



2014-15
SCHOOL COMPREHENSIVE EDUCATIONAL PLAN
(SCEP)

DRAFT – PENDING NYSED APPROVAL

DBN: (i.e. 01M001):	24Q485
School Name:	GROVER CLEVELAND HIGH SCHOOL
Principal:	DENISE VITTOR

School Comprehensive Educational Plan (SCEP) Outline

Section 1: School Information Page

Section 2: School Leadership Team (SLT) Signature Page

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

Section 4: SCEP Overview

Section 5: Needs Assessment, Annual Goals and Action Plans

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

Section 6: Academic Intervention Services (AIS)

Section 7: Expanded Learning Time (ELT)

Section 8: Title I Program Information

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

Section 1: School Information Page

School Information

School Name: Grover Cleveland School Number (DBN): 24Q485
School Level: High School Grades Served: 9-12
School Address: 21-27 Himrod Street Queens NY 11385
Phone Number: 718-381-9600 Fax: 718-417-8457
School Contact Person: Denise Vittor Email Address: dvittor@schools.nyc.gov
Principal: Denise Vittor
UFT Chapter Leader: Brian Gavin
Parents' Association President: Martha Carpio/Rosemarie Damato
SLT Chairperson: Brian Gavin
Student Representative(s): Ashley Perez

District Information

District: 24 Superintendent: Juan Mendez
Superintendent's Office Address: 30-48 Linden Place Flushing NY 11354
Superintendent's Email Address: JMendez2@schools.nyc.gov
Phone Number: 718-281-7696 Fax: 718-281-7519

Cluster and Network Information

Cluster Number: 2 Cluster Leader: Despina Zaharakis
Network Number: 202 Network Leader: Nancy Di Maggio

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)
Denise Vittor	*Principal or Designee	
Brian Gavin	*UFT Chapter Leader or Designee	
Martha Carpio	*PA/PTA President or Designated Co-President	
Daniel Luna	DC 37 Representative, if applicable	
Ashley Perez	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
	CBO Representative, if applicable	
Stephanie Orengo	Member/ Teacher	
Gregory Ambrosini	Member/APO, CSA	
Reynaldo A. Cabrera	Member/ Student	
Rosemary Hennessey	Member/ Parent	
Fatima Abughazaleh	Member/ Parent	
Bertha Vera	Member/ Parent	
Rosemarie Damato	Member/ Parent, PA Co-President	
Selma AbuGhazaleh	Member / Student	

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

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

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

The Capacity Framework and SCEP Development

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



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

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

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

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

Accountability Tools and the Capacity Framework

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

NYSED's Six DTSDE Tenets

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

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

NYCDOE's Quality Review (QR)

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

- 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) and complete the ELT program description.
- **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.

1. Contextual information about your school’s community and its unique/important characteristics, including your school’s mission statement and a description of strategic collaborations/ partnerships and/or special initiatives being implemented.

Grover Cleveland High School’s diverse student population mirrors the community it serves, which is primarily the Ridgewood, Bushwick, Maspeth, Glendale and Williamsburg neighborhoods. Students from other areas of Queens and New York City attend our school, as well, creating an international atmosphere of respect and tolerance. The school continues to welcome and educate students who are new to the country and New York City. As the demographics of the neighborhoods shift, so does our population. This year at Grover Cleveland High School, over 40 different languages and cultures are spoken and represented. Our population is diverse and celebrated.

As a comprehensive high school, we continue to provide a supportive environment for our students and their families. We have various programs for our students with special needs, including programs for the visually impaired, alternate assessment classes, integrated co-teaching, self-contained, and Special Education Teacher Support Services (SETTS) classes. Students who struggled in the ninth grade and did not get promoted to the tenth grade have an opportunity to make up courses in the Achieve Now Academy. Here, students can take 9th grade courses to make up past courses while still taking 10th grade courses. The goal of this program is to have students return to their cohort. We provide our English Language Learners (ELL) with English as a Second Language(ESL) and/or Bilingual Spanish content area classes according to parent choice, with a focus on college and career readiness. Our ESL program provides classes for all levels of English Language proficiency. Supports for our ELL’s include the use of technology and software such as Achieve 3000 to give students additional exposure to reading and language. We offer workshops and information sessions at our Parent’s Association (PA) meetings and throughout the year on topics such as: adolescent mental health issues, ESL, and using technology to help our students.

Our students participate in various after school activities including 28 PSAL sports teams, extracurricular programs with the YMCA and Vaughn College, Key Club and Student Council. We pride ourselves in giving back to the community and have developed partnerships with neighboring elementary schools. Our yearly Fall Festival gives local elementary students a safe trick or treat haven complete with arts, crafts, games, goodies and a live haunted house. Our lifeguarding/water safety instructor students teach children ages 4 – 9 to swim every Friday afternoon. We have partnered with elementary school PS 290, to provide soccer and swim programs. Our students run Blood Drives with the Red Cross, participate in numerous charitable events with community organizations, and visit senior citizen centers to facilitate technology workshops or perform music. Our App development class participates in Y-PLAN, a program from the University of California at Berkeley that showcases student’s skills in order to help resolve a community issue. In fact, our students were invited to present their apps in Washington DC at a Y-PLAN conference, to the guest of honor, a member of President Obama’s cabinet.

Our mission is to provide the services our students need to succeed beyond high school in a culturally diverse setting. Therefore, almost all of our budget is dedicated to full time personnel – teachers, support staff and administration. Additional funding is utilized to provide extended day services such as extra help, online coursework, sports and clubs. We have Small Learning Communities (SLC’s) which strengthen the relationship between adults and the students they teach, with each team focusing on the instruction, supports and successes of their students. Students entering the Ninth Grade Academy engage in Common Core coursework, with supports such as double period ELA class for students below the 50th percentile in literacy. All students choose their career pathway “major” for grades 10 through 12 in one of the following areas: Engineering, Information Technology, Entrepreneurship, Hospitality and Tourism, Water Safety Instructor/Lifeguarding, Emergency Medical Technician (EMT) or Personal Training, Visual Art, Music, or Theater. These

majors connect to an SLC: the Science Technology Engineering and Mathematics (STEM) Academy, The Academy of Business, Hospitality and Tourism, The Allied Health and Athletics Academy, and the Academy of the Arts. Many of the career pathways have a culminating technical exam. Last year, our students successfully passed these exams and were granted advanced status, college credit, industry certification/licensure or all three. Over 50 students were certified as lifeguards/water safety instructors; 100% of the students passed the National Occupational Competence Testing Institute (NOCTI) Hospitality and Tourism Exam, Cardiopulmonary Resuscitation(CPR) and First Aid tests; and over 80% of the students passed the C-Tech Media Installation, EMT and Database Exams. Now that we have had students take the full sequence, we will be applying for CTE program approval this year. When approved, these programs will enable students to receive Advanced Regents Diplomas, whereas now they benefit the students but it does not elevate their diploma status. Grover Cleveland HS also offers 9 AP courses and 6 College Now courses through LaGuardia Community College each year.

2. School strengths, accomplishments, and challenges. Among the three evaluative visits conducted during the first semester of this school year, common themes arose:

Strengths of our school have been identified as follows:

Our school has implemented several shifts in structure and pedagogy over the last few years that have changed the way we teach and students learn. This begins with ensuring all administrators prioritize their role as instructional leaders and provide the necessary professional learning opportunities to ensure all teachers are supported and use data for instructional planning. We have embarked upon a continuous journey of improvement centered on increasing college and career opportunities for our students and creating a culture of achievement.

Our fundamental belief is that student engagement is the key to student success. The administrators and faculty have focused on increasing student engagement in every classroom by implementing engaging strategies on a daily basis. Engagement and assessment in daily lessons through questioning and discussion is present. Common Core Learning Standards and shifts are being integrated into units and lessons, raising the level of rigor in every content area.

In a world of shrinking resources, our school is determined to provide programs above and beyond the traditional requirements. Our students all have access to CTE and Arts programs, Foreign Languages, Advanced Placement and College level courses. This remains true even as some of our funding sources have changed or have been diminished. We believe it is important to do more for students with what resources we have.

At Grover Cleveland HS, we fully implement the Danielson Framework for Teaching (DFT) in accordance with the NYC Department of Education (NYCDOE) guidelines. In addition, we meet with every teacher for post observation conferences regardless of the length or type of observation. It is our belief that feedback through personal interaction and rich educational conversation in the post observation conferences are instrumental for teacher engagement and improvement. Written feedback is always provided, as well. We utilize the online tools to track teacher progress towards highly effective practices and provide targeted supports where needed. Each Assistant Principal conducts an initial conference, observes the teacher in the manner the teacher has selected (informal, formal, 4, or 6 observations). The Danielson model has afforded us the means to deliver frequent targeted feedback and effect positive change in instructional practice. Lessons have incorporated the Common Core shifts, and Learning Standards, and multiple entry points in class discussions, questions and answers. Instruction is more engaging with the use of class activities and opportunities for application of skill/knowledge. The school has successfully implemented the Danielson Framework for Teaching to improve teacher practices through frequent observations, post observation conferences and feedback.

Needs of our school have been identified as follows:

Our overall population has decreased over the last 3 years, but our ELL and SWD populations have remained constant so that the demographics have begun to shift. Therefore, more ESL teachers and Special Education teachers were needed and have been hired. We have a significant population of students who have recently arrived in this country, as well as long term ELL's and SIFE students who exhibit different needs and have different mandates than those of our other students. Our students with special needs are receiving varied services depending upon need and academic strengths

Our teachers are engaging in continuous formative classroom assessment but it continues to be an area of development. Observations show faculty are continually improving in these areas and are building capacity for more targeted differentiation. Teachers and content area supervisors have aligned lessons and units to the common core and NYS standards. In addition, teachers constantly review their lessons to address data driven best practices and ensure they are present during instruction. Questioning and discussion has been revised and improved to include evidence based prompts, scaffolding and multiple entry points, higher order thinking questions and whole class responses to check for understanding. In class activities, include reading and writing with the opening writing assignment either reviewing or introducing a topic and a summative assignment to assess learning. The assessments and objectives are aligned to the common core and NYS content standards. Teachers encourage student to student interaction, goal setting and reflection in order to track progress toward objectives and standards in their classes. Content area teams review progress and challenges with the implementation of their units and lessons on a regular basis. Small Learning Communities conduct inquiry to review progress with student subgroups and targeted academic skills. The SLC teams weekly inquiry meetings are resulting in analysis of student work and an interdisciplinary focus on common core literacy skills. The 2 math teams (Common Core Algebra and Geometry) are meeting weekly to review implementation successes and challenges of their lessons and units and collecting data on student performance. Assessments are directly aligned to the curriculum and the standards so that students are aware of what is expected of them in every content area. Pre, post and summative assessments are used across all grades and subject areas so that there is consistency and standards based instruction and alignment. In addition, teachers work with students to develop personal student goals and plan next steps for success. Many teachers utilize a portfolio method of student work and assessments so that students can review, add and revise their work, and track their progress.

Teachers incorporate student goals to engage students in their own learning. In addition, teachers will have students revise and correct their own work, or have student pairs review each other's work so that reflection becomes part of the class routine. Teachers have pre and post assessments and utilize these assessments to inform their instruction. Teachers then utilize the data from assessments to plan and differentiate instruction. Teachers review student work and performance on assessments offering ongoing feedback for improvement and next steps. Assessments in each of the subject areas are explicitly aligned to the curriculum. Teachers gather data about their students through school-wide, group, and individual soft data in order to effectively plan instruction. Teachers then adapt and/or modify lesson plans to address student needs and strengths. With a focus on student engagement, various activities are planned, purposeful grouping is implemented and student choice is enacted. Multiple entry points for ELLs and IEP students are present in lessons and units.

The DTSDE Tenet(s) and the key areas of focus for this school year are as follows:

Areas in which the school made growth:

Based on the 2013-2014 School Quality Review, GCHS increased its capacity to cultivate the development of overarching systems and partnerships that support and sustain social and emotional developmental health. The school articulated and systematically promoted a vision for social and emotional developmental health that was connected to learning experiences and resulted in building a safer and healthier environment for families, teachers and students.

Areas of focus for this school year:

Teachers utilizing instructional practices and strategies that are organized around annual, unit and daily lesson plans to meet established student goals and promote high levels of student engagement and inquiry.

Teachers providing coherent, appropriately aligned Common Core Learning Standards (CCLS)-based instruction that leads to multiple points of access for all students to achieve targeted goals.

