul style="list-style-type: none"> <li>Setting goals for all students and subgroups</li> <li>Ensuring that staff use a comprehensive and adaptive curricula, inclusive of clearly developed units aligned with the CCLS</li> </ul>		
<b>3.3</b> <i>Strengths:</i> <ul style="list-style-type: none"> <li>Address student achievement in all grades and subject areas through the use of summative and formative assessments and rubrics</li> </ul> <i>Needs:</i> <ul style="list-style-type: none"> <li>Teachers use lesson plans that are inconsistently aligned to CCLS or are aligned to the CCLS but do not use a variety of complex materials that incorporate a progression of sequenced and scaffolded skills</li> </ul>		
<b>3.4</b> <i>Strengths:</i> <ul style="list-style-type: none"> <li>Teachers consistently use comprehensive and adaptive plans to form partnerships and create interdisciplinary curricula targeting the arts, technology, and other enrichment opportunities</li> </ul>		

### 3.5

#### Strengths:

- Teachers have and use strategic comprehensive assessment systems for using multiple measures of data

#### Needs:

- Teachers are learning to provide feedback based on data to address student ownership of learning

#### Goal and Action Plan

- Teacher grade level and subject area teams, led by teacher facilitators, will reinforce the school’s instructional strengths and strengthen the school’s instructional needs
- At the subject area meetings, teachers will create CCLS aligned tasks and analyze student work products that result in adjusted lessons and tasks where teachers’ pedagogical moves will better address students’ learning needs and gaps in knowledge
- Teacher teams will ensure that any adjustments to curriculum incorporate the CCLS instructional shifts
- Teachers will measure the success of lesson/curricular adjustments through data collection and analysis

(from 2013-14 Priority and Focus School Quality Review Abbreviated Report with DTSDE aligned recommendations)

### Part 2 – Annual Goal

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

By June 2015, teachers will refine CCLS-aligned curricula to ensure that all tasks are cognitively engaging and promote higher order thinking skills, resulting in coherence across grades and access to rigorous learning for all students as measured by lesson and unit plans, classroom observations, and post observation feedback.

### Part 3 – Action Plan

<b>Activities/Strategies:</b> Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including: <ul style="list-style-type: none"> <li>• Research-based instructional programs, professional development, and/or systems and structures needed to impact change</li> <li>• 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).</li> <li>• Strategies to increase parent involvement and engagement</li> <li>• Activities that address the Capacity Framework element of Trust</li> </ul>	<b>Target Group(s)</b> Who will be targeted?	<b>Timeline</b> What is the start and end date?	<b>Key Personnel</b> Who is responsible for implementing and overseeing the activity/strategy?
Led by Assistant Principals, teacher teams and individual teachers will assess the rigor of their CCLS-aligned tasks with the Tri-State Rubric.	All	September 2014-June 2015	Assistant Principals
Teacher teams, led by a teacher facilitator for each grade level who is supported by an outside professional developer, will collect and evaluate student work products that are the results of teachers integrating CCLS-aligned curricula into their lesson and unit planning.	All	September 2014-June 2015	Teacher facilitators
Through PupilPath, monthly parent newsletters, PTA meetings, and Parent-Teacher Conferences, teachers and administrators will effectively involve and communicate with families about the school’s CC-aligned curricula and high expectations.	All	September 2014-June 2015	Administration and teachers
In post-observation conferences and reports, administrators will focus on how teachers design coherent instruction that is appropriately differentiated for individual learners and engages students in high-	All	September 2014-June 2015	Members of the administration

level cognitive activity.			
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**Part 4 – Resources Needed**

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

The work will require teachers to attend all common planning time meetings and is in part supported by the professional developers at Teaching Matters Inc.

**Part 5 – Budget and Resource Alignment**

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

	Tax Levy		Title I Basic		Title I 1003(a)		Title IIA		Title III		P/F Set-aside		Grants
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List below any additional funding sources that will be utilized to support achievement of the goal.

Title I Priority Focus SWP

**Part 6 – Progress Monitoring**

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

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

ELA teachers administered a CCLS-aligned baseline assessment in their respective classrooms on September 9 and 10. Teachers will then administer a benchmark during the week of November 21 and an end of term assessment in January.

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

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

## Section 5: Needs Assessment, Annual Goals and Action Plans

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

### Part 1 – Needs Assessment

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

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

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

**Part 1b. Needs/Areas for Improvement:**

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

- Need a formalized plan that clearly delineates the interconnectedness of each stakeholder’s role in providing student supports
  - Need protocols and processes for stakeholders to discuss their roles in providing appropriate supports for all groups of students.
  - Communicate the formalized plan to all parents
  - Provided a range of supports and steps for parents to assist their children with social/ emotional developmental health needs.
- (from 2013-14 Priority and Focus School Quality Review Abbreviated Report with DTSDE aligned recommendations)*

### Part 2 – Annual Goal

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

By June 2015, the school will increase the social/emotional developmental health supports by creating and implementing a formalized plan that includes protocols, processes and discusses roles for all stakeholders. This will be measured by the decreased number of incident reports and anecdotal reports of students discussed at team meetings and communication logs.

### Part 3 – Action Plan

<b>Activities/Strategies:</b> Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including: <ul style="list-style-type: none"> <li>Research-based instructional programs, professional development, and/or systems and structures needed to impact change</li> <li>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).</li> <li>Strategies to increase parent involvement and engagement</li> <li>Activities that address the Capacity Framework element of Trust</li> </ul>	<b>Target Group(s)</b> <i>Who will be targeted?</i>	<b>Timeline</b> <i>What is the start and end date?</i>	<b>Key Personnel</b> <i>Who is responsible for implementing and overseeing the activity/strategy?</i>
<ul style="list-style-type: none"> <li>Create a formalized plan with protocols and procedures for supporting the social/emotional developmental health needs of all students.</li> </ul>	All	September 2014-June 2015	School Building Leaders, Dean, Teachers, and Parent Coordinator
<ul style="list-style-type: none"> <li>Clearly identify the ladder of referral, protocols and procedures to all stakeholders.</li> </ul>	All	September 2014-June 2015	All
<ul style="list-style-type: none"> <li>Communicate to all parents the ladder of referral, procedures/ protocols for supporting the social/ emotional developmental health needs for their children via communication logs, anecdotal reports and resources.</li> <li>Create a list of resources and a range of supports to communicate to the parents.</li> </ul>	All	September 2014-June 2015	All
<ul style="list-style-type: none"> <li>Create a list of resources and a range of supports to communicate to the parents.</li> </ul>	All	September 2014-June 2015	All

**Part 4 – Resources Needed**

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

Heart of Change Consultants; Planning with strategic stakeholders, PTA and parent coordinator, and partnerships with external organizations, such as The Door.

**Part 5 – Budget and Resource Alignment**

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

X	Tax Levy		Title I Basic		Title I 1003(a)		Title IIA		Title III		P/F Set-aside		Grants
List below any additional funding sources that will be utilized to support achievement of the goal.													
Title I Priority Focus SWP													

**Part 6 – Progress Monitoring**

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

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

<ul style="list-style-type: none"> <li>Specify a timeframe for mid-point progress monitoring activities.</li> </ul>				
<ul style="list-style-type: none"> <li>Benchmarks: September 2014, February 2015, June 2015 by reviewing incident reports, anecdotal reports, team meeting attendance sheets and communication logs.</li> <li>February 2015 is the midpoint progress monitoring activities.</li> </ul>				
<b>Part 6b. Complete in February 2015.</b>				
<ul style="list-style-type: none"> <li>Did the school meet the mid-point benchmark(s) in the timeframe specified?</li> </ul>		Yes		No
<ul style="list-style-type: none"> <li>If the mid-point benchmark(s) was not met, describe any revisions made to the action plan to achieve the goal?</li> </ul>				

## Section 5: Needs Assessment, Annual Goals and Action Plans

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

### Part 1 – Needs Assessment

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

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

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

**Part 1b. Needs/Areas for Improvement:**

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

4.3

- Teachers did not provide multiple points of access for all students
- There was limited evidence of scaffolding to support struggling students or to provide extensions to challenge high achievers.
- Lack of checks for understanding or making summary statements connecting the work to the Aim of the lesson.