3. School Challenges:

Teachers have integrated instructional strategies into their daily lessons to increase student engagement. Questioning and discussion is a focus of improvement. Faculty members have participated in professional development sessions on utilizing Webb's Depth of Knowledge, and the revised Bloom's Taxonomy to increase rigor for all students. There are still a few teachers who are overarching in the courses they teach and teachers who teach 6 classes due to budget constraints. This has hindered our ability to have 100% of the teachers belong to an SLC, so that every teacher is collaborating within an interdisciplinary team for the benefit of our students.

Declining enrollment resulted in a decision not to replace the Assistant Principal to supervise the Science Department. Realignment of the roles and responsibilities of the administrative cabinet is ongoing.

The large student population and their varied academic needs required smaller learning communities and multiple extended learning opportunities. This necessary decision has made consistent curriculum design opportunities difficult to finance.

24Q485 School Information Sheet

School Configuration (2014-15)				
Grade Configuration	09,10,11,12	Total Enrollment	1841	SIG Recipient
				No
Types and Number of English Language Learner Classes (2014-15)				
# Transitional Bilingual	N/A	# Dual Language	N/A	# Self-Contained English as a Second Language
				N/A
Types and Number of Special Education Classes (2014-15)				
# Special Classes	29	# SETSS	18	# Integrated Collaborative Teaching
				24
Types and Number of Special Classes (2014-15)				
# Visual Arts	16	# Music	24	# Drama
				5
# Foreign Language	47	# Dance	N/A	# CTE
				15
School Composition (2013-14)				
% Title I Population	66.3%	% Attendance Rate	79.0%	
% Free Lunch	68.2%	% Reduced Lunch	6.7%	
% Limited English Proficient	23.0%	% Students with Disabilities	16.9%	
Racial/Ethnic Origin (2013-14)				
% American Indian or Alaska Native	0.3%	% Black or African American	5.2%	
% Hispanic or Latino	64.4%	% Asian or Native Hawaiian/Pacific Islander	9.3%	
% White	20.3%	% Multi-Racial	N/A	
Personnel (2014-15)				
Years Principal Assigned to School (2014-15)	3.13	# of Assistant Principals (2014-15)	9	
# of Deans (2014-15)	N/A	# of Counselors/Social Workers (2014-15)	9	
Personnel (2013-14)				
% of Teachers with No Valid Teaching Certificate (2013-14)	N/A	% Teaching Out of Certification (2013-14)	14.0%	
% Teaching with Fewer Than 3 Years of Experience (2013-14)	0.1%	Average Teacher Absences (2013-14)	8.16	
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	45.0%	Mathematics Performance at levels 3 & 4	48.9%	
Credit Accumulation High Schools Only (2013-14)				
% of 1st year students who earned 10+ credits	73.3%	% of 2nd year students who earned 10+ credits	69.1%	
% of 3rd year students who earned 10+ credits	59.3%	4 Year Graduation Rate	58.1%	
6 Year Graduation Rate	66.3%			
Overall NYSED Accountability Status (2014-15)				
Reward		Recognition		
In Good Standing		Local Assistance Plan		
Focus District	X	Focus School Identified by a Focus District		
Priority School	X			
Accountability Status – Elementary and Middle Schools				
Met Adequate Yearly Progress (AYP) in ELA (2012-13)				
American Indian or Alaska Native	N/A	Black or African American	N/A	
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander	N/A	
White	N/A	Multi-Racial	N/A	
Students with Disabilities	N/A	Limited English Proficient	N/A	
Economically Disadvantaged	N/A			
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)				
American Indian or Alaska Native	N/A	Black or African American	N/A	
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander	N/A	
White	N/A	Multi-Racial	N/A	
Students with Disabilities	N/A	Limited English Proficient	N/A	
Economically Disadvantaged	N/A			
Met Adequate Yearly Progress (AYP) in Science (2012-13)				
American Indian or Alaska Native	N/A	Black or African American	N/A	
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander	N/A	
White	N/A	Multi-Racial	N/A	
Students with Disabilities	N/A	Limited English Proficient	N/A	
Economically Disadvantaged	N/A			
Accountability Status – High Schools				
Met Adequate Yearly Progress (AYP) in ELA (2012-13)				
American Indian or Alaska Native	N/A	Black or African American	N/A	
Hispanic or Latino	YES	Asian or Native Hawaiian/Other Pacific Islander	YES	
White	NO	Multi-Racial	N/A	
Students with Disabilities	NO	Limited English Proficient	NO	
Economically Disadvantaged	NO			
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)				
American Indian or Alaska Native	N/A	Black or African American	N/A	
Hispanic or Latino	YES	Asian or Native Hawaiian/Other Pacific Islander	YES	
White	NO	Multi-Racial	N/A	
Students with Disabilities	NO	Limited English Proficient	NO	
Economically Disadvantaged	NO			
Met Adequate Yearly Progress (AYP) in Graduation Rate (2012-13)				
American Indian or Alaska Native	N/A	Black or African American	N/A	
Hispanic or Latino	NO	Asian or Native Hawaiian/Other Pacific Islander	YES	
White	YES	Multi-Racial	N/A	
Students with Disabilities	YES	Limited English Proficient	NO	
Economically Disadvantaged	NO			

Section 5: Needs Assessment, Annual Goals and Action Plans

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

Part 1 – Needs Assessment

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

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

Tenet 3 Statement of Practice (SOP) Addressed		HEDI Rating
3.2	The school leader and staff support and facilitate the quality implementation of rigorous and coherent curricula appropriately aligned to the Common Core Learning Standards (CCLS) in Pre K-12.	E
3.3	Teachers ensure that unit and lesson plans that are appropriately aligned to the CCLS coherent curriculum introduce complex materials that stimulate higher-order thinking and build deep conceptual understanding and knowledge around specific content.	E
3.4	The school leader and teachers ensure that teacher collaboration within and across grades and subjects exists to enable students to have access to a robust curriculum that incorporates the arts, technology and other enrichment opportunities.	E
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

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.

Based on the 2013-2014 school quality review report, GCHS ‘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.

The Quality Review report listed the following recommendation for this tenet:
Ensure that curricula and academic tasks emphasize CCLS instructional shifts and rigorous habits that result in cognitive engagement for all students.

A Priority and Focus School Recommendations report listed the following recommendations for this tenet:

- Leverage the department meeting schedule so that there is a formal process for infusing the CCLS shifts in literacy and math into all content area lessons with additional time allocated to social studies and science.
- Provide additional training in utilizing grade-appropriate complex text and creating text-dependent activities that elicit increased cognitive processes.
- Create a formal professional learning opportunities plan that leverages the English as a Second Language (ESL) and Special Education teachers’ training to help content area teachers adapt material for all groups of learners.
- Continue to administer common assessments to formally measure the effectiveness of curricular adaptations and make adjustments when necessary.

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 expand the implementation of the Common Core Learning Standards (CCLS) to include literacy/content standards in social studies, science, technology and geometry, as measured by student work samples collected and examined during teacher team inquiry meetings.

Part 3 – Action Plan

<p>Activities/Strategies: Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Strategies to increase parent involvement and engagement • Activities that address the Capacity Framework element of Trust 	<p>Target Group(s) <i>Who will be targeted?</i></p>	<p>Timeline <i>What is the start and end date?</i></p>	<p>Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i></p>
<p>1. Instructional Actions/Strategies/Activities</p> <ul style="list-style-type: none"> • Teachers will develop a curriculum map using the EngageNY Modules and the Association of Mathematics Assistant Principals of New York City curriculum map for Geometry. • Assistant Principals and Principal observe teachers formally and informal then provide actionable feedback using the Danielson Framework for Teaching. • Teachers will utilize vocabulary instruction strategies such as the Frayer Model, KWL (what you Know-what you Want to know- what you Learned) charts, gallery walks, and the use of content area glossaries and dictionaries. • Teachers and literacy coach will develop a list of key Global History terms and create activities and word walls that reinforce the learning of these words • Teachers will revise curriculum maps and utilize Universal Design for Learning principles to develop multiple entry points for ELLs, ISSs, and advanced learners. • Item analysis of last year’s Regents examinations to determine Global History terms that were unfamiliar to students • Teachers will pilot Big Ideas Math Geometry program, utilizing graphing calculators to extend rigorous thinking and activities for students. 	<p>Teachers of ELLs, Geometry, Science, Social Studies, Science, and Technology teachers</p>	<p>October 2014-May 2015</p>	<p>Network Achievement Coach, ELL Consultant, Assistant Principals, Literacy Coaches, SLC Coordinators</p> <p>Department supervisor, geometry teachers, and Big Ideas Learning representative</p>
<p>2. Professional Learning</p> <ul style="list-style-type: none"> • Teachers attend monthly professional learning sessions provide by the cluster, network, consultants, assistant 	<p>Teachers of ELLs, Geometry, Science, Social</p>	<p>September 2014-June 2015</p>	<p>Department Supervisors, ELL consultant, LDC</p>

principals, literacy coaches, and SLC coordinators	Studies, Science, and Technology teachers		team
3. Transformational Systems and Structures <ul style="list-style-type: none"> Teachers engage in inquiry based structured professional collaborations evaluating and adjusting the Common Core Geometry curriculum in response to student learning needs. Teachers and administrators collaborate on the development of a teacher improvement plan Teachers develop unit plans that reflect the literacy or mathematics instructional shifts found in the CCLS. These unit plans are reviewed by assistant principals and actionable feedback is provided 	Geometry teachers Teachers who received a developing or ineffective final Measures of Teaching Practice (MOTP) rating last school year All teachers	From September 2014 to June 2015	Department supervisor and geometry teachers All assistant principals of supervision and principal
Parental Engagement and Involvement <ul style="list-style-type: none"> The new common core Geometry course overview and updates are shared with parents and guardians A monthly letter listing the Global History vocabulary words to be reviewed for the month will be sent to parents and guardians Mailed correspondence informing parents and the community on the monthly professional learning sessions, what students will learn, updates regarding the new Global History and US History Common Core Standards and Assessments, the Geometry Common Core Regents Examination, the list of Global History terms will be displayed in the school shared with the faculty Progress reports and Report Cards are distributed six times per semester Parent teacher conferences are held twice per year 	Parents/Guardians of students enrolled in Common Core Geometry Course	September 2014 and February 2015	Department Supervisor, Geometry Teachers Language Access Plan point person

Part 4 – Resources Needed

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

- Per Diem allocation
- Per Session Allocation
- Network Support
- Postage Allocation
- Coverage for two teachers to attend a total of six professional development training
- Collaborative planning time for the two geometry teachers
- Funding for two class sets of textbooks

Part 5 – Budget and Resource Alignment

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

X	Tax Levy	X	Title I Basic		Title I 1003(a)		Title IIA	X	Title III	X	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.

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 February 1st 2015, administrators and teachers will review and evaluate writing assignments, rubrics, and student work samples and adjust instructional practices, if necessary.

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

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

Section 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.	H
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.	H
5.4	All school constituents are able to articulate how the school community is safe, conducive to learning and fosters a sense of ownership that leads to greater student outcomes.	E
5.5	The school leader and student support staff work together to develop teachers’ ability to use data to respond to students’ social and emotional developmental health needs, so students can become academically and socially successful.	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.

Based on the 2013-2014 School Quality Review, the school cultivates the development of overarching systems and partnerships that support and sustain social and emotional developmental health. 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

A Priority and Focus School Recommendations report listed the following recommendations for this tenet:

- Leverage common planning time to embed personal and academic skill development into lessons in the content areas.
- Build upon the success of focused guidance intervention by strengthening formal, curricular based peer conflict resolution and peer counseling programs.
- Continue to provide parent engagement programs that model how to foster positive and academic behaviors.

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, GCHS staff will implement strategies to improve the overall attendance rate will increase by 2 % when compared to last year’s attendance rate, as measured by the NYCDOE ATS PAR report.

Part 3 – Action Plan

Activities/Strategies: Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including: <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Strategies to increase parent involvement and engagement • Activities that address the Capacity Framework element of Trust 	Target Group(s) <i>Who will be targeted?</i>	Timeline <i>What is the start and end date?</i>	Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i>
Instructional Actions/Strategies/Activities <ul style="list-style-type: none"> • School will implement a Friday incentive program where each teacher will give one award per class every Friday for improved and perfect attendance • Guidance counselors will provide case management for students who exhibit poor attendance • All students receive College and Career counseling, which includes goal setting that will target attendance when necessary • Attendance team will conduct inquiry based meetings and use research based strategies to improve attendance 	Students	January, 2015 through June, 2015 5 hours per week from November, 2014 through June, 2015	Teachers, SLC Coordinators, Directors Guidance counselors Attendance Teachers
Professional Learning <ul style="list-style-type: none"> • School staff will have professional learning opportunities to further their understanding of urban multicultural adolescent behavior and how to apply the Boys Town model to their work with families and students 	School Staff	January 2015-June 2015	Principal and Assistant Principal of Pupil Personnel Services HSTW/BoysTown Consultants
Transformational Systems and Structures <ul style="list-style-type: none"> • School aides will provide targeted outreach to students identified as sporadic attenders in order to promote higher attendance rates. • School will implement a new Comprehensive Administration and Attendance Security System(CAASS) where parents will receive a text message, email, or phone call upon their child's entry to school. 	Students	Weekly from November, 2014 through June, 2015	1 school aide for each of the 6 Small Learning Communities School Aide, AP Security, Deans
Parental Engagement and Involvement <ul style="list-style-type: none"> • The school community will model the expectations we have for students such as teamwork, effort, and responsibility and these expectations are rewarded • The entire school community stresses the importance of being in school and models this behavior by having good attendance as well 	The Entire School Community	November 2014-June 2015	

Part 4 – Resources Needed

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

Per Session
 Consumable supplies

Part 5 – Budget and Resource Alignment

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

X	Tax Levy	X	Title I Basic	X	Title I 1003(a)		Title IIA		Title III	X	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.

Blueprint, C4E

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 February 2015, the administrators, counselors, teachers, parents and student leaders will examine the NYCDOE ATS attendance reports and compare last year’s attendance average for the fall semester to this school year’s average. The GCHS staff will evaluate the effectiveness of the monthly interventions and modify existing or create new interventions if necessary, based on an expected increase of 2.5 % when compared to last year’s attendance for the months of September through January.

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

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

Section 5: Needs Assessment, Annual Goals and Action Plans

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

Part 1 – Needs Assessment

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

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

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

Based on the 2013-2014 School Quality Review report, GVHS 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.

The Quality Review report listed the following recommendation for this tenet:

- Ensure that curricula and academic tasks emphasize CCLS instructional shifts and rigorous habits that result in cognitive engagement for all students.
- Improve instructional practices so that across classrooms all students have multiple opportunities to be actively engaged in higher-order thinking and discussions.

A Priority and Focus School Recommendations report listed the following recommendations for this tenet:

- Create a formal professional learning opportunities plan that addresses assessed teacher needs based on observations, particularly in the areas of questioning, discussion and ongoing assessment.
- In addition, in order to support teachers in improving their practice, teachers who have demonstrated highly effective practices should be utilized as models for others through a formal inter-visitation program, particularly those who are successful in raising the achievement of SWDs and ELLs.

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.

Parent Engagement and Involvement <ul style="list-style-type: none"> Each SLC will host a parent and community open house where the unique characteristics of the SLC are highlighted and students present their learning and actually train/demonstrate their learning to the community. 	Parents and community members	March 2015-June 2015	Teachers and Students
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Part 4 – Resources Needed

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

- Per session
- Per diem
- Consultant Allocation
- Common Planning Period scheduling
- Additional FTE

Part 5 – Budget and Resource Alignment

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

X	Tax Levy	X	Title I Basic		Title I 1003(a)		Title IIA	X	Title III	X	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.

Blueprint, C4E, DataSpecialist, VATEA

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 February 2015, the school staff will administer an ELA performance task. This student performance on this task in addition to a review of the SLC meeting minutes will determine progress toward the goal and make adjustments to the inquiry agendas and instructional strategies being studied.

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

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

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.

Based on the 2013-2014 School Quality Review Report, the GCHS 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.

A Priority and Focus School Recommendations report listed the following recommendations for this tenet:

- Create an formal annual plan to evaluate the implementation of next steps provided to teachers through the observation process
- Expand the analysis of the Measures of Teacher Practice data on a monthly basis to identify trends in pedagogical strengths and weaknesses to ensure differentiated professional learning opportunities can be provided
- Increase the opportunities for teachers to engage in off-site professional learning opportunities that can be turn-keyed to staff as a way to build teacher capacity and foster teacher ownership of pedagogical development

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.

<p>work with families and students</p> <ul style="list-style-type: none"> Departmental and SLC discussions on grading policies 	Faculty	September 2014-June 2015	Principal, Assistant Principal of Supervision, SLC Directors and Coordinators
<p>3. Transformational Systems and Structures</p> <ul style="list-style-type: none"> Monthly discussions on 12th grade student progress using Graduation Progress Tracker and STARS scholarship reports Discussion with individual teachers regarding their scholarship reports <p>Concentrated and coordinated adoption of all Cohort Q students by all staff that leads to positive relationships and sustained motivation to attain a high school diploma will be implemented by administrators, staff, students and families</p>	<p>Teachers and Guidance Counselors</p> <p>Entire school community</p>	Teachers meet monthly with counselors from October 2014-June 2015	Teachers, Guidance Counselors, Administrators
<p>Parental Engagement and Involvement</p> <ul style="list-style-type: none"> There will be both 12th grade and senior parental information sessions and workshops designed to prepare families for post-secondary lives of Cohort Q students 	Parents and Community Members	September 2014-June 2015	Principal, Assistant principal of Pupil Services, SLC coordinators

Part 4 – Resources Needed

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

- Per Session
- Additional Guidance Counselor allocation
- Textbooks
- Consumables such as notebooks, paper
- Per diem coverage
- Contracted Services, Kaplan K-12 Learning Services, LLC,
- APEX licenses

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	X	Title I Basic	X	Title I 1003(a)		Title IIA	X	Title III	X	P/F Set-aside		Grants
List below any additional funding sources that will be utilized to support achievement of the goal.													
C4E, Data Specialist, VATEA													

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 February 2015, the principal and assistant principals of supervision will

- Meet with teachers who have TIPs and review their MOTP evaluations from the fall semester and adjust plans when necessary.
- Review individual student scholarship reports, extended day attendance records, and APEX participation reports to evaluate 9th, 10th and 11th grade student progress toward credit accumulation by June 2015 and make

adjustments if necessary.

- Review SLC and department meeting summary notes, evaluate the distribution of leadership that is reflected in these notes, then make adjustments to increase teacher leadership if necessary.

Part 6b. Complete in February 2015.

1.	Did the school meet the mid-point benchmark(s) in the timeframe specified?	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2.	If the mid-point benchmark(s) was not met, describe any revisions made to the action plan to achieve the goal?				

Section 5: Needs Assessment, Annual Goals and Action Plans

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

Part 1 – Needs Assessment

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

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

Tenet 6 Statement of Practice (SOP) Addressed		HEDI Rating
6.2	The school atmosphere is welcoming and fosters a feeling of belonging and trust, which encourages families to freely and frequently engage with the school, leading to increased student success.	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.

Based on the 2013-2014 Quality Review Report, GCHS 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.

A Priority and Focus School Recommendations report listed the following recommendations for this tenet:

- Continue to convey a cohesive community vision of what it means to be college and career ready.
- Ensure student council members continue to meet with staff and administrators weekly to provide input on school issues and events, so that they are consistently involved in school decisions that contribute to increased student achievement.
- Continue to meet with families to discuss curriculum, instructional practices and Common Core alignment across grades and subjects.
- Continue to provide families with language and skill acquisition programs to improve their own abilities so they can participate in preparing their children for college and career readiness.

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, GCHS staff will implement parent engagement strategies that will result in a 5 % increase of parent and community membership at school events, as measured by a comparison to last year's school events attendance rosters.

Part 3 – Action Plan

1.	Target Group(s) <i>Who will be targeted?</i>	Timeline <i>What is the start and end date?</i>	Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i>
<p>Instructional Actions/Strategies/Activities Increase school sponsored activities and events that celebrate student achievement for each SLC (SLC awards ceremonies, performances, CTE night, SLC parent meetings)</p> <p>School will mail 6 progress reports to parents/guardians' home to inform them of their child's academic progress</p> <p>Increase the number of faculty presentations on relevant topics at monthly Parent Association meetings (total = 6)</p> <p>Continue collaboration with LaGuardia Community College to increase opportunities for social, emotional and academic support through college trips, funding student competitions and materials, as well as, team building trips and activities for STEM students.</p>	<p>Parents/Guardians /Community Members</p> <p>Parents/Guardians</p> <p>Parents/Guardians/Community Members</p>	<p>Monthly events will be scheduled from January through June, 2015</p> <p>September 2014-June 2015</p> <p>One monthly presentation from January through June, 2015</p>	<p>SLC coordinators, teachers, parents, Parent Coordinator</p> <p>School Aide, Program Chair, Teachers</p> <p>Teachers, administration, PTA, parents, Parent Coordinator,</p>
<p>. Professional Learning School staff will have professional learning opportunities to further their understanding of urban multicultural adolescent behavior and how to apply the Boys Town model to their work with families and students</p>	<p>Entire School Staff</p>	<p>January 2015-June 2015</p>	<p>Principal, Assistant Principal of Pupil Services, Boys Town Consultants</p>
<p>Transformational Systems and Structures Provide annual workshops and training to assist parents in becoming partners in their child's education including:</p> <ul style="list-style-type: none"> • ESL workshops on Saturdays with Grover Cleveland teachers • Computer classes with technology teacher to help teachers navigate Daedalus communication and grading system <p>Workshops for parents on:</p> <ul style="list-style-type: none"> • -identifying and treating signs of anxiety and depression • -Improving communication with your teen • -helping your teen become academically motivated • -how to build mutual respect with your teen 	<p>Parents/Guardians</p>	<p>Workshops are ongoing from January through June, 2015</p>	<p>. ESL teachers, technology teacher, parents, Parent Coordinator.</p>
<p>Parental Engagement and Involvement</p> <ul style="list-style-type: none"> • School will provide several extra-curricular activities where students will invite parents/guardians and community members to showcase events and participation events. • Carnegie Hall partner provides a year-long music 	<p>Students</p> <p>Students, Parents</p>	<p>November 2014-June 2015</p> <p>Twice monthly</p>	<p>School Staff</p> <p>Music teacher, music students,</p>

<p>residency to promote access to rigorous music education. The resident musician works with students and the teacher to improve musical ability and performance. The program includes parent and student access to performances and is designed to promote school attendance through music appreciation</p> <ul style="list-style-type: none"> The school community will model the expectations we have for students such as teamwork, effort, and responsibility and will reward these expectations once per month 	Entire School Community	<p>from September, 2014 to June, 2015</p> <p>November 2014-June 2015</p>	<p>music resident</p> <p>School Aide, AP Security, Deans</p>
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Part 4 – Resources Needed

Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc.
<p>Food and beverage allocation for parental involvement Per session Consumables such as paper, ink, posters, certificates, etc.</p>

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	X	Title I Basic	X	Title I 1003(a)		Title IIA	X	Title III	X	P/F Set-aside		Grants
List below any additional funding sources that will be utilized to support achievement of the goal.													
Blueprint, C4E, NYSTL, VATEA													

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:				
<ol style="list-style-type: none"> 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 February 2015, the principal and parent coordinator will calculate the attendance and enrollment rate for workshops and training classes then compare these rates to last year’s rates the adjust parent engagement strategies if necessary.				
Part 6b. Complete in February 2015.				
<input type="radio"/> Did the school meet the mid-point benchmark(s) in the timeframe specified?	x	Yes		No
<input type="radio"/> If the mid-point benchmark(s) was not met, describe any revisions made to the action plan to achieve the goal?				