While some teachers asked higher-order thinking questions, many teachers asked low-level questions that required students to recall information or provide one-word responses.  
*(from 2013-14 Priority and Focus School Quality Review Abbreviated Report with DTSDE aligned recommendations)*

### Part 2 – Annual Goal

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

By June 2015, teachers will create CCLS-aligned lessons incorporating multiple points of access for all students, scaffolds to support struggling students and extensions to challenge high achievers, and at least three checks for understandings as measured by observations, UDL checklists, lesson plans, and curricular units, with 80 percent accuracy.

### Part 3 – Action Plan

Activities/Strategies: Detail below the actions, strategies, and activities your school will implement to achieve the identified goal	Target Group(s)	Timeline <i>What is the</i>	Key Personnel <i>Who is responsible</i>
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for this Capacity Framework element, including: <ul style="list-style-type: none"> <li>• Research-based instructional programs, professional development, and/or systems and structures needed to impact change</li> <li>• 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).</li> <li>• Strategies to increase parent involvement and engagement</li> <li>• Activities that address the Capacity Framework element of Trust</li> </ul>	<i>Who will be targeted?</i>	<i>start and end date?</i>	<i>for implementing and overseeing the activity/strategy?</i>
In subject-area team meetings, teachers are engaging in lesson plan study to demonstrate their integration of CCLS aligned curricula	All teachers	September 2014 to June 2015	School building leaders and teacher facilitators
In grade-level team meetings, teachers are engaging in lesson plan study to demonstrate the integration of multiple points of access for all students	All teachers	September 2014 to June 2015	School building leaders and teacher facilitators
In grade-level team meetings, teachers are visiting one another's classrooms to check for the integration of UDL principles.	All teachers	September 2014 to June 2015	School building leaders and teacher facilitators
The administration will conduct formal and informal observations of teachers' effectiveness in their questioning and discussion techniques	All teachers	September 2014 to June 2015	School building leaders

#### **Part 4 – Resources Needed**

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

Heart of Change Consultants, CCLS materials and protocols for analysis (including Tri-State Quality Review Rubric), teacher meeting time; textbooks and supplies.

#### **Part 5 – Budget and Resource Alignment**

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

X	<b>Tax Levy</b>		<b>Title I Basic</b>		<b>Title I 1003(a)</b>		<b>Title IIA</b>		<b>Title III</b>		<b>P/F Set-aside</b>		<b>Grants</b>
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List below any additional funding sources that will be utilized to support achievement of the goal.

Title I Priority Focus SWP

#### **Part 6 – Progress Monitoring**

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

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

By January 2015, teachers will have created at least two units that are CCLS-aligned.

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

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

## Section 5: Needs Assessment, Annual Goals and Action Plans

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

### Part 1 – Needs Assessment

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

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

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

**Part 1b. Needs/Areas for Improvement:**

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

The school provides numerous professional development (PD) opportunities for teachers, from targeted support for newer teachers to leadership opportunities for strong, veteran teachers. The principal has created protected teacher meeting time for both grade and department meetings where teachers can engage in deep professional learning and analysis of student work. Teachers engage in yearly planning retreats, nation-wide presentations (Model Schools), school celebrations, and collaborative planning sessions.

*(from 2013-14 Priority and Focus School Quality Review Abbreviated Report with DTSDE aligned recommendations)*

### Part 2 – Annual Goal

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

By June 2015, 100% of grade and department leaders will have been exposed to various facilitation opportunities, with the support of APs and outside professional developers, leading to an increase in teachers’ leadership skills, as measured by administrative feedback and teacher rating in 4e (Danielson).

### Part 3 – Action Plan

<b>Activities/Strategies:</b> Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including: <ul style="list-style-type: none"> <li>• Research-based instructional programs, professional development, and/or systems and structures needed to impact change</li> <li>• 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).</li> <li>• Strategies to increase parent involvement and engagement</li> <li>• Activities that address the Capacity Framework element of Trust</li> </ul>	<b>Target Group(s)</b> <i>Who will be targeted?</i>	<b>Timeline</b> <i>What is the start and end date?</i>	<b>Key Personnel</b> <i>Who is responsible for implementing and overseeing the activity/strategy?</i>
ICT teachers meet with AP to review weekly grade ICT-led meetings, AP provides support, feedback and mentoring.	ICT SPED teachers	September 2014-June 2015	AP SPED
Department facilitators meet with AP to review the cycle of inquiry and general department-level progress towards school goals	Rotating department facilitators	September 2014-June 2015	AP Supervision

**Part 4 – Resources Needed**

Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc.
Heart of Change Consultants; teacher team time, APs, principals, instructional cabinet

**Part 5 – Budget and Resource Alignment**

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

**Part 6 – Progress Monitoring**

<b>Part 6a.</b> Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. In this part: <ul style="list-style-type: none"> <li>• Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.</li> <li>• Specify a timeframe for mid-point progress monitoring activities.</li> </ul>				
By January 2014, teacher leaders will have led completed one cycle of inquiry				
<b>Part 6b.</b> Complete in <b>February 2015.</b>				
<ul style="list-style-type: none"> <li>• Did the school meet the mid-point benchmark(s) in the timeframe specified?</li> </ul>		Yes		No
<ul style="list-style-type: none"> <li>• If the mid-point benchmark(s) was not met, describe any revisions made to the action plan to achieve the goal?</li> </ul>				

## Section 5: Needs Assessment, Annual Goals and Action Plans

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

### Part 1 – Needs Assessment

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

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

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

**Part 1b. Needs/Areas for Improvement:**

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

The school needs to maintain consultation with constituents to continue to provide professional development to all staff on how to develop and maintain partnerships with external community organizations that are connected to the school’s plan for engaging families.

*(from 2013-14 Priority and Focus School Quality Review Abbreviated Report with DTSDE aligned recommendations)*

### Part 2 – Annual Goal

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

By June 2015, the school will have increased parent outreach and communication by 50% leading to strengthened school-family connections.

### Part 3 – Action Plan

Activities/Strategies: Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including:	Target Group(s) Who will be targeted?	Timeline What is the start and end date?	Key Personnel Who is responsible for implementing and overseeing the activity/strategy?
<ul style="list-style-type: none"> <li>Research-based instructional programs, professional development, and/or systems and structures needed to</li> </ul>			

impact change <ul style="list-style-type: none"> <li>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).</li> <li>Strategies to increase parent involvement and engagement</li> <li>Activities that address the Capacity Framework element of Trust</li> </ul>			
Call and contact logs checked on a weekly basis	School support staff and teachers	September 2014-June 2015	Principal
School Messenger is used to track absences	Students and parents	September 2014-June 2015	Guidance counselors
Parent Coordinator incentives attendance at parent-teacher conferences	Parents	September 2014-June 2015	Parent Coordinator

**Part 4 – Resources Needed**

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

**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.												
	<b>Tax Levy</b>	X	<b>Title I Basic</b>		<b>Title I 1003(a)</b>		<b>Title IIA</b>		<b>Title III</b>		<b>P/F Set-aside</b>	<b>Grants</b>
List below any additional funding sources that will be utilized to support achievement of the goal.												