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

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

Type of Academic Intervention Service (AIS)	Criteria for determining AIS services	Type of Program or strategy (e.g. repeated readings, interactive writings, etc.)	Method for delivery of service (e.g. small group, one-to-one, tutoring, etc.)	When the service is provided (e.g. during the school day, before or after school, etc.)
English Language Arts (ELA)	8 th grade NYS ELA assessment proficiency level of a level 1 or 2, failing a marking period, or semester, failing the regents or scoring below the college benchmark, teacher referral, parent or self- referral	Double period ELA classes for level 1 and 2 and 9th graders <ul style="list-style-type: none"> • Additional Regents prep classes for 12th grade students who have not passed the ELA Regents • Regents prep tutoring (lunch & learn) and period 10 ☑ Saturday mornings Regents prep • On-Line retake courses in ELA for senior and cohort students 	Whole Class Small group/1:1	During the school day/after school Saturday
Mathematics	8 th grade NYS Mathematics assessment proficiency level of a level 1 or 2, failing a marking period, or semester, failing the regents or scoring below the college benchmark, teacher referral, parent or self-referral	Double period Mathematics classes for level 1 and 2 and 9th graders <ul style="list-style-type: none"> • Additional Regents prep classes for 12th grade students who have not passed the Math Regents • Regents prep tutoring (lunch & learn) and period 10 ☑ Saturday mornings Regents prep • On-Line retake courses in Math 	Whole Class Small group/1:1	During the school day/after school Saturday

		for senior and cohort students		
Science	8 th grade NYS ELA assessment proficiency level of a level 1 or 2, failing a marking period, or semester, failing the regents or scoring below the college benchmark, teacher referral, parent or self-referral	Additional Regents prep classes for 12th grade students who have not passed the Science Regents <ul style="list-style-type: none"> • Regents prep tutoring (lunch & learn) and period 10 ☑ Saturday mornings Regents prep <ul style="list-style-type: none"> • On-Line retake courses in Science for senior and cohort students 	Whole Class Small group/1:1	During the school day/after school Saturday
Social Studies	8 th grade NYS ELA assessment proficiency level of a level 1 or 2, failing a marking period, or semester, failing the regents or scoring below the college benchmark, teacher referral, parent or self-referral	Additional Regents prep classes for 12th grade students who have not passed the Social Studies Regents exams <ul style="list-style-type: none"> • Regents prep tutoring (lunch & learn) and period 10 ☑ Saturday mornings Regents Whole Class Small group/1:1 Small group/1:1 During the school day During the school day/after school Saturday 19 Prep <ul style="list-style-type: none"> • On-Line retake courses in Social Studies for senior and cohort students 	Whole Class Small group/1:1	During the school day/after school Saturday
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	Absent for more than five consecutive days or 20 cumulative, teacher referral, parent or self-referral	Counseling for all social/emotional, academic and referrals made for families in need to cooperating CBOs for counseling and family therapy <ul style="list-style-type: none"> • Pupil Personnel 	1:1 and small group	During the school day/after school Saturday

		<p>Team meeting conducted for immediate interventions for at-risk students</p> <ul style="list-style-type: none"> • CMS program works with 130 students at risk because of poor attendance providing counseling, incentives and parent collaboration • YMCA After School Program works with 100 at-risk students to provide counseling, social work interventions, attendance incentives, clubs and trips of interest for poor attenders, formerly incarcerated and homeless/temporary housing students 		
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Section 7: Expanded Learning Time (ELT) Program Description

(Required for All Priority Schools)

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

Part 1 – ELT Program Goal(s)

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

By June 2015, accumulation of 10 or more credits for all students in grades 9, 10 and 11 will increase by 4 percentage points (up from 73% in grade 9, 69.1% in grade 10, and 59.3% in grade 11) as a result of the implementation of extended learning time programs, as measured by the NYCDOE STARS reports.

Part 2 – ELT Program Description

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

1. Students in need of additional credits for timely graduation
2. Students in need of additional credits for graduation
3. ELL students, SWDs, students in the lowest third, student who did not meet the College and Career Readiness (CCR) threshold
4. Students who are applying to college, students who did not meet the CCR threshold.
5. Students with less than 50% attendance
6. 9th grade students with attendance issues

Part 2b. Describe how the school will meet the following SED requirements for an ELT program in a Priority School:
Integrate academics, enrichment, and skill development through hands-on experiences that make learning relevant and engaging.
Offer a range of activities that capture student interest and strengthen student engagement in learning so as to promote higher attendance, reduces risk for retention or drop out, and increases the likelihood of graduation.
Actively address the unique learning needs and interests of all types of students, especially those who may benefit from approaches and experiences not offered in the traditional classroom setting.
Contain components designed to improve student academic, social, and emotional outcomes, including opportunities for enrichment programs such as in music and art.
Ensure instruction in any core academic subject offered in the program will be delivered under the supervision of a teacher who is NYS certified in that particular content area.

In addition to the extended learning time built into the school day, the school offers several opportunities for students to develop academic skills necessary for receiving credits for graduation. The APEX program allows students to work at their own pace which alleviates the stresses often associated with classroom learning. In addition, the school offers support to struggling students as they prepare to take Regents exams. Each SLC offers students extra tutoring during lunch hours so that students can receive individualized and timely support for both academic and social needs. The school is supporting students with attendance issues through CMS and YMCA by providing tutoring, counseling and cultural enrichment to keep them engaged in the school community. Finally, the school is committed to providing enrichment and support in helping student become college and career ready by partnering with Kaplan to raise SAT scores. Other extended learning time programs include:

1. APEX Credit Accumulation opportunities 2.4
2. Saturday Academy and Extended Day for credit accumulation in PE 2.4
3. Regents preparation tutoring program 2.4
4. Kaplan SAT preparation program to promote college and career readiness. 2.4

5. Student Incentive Programs provides tutoring through YMCA				
6. Community Mediation Services provides counseling, tutoring and cultural activities for students in 9th grade with poor attendance				
Part 2c. Is the ELT program voluntary or compulsory?	X	Voluntary		Compulsory
If the ELT program is voluntary, indicate how you will offer the program to all students and actively encourage their participation, with the goal of serving at least 50% of students.				
The school offers all programs to all students. In addition, parents are informed of programs and individual student needs through Daedalus, monthly PA meetings, parent workshops, mailings to home, and outreach by the guidance department and the Parent Coordinator				

Part 3 – ELT Program Implementation and Oversight

Part 3a. Who will implement the ELT program? Who will oversee the program?				
1. Indicate the key personnel that will be responsible for implementing and overseeing the ELT program, including school-based staff and any high-quality community partners that will be involved.				
2. If applicable, describe the scope of involvement of all community partners and how the joint ELT program is structured.				
Content area teachers, administrators, guidance counselors				
<p>The school has hired Kaplan K-12 Learning Services, a highly credited organization with a proven track record of raising SAT scores of students at all levels. YMCA services are secured through a community and school grant. Community Mediation Services is a not for profit agency funded through United Way. All partners have separate facilities in the building. CMS programs and services are available after-school. YMCA programs are available after-school. Kaplan will run two separate SAT prep programs after-school. The programs listed offer students several options to best meet their needs. Programs are available before and after school, and Saturdays so that students can extend their learning while making time for jobs, family and other priorities. The school is also addressing the social/emotional concerns of students with attendance issues. Counseling for all social/emotional, academic and post-secondary and career readiness concerns are addressed through:</p> <ul style="list-style-type: none"> • Referrals made for families in need to cooperating CBOs for counseling and family therapy • Pupil Personnel Team meeting conducted for immediate interventions for at-risk students • CMS program works with approximately 130 students at risk because of poor attendance providing counseling, incentives and parent collaboration • YMCA After School Program works with approximately 100 at-risk students to provide counseling, social work interventions, attendance incentives, clubs and trips of interest for poor attenders, formerly incarcerated and homeless/temporary housing students 				
Part 3b. Indicate resources needed including human resources, instructional resources, and schedule adjustments to implement the ELT program.				
Per session Consultant Allocation				
Part 3c. Timeline for implementation and completion, including start and end dates.				
September 2014 to June 2015				

Part 4 – Budget and Resource Alignment

Indicate using an "X" the fund source(s) that will be utilized to support to support the ELT Program.											
	21st Century	X	Tax Levy	X	Title I SWP		Title I TA	X	P/F Set-aside		C4E
	Title I 1003(a)	X	Title III		PTA Funded		Grants		School Success Grant		In Kind
List below any additional fund sources that will be utilized to support achievement of the goal.											

Part 5 – Progress Monitoring

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

- 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.

In February 2015, transcripts will be reviewed for the targeted minimum of 5 credits for the Fall semester as measured by the NYCSTARS report.

Part 5b. 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 8: Title I Program Information

Directions:

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

Part 1: Title I Status

Indicate with an "X" your school's Title I Status.			
X	Schoolwide Program (SWP)		Targeted Assistance (TA) Schools
			Non-Title I

Part 2: All Title I Schools

2a. Highly Qualified Teachers (HQT)

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

The BEDS survey is reviewed by the Principal and the HR Director who work with our school to ensure that every teacher's assignment aligns with their license area so that all teachers are reported as Highly Qualified on the BEDS Survey. New Hires: Credentials are verified by our Network's Human Resources Director to ensure that the candidate holds a valid NYS certification in that license area.

Strategies and activities used to attract high-qualified teachers to our school include:

- Frequent communication with our Network HR Director when vacancies occur.
- Central Office of Talent and Recruitment and the Network HR Director partners with Central for candidate referrals.
- Central Hiring Fair events where pre-screened HQT candidates are interviewed and recruited.
- Partnership with a local college to support student teachers.
- Interviewing HQT candidates from The Open Market Hiring System and The Absent Teacher Reserve (ATR) Pool.
- Maintaining a teacher resource center and professional library to promote promising and effective practices.

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).

Each SLC coordinator provides PD and professional information on a weekly basis. Teachers also receive PD from the Network, both at school and at a central location. The District Talent Coach assists the faculty in the use of DFET

Part 3: TA Schools Only

3a. Use of Program Resources

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

3b. TA Coordination with the Regular Program

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

Part 4: SWP Schools Only

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

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

4b. Measures to Include Teachers in Decisions Regarding Assessments

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

Teachers are consulted about school decisions at SLC meetings. Teachers have impact on instructional decisions through the SLC and SLT. Teachers are also active members of the MOSL team which decided accountability measures for teachers.

4c. "Conceptual" Consolidation of Funds in SWP Schools

Directions: All Schoolwide Program (SWP) schools in NYC are conceptually consolidating their Federal, State, and Local funds, even though the Galaxy system reports the allocations in separate accounting codes¹. To be eligible for the flexibility consolidation of Federal funds enables, a Schoolwide Program school must identify in its Schoolwide plan (SCEP) which programs are included in its consolidation and the amount each program contributes to the consolidated Schoolwide pool. Additionally, the school plan must document that it has met the intent and purposes of each program whose funds are consolidated². **On the chart below**, indicate which Federal, State, and/or local Tax Levy program funds that are consolidated in your school's Schoolwide Program, the amount each program contributes to the consolidated Schoolwide pool, and verification that the school has met the intent and purposes of each program whose funds are consolidated.

Program Name	Fund Source (i.e. Federal, State or Local)	Funding Amount: Indicate the amount contributed to Schoolwide pool. (Refer to Galaxy for FY '15 school allocation amounts.)	Place an (X) in <u>Column A</u> below to verify that the school has met the intent and purposes of each program whose funds are consolidated. Indicate in <u>Column B</u> , page # references where a related program activity has been described in this plan.	
			Column A Verify with an (X)	Column B Page # Reference(s)
Title I Part A (Basic)	Federal	781,168.00	X	11,12,13,15,16,18,19,27,28,30
Title I School Improvement 1003(a)	Federal	16,967.00	X	11,12,13,15,16,18,19,21,26
Title I Priority and Focus School Improvement Funds	Federal	338,070.00	X	11,12,13,15,16,18,19,21,23,24,25,27,28,30
Title II, Part A	Federal			
Title III, Part A	Federal	54,468.00	X	11,12,13,18,19,21,23,24,25,27,28,30,33
Title III, Immigrant	Federal			
Tax Levy (FSF)	Local	9,110,320.00	X	11,12,13,15,16,18,19,27,28,30

¹Explanation/Background:

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

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

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

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

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

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

Important Note: The following funds may not be consolidated:

- **Title I Parent Involvement Set-aside:** Title I, Part A funds must support parent involvement activities and programs. Chancellor's Regulation A-655 requires School Leadership Teams to consult with Title I parent representatives regarding the Title I program and the use of these funds. Parent involvement activities funded through Title I must be included in the parent involvement policy and aligned with student achievement goals in the school comprehensive educational plan.
- **Title I Priority and Focus School Parent Engagement Set-aside:** Additional set-aside is to enable greater and more meaningful parent participation in the education of their children.
- **IDEA:** To ensure that all children with disabilities have available to them a free appropriate public education designed to meet their individual needs.
- **Grant funds awarded via a competitive process, including Title I 1003(g) SIG or SIF funds:** These funds must be used for the purposes specified by the Grantor, as described in the school's approved grant application.

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)

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. **[Grover Cleveland High School]**, in compliance with the Section 1118 of Title I, Part A of the No Child Left Behind (NCLB) Act, is responsible for creating and implementing a parent involvement policy to strengthen the connection and support of student achievement between the school and the families. The school's policy is designed to keep parents informed by actively involving them in planning and decision-making in support of the education of their children. Parents are encouraged to actively participate on the School Leadership Team, Parent Association, and Title I Parent Committee as trained volunteers and welcomed members of the school community. **[Grover Cleveland High School]** will support parents and families of Title I students by:

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

The school's Parent Involvement Policy was designed based upon a careful assessment of the needs of all parents/guardians, including parents/guardians of English Language Learners and students with disabilities. The school community will conduct an annual evaluation of the content and effectiveness of this parent involvement policy with Title I parents to improve the academic quality of the school. The findings of the evaluation through school surveys and feedback forms will be used to design strategies to more effectively meet the needs of parents, and enhance the school's Title I program. This information will be maintained by the school.

In developing the Title I Parent Involvement Policy, parents of Title I participating students, parent members of the school's Parent Association (or Parent-Teacher Association), as well as parent members of the School Leadership Team, were consulted on the proposed Title I Parent Involvement Policy and asked to survey their members for additional input. To increase and improve parent involvement and school quality, the school will:

- actively involve and engage parents in the planning, review and evaluation of the effectiveness of the school's Title I program as outlined in the School Comprehensive Educational Plan, including the implementation of the school's Title I Parent Involvement Policy and School-Parent Compact;
- engage parents in discussion and decisions regarding the required Title I set-aside funds, which are allocated directly to the school to promote parent involvement, including family literacy and parenting skills;
- ensure that the Title I funds allocated for parent involvement are utilized to implement activities and strategies as described in the school's Parent Involvement Policy and the School-Parent Compact;
- support school-level committees that include parents who are members of the School Leadership Team, the Parent Association (or Parent-Teacher Association) and Title I Parent Committee. This includes providing technical support and ongoing professional development, especially in developing leadership skills;
- maintain a Parent Coordinator (or a dedicated staff person) to serve as a liaison between the school and families. The Parent Coordinator or a dedicated staff person will provide parent workshops based on the assessed needs of the parents of children who attend the school and will work to ensure that the school environment is welcoming and inviting to all parents. The Parent Coordinator will also maintain a log of events and activities planned for parents each month and file a report with the central office.;
- conduct parent workshops with topics that may include: parenting skills, understanding educational accountability grade-level curriculum and assessment expectations; literacy, accessing community and support services; and technology training to build parents' capacity to help their children at home;
- provide opportunities for parents to help them understand the accountability system, e.g., NCLB/State accountability system, student proficiency levels, Annual School Report Card, Progress Report, Quality Review Report, Learning Environment Survey Report;
- host the required Annual Title I Parent Meeting on or before December 1st of each school year to advise parents of children participating in the Title I program about the school's Title I funded program(s), their right to be involved in the program and the parent involvement requirements under Title I, Part A, Section 1118 and other applicable sections under the No Child Left Behind Act;
- schedule additional parent meetings, e.g., quarterly meetings, with flexible times, such as meetings in the morning or evening, to share information about the school's educational program and other initiatives of the Chancellor and allow parents to provide suggestions;
- translate all critical school documents and provide interpretation during meetings and events as needed;
- conduct an Annual Title I Parent Fair/Event where all parents are invited to attend formal presentations and workshops that address their student academic skill needs and what parents can do to help;

The school will further encourage school-level parental involvement by:

- holding an annual Title I Parent Curriculum Conference;
- hosting educational family events/activities during Parent-Teacher Conferences and throughout the school year;
- encouraging meaningful parent participation on School Leadership Teams, Parent Association (or Parent-Teacher Association) and Title I Parent Committee;
- supporting or hosting Family Day events;
- establishing a Parent Resource Center/Area or lending library; instructional materials for parents;
- encouraging more parents to become trained school volunteers;

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

School-Parent Compact (SPC)

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

I. School Responsibilities

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

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

Support home-school relationships and improve communication by:

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

Provide parents reasonable access to staff by:

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

Provide general support to parents by:

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

II. Parent/Guardian Responsibilities:

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

and this Compact;

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

III. Student Responsibilities:

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



Department of English Language Learners and Student Support

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

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

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

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

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

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

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

Part A: School Information	
Name of School: _____	DBN: 24Q485
This school is (check one):	
<input type="checkbox"/> conceptually consolidated (skip part E below) <input checked="" type="checkbox"/> NOT conceptually consolidated (must complete part E below)	

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

Part B: Direct Instruction Supplemental Program Information

6 7 8 9 10 11 12

Total # of teachers in this program: 16
of certified ESL/Bilingual teachers: 7
of content area teachers: 12

Describe the direct instruction supplemental program here and include the

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

Begin description here:

The English Language Learners at Grover Cleveland High school are provided with academically rigorous instruction. To best support all our ELLS in their academic, college and career goals and objectives we designed our supplemental, Title III instructional program, to be comprised of an after-school weekday program and a Saturday Academy. The instructional programs will service ELLS in grades 9, 10, 11 and 12 who score at the Beginning, Intermediate and Advanced levels on the NYSESLAT; the supplemental instruction supports and prepares our English Language Learners for the rigor of Common Core based exams: Regents Examinations, NYSESLAT, Advanced Placement classes, college essays and the challenges of higher education/workforce. The Weekday After-School Instructional Intervention Program will begin in October, 2014 and will end in June, 2015. The program will consist of classes in Math, Science, Social Studies, NLA, ESL/English Regents Preparation and homework help sessions.

Instructional Plan: Weekday After- School fall semester:

The fall, after school, small group instructional program is available to our entire ESL population in grades 9-12. Small group instruction sessions will be comprised of approximately fifteen students or less. The program will begin in October and will end in January. Small group instruction will take place three days a week: Tuesday, Wednesday, and Thursday. The one hour small group instruction sessions are held during periods 9/10. The one hour, small group, instruction sessions are held as follows: 9th period instruction begins at 2:35 p.m., 10th period instructional begins at 3:30 p.m.

Fifteen teachers representing the following disciplines: Math, Social Studies, ESL and Native Language (Spanish). Bilingual Science: will conduct two one hour sessions a week. The other subjects will meet for one hour instructional session once a week. The fall semester has twelve weeks duration. All teachers are certified in their instructional content area, ESL/ native language. Instruction will be in alignment with the Common Core, NYC, NYS performance standards. Instruction will be in accordance with our LAP policy, the ESL department using ESL strategies, in tangent with the content area teachers to foster and support academic rigor across the curriculum. SIFE/Long Term ELLs are supported through the use of Achieve 3000 (Reading Program) as well. Since there are fifteen teachers in the Title III Program, there will be a separate supervisor overseeing the Title III Program.

Part B: Direct Instruction Supplemental Program Information

Instructional Plan: After-school spring semester:

The spring, small group, instructional program is available to our entire ESL population in grades 9-12. Small group instruction sessions will be comprised of approximately fifteen students or less. The program will

begin in February and end in June. Instruction will take place once a week, every Tuesday, Wednesday, and Thursday, during periods 9, or 10. The one hour small group instruction sessions are held as follows: 9th period instruction begins at 2:35 p.m., 10th period instruction begins 3:30 p.m.

Fifteen teachers representing the following disciplines: Math, Social Studies, ESL and Native Language(Spanish) Bilingual /ESL Science will conduct a one-hour session per week for sixteen weeks during the after school spring program. All teachers are certified in their instructional content area, ESL and native language. Instruction will be in alignment with the New York City, New York State and Common Core performance standards. Instruction will be in accordance with our LAP policy, the ESL department using ESL strategies, in tangent with the content area teachers to foster and support academic rigor across the curriculum. Since there are fifteen teachers in the Title III Program, there will be a separate supervisor overseeing the Title III program.

Instructional Plan: Saturday Academy spring semester:

Twelve teachers, ESL and content certified, will conduct small group instruction for a period of ten Saturdays during the spring semester. Instructional sessions will be three hours in duration and will take place from 9:00 a.m. -12:00pm. The Saturday Academy will begin in March and it will end in June before Regents week. Small group instruction will be comprised of approximately fifteen students or less. Instruction will be in accordance with our LAP policy, Common Core performance standards and goals. Since there are twelve teachers and parents in the Saturday Academy there will be a separate supervisor overseeing the Title III Saturday program.

Using supplemental funds we will work with the Repertorio Español. The program will provide NLA instruction through the theatre arts. A professional actor comes to our school and works with an NLA class on play writing, acting with a focus on literature. Utilizing our Title III and Grant funding sources, in order to assist our ELLs, we will purchase a number of dictionaries and word to word glossaries in several diverse target languages. Other supplementary materials will be provided to supplement Art, English, Native Language Arts, Science, Social Studies and Math instruction for ELLs. General instructional supplies such as chart paper, markers, ink, supplemental books to enhance libraries, and literature related videos will also be purchased. ESL students in art classes will be supported in order to foster cross cultural awareness and develop their burgeoning artistic passions and talents. In coordination with other sources, our ESL/ Bilingual students will be provided with extra-curricular opportunities to immerse them in "Americana."

SIFE/Long-Term ELLs Initiative (other funding sources):

Our SIFE/Long-Term ELLs need social –emotional supports in place in order to prepare them to attain

Part B: Direct Instruction Supplemental Program Information

the College and career readiness bench mark goals:

Common Core Learning Standards

Academic and Personal Behaviors

Academic Programming

College & Career Access

Through an ESL and Guidance department collaboration we will be conducting one-hour advisories twice a month. This will begin in November 2014 and end in June 2015. The SIFE/Long –Term ELL team will be comprised of: one College Office Advisor, one bilingual counselor, one ESL counselor, one bilingual Social Studies teacher, and one ESL teacher. The team will address socio-emotional factors; provide academic counseling, and extra-curricular activities to engage the whole child in the learning process.

Part C: Professional Development

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

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

Begin description here: ESL, Bilingual and Native Language teachers will receive ongoing professional development that will provide them with opportunities to develop and share ideas in order to enhance our current curriculum and overall practice. Teachers will receive professional development through monthly department meetings, faculty conferences, HSTW (High Schools That Work) (EPO) workshops with a focus on the Common Core Standards and literary objectives. Funded by Title III , ESL/ bilingual content area teachers, native language teachers will be provided with nine professional development meetings, one hour duration, in the following areas: September: Common Core Standards and Shifts for ELLs. October: Research Based Practices for Teaching English Language Learners with a Focus on Literacy; Achieve 3000 Implementation and Goal Setting. November: Periodic Assessment Data Analysis and its impact on the ESL classroom. December: Data and CAASS system training for ELL parents; January: Analyze and Evaluate Argumentative Common Core Units; Collaborative development and design of the Common Core Expository Units. February: Achieve 3000 data analysis and Spring goal implementations. March: Questioning and Assessment Techniques for the ESL classroom. April: Development of assessments, rubrics and protocols for ELLs; May: Interactive Teaching Strategies to Infuse Technology in the ESL Classroom; June: Professional Goal Setting and the implications for instruction. Title III will fund these professional development topics that will be conducted by: ESL Assistant Principal/ High Schools that Work (HTSW/ EPO); DOE Periodic Assessment Liaison; Achieve 3000 developers; ESL/ LAB BESIS Coordinator.

Funded by Title III we will hold four two-hour Study Group/ Inquiry Group meetings with the following focus: 1) Student Achievement: ESL/Bilingual Content Area teachers will meet to analyze student work,

Part C: Professional Development

identify trends, develop remediation strategies and appropriate outreach to struggling students; parental outreach will also be made by teacher teams. 2) NYSESLAT review, protocols and procedures training sessions. 3) Attendance Intervention: Identify students with a low attendance rate; teachers will form collaborative teams for outreach and communication. Teachers participating in the professional development workshops and teacher trainers will be paid per session rates.

Part D: Parental Engagement Activities

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

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

Begin description here:

Saturday Academy/ Spring Semester:

Parent involvement is crucial to the success of students. It is important to provide them with not only a welcoming and friendly school experience but also one that provides educational opportunities. Funded by Title III, we will be conducting Saturday classes for parents. Ten three-hour parent ESL/technology instructional classes from 9:00a.m.-12:00 p.m. The instruction is differentiated, and culturally sensitive. Collations will be available. Parents will be notified through parent letters, phone calls, Daedalus and during our Fall/ Spring Parent Teacher Conferences. Supervision will be in place at all parent functions and in the Saturday Academy.

MONTHLY PARENT WORKSHOPS:

Funded by Title III, our ESL Coordinator, LAB/BESIS Coordinator, in collaboration with our parent coordinator, guidance department, Assistant Principals, and out-side presenters, will facilitate parent workshops. There will be ten, one hour, parent workshops. The parent monthly meetings will have the following focus: September: Orientation for ELLs including program selection, discipline code, registration process, entitlement information, video viewing; October: Drawbridge Parenting Workshop. ; Understanding progress reports and multicultural awareness. November: Open House with focus on ESL/ Bilingual 9th graders; How to help your child be successful in high school. January: Why students must pass the English Regents. February: Building Connections with your Teenager; Make the Road New York: How to discipline your adolescent effectively? March: Promotion and Graduation Requirements. April: How to talk to your Teenager about Alcohol and Drugs. May: Budgeting for Financial Independence. June: Student Loans 101. These workshops are meant to support the transition of ESL parents to a new culture and educational system.