**Part 6 – Progress Monitoring**

<b>Part 6a.</b> Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. In this part: Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal. Specify a timeframe for mid-point progress monitoring activities.				
By January 2014, systems for parent communication will be up and running, leading to a 25% increased rate of school-to-family communication.				
<b>Part 6b.</b> Complete in <b>February 2015.</b>				
<ul style="list-style-type: none"> <li>Did the school meet the mid-point benchmark(s) in the timeframe specified?</li> </ul>		Yes		No
<ul style="list-style-type: none"> <li>If the mid-point benchmark(s) was not met, describe any revisions made to the action plan to achieve the goal?</li> </ul>				

**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.

<b>Type of Academic Intervention Service (AIS)</b>	<b>Criteria for determining AIS services</b>	<b>Type of Program or strategy (e.g. repeated readings, interactive writings, etc.)</b>	<b>Method for delivery of service (e.g. small group, one-to-one, tutoring, etc.)</b>	<b>When the service is provided (e.g. during the school day, before or after school, etc.)</b>
<b>English Language Arts (ELA)</b>	<ul style="list-style-type: none"> <li>Students who failed the English baseline</li> </ul>	<ul style="list-style-type: none"> <li>Reading practice</li> <li>Fluency strategies</li> <li>Comprehension strategies</li> <li>Writing strategies</li> <li>Common Core shifts</li> <li>Non-fiction reading skills</li> </ul>	<ul style="list-style-type: none"> <li>Small group and individual instruction after school and support as needed during the school day.</li> <li>Push in support during classroom instruction for ELLs and SPED students.</li> <li>Personalized modifications based on teacher assessment results.</li> </ul>	During and after the school day
<b>Mathematics</b>	<ul style="list-style-type: none"> <li>Students at risk for failing math</li> </ul>	<ul style="list-style-type: none"> <li>Computation strategies</li> <li>Mathematical thinking</li> <li>Common Core shifts</li> </ul>	<ul style="list-style-type: none"> <li>Small group and individual instruction after school and support as needed during the school day.</li> <li>Push in support during classroom instruction for ELLs and SPED students.</li> <li>Personalized modifications based on teacher assessment</li> </ul>	During and after the school day

			results.	
<b>Science</b>	<ul style="list-style-type: none"> <li>Students at risk for failing science</li> </ul>	<ul style="list-style-type: none"> <li>Content review</li> <li>Lab completion support</li> <li>Common Core shifts</li> </ul>	<ul style="list-style-type: none"> <li>Small group and individual instruction after school and support as needed during the school day.</li> <li>Push in support during classroom instruction for ELLs and SPED students.</li> <li>Personalized modifications based on teacher assessment results.</li> </ul>	During and after the school day
<b>Social Studies</b>	<ul style="list-style-type: none"> <li>Students at risk for failing social studies</li> </ul>	<ul style="list-style-type: none"> <li>Content review</li> <li>Non-fiction reading skills</li> <li>Essay writing</li> <li>Comprehension strategies</li> </ul>	<ul style="list-style-type: none"> <li>Small group and individual instruction after school and support as needed during the school day.</li> <li>Push in support during classroom instruction for ELLs and SPED students.</li> <li>Personalized modifications based on teacher assessment results.</li> </ul>	During and after the school day
<b>At-risk services</b> <i>(e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)</i>	<ul style="list-style-type: none"> <li>Non-mandated students who are designated as at risk by teachers and</li> </ul>	<ul style="list-style-type: none"> <li>Social skill building</li> <li>College and career readiness skills</li> <li>Personal resiliency skills</li> </ul>	<ul style="list-style-type: none"> <li>Guidance Counselors provide individual and group counseling.</li> <li>Facilitation of</li> </ul>	During and after the school day

	counselors	•	classroom presentations. <ul style="list-style-type: none"> <li>• Referrals to the SBST</li> <li>• Referrals to Community Based Organizations.</li> <li>• Facilitation of parent-student meetings.</li> <li>• Facilitates the growth of students by career exploration.</li> <li>• Facilitates the growth of students by post-secondary exploration.</li> </ul>	
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## 02M615 School Information Sheet Key

School Configuration (2014-15)			
Grade Configuration	09,10, 11,12	Total Enrollment	443      SIG Recipient
Types and Number of English Language Learner Classes (2014-15)			
# Transitional Bilingual	N/A	# Dual Language	N/A      # Self-Contained English as a Second Language
Types and Number of Special Education Classes (2014-15)			
# Special Classes	N/A	# SETSS	N/A      # Integrated Collaborative Teaching
Types and Number of Special Classes (2014-15)			
# Visual Arts	8	# Music	N/A      # Drama
# Foreign Language	7	# Dance	N/A      # CTE
School Composition (2013-14)			
% Title I Population	74.7%	% Attendance Rate	87.3%
% Free Lunch	76.8%	% Reduced Lunch	5.0%
% Limited English Proficient	4.3%	% Students with Disabilities	20.5%
Racial/Ethnic Origin (2013-14)			
% American Indian or Alaska Native	0.5%	% Black or African American	33.0%
% Hispanic or Latino	56.2%	% Asian or Native Hawaiian/Pacific Islander	7.2%
% White	2.0%	% Multi-Racial	N/A
Personnel (2014-15)			
Years Principal Assigned to School (2014-15)	6.25	# of Assistant Principals (2014-15)	2
# of Deans (2014-15)	N/A	# of Counselors/Social Workers (2014-15)	3
Personnel (2013-14)			
% of Teachers with No Valid Teaching Certificate (2013-14)	N/A	% Teaching Out of Certification (2013-14)	20.8%
% Teaching with Fewer Than 3 Years of Experience (2013-14)	N/A	Average Teacher Absences (2013-14)	7.84
Student Performance for Elementary and Middle Schools (2013-14)			
ELA Performance at levels 3 & 4	N/A	Mathematics Performance at levels 3 & 4	N/A
Science Performance at levels 3 & 4 (4th Grade)	N/A	Science Performance at levels 3 & 4 (8th Grade)	N/A
Student Performance for High Schools (2012-13)			
ELA Performance at levels 3 & 4	92.3%	Mathematics Performance at levels 3 & 4	72.2%
Credit Accumulation High Schools Only (2013-14)			
% of 1st year students who earned 10+ credits	75.4%	% of 2nd year students who earned 10+ credits	77.0%
% of 3rd year students who earned 10+ credits	76.9%	4 Year Graduation Rate	85.4%
6 Year Graduation Rate	78.2%		
Overall NYSED Accountability Status (2014-15)			
Reward		Recognition	
In Good Standing	X	Local Assistance Plan	
Focus District	X	Focus School Identified by a Focus District	
Priority School			
<b>Accountability Status – Elementary and Middle Schools</b>			
Met Adequate Yearly Progress (AYP) in ELA (2012-13)			
American Indian or Alaska Native	N/A	Black or African American	N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander	N/A
White	N/A	Multi-Racial	N/A
Students with Disabilities	N/A	Limited English Proficient	N/A
Economically Disadvantaged	N/A		
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)			
American Indian or Alaska Native	N/A	Black or African American	N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander	N/A
White	N/A	Multi-Racial	N/A
Students with Disabilities	N/A	Limited English Proficient	N/A
Economically Disadvantaged	N/A		
Met Adequate Yearly Progress (AYP) in Science (2012-13)			
American Indian or Alaska Native	N/A	Black or African American	N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander	N/A
White	N/A	Multi-Racial	N/A
Students with Disabilities	N/A	Limited English Proficient	N/A
Economically Disadvantaged	N/A		
<b>Accountability Status – High Schools</b>			
Met Adequate Yearly Progress (AYP) in ELA (2012-13)			
American Indian or Alaska Native	N/A	Black or African American	N/A
Hispanic or Latino	YES	Asian or Native Hawaiian/Other Pacific Islander	N/A
White	N/A	Multi-Racial	N/A
Students with Disabilities	N/A	Limited English Proficient	N/A
Economically Disadvantaged	YES		
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)			
American Indian or Alaska Native	N/A	Black or African American	N/A
Hispanic or Latino	YES	Asian or Native Hawaiian/Other Pacific Islander	N/A
White	N/A	Multi-Racial	N/A
Students with Disabilities	N/A	Limited English Proficient	N/A
Economically Disadvantaged	YES		
Met Adequate Yearly Progress (AYP) in Graduation Rate (2012-13)			
American Indian or Alaska Native	N/A	Black or African American	YES
Hispanic or Latino	YES	Asian or Native Hawaiian/Other Pacific Islander	N/A
White	N/A	Multi-Racial	N/A
Students with Disabilities	N/A	Limited English Proficient	N/A
Economically Disadvantaged	YES		

## 02M615 School Information Sheet Key

School Configuration (2014-15)			
Grade Configuration	09,10, 11,12	Total Enrollment	443      SIG Recipient
Types and Number of English Language Learner Classes (2014-15)			
# Transitional Bilingual	N/A	# Dual Language	N/A      # Self-Contained English as a Second Language
Types and Number of Special Education Classes (2014-15)			
# Special Classes	N/A	# SETSS	N/A      # Integrated Collaborative Teaching
Types and Number of Special Classes (2014-15)			
# Visual Arts	8	# Music	N/A      # Drama
# Foreign Language	7	# Dance	N/A      # CTE
School Composition (2013-14)			
% Title I Population	74.7%	% Attendance Rate	87.3%
% Free Lunch	76.8%	% Reduced Lunch	5.0%
% Limited English Proficient	4.3%	% Students with Disabilities	20.5%
Racial/Ethnic Origin (2013-14)			
% American Indian or Alaska Native	0.5%	% Black or African American	33.0%
% Hispanic or Latino	56.2%	% Asian or Native Hawaiian/Pacific Islander	7.2%
% White	2.0%	% Multi-Racial	N/A
Personnel (2014-15)			
Years Principal Assigned to School (2014-15)	6.25	# of Assistant Principals (2014-15)	2
# of Deans (2014-15)	N/A	# of Counselors/Social Workers (2014-15)	3
Personnel (2013-14)			
% of Teachers with No Valid Teaching Certificate (2013-14)	N/A	% Teaching Out of Certification (2013-14)	20.8%
% Teaching with Fewer Than 3 Years of Experience (2013-14)	N/A	Average Teacher Absences (2013-14)	7.84
Student Performance for Elementary and Middle Schools (2013-14)			
ELA Performance at levels 3 & 4	N/A	Mathematics Performance at levels 3 & 4	N/A
Science Performance at levels 3 & 4 (4th Grade)	N/A	Science Performance at levels 3 & 4 (8th Grade)	N/A
Student Performance for High Schools (2012-13)			
ELA Performance at levels 3 & 4	92.3%	Mathematics Performance at levels 3 & 4	72.2%
Credit Accumulation High Schools Only (2013-14)			
% of 1st year students who earned 10+ credits	75.4%	% of 2nd year students who earned 10+ credits	77.0%
% of 3rd year students who earned 10+ credits	76.9%	4 Year Graduation Rate	85.4%
6 Year Graduation Rate	78.2%		
Overall NYSED Accountability Status (2014-15)			
Reward		Recognition	
In Good Standing	X	Local Assistance Plan	
Focus District	X	Focus School Identified by a Focus District	
Priority School			
<b>Accountability Status – Elementary and Middle Schools</b>			
Met Adequate Yearly Progress (AYP) in ELA (2012-13)			
American Indian or Alaska Native	N/A	Black or African American	N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander	N/A
White	N/A	Multi-Racial	N/A
Students with Disabilities	N/A	Limited English Proficient	N/A
Economically Disadvantaged	N/A		
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)			
American Indian or Alaska Native	N/A	Black or African American	N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander	N/A
White	N/A	Multi-Racial	N/A
Students with Disabilities	N/A	Limited English Proficient	N/A
Economically Disadvantaged	N/A		
Met Adequate Yearly Progress (AYP) in Science (2012-13)			
American Indian or Alaska Native	N/A	Black or African American	N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander	N/A
White	N/A	Multi-Racial	N/A
Students with Disabilities	N/A	Limited English Proficient	N/A
Economically Disadvantaged	N/A		
<b>Accountability Status – High Schools</b>			
Met Adequate Yearly Progress (AYP) in ELA (2012-13)			
American Indian or Alaska Native	N/A	Black or African American	N/A
Hispanic or Latino	YES	Asian or Native Hawaiian/Other Pacific Islander	N/A
White	N/A	Multi-Racial	N/A
Students with Disabilities	N/A	Limited English Proficient	N/A
Economically Disadvantaged	YES		
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)			
American Indian or Alaska Native	N/A	Black or African American	N/A
Hispanic or Latino	YES	Asian or Native Hawaiian/Other Pacific Islander	N/A
White	N/A	Multi-Racial	N/A
Students with Disabilities	N/A	Limited English Proficient	N/A
Economically Disadvantaged	YES		
Met Adequate Yearly Progress (AYP) in Graduation Rate (2012-13)			
American Indian or Alaska Native	N/A	Black or African American	YES
Hispanic or Latino	YES	Asian or Native Hawaiian/Other Pacific Islander	N/A
White	N/A	Multi-Racial	N/A
Students with Disabilities	N/A	Limited English Proficient	N/A
Economically Disadvantaged	YES		

## Section 7: Title I Program Information

**Directions:**

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

**Part 1: Title I Status**

Indicate with an “X” your school’s Title I Status.

<b>X</b>	<b>Schoolwide Program (SWP)</b>		<b>Targeted Assistance (TA) Schools</b>		<b>Non-Title I</b>
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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 teachers at Chelsea CTE High School are highly qualified; they are fully certified teachers assigned to teach in their license area.

**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).

Chelsea High School works closely with Teaching Matters in order to work towards aligning curriculum to the CCLS. Additionally, the APs works with teacher teams to further inquiry work.

**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.

The MOSL committee met in September to decide on state and local assessments.

**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 codes<sup>1</sup>. To be eligible for the flexibility consolidation of Federal funds enables, a Schoolwide Program school must identify in its Schoolwide plan (SCEP) which programs are included in its consolidation and the amount each program contributes to the consolidated Schoolwide pool. Additionally, the school plan must document that it has met the intent and purposes of each program whose funds are consolidated<sup>2</sup>. **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.	
			<b>Column A</b> Verify with an (X)	<b>Column B</b> Page # Reference(s)
Title I Part A (Basic)	Federal	\$244,998.00	X	p. 11, p. 13, p. 20
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	\$2,647,132.00	X	p. 13, p. 16, p. 18

**<sup>1</sup>Explanation/Background:**

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

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

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

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

<sup>2</sup>The **intent and purposes** of the Federal programs indicated on the chart above (Part 4C of this section) are as follows:

- **Title I, Part A – Schoolwide Programs:** To upgrade the entire educational program in the school in order to improve the academic achievement of all students, particularly the lowest-achieving students. This includes provision of services for Students in Temporary Housing (STH).
- **Title I School Improvement 1003(a)** - support implementation of school improvement activities identified through the Diagnostic Tool for School and District Effectiveness (DTSDE) reviews or a school review with district oversight and included in the DCIP/SCEP.
- **Title I Priority and Focus School Improvement Funding:** support implementation of school improvement plans that aims to improve instruction and address the identified needs
- **Title II, Part A:** Supplementary funding to improve student academic achievement by reducing class size in grades K, 1, 2, and 3, with an emphasis on grades with average register greater than 20. If space is not available to form additional classes, funds may support push-in teacher(s) to supplement the instructional program.
- **Title III, Part A:** To help ensure that children with limited English proficiency become proficient in English, develop high academic attainment in English, and meet the same challenging State academic content and achievement standards in the core academic subjects that all other children are expected to meet. Another purpose of this program is to increase the capacity of schools to establish, implement and sustain high-quality language instruction programs and English language development programs that assist schools in effectively teaching students with limited English proficiency. Title III, Part A is also designed to promote the participation of parents and communities of limited English proficient children in English language instruction programs.
- **Title III Immigrant:** Supplementary and enhanced services to LEP/ELL immigrant students, in the areas of English language acquisition and content area achievement.