Part D: Parental Engagement Activities

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Part E: Budget

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

Allocation Amount: \$59000

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Professional salaries (schools must account for fringe benefits) <ul style="list-style-type: none"> • Per session • Per diem 	<p>Fall /Weekday Tutoring</p> <p>Participating Teachers:(15 Teachers) x (1 hour) x 12 (weeks) = (180 hours) x (\$ 51.51 per/hr.) = 9,271.80</p> <p>(1 Teacher) x (2 hours) x 12 (weeks) = (24 hours) x ((\$ 51.51 per/hr.)= 1,236.24</p> <p>Supervisor: (1 Assistant Principal) x (1 hour) x 12 weeks x (\$ 52.84 per/hr.) = 634.08</p> <p>Spring /Weekday Tutoring</p> <p>Participating Teachers: (15 Teachers) x (1 hour) x (16 weeks) = (240 hours) x (\$51.51 per/hr.) = 12,362.40</p> <p>(1 Teacher) x (2 hours) x (16 weeks) = (32 hours) x ((\$ 51.51 per/hr.) = 1,648.32</p> <p>Supervisor: (1 Assistant Principal) x (1 hour) x 16 weeks x (\$52.84 per/hr.) = 845.44</p>	<p>Instructional Plan: tutoring After school/Saturday Academy Techer Professional development/study groups</p> <p>Monthly SIFE/LONG TERM ELL parent Workshop</p> <p>Monthly parent Orientations and ESL/Technology Parent Saturday class</p>

Part E: Budget

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

Allocation Amount: \$59000

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
	<p>Spring/Saturdays Tutoring</p> <p>Participating Teachers: (12 Teachers) x (3 hrs) x (10 Saturdays) = (360 hours) x (\$51.51 per/hr.)=18,543.60</p> <p>Supervisor: (1 Assistant Principal) x (3 hours) x 10 Saturdays x (\$52.84 per/hr.) = 1,585.20</p> <p>Monthly SIFE/LONG TERM ELL parent Workshop – Participating Teachers</p> <p>(1 Teacher) x (10 hours) x (\$51.51 per/hr.) = 515.10</p> <p>Saturday ELL Parent Instructional Class – Participating Teachers</p> <p>(1 Teacher) x (30 hours) x (\$51.51 per/hr.) = 1,545.30</p> <p>Professional Development/Meetings</p> <p>Participating Teachers: (7 Teachers) x (1 hour) x (9 meetings)=(63 hours)x (\$51.51 per/hr.) = 3,245.13</p> <p>Inquiry/Study Groups</p> <p>(4 Teachers) x (2 hour) x (4 meetings) = (32 hours) x (\$51.51 per/hr.)=1,648.32</p>	
Purchased services	Achieve 3000 (different funding	

Part E: Budget

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

Allocation Amount: \$59000

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
<ul style="list-style-type: none"> High quality staff and curriculum development contracts. 	source) Repetorio Espanol (different funding source)	GCHS holds 250
Supplies and materials <ul style="list-style-type: none"> Must be supplemental. Additional curricula, instructional materials. Must be clearly listed. 	580.17 2,555.65 383.25 300.00	Dictionaries: (50 bilingual dictionaries) Materials: chart paper, markers, smart pens, ink, color Books for ESL Libraries Scholastic: New York Times Magazine EL SOL - Native Language Magazine
Educational Software (Object Code 199)	_____	_____
Travel	_____	_____
Other	2,100.00	Four computers to continue and increase our implementation of the Achieve 3000 Reading Program
TOTAL	_____	_____

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

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

Part I: School ELL Profile

A. School Information [i](#)

District 24	Borough Queens	School Number 485
School Name type here		

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

Principal Vittor Denise	Assistant Principal Regina Dominguez
Coach N/A	Coach N/A
ESL Teacher Krystyna Levy	Guidance Counselor Shirley Irace
Teacher/Subject Area Alexandra Gil	Parent Lydia Martinez
Teacher/Subject Area Felix Pagan	Parent Coordinator Albarosa Abdellatif
Related Service Provider Donna Williams	Other N/A
Network Leader(Only if working with the LAP team) type here	Other type here

C. Teacher Qualifications

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

Number of certified ESL teachers currently teaching in the ESL program.	7	Number of certified bilingual teachers <u>not</u> currently teaching in a bilingual program	0	Number of teachers who hold both content area and ESL certification	3
Number of certified bilingual teachers currently teaching in a bilingual program	0	Number of certified NLA/foreign language teachers	8	Number of teachers who hold both a bilingual extension and ESL certification	0
Number of certified ESL teachers <u>not</u> currently teaching in the ESL program	0	Number of teachers currently teaching a self-contained ESL class who hold both a common branch license and ESL certification	0	Number of special education teachers with bilingual extensions	0

D. Student Demographics

Total number of students in school (Excluding Pre-K)	1899	Total number of ELLs	443	ELLs as share of total student population (%)	23.33%
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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 checked="" type="checkbox"/>	No <input type="checkbox"/>	If yes, indicate language(s): SP
Dual language program	Yes <input type="checkbox"/>	No <input checked="" type="checkbox"/>	If yes, indicate language(s):

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

ELL Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Tot #
Transitional Bilingual Education <small>(60%:40% → 50%:50% → 75%:25%)</small>										3	5	3	3	14
Dual Language <small>(50%:50%)</small>														0
Freestanding ESL														
SELECT ONE														0
Discrete ESL class										8	11	10	8	37
Total	0	0	0	0	0	0	0	0	0	11	16	13	11	51

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	443	Newcomers (ELLs receiving service 0-3 years)	282	ELL Students with Disabilities	39
SIFE	73	ELLs receiving service 4-6 years	94	Long-Term (completed 6+ years)	69

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	134	12		16	10		5	1		155
Dual Language										0
ESL	146	21		78	21		64	8		288

ELLs by Subgroups										
ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			Total	
All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD		
Total	280	33	0	94	31	0	69	9	0	443
Number of ELLs who have an alternate placement paraprofessional: <u>0</u>										

C. Home Language Breakdown and ELL Programs

Transitional Bilingual Education														
Number of ELLs by Grade in Each Language Group														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish										26	27	47	55	155
SELECT ONE														0
SELECT ONE														0
TOTAL	0	26	27	47	55	155								

*EP=English proficient student

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

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

This Section for Dual Language Programs Only

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

Freestanding English as a Second Language

Number of ELLs by Grade in Each Language Group

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish										70	72	69	111	322
Chinese										2	3	6	5	16
Russian														0
Bengali														0
Urdu										2	1			3
Arabic										15	18	10	15	58
Haitian										2				2
French											1	1		2
Korean														0
Punjabi														0
Polish										5		2	2	9
Albanian										1	2	1	1	5
Other										4	4	7	11	26
TOTAL	0	101	101	96	145	443								

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									21	25	36	30	112
Intermediate(I)										29	27	26	47	129
Advanced (A)										30	25	14	43	112
Total	0	80	77	76	120	353								

NYSESLAT Modality Analysis

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

NYSESLAT Modality Analysis

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

NYS ELA

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

NYS Math

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

NYS Science

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

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

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
Comprehensive English	157		39	
Integrated Algebra	178	123	80	55
Geometry	10		9	
Algebra 2/Trigonometry				
Math _____				
Biology				
Chemistry				
Earth Science	33	10	11	6
Living Environment	124	85	44	47
Physics				
Global History and Geography	126	80	56	36
US History and Government	82	60	59	38
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)	67	64	59	107				
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.
Our school gives an entry benchmark assessment that includes oral language fluency. The student is then assessed with the LAB-R /NYSETELL exam and ultimately at the classroom level. We also use Achieve 3000 to set reading/writing goals based on lexile levels. Based on all these assessments the student placement is differentiated based on language proficiency. Instruction in the class is

differentiated based on the hard and soft data available to each teacher from their classroom instruction. Teachers of ELLS integrate literacy strategies and ESL methodology to scaffold instruction based on the student language literacy.

2. What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?
We note that many of our Ninth graders enter our school with little or no English language proficiency and are brand new to the country. These students predominantly score at the beginner levels; however, we do find that students coming from countries with strong educational practices or where English is part of the culture, those students exhibit proficiency on the LAB-R or score at the advanced levels.

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 [AMAO tool](#))
As we examine the NYSESLAT results and overall student language progress we make individualized decisions concerning student placement; also, structural decisions are made to inform our placement of students. For example, students at the advanced level of ESL not having passed the ELA Regents are provided with an additional Regents prep class to support the language deficiencies. Students are also provided in school daily opportunities for tutoring, based on SLC's and Tuesday –Friday). After-school tutoring is also available from October- June and the Saturday program is held during the Spring semester.

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?

We find that our students exhibit low CALP and struggle with academic vocabulary in all content areas. However, students in the Free Standing ESL program seem to exhibit language proficiency at a faster rate than those in the bilingual program. In a number of cases, our bilingual students are coming with little to no proficiency in the native language (SIFE). Therefore, the transition to a new language is a slower and more difficult process. It is noted that a large majority of our bilingual ELLS elect to take their exams in the native language. These students for the afore mentioned reasons are not fairing as well as our Free Standing ESL program. We administered the ELL periodic assessment to bhour Nith grade and low level students. Teachers were given professional development in order to use the assessment to inform instruction; we noted that begginer students and low level; internediate students needed futher support. Thefore, we infused Achieve 3000 to support our struggling and long term ELLS. For our bilingual students there is consistent native language support. All our bilingual students are in native language classes based on their native language proficiency. Our levels range from the begginer levels of Spanish to the Advanced Placemet classes. Students are also supported through our tutoring programs.

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](#).)

6. How do you make sure that a child's second language development is considered in instructional decisions?
At Grover Cleveland instructional decisions are consistently made considering our student's second language development. Students are programed for classes based on benchmark assessment, teacher discussion and overall student need. In conjunction with a trained guidance counselor, Assistant Principal and teachers students are afforded highly differentiated programming to support their language and overall academic needs.

7. For dual language programs, answer the following:
 - a. How are the English-proficient students (EPs) assessed in the second (target) language?
 - b. What is the level of language proficiency in the second (target) language for EPs?
 - c. How are EPs performing on State and City Assessments?

Paste response to questions here:

8. Describe how you evaluate the success of your programs for ELLs (e.g. meeting AYP for ELLs, etc.).
Our most recent report card indicates that 57% of our ELLS scored at levels 2-4 which is a 5% increase over the previous year. In mathematics our performance index exeded our Safe Harbor target. Also, our Ells met AYP targets in ELA, Math and graduation rate; they met the Effective Annual Measurable objective as well.

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](#).)

ELL Identification Process and Parent Choice at Grover Cleveland High School:

Parents are given an informal interview in their native language (interpreters are used as needed) to determine the need. The (HLIS) is administered in a one to one parent session. All interviews are done with native language support. Our ESL Coordinator, ESL Certified pedagogue, Krystyna Levy and our LAB-BESIS Coordinator, Foreign Language /ESL certified pedagogue, Alexandra Gil, conduct informal parent interviews and assist parents in the completion of the Home Language Identification Survey in order to determine eligibility for LAB-R testing. Ms. Gil, our LAB-BESIS is a Spanish teacher, fluent in Spanish and English; Ms. Levy, our ESL Coordinator, is fluent in English, Polish and Russian. They administer, to eligible students, the LAB-R exam within 10 days of enrollment. A Spanish LAB-R is also administered to students with a home language of Spanish. Students with a home language other than English and found NOT to be English proficient, based on the hand scored LAB-R exam, are deemed entitled to receive ESL services and are placed in an instructional program based on parent choice.

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.

Parents are given an informal interview in their native language (interpreters are used as needed) to determine the need. The (HLIS) is administered in a one to one parent session. All interviews are done with native language support. Our ESL Coordinator, ESL Certified pedagogue, Krystyna Levy and our LAB-BESIS Coordinator, Foreign Language /ESL certified pedagogue, Alexandra Gil, conduct informal parent interviews and assist parents in the completion of the Home Language Identification Survey in order to determine eligibility for LAB-R testing. Ms. Gil, our LAB-BESIS is a Spanish teacher, fluent in Spanish and English; Ms. Levy, our ESL Coordinator, is fluent in English, Polish and Russian. They administer, to eligible students, the LAB-R exam within 10 days of enrollment. A Spanish LAB-R is also administered to students with a home language of Spanish. Students with a home language other than English and found NOT to be English proficient, based on the hand scored LAB-R exam, are deemed entitled to receive ESL services and are placed in an instructional program based on parent choice.

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

The entitlement letters are prepared and distributed by our LAB-BESIS Coordinator and in collaboration with the ESL Coordinator and ESL pedagogues. (ESL team has been identified above). Letters are sent home via students and their signatures are required and kept on file. Continued entitlement letters are also distributed and signature lists are maintained and filed in our ESL office. Placement letters will be sent home and kept on file in the ESL office as well. Parent Survey and Program Selection forms are completed by the parents after the initial video viewing and during the orientation meeting. All forms are kept on file in our ESL office. The reports used to determine NYSESLAT eligibility are: RLAT, RMNR.