**Important Note:** The following funds may not be consolidated:

- **Title I Parent Involvement Set-aside:** Title I, Part A funds must support parent involvement activities and programs. Chancellor’s Regulation A-655 requires School Leadership Teams to consult with Title I parent representatives regarding the Title I program and the use of these funds. Parent involvement activities funded through Title I must be included in the parent involvement policy and aligned with student achievement goals in the school comprehensive educational plan.
- **Title I Priority and Focus School Parent Engagement Set-aside:** Additional set-aside is to enable greater and more meaningful parent participation in the education of their children.

- **IDEA:** To ensure that all children with disabilities have available to them a free appropriate public education designed to meet their individual needs.
- **Grant funds awarded via a competitive process, including Title I 1003(g) SIG or SIF funds:** These funds must be used for the purposes specified by the Grantor, as described in the school's approved grant application.

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

*(Required for All Title I Schools)*

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

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

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

---

### Parent Involvement Policy (PIP) Template

Educational research shows a positive correlation between effective parental involvement and student achievement. The overall aim of this policy is to develop a parent involvement program that will ensure effective involvement of parents and community in the school. **[School name]**, 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. **[School name]** 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 1<sup>st</sup> 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 1<sup>st</sup> of each school year for parents of students participating in the Title I program to inform them of the school's Title I status and funded programs and their right to be involved;
- arranging additional meetings at other flexible times, e.g., morning, evening and providing (if necessary and funds are available) transportation or child care for those parents who cannot attend a regular meeting;
- respecting the rights of limited English proficient families to receive translated documents and interpretation services in order to ensure participation in the child's education;
- providing information related to school and parent programs, meetings and other activities is sent to parents of participating children in a format and to the extent practicable in a language that parents can understand;
- involving parents in the planning process to review, evaluate and improve the existing Title I programs, Parent Involvement Policy and this Compact;

- providing parents with timely information regarding performance profiles and individual student assessment results for each child and other pertinent individual school information;
- ensuring that the Parent Involvement Policy and School-Parent Compact are distributed and discussed with parents each year;

*Provide parents reasonable access to staff by:*

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

*Provide general support to parents by:*

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

**II. Parent/Guardian Responsibilities:**

- monitor my child's attendance and ensure that my child arrives to school on time as well as follow the appropriate procedures to inform the school when my child is absent;
- ensure that my child comes to school rested by setting a schedule for bedtime based on the needs of my child and his/her age;
- check and assist my child in completing homework tasks, when necessary;
- read to my child and/or discuss what my child is reading each day (for a minimum of 15 minutes);
- set limits to the amount of time my child watches television or plays video games;
- promote positive use of extracurricular time such as, extended day learning opportunities, clubs, team sports and/or quality family time;
- encourage my child to follow school rules and regulations and discuss this Compact with my child;
- volunteer in my child's school or assist from my home as time permits;
- participate, as appropriate, in the decisions relating to my child's education;

- communicate with my child’s teacher about educational needs and stay informed about their education by prompting reading and responding to all notices received from the school or district;
- respond to surveys, feedback forms and notices when requested;
- become involved in the development, implementation, evaluation and revision to the Parent Involvement Policy and this Compact;
- participate in or request training offered by the school, district, central and/or State Education Department learn more about teaching and learning strategies whenever possible;
- take part in the school’s Parent Association or Parent-Teacher Association or serve to the extent possible on advisory groups, e.g., Title I Parent Committees, School or District Leadership Teams;
- share responsibility for the improved academic achievement of my child;

**III. Student Responsibilities:**

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

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

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

## Part I: School ELL Profile

### A. School Information [i](#)

District <b>Oh</b>	Borough <b>Manhattan</b>	School Number <b>615</b>
School Name <b>Chelsea Career and Technical</b>		

### 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 <b>Brian Rosenbloom</b>	Assistant Principal <b>Robert Mitchell</b>
Coach <b>type here</b>	Coach <b>type here</b>
ESL Teacher <b>Nicki Gonias</b>	Guidance Counselor <b>Linda Lawrence</b>
Teacher/Subject Area <b>Nicki Elliott/English</b>	Parent <b>Suhaily Rodriguez</b>
Teacher/Subject Area <b>Pat Cumiskey/Special Ed</b>	Parent Coordinator <b>Carmen Damian</b>
Related Service Provider <b>S. Eshaghi</b>	Other <b>type here</b>
Network Leader(Only if working with the LAP team) <b>type here</b>	Other <b>type here</b>

### 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.	<b>1</b>	Number of certified bilingual teachers <u>not</u> currently teaching in a bilingual program	<b>0</b>	Number of teachers who hold both content area and ESL certification	
Number of certified bilingual teachers currently teaching in a bilingual program	<b>0</b>	Number of certified NLA/foreign language teachers	<b>1</b>	Number of teachers who hold both a bilingual extension and ESL certification	<b>0</b>
Number of certified ESL teachers <u>not</u> currently teaching in the ESL program	<b>0</b>	Number of teachers currently teaching a self-contained ESL class who hold both a common branch license and ESL certification	<b>0</b>	Number of special education teachers with bilingual extensions	<b>0</b>

### D. Student Demographics

Total number of students in school (Excluding Pre-K)	<b>450</b>	Total number of ELLs	<b>19</b>	ELLs as share of total student population (%)	<b>4.22%</b>
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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 checked="" type="checkbox"/>	If yes, indicate language(s):
Dual language program	Yes <input type="checkbox"/>	No <input checked="" type="checkbox"/>	If yes, indicate language(s):

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

ELL Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Tot #
<b>Transitional Bilingual Education</b> (60%:40% → 50%:50% → 75%:25%)														0
<b>Dual Language</b> (50%:50%)														0
<b>Freestanding ESL</b>														
SELECT ONE										12	1	3	3	19
SELECT ONE														0
<b>Total</b>	0	0	0	0	0	0	0	0	0	12	1	3	3	19

## B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	19	Newcomers (ELLs receiving service 0-3 years)	5	ELL Students with Disabilities	10
SIFE	0	ELLs receiving service 4-6 years	4	Long-Term (completed 6+ years)	10

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	5		4	4		4	10		4	19

ELLs by Subgroups										
ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)				
	All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD	Total
<b>Total</b>	5	0	4	4	0	4	10	0	4	19
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
<b>TOTAL</b>	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
<b>TOTAL</b>	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	
<b>TOTAL</b>	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										11	1	3	1	16
Chinese													1	1
Russian														0
Bengali													1	1
Urdu														0
Arabic														0
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other										1				1
<b>TOTAL</b>	<b>0</b>	<b>12</b>	<b>1</b>	<b>3</b>	<b>3</b>	<b>19</b>								

## Part III: Assessment Analysis

### Assessment Breakdown

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

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

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Beginner(B)														0
Intermediate(I)										1	1			2
Advanced (A)										11		3	3	17
Total	<b>0</b>	<b>12</b>	<b>1</b>	<b>3</b>	<b>3</b>	<b>19</b>								

**NYSESLAT Modality Analysis**

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

**NYSESLAT Modality Analysis**

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

**NYS ELA**

Grade	Level 1	Level 2	Level 3	Level 4	Total
3					0
4					0
5					0
6					0
7					0
8	8	1		1	10
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	6		3				1		10
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	2	0	2	
Integrated Algebra	6	0	6	
Geometry	3	0	3	
Algebra 2/Trigonometry	1	0	0	
Math _____				
Biology				
Chemistry				
Earth Science				
Living Environment	4	0	4	
Physics				
Global History and Geography	5	0	4	
US History and Government	3		2	
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.  
Most of our students enter high school testing at below grade level in ELA and Mathematics, as shown in their 8<sup>th</sup> grade State exams. They are already at a disadvantage. The school has made a concerted effort to provide needed supports and interventions. Our focus on teaching writing skills to all students has substantially increased the pass rates on the ELA, Living Environment and Global

Regents exams. We encourage teachers to attend to the needs of these students by reviewing new vocabulary words in advance, pairing students with English speakers, or in some cases, native speakers when students are having difficulty grasping a particular concept. Students may receive scaffolded work assignments if appropriate.