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.
As part of the initial enrollment packet, parents are given a HLS (Home Language Form) form to identify if there is a home language other than English at home by the student. Once the student is identified as entitled for ESL the parent is directed to the one-on-one orientation video viewing and orientation; after sitting for the orientation and after having their questions and/or concerns addressed the parents are asked to make the programming selection: Bilingual/ESL Program. These meetings are held in the target language through the services of our polylingual staff and/or interpreters. Students are placed based on parent choice. We compile all parent selection forms and record target languages in order to notify parents when a TBE in their target language becomes available. The placement letters are given at the orientation session after the parent makes the program selection. All placement letters are recorded in our ELL intake log and it is maintained in our ESL office along with a copy of the parent selection form. The ELPC ATS screen is completed after the administration of the LAB-R and within the 20 days allotted.

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.

Our school annually administers the NYSESLAT exam during the state- mandated testing period. The test is administered by our ESL Coordinator, Krystyna Levy, our LAB-BESIS Coordinator, Alexandra Gil in collaboration with our ESL certified pedagogues. To ensure that all ELLs receive the NYSESLAT annually we utilize the following ATSreports: RLAT, RMNR. The exam is scheduled and administered by modalities using the state guidelines for administration. The speaking modality is administered to students individually at a location separate from other students. The untimed listening, reading, writing subtests are administered to groups of students by our ESL team of pedagogues as identified above. Students with disabilities are provided with the testing accommodations specified by their IEPs or 504 Plans with two exceptions: the Reading subtest may not be read to any student, for the Writing subtest, students may not receive assistance or have their responses corrected for spelling, grammar, paragraphing, or punctuation. All ELLs are scheduled for the NYSESLAT exam and scoring and packing procedures are carefully followed as per testing regulations. Testing deadlines and delivery schedules are consistently adhered to 100% of the time.

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. 
- The programs at our school are aligned to parent choice. In reviewing the parent choices in the past years we see a marked change in the parent choices; the shift is identified as parents electing the Free Standing ESL program instead of the Transitional Bilingual Program. Currently, 66 % of our parents have chosen the Free Standing ESL program and 34% have chosen the Transitional Bilingual Program. We continue to program our students based on the parent selection .

Part V: ELL Programming

A. Programming and Scheduling Information

1. How is instruction delivered? (see [The Practitioners' Work Group for Accelerating English Language Learner Student Achievement: Nine Common Features of Successful Programs for ELLs](#))

- a. What are the organizational models (e.g., departmentalized, push-in [co-teaching], pull-out, collaborative, self-contained)?
- b. What are the program models (e.g., block [class travels together as a group], ungraded [all students regardless of grade are in one class], heterogeneous [mixed proficiency levels], homogeneous [proficiency level is the same in one class])?

Our ELL instruction is delivered departmentally and through Free Standing ESL classes. We do not have a pull-out or push-in ELL program. The Ninth Grade travels together but receives the ESL services based on language proficiency within the SLC. At Grover Cleveland we maintain high standards and practices to provide our ELL population with a academically rich, culturally sensitive and respectful learning environment. Our school leadership is respectful and mindful of the challenges facing our ELLs and makes programming and structure decisions with this in mind. Our school structure is now comprised of small learning communities with teacher teams that meet on a weekly basis for : inquiry , case conferencing, professional development and tutoring . The academies are as follows: NINTH GRADE ACADEMY (NGA), STEM, ALLIED HEALTH, COMMUNICATION ARTS, BUSINESS AND HOSPITALITY. The NGA academy is structured in blocks but ESL students receive their ESL instruction based on their language proficiency ; bilingual students, in addition to ESL services, are provided with a native language arts class to support their academic language development. As part of the SLC initiatives , teachers of ELLs meet regularly to engage in the inquiry process, discuss assessments, interventions and goal setting for ELLs. Our ELL students are also provided with tutoring opportunities within the SLC twice a week in addition to the after-school and Saturday ELL tutoring program in all content areas and ESL. Bilingual and ESL teachers work together with the content teachers to build culturally sensitive and nurturing learning environments for our ELLs.

See Below for Questions 2-7

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

The licensed guidance counselor programs the student based on parent choice and in line with the placement assessments.

There are 138 ELLs in the Transitional Bilingual program and 272 in our Free Standing ESL program. Our ELL population is provided with services to support their academic needs. Grover Cleveland High School provides staff with developmental training to enable students to achieve academic progress as their English proficiency develops. The goal of incorporating all these elements is to enable our LEP/ELL students to achieve academic progress as their English language skills improve.

Instructional Program Component for ELLs, grades 9 – 12

	BEGINNER	INTERMEDIATE	ADVANCED
FOR ALL PROGRAMS			
ESL instruction for all ELLs as required under CR Part 154	675 minutes per week	450 minutes per week	225 minutes + 225 ELA instruction per week
Native Language Arts	45 minutes daily (Spanish)		

Program Model Descriptions:

ESL/Foreign Language Model - Students who are identified as being English Language Learners receive instruction in English as a Second Language in the following programs: Homogeneous grouping by proficiency levels in a class: beginning level students receive triple periods; at the intermediate levels double ESL periods are given. At the advanced ESL level students receive a single period of ESL and a single period of English Language Arts which is taught by a licensed English teacher.

The following is the sequence in which the classes are given:

Beginning: ESS81(L1) to ESS82 (L2) are double-period ESL classes with a focus on listening, speaking, reading, writing; grammar is taught in on content and level appropriate. These classes are accompanied by the English component ESS81 QQL (LS1) and ESS82 QQL (LS2) which are single-period classes with a focus on non-fiction text and writing and infusing the Common Core

objectives. Students at this level receive a total of 675 minutes of instruction.

Intermediate:ESS83/4/ESS83/4QQL (L3/4) to ESS85 (L5)/ESS85QQL (LS5) are single period classes for intermediate level students focusing on their four language skills. These courses are taken with an additional single-period English component LS3, LS4, LS5. Intermediate students receive a total of 450 minutes. Students at this level are also focusing on non-fiction text and following the ELA Common Core standards.

Advanced:ESS86/ESS87/ ESS89 are single period / 225 minutes classes for our advanced students. Not only do we focus on perfecting their listening, speaking, reading and writing skills, they receive intensive instruction in preparation for the English Regents; these classes are taught using all ELA Common Core standards and objectives These classes are accompanied by an additional class, 225 minutes a week, in the ELA Department.

ELA Regents Additional Prep class: An additional Regents prep class (L10) is offered to those ELLs in the country for more than one year and that are at the intermediate to advanced levels of language proficiency in the NYSESLAT, are enrolled in intermediate to advanced ESL classes, and /or are scheduled to take the ELA Regents in January/June. Cohort students are also supported with this additional class. The advanced level students also take a literature class from the English Department that provides Regents support as well . Students preparing for the Regents are also offered support through the ESL Title III After-school/Saturday Program. In addition, any student preparing for the Regents receives a mock Regents in January that prepares them for the rigor of the Regents. All classes infuse Common Core goals and objectives.

Long-Term ELLs/SIFE- are targeted through classes that provide support through our on-line reading program, Achieve 3000: ESL/ Social Studies content instruction, ESL/Science content instruction. Building academic language through content is extremely important for our long-term ELLS. Our bilingual LTE are also supported through NLA classes that build academic language as well. Students are provided with weekly classroom sessions of the Achieve 3000 reading program in addition to providing specific tutoring sessions around our reading initiative and Achieve 3000. This is made possible through a number of funding sources.

ELLs in the Biligual Spanish Program are provided with 45 minutes of native language instruction on a daily basis. ELLs that are speakers of other languages are afforded the opportunity to recive foreign language instruction in Spanish or Italian. All our ELLS are encouraged and supported in striving to achieve an Advanced Regents diploma.

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.

here is collaboration between ESL and the content areas . ESL is taught in content and guided by the Common Core standards . The study of English is best accomplished through content area instruction where language acquisition is taught through the use of content academic vocabulary. Content and ESL teachers collaborate in their SLC . In Math , the ESL instruction is delivered using the Frayer Model, vocabulary building, numeracy related word walls and students are provided with tutoring opportunities during the day as well as after school. Algebra 1 courses for Spanish Bilingual and ESL use Pearson Prentice Hall's NY Integrated Algebra textbook and core curriculum. The Bilingual students use the Spanish version of the textbook, the ESL students use the English version of the textbook. Frayer Models are used as visual organizers to extend vocabulary in the ESL and Spanish Bilingual mathematics classes. There are two licensed Spanish Bilingual Mathematics teachers who deliver mathematics instruction in Spanish and English. Students are programmed for mathematics based on their mathematics levels, not their ESL level. Therefore, there is a wide range of ESL levels in each mathematics classroom. Teachers increase the level of instruction in English according to the average ESL level of the class. Licensed Day High School mathematics teachers deliver ESL mathematics lessons using the Frayer Model and other strategies. In the ninth grade, students are immersed in the 2014 Common Core Curricula for Math in preparation for the new Algebra Regents in June 2014. The ninth grade teachers utilize the CCSS curricula to deliver highly conceptualized, challenging instruction using technology, and all collaborate through their private(GCHS only) Edmodo community.

The science department offers Regents earth science and Regents living environment in bilingual and ESL models plus one additional elective—environmental science – in Spanish. Ninth Grade ESL Living Environment classes are divided into two groups—beginner and intermediate students. Students of mixed abilities were promoted into the tenth grade Earth Science classes. Not all of these students passed the Living Environment Regents, often due to language barriers. Living Environment and Earth Science are offered to upper classmen as well in ESL regardless of language ability. Ninth Grade bilingual students are taught Living Environment in Spanish as are the tenth grade Earth Science students. The Environmental Science elective is available to students who need the additional credit in science.

ESL Science classes are taught entirely in English with ESL methodology . We are using the Gencoe textbook/workbook; "The Living Environment" and Essentials of Biology by Rinehardt and Winston for the ninth grade. For the 10th grade ESL – Biology— The Study of Life by Prentice Hall. To assist ESL students with the rigor of these books words are being defined and translated from their own language to English. Differentiation , vocabulary and web organizers are used to deliver the content. Each student is provided with enough time to read, make observations, and analyze a particular task or reading. They are asked to make inferences and draw conclusions based on the given facts or investigation. Laboratory is given once a week in relation to the current unit/topic that is being discussed. Additional activities are added to the lab to compensate and to reinforce the content.

In Earth Science, we are using the Heath Earth Science text book. Home work is assigned every other day. The students have difficulty reading because of the different reading levels. Worksheets are used to reinforce the lesson. Group work is used as needed. Students who understand the concepts are asked to help their fellow students. Students receive tutoring during their school day, during the SLC period, a minimum of twice a week. As a support , through Title III and other grant funding, students are provided with afterschool tutors. It has been observed that students who attend tutoring sessions do much better than those who do not.

In our Transitional Bilingual classes the native language support is always present and based on the students' ESL proficiency levels. Methodologies include: Use of graphic organizers to introduce and assess concepts that encourage meaningful learning (require minimal language). Examples: Venn diagrams, flow charts and concept maps, Use of graphs, charts, diagrams, pictures. Visual representation of concepts, use of science videos to introduce and review concepts, introduction of concepts in their native language and later give them the same concepts in English; build new vocabulary in their second language through different activities like: word search, complete sentences looking at the word and picture; lesson summaries using the second language (at the end of the lesson with short sentences at the beginning of the year to paragraphs at the end of the semester); Homework with short paragraphs in the second language to understand, acquire and underline words that are difficult to understand (use of dictionary, glossaries). Closed Caption in videos to correlate written and spoken English. Laboratory activities are done using both English and translated versions. Students are encouraged to define vocabulary and make inferences in order to understand concepts in both languages. Some activities are done in Spanish and some in English. Exams are done in Spanish using the Regents versions. The textbook used are Biologia by Glencoe and Ciencias de la Tierra by Holt.

All social studies classes follow NYS mandated courses and the materials presented align with the scope and sequence provided by the state and the Common Core Standards. We incorporate both the English and Spanish language into the classroom lesson. Reading activities are also presented in both languages. Glossaries are used as well as photographs, atlases, art work, films and tactile objects. Textbooks are also available in Spanish and English versions. We continue to teach the Social Studies content infusing ESL methodology. A curriculum has been developed with an emphasis on vocabulary and the infusion of various different learning styles into the lesson. A resource library has also been placed in ESL classrooms to assist students further with their understanding of the curriculum

Native language classes incorporate literacy strategies in line with Common Core standards and following Blooms Taxonomy. Our native language classes use the following text books: Tesoro Literario, Nuestro Mundo, Tu Mundo, Encuentros Maravillosos, Abriendo Puertas, A.P. Spanish/Literature readers, Parabienes and content based readers in Spanish as well.