2. What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?  
NYSESLAT modalities show that students score higher in listening and speaking modalities than they do in reading and writing.
3. How will patterns across NYSESLAT modalities—reading/writing and listening/speaking—affect instructional decisions? How does your school use information about Annual Measurable Achievement Objectives? What does the data reveal? (see [SED memo](#) and [AMAQ tool](#))  
The school has implemented a Writing Across the Curriculum initiative for all grade level at our weekly grade-level team meetings. Working with our professional development team and the Assistant Principal for Humanities, the ELA instructor for each particular grade level facilitates the team meetings and works with teachers to implement the writing strategy in their classrooms. Following a Looking at Student Work protocol, teachers analyze the effectiveness of each of the strategies—making predictions, cause and effect writing, quick writes--for student subgroups including ELLs.
4. For each program, answer the following:
  - a. What are the patterns across proficiencies and grades? How are ELLs faring in tests taken in English as compared to the native language?
  - b. Describe how the school leadership and teachers are using the results of the ELL Periodic Assessments.
  - c. What is the school learning about ELLs from the Periodic Assessments? How is the native language used?Our ELLs are intermediate and advanced who choose to take Regents exams in English rather than in their native language. Our data shows that they have been successful, most passing the Regents exams they take on the first try. We do not use the ELL Periodic Assessment.
5. Describe how your school uses data to guide instruction for ELLs within the Response to Intervention (RtI) framework (for grades K-5). (see [RtI Guide for Teachers of ELLs](#).)  
Not applicable.
6. How do you make sure that a child’s second language development is considered in instructional decisions?  
The school has implemented a Writing Across the Curriculum initiative for all grade level at our weekly grade-level team meetings. Working with our professional development team and the Assistant Principal for Humanities, the ELA instructor for each particular grade level facilitates the team meetings and works with teachers to implement the writing strategy in their classrooms. Following a Looking at Student Work protocol, teachers analyze the effectiveness of each of the strategies—making predictions, cause and effect writing, quick writes--for student subgroups including ELLs.
7. For dual language programs, answer the following:
  - a. How are the English-proficient students (EPs) assessed in the second (target) language?
  - b. What is the level of language proficiency in the second (target) language for EPs?
  - c. How are EPs performing on State and City Assessments?Not Applicable.
8. Describe how you evaluate the success of your programs for ELLs (e.g. meeting AYP for ELLs, etc.).  
Achieving proficiency as per the NYSESLAT is the primary indicator we use to evaluate the success of our ESL program. Thirteen out of 16 students who took the NYSESLAT last Spring moved up one proficiency level, 6 of them achieving proficiency. In the past two years, 15 students total have reached proficiency. We also look at Regents pass rates to evaluate the success. Twenty-four of 27 Regents exams taken by our current ELLs were passed. We therefore feel that the support we are providing our ELLs has been beneficial and we will continue to provide interventions as necessary.

## Part IV: ELL Identification Process

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

1. Describe the steps followed for the initial identification of ELLs. These steps must include administering the Home Language Identification Survey (HLIS) which includes the informal oral interview in English and in the native language, and the formal initial assessment. Identify the person(s) responsible, including their qualifications, for conducting the initial screening, administering the HLIS, the LAB-R (if necessary), and the formal initial assessment. (Refer to [ELL Policy Brief](#) and [EPIC](#).)

Students are identified by the pupil accounting secretary through the completion of the Home Language Identification Survey (HLIS) forms by the parents. When the secretary determines that the language code is a language other than English she immediately contacts the Assistant Principal in charge of the ESL department, who then contacts the ESL teacher to ask for her to review the HLIS. The Assistant Principal orally interviews the individual student and parent/guardian in order to confirm the native language of the student (usually Spanish). When this process is complete, arrangements are made for the LAB-R to be administered. The ESL teacher administers the Long version of the LAB-R, which includes the Listening, Reading, Writing and Speaking sections. After the test is completed, the ESL teacher manually grades the LAB-R, utilizing the answer key provided and follow the LAB-R scale score in order to determine if the student's language proficiency level is at a Beginner, Intermediate, Advanced or Proficient level. If the student falls below proficient, the student is identified as an English Language Learner (ELL) needing ESL services.

2. What structures are in place at your school to ensure that parents understand all three program choices (Transitional Bilingual, Dual Language, Freestanding ESL)? Please describe the process, outreach plan, and timelines.

In September the Assistant Principal in charge of the ESL department meets with the bilingual Parent Coordinator and discusses the process of informing newly arrived ELL's parents of their three program choices (Transitional Bilingual, Dual Language and Freestanding ESL). In this meeting, the family receives an ELL parent package containin the following documents in English and in Spanish:

- a brief description of the three ELL programs (TBE, DL, ESL)
- Entitlement letter
- Program Selection form
- Parent Survey form

The Orientation is offered as needed throughout the school year. In September within the 10 days process the ESL teacher monitors the incoming newly arrived students and once a student is identified as an ELL by the ESL teacher she informs the Assistant Principal and the bilingual Parent Coordinator (Speaks English/Spanish), who then begin the outreach by calling the identified ELL parent to arrange an orientation session with the parents and provide the folder package and review each content in English or Spanish. The Assistant Principal and Parent Coordinator also shows the parents the video that was provided by the DOE, which explains in English or Spanish the three programs and the process that parents can take to ensure that their child receive the ELL support that they are entitled. Once the orientation video is completed time is provided for parents to ask question and complete the forms provided. At that point, the parents are asked to fill out and sign the parent survey form and the program selection form. The Assiatnt principal provided answers to the parents' questions and collect the necessary forms and make copies and keep a record of the form (the entitlement letter, parent survey, and the program selection) and they are filed in the Assistant principal's office. To date, all of our parents have requested for the Free Standing ESL program that Chelsea offers. However, the ESL teacher and the Assistant Principal are constantly monitoring the parent survey and program selection to determine if we should open up a Transitional Bilingual Education Program. The ESL teacher and the Assistant Principal constantly monitors the parent program selection form and if the the number of the TBE is 15 or more the school will take necessary measures and open a TBE program. The parents will be notified via phone call and or, letter mailed informing parents that Chelsea will open a TBE program in order to satisfied parents entitled program preference.

3. Describe how your school ensures that entitlement letters are distributed and Parent Survey and Program Selection forms are returned, and secured/stored. (If a form is not returned, the default program for ELLs is Transitional Bilingual Education as per CR Part 154 [\[see tool kit\]](#).)

As described above, entitlement letters are distributed and Parent Survey and Program Selection forms are returned at the Parent Orientation. For parents wo do not attend after considerable outreach, the Assistant Principal and Parent Coordinator collaborate to ensure that parents receive all materials and follow up outreach continues.

4. Describe the criteria used and the procedures followed to place identified ELL students in bilingual or ESL instructional programs; description must also include any consultation/communication activities with parents in their native language.

Newly identified ELLs are placed in an appropriate free-standing ESL class according to their score on the LAB-R. The Assistant Principal, Parent Coordinator and ESL teachers communicate and coordinate all outreach to the parents to ensure that they attend a Parent Orientation as described above. For ELL returning and incoming ELLs, in September, the Assistant Principal in charge of the ESL department meets with the two certified ESL teachers and school programer to evaluate and analyze the NYSESLAT scores of all ELLs, former ELLs and incoming ELLs. This is done in order to categorize and determine the level of proficiency each student are in English and place them accordingly to their perspective ESL class, which are aligned with Beginner, Intermediate or Advanced levels. Students who have tested Proficient in the NYSESLAT will continue to receive ESL support for one year through the ESL Push-In model.

5. Describe the steps taken to administer all sections of the New York State English as a Second Language Achievement Test (NYSESLAT) to all ELLs each year.

Each Spring the Assistant Principal and ESL teacher schedule all ELLs for each part of the NYSESLAT. Students are scheduled as

- early in the testing window as possible to ensure that there is time to administer make-up exams for students who are absent.
6. After reviewing the Parent Survey and Program Selection forms for the past few years, what is the trend in program choices that parents have requested? (Please provide numbers.) Are the program models offered at your school aligned with parent requests? If no, why not? How will you build alignment between parent choice and program offerings? Describe specific steps underway. *i*
- Currently we are offering free standing ESL program because that is where our parents are interested in placing their children.

## 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\*](#))
- What are the organizational models (e.g., departmentalized, push-in [co-teaching], pull-out, collaborative, self-contained)?
  - 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])?
- Chelsea High School runs a Free Standing ESL program in order to assist and prepare the ELLs to meet the required State standards. This program uses both the Pull-Out and Push-in model, as well as collaborative team teaching. Each model addresses both informal and formal language acquisition through developing skills in listening, speaking, reading and writing. This includes hand-on activities, demonstrations, and a variety of visual aids that are used to increase and enhance content and language comprehension.
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)?
- How are explicit ESL, ELA, and NLA instructional minutes delivered in each program model as per CR Part 154 (see table below)?
- Our Free Standing ESL program consists of a schedule that provides all ELLs their mandated amount of ESL and ELA minutes. The students are grouped homogeneously by language proficiency level (Beginner, Intermediate and Advanced) and receive ESL through the use of the Pull-Out model (self-contained) for 66 minutes daily (330 minutes of ESL a week). There are two Pull-Out ESL classes, one for Beginners and the other for Intermediate. The beginner level class has 16 students and consists of a certified ESL teacher. The intermediate level class has 15 students and consists of a certified ESL teacher trained in QTEL. Both ESL teachers attend ELA department meetings on a weekly basis for the purpose of developing an ESL curriculum that contains literacy content

imbedded with ESL strategies. This approach is taken in order to maximize the Literacy content, as well as language acquisition support to better prepare our ELLs for the NYSESLAT and ELA state exams. The ELL students with an English proficiency level of Advanced or Proficient (2 years of service only) receives 66 minutes of ELA daily (330 minutes of ELA a week) by a certified ELA teacher. Advanced ELLs receive their ESL through the use of the Co-Teaching model in Social Studies along with the intermediate and beginner ELLs.

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

The certified ESL teacher and the certified Social Studies content teacher Co-Teach in Social Studies for 60 minutes daily (300 minutes of ESL a week). Both teachers work collaboratively in creating lesson plans and delivery of instruction in order to adapt the content-area lesson according to the language level and learning abilities of all the ELLs. ESL strategies include a number of scaffolding approaches such as modeling, bridging and contextualization through Balanced Literacy. As in Balanced Literacy students will engage in independent reading and writing, read-aloud and shared reading. Students work in cooperative groups and the use of word walls that includes vocabulary and usage are implemented during the delivery of instruction. ELL Students are provided with word-to word translation dictionaries (Spanish/English). ELLs are able to do research, write reports and do oral presentations and work in teams for oral presentations based on their language abilities.

The delivery of instruction for ELLs in Science and Mathematics is done by the teachers utilizing materials that are modified for the ELL students in addition to appropriate scaffolding strategies such as visuals, articles, manipulatives, hands-on activities, graphic organizers, word wall, and word-to-word translated dictionaries. These materials are made available for the Science, Math and Social Studies teachers in order to ensure that all the ELLs are provided various approaches in learning the content area as well as supporting the language acquisition. Fortunately, we have a bilingual Paraprofessional and they follow their class with ELLs and provide language support for the ELLs that are in need in Science, Math and Social Studies

4. How do you ensure that ELLs are appropriately evaluated in their native languages throughout the year?  
All classes are taught in English however, students are provided translated edition of the textbook in math, social studies and science as well as content-based classroom library in English and Spanish. With the exception of ELA, students are provided translated copies of all state and city testing materials. In addition, bilingual paraprofessionals provide language support throughout the day in the content-area classes
5. How do you ensure that ELLs are appropriately evaluated in all four modalities of English acquisition throughout the year?  
The ESL teacher evaluates students in all modalities formally and informally throughout the year in order to provide additional supports and interventions as necessary.
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).

Chelsea's instructional plan for SIFE, Long Term ELLs, and students with disabilities is a content-based literacy approach in which accelerating the English acquisition as well as the academic development through the use of the content-area texts such as the social studies textbook, a science article, a math conceptual word problem. Also, the ESL and content-area teachers implements expository texts such as an historical analysis essay, a lab report, and an explanation on how a problem is solved in math. Teachers provide explicit instruction in language and literacy skills such as vocabulary activities that focuses on context, which provide meaningful purposes for reading and writing. This content-based approach anchors instruction in the literacy demands facing SIFE students, rather than learning the basic reading skills. Teachers evaluate the targeted students' needs relative to content knowledge and to content specific language and literacy demands. Teachers also plan their lesson with awareness of the content knowledge and concepts that students need to know based on grade level content standards. For instance, in respect for literacy a SIFE student may lack the skill of scanning the textbook chapter for key terms and in respect to the language a SIFE student may lack the vocabulary for the key concepts or lack the understanding of a particular sentence structure to explain a process. The ESL teachers and the content-area teachers have additional materials in order to create a content-based literacy approach such as content classroom library(English/Spanish), the Oxford content-based picture dictionaries, and high interest/low level books. Smartboard and laptops are also utilized in the content-area classes in order to create high interest for the targeted ELLs and develop the English language through creating interactive content-based lessons and visual presentations (i.e, powerpoint) as additional support for content comprehension.

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?

After a great deal of professional development at grade-level and subject-area meetings, Chelsea teachers integrate the following strategies into their lessons to provide access to academic content areas and accelerate English language development: Repeated Reading, Close Reading, Think-Pair-Share, Guided Reading, Anticipation Guides, K-W-L charts, among others.

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?

Teachers scaffold their curriculum and instruction in three areas: process, content, and assessment. Teachers also adapt their teaching, with the support of their ICT and ELL teachers, to meet the needs of their students with IEP's.

### 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
<b>FOR TBE /DL PROGRAMS:</b> 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

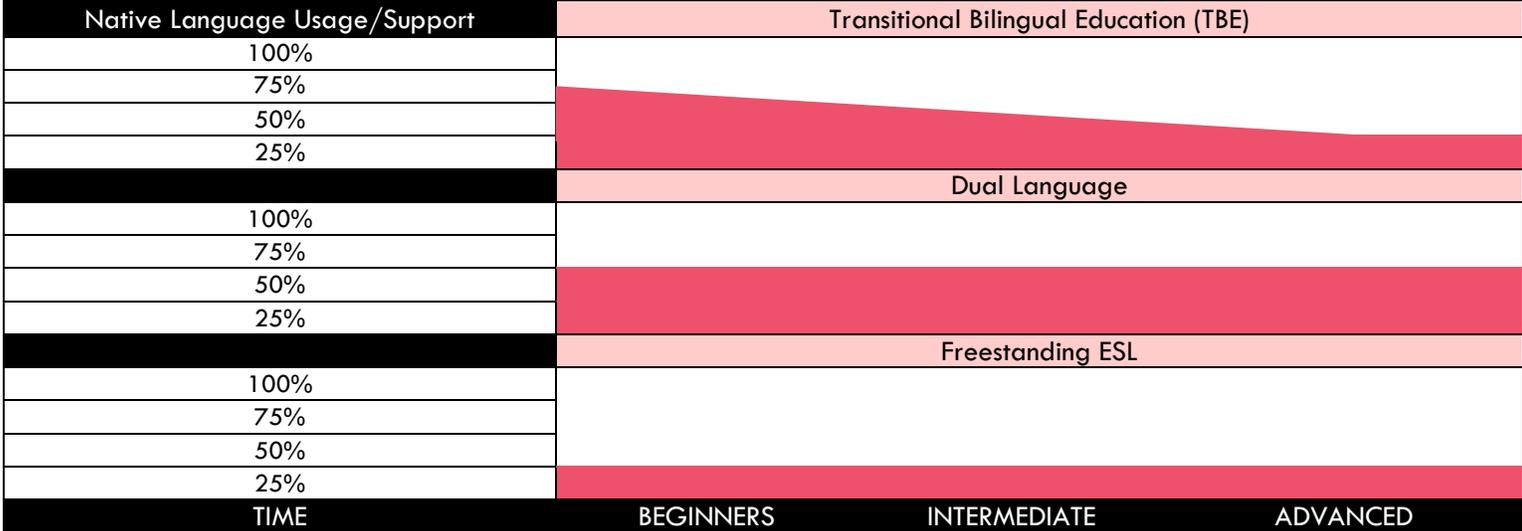
	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	540 minutes per week	360 minutes per week	180 minutes per week

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

	<b>Beginning</b>	<b>Intermediate</b>	<b>Advanced</b>
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
<b>FOR TBE /DL PROGRAMS:</b> 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.

The school has dedicated a large amount of financial resources to provide intervention opportunities throughout the day for the ELL population. Specifically, students attend ESL class for sixty-six minutes a day (total of 330 minutes a week). In addition, a licensed ESL teacher co-teaches the Social Studies class in order to infuse ESL strategies for a total of sixty minutes a day (300 total minutes a week). Finally, the ELL students receive an Academic Enrichment period once a day for sixty minutes (300 total minutes a week) which is taught by a certified ESL teacher to further support language acquisition and fluency in both reading and writing.

10. Describe the effectiveness of your current program and how it is meeting the needs of your ELLs in both content and language development.

Achieving proficiency as per the NYSESLAT is the primary indicator we use to evaluate the success of our ESL program. Thirteen out of 16 students who took the NYSESLAT last Spring moved up one proficiency level, 6 of them achieving proficiency. In the past two years, 15 students total have reached proficiency. We also look at Regents pass rates to evaluate the success. Twenty-four of 27 Regents exams taken by our current ELLs were passed. We therefore feel that the support we are providing our ELLs has been beneficial and we will continue to provide interventions as necessary.

11. What new programs or improvements will be considered for the upcoming school year?

None

12. What programs/services for ELLs will be discontinued and why?

None

13. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.

All Targeted ELLs will be offered admission to the Chelsea's After-School or Saturday program where teachers meet with students in small group environments utilizing strategies supporting their academic classes and regent exams. The instructional goal of this after school and Saturday Academy is to improve Reading and Writing skills and help them prepare for the English Language Arts and NYSESLAT assessments.

14. What instructional materials, including technology, are used to support ELLs (include content area as well as language materials; list ELL subgroups if necessary)?

Reference materials include dictionaries, thesaurus, as well as Lexile and grade level appropriate texts. Teachers use manipulatives to teach phonics. Use of computer technology include interactive grammar programs.

15. How is native language support delivered in each program model (TBE, Dual Language, and ESL)?

All classes are taught in English however, students are provided translated edition of the textbook in math, social studies and science as well as content-based classroom library in English and Spanish. With the exception of ELA, students are provided translated copies of all state and city testing materials. In addition, bilingual paraprofessionals provide language support throughout the day in the content-area classes.

16. Explain how the required services support, and resources correspond to ELLs' ages and grade levels.

Teachers in their lesson planning include reading materials that are appropriate to students' reading levels and interests.

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.

All incoming students, including ELL's, are expected to complete a summer reading assignment and to submit to their ELA teacher their responses to reading comprehension questions. Students' work is assessed and is integrated into the teacher's planning.

18. What language electives are offered to ELLs?

Spanish

19. For schools with dual language programs:

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

Not applicable

### C. Professional Development and Support for School Staff

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

Our ESL teachers are encouraged to attend professional development seminars in order to remain current concerning effective instructional methodologies for ELLs. All grade level teachers meet on a weekly basis to discuss effective literacy strategies for students in general and ELLs in particular. Additionally, the ninth grade team discusses transitional difficulties students may have with the ninth grade guidance counselor during these meetings.

### 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?

Our ESL teachers are encouraged to attend professional development seminars in order to remain current concerning effective instructional methodologies for ELLs. All grade level teachers meet on a weekly basis to discuss effective literacy strategies for students in general and ELLs in particular. Additionally, the ninth grade team discusses transitional difficulties students may have with the ninth grade guidance counselor during these meetings.

### 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: Chelsea

School DBN: 02M615

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Brian Rosenbloom	Principal		
Robert Mitchell	Assistant Principal		
Carmen Damian	Parent Coordinator		
Nicki Gonias	ESL Teacher		
Suhaily Rodriguez	Parent		
Nicki Elliott/English	Teacher/Subject Area		
Pat Cumiskey	Teacher/Subject Area		
	Coach		
	Coach		
Linda Lawrence	Guidance Counselor		
	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: **2M615** School Name: **Chelsea High School**

Cluster: **\_\_\_\_\_** Network: **CFN 107**

**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**

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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.

Within the first month of school, we reviewed ATS and blue emergency card contact information to determine which students came from non-English speaking homes. We conducted interviews with students concerning their home language and any translation services parents or guardians might need. Response letters and forms were sent home to assess for limited English speaking parents.

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.

For many families, Spanish is the primary language spoken at home. All of these parents receive notifications in English and Spanish, although most are fluent in both languages. These results were shared at a SLT meeting that included representatives from the Parents Association. Results were also shared at a staff meeting in the beginning of the school year.

## Part B: Strategies and Activities

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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.

Bilingual personnel on staff as pedagogues, student/family support personnel, paraprofessionals, and members of the School Leadership Team address these needs with translation services in writing for communication sent or mailed home and for literatures available about the school at school functions. At Parent Association meetings, parents may also volunteer to translate and facilitate small group discussions for parents who are limited in their ability to speak English. Parents are informed in writing of the availability of translators and of their right to use an adult friend or family member to provide translation.

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.

Professional and paraprofessional staff also translates at school meetings, Parents' Association meetings, and for parent-teacher conferences when necessary. Signage in the building is in both English and Spanish, including the names of key personnel who can assist non-English speaking parents in addressing needs at school.

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

As mentioned above, all parents whose primary language is other than English receive all school notices in both their primary language and English. This includes notification on parental rights regarding translation and how to obtain translation services in the school. There are signs in the entrance way and in the main office reminding parents of these rights as well. Parents will also be made aware of the Office of Translation and other resources within the Department of Education.