TRANSITIONAL BILINGUAL EDUCATION PROGRAM

Bilingual instruction is offered in content areas to students in a situation where there are 20 or more students in the same grade who speak the same language. It consists of Native Language Arts, Social Studies, Science and Math. We offer a full Spanish bilingual program. Our school currently has Social Studies Bilingual classes, Bilingual classes in Math, and Bilingual Science classes. There are ELL students mainstreamed in Physical Education, Art, Music, Technology and other subjects. ESL methodology is infused in content areas for all ELL students where there are fewer than 20 students in the same grade who speak the same language. Currently we have the following classes in the bilingual program: 5 Social Studies, 5 Math and 4 Science. In the ESL program we have the following: 6 Social Studies, 4 Math, 4 Science. We continue to encourage inter-visitiation between ESL teachers and English teachers as a professional development source. Our courses of study continue to be updated and modified to address the new initiatives such as the CCSS. For students in a bilingual program, native language courses are offered and our freestanding ESL students are also afforded the opportunity to learn a foreign language.

The bilingual education program includes two components:

- a language arts instructional component delivered through instruction in English language arts
- English as a Second Language as per CR-Part 154
- a content area instructional component delivered through instruction in the native language and English through ESL

methodologies as per CR Part 154 mandates.

The goals of the Transitional Bilingual Programs are: Content Area

- Attaining English language proficiency within three years
- Providing grade-level academic work in the student's native language so that the student maintains academic progress while developing English proficiency
- Providing instruction in two languages: the native language and English:
 - o In the Beginning Level, classes follow the format of 60% in Native Language and 40% in English
 - o In the Intermediate Level, classes follow the format of 50% in Native Language and 50% in English
 - o In the Advanced Level, classes follow the format of 25% in Native Language and 75% in English

The native language will go from:

Highly conceptual and linguistically demanding with a focus on challenging work and high production. Activities should:

- Develop cognition
- Develop higher order thinking skills
- Introduce new concepts through methods such as inquiry and problem solving
- Introduce students to processing concepts/skills
- Introduction and development of academic discourse, such as hypothesizing, evaluating, inferring, generalizing, predicting and classifying.
- Language glossaries
- Development of concepts
- Assessment of conceptual understanding

Transitioning to: English Language

Student tasks that encourage thinking, reading, speaking and writing

- Low-demand linguistic tasks and work production. Activities should include:
 - Reviews
 - Linguistic summaries
 - Highly contextualized concepts

Transitioning to: English Language

- Highly contextualized student tasks that encourage thinking, reading, speaking and writing
- Using academic discourse in reviews
- Using language concept glossaries with:
 - Key terms
 - Vocabulary
 - Functions

Students receive native language support through our NLA classes. The NLA classes support content by working collaboratively with content and ESL teachers in order to inform the instruction by way of BIG themes across contents, brick and mortar words across content, content embedded objectives in the native language. Also, our NLA students utilize the Achieve 3000 reading program in the native language. Our Native Language program not only prepares students for the Spanish LOTE Spanish but also offers our students Advanced Placement classes: Advance Placement Language, Advanced Placement Literature.

To ensure that our ELLS are appropriately evaluated in their native language we administer the Spanish LAB-R, the ELE exam and departmental benchmark assessments, mid-terms and finals are administered consistently throughout the year. Teachers of language collaborate on inquiry teams to conduct inquiry in order to inform instruction.

At Grover Cleveland the Title III program provides ELLS with supplemental instruction in a structured weeday/Saturday academy. The Title III program consistently maintains the goal of student and parent collaboration. Our initiatives are designed to bring parents, students, and staff together in the learning process. English Language Learners are challenged with both new language and culture. In order to address these needs, enrichment activities for ESL/Bilingual students and their families are made available. We will also conduct Teacher workshops which will focus on the Common Core Standards, Balanced Literacy, differentiation of instruction tailored for ESL students and technology resources available for ELLS. Bilingual counseling is available through our certified and trained bilingual counselor. Our Saturday Institute will help intermediate and advanced ESL students prepare for the English Comprehensive Examination. We will also help students in beginning and low intermediate levels to acquire fluency in listening, speaking, reading and writing via our after-school and Saturday tutorial programs. Parents will participate in Saturday Adult ESL and technology classes. The adult sessions are differentiated and we teach parents how to compose E-Mails, retrieve information from the internet, Daedalus etc. We offer both Native Language Arts and Math (Bilingual/ESL) tutoring both weekdays and on Saturdays. In our continued efforts to assimilate our immigrant students to the American culture, educational

trips are planned during parts of the fall and spring semesters. This is the one of the many benefits ESL students will have while participating in this program.

The instructional programs will service ELLs in grades 9, 10, 11 and 12 who score at the Beginning, Intermediate and Advanced levels on the NYSESLAT. Newcomer ELLs, SIFE and long term ELLS participate in the program and are consistently assessed, monitored and supported. We have identified long-term ELLs (6 years or more) that are currently in advanced levels of ESL as needing additional reading and writing support. Our long term ELLs may receive additional minutes of instruction (L10 class) and are part of the Achieve 3000 program. The additional minutes of instruction and /or the online, highly differentiated reading program are mediations in an effort to afford our students the opportunity of attaining language proficiency and succeeding on the ELA and content Regents. Our intermediate and advanced ELLs use the Achieve 3000 program two times a week in their ESL class and through the SIFE/Long term ELL grant we will be able to immerse our students in the Achieve 3000 reading program after school /Saturday program. Also, there are tutoring opportunities for these students during the school day as well. Our SIFE population is identified through oral interviews, writing samples, Interrupted Formal Education Form, and academic history. We serve SIFE students in our school with a bilingual program and an after-school/Saturday tutorial program. These students are taught in English as a Second Language, for Spanish, we provide the native language component as per the CR-Part 154 mandates. Literacy skills will be taught in their native language during the extended day classes as research indicates that native language literacy contributes to faster acquisition of literacy in a second language. Students will be taken to museums and plays in their native language(Spanish) as well as to educational outings that immerse in Americana. Students and parent/guardian are invited to meet with bilingual guidance counselors, teachers and /or administrators throughout the year. Our ninth graders receive instruction in career skills through our Freshman Advisory class; the bilingual students have access to the theatre experience through our partnership with Repertorio Español. A dedicated actor collaborates with the NLA teacher in a theatre project that takes students from the writing, reading phase to the actual on stage production. This program will be made possible through the SIFE/Long Term ELL grant, as accorded. Our data indicates that our long-term ELLs are predominantly in intermediate and advanced classes but have not yet reached proficiency levels on the NYSESLAT. In our needs assessment, based on the RNMR report, we determined that our long term ELLS would benefit from being homogeneously placed to work on deficient skills. Our ELL class is concentrating on reading comprehension using the Achieve 3000 program in class afterschool. After-School Weekday Tutoring Academy program will meet beginning in November 2013 through June 2014. There will be two sessions per week and each session will have a maximum of 15 students. Certified Bilingual and/or ESL/NLA/content teachers will provide supplemental instruction in alignment with the Common Core standards, New York City and New York State content and performance standards. Our ESL curricula is content based and is aligned to Common Core Standards. In the Ninth grade we have infused the 3D program that addresses the needs of long term ELLS by focusing on vocabulary and writing development. Instruction will focus on literacy and numeracy using ESL strategies and Common Core objectives to prepare students to reach language proficiency on the NYSESLAT, and successfully pass city and state assessments. Supervision and coordination will be in place throughout the duration of the program. Supplementary materials will be provided to augment English, Native Language Arts, and Math instruction. General instructional supplies such as portable screens, chart paper, markers, and overhead transparencies, supplemental books to create libraries, dictionaries, thesauruses, and certificates of achievement will be purchased to support this program. Our ESL/Bilingual ELLS participate in all school functions. Our NGA ELLs are made a part of all award ceremonies and or events in the academy.

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4. How do you ensure that ELLs are appropriately evaluated in their native languages throughout the year?
ELLs in bilingual programs are placed in native language classes and evaluated based on the class rubric, goals and objectives. Students are also prepared for the LOTE exam based on language availability.
5. How do you ensure that ELLs are appropriately evaluated in all four modalities of English acquisition throughout the year?
ESL instruction is delivered on a daily and consistent basis using all four language modalities. Classroom benchmark, formative and summative assessments also test the four language skills. Ultimately, on a yearly basis, all ELLs participate in the administration of the NYSESLAT exam that includes all four modalities.
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).

ELA Regents Additional Prep class: An additional Regents prep class (L10) is offered to those ELLS in the country for more than

one year and that are at the intermediate to advanced levels of language proficiency in the NYSESLAT, are enrolled in intermediate to advanced ESL classes, and /or are scheduled to take the ELA Regents in January/June. Cohort students are also supported with this additional class. The advanced level students also take a literature class from the English Department that provides Regents support as well. Students preparing for the Regents are also offered support through the ESL Title III After-school/Saturday Program. In addition, any student preparing for the Regents receives a mock Regents in January that prepares them for the rigor of the Regents. All classes infuse Common Core goals and objectives.

Long-Term ELLs/SIFE- are targeted through classes that provide support through our on-line reading program, Achieve 3000: ESL/ Social Studies content instruction, ESL/Science content instruction. Building academic language through content is extremely important for our long-term ELLs. Our bilingual LTE are also supported through NLA classes that build academic language as well. Students are provided with weekly classroom sessions of the Achieve 3000 reading program in addition to providing specific tutoring sessions around our reading initiative and Achieve 3000. This is made possible through a number of funding sources.

ELLs with Special Needs - Our ELLs with special needs receive support from our Instructional Support department. ELLs are provided with all the mandated services based on the students IEP. For long term ELLs with disabilities and who need an extension of services the following instructional support is provided: modified curriculum, alternate placement bilingual paraprofessionals, infusion of ESL methodology in content areas, visuals, SMART technology interactive lessons. These students are also provided with tutoring opportunities during and after the school day. Many of these students are also registered in our on line reading program, Achieve 3000. This program provides students with highly differentiated text, assessments and exercises to support academic language. ELL-SWDs receive instruction as follows:

- ESL methodology in content area classes.
- Visual/pictorial dictionaries as reference and aides.
- Bilingual dictionaries as reference and aides.
- Spell checkers/calculators
- Translation as needed by bilingual teacher(s), paraprofessional and/or student(s).
- Vocabulary :graphic organizers.
- As appropriate, writing or retelling in native language with translation.
- Syllabication of key words and vocabulary.
- Differentiated instruction (visuals, auditory and hands-on).
- Films with subtitles in native language.
- Low level/high interest literature and non-fiction text.

•Grade level of texts is subject to and individualized by students' reading level derived from the following sources: a student's IEP, teacher recommendation, assessments and soft data. Differentiation of reading materials (texts, fiction and informational [non-fiction]), based on students' instructional reading level. The four language components of speaking, listening, reading and writing are included in all lessons. Dependent on need, direct instruction or Wilson reading supplements English literature classes. In order to meet the needs of ELLsSWDs within the least restrictive environment, the ISS department ensures:

- Differentiation of reading materials/texts that are based on students' instructional reading levels. See above descriptions.
- IEPs are consistently reviewed and mandated services are provided by the appropriate school staff.

•Students with the IEP recommendation of related services only or Special Education Teacher Support Services (SETSS) and whose IEP mandates bilingual instruction participate in bilingual classes with the appropriate service in the native language. I.e. Counseling with a Spanish speaking counselor. Bilingual SETSS class with a Spanish/English speaking special educator.

•Students with the IEP recommendation of Integrated Co-teaching (ICT) or Special class in a community district high school are assigned to an alternate placement bilingual (Student's native language/English) paraprofessional in lieu of bilingual special classes or bilingual integrated co-teaching classes as we, as a school, have a small number of students within each grade level which does not constitute a bilingual special education program or ICT program. Our alternate placement paraprofessionals assist, translate as needed and support classroom instruction.

Our most recent school initiative is the creation of small learning communities (SLCs) where through intense collaboration of Principal, Assistant Principals, Guidance Counselors and programmers, the ELL SWDs have been programmed in the SLCs. As we All our students have access to the SLCs and make informed choices, with parent involvement, based on their personal preferences.

New comers

All our Newcomer ELLs are provided with individual language proficiency placement exams. In the classroom they are also provided with benchmark assessments that indicate skill based proficiency and deficiencies as well. All data is used to drive instruction and track student progress. These students are part of our Title III tutoring program. During the school day tutoring periods are also available in their SLC designated tutoring periods. Ninth grade ELLs are part of our Tiger Academy and receive all services including native language

support (bilingual Spanish). Teachers have common planning time and review data on an ongoing basis. All other ELLs are part of an SLC of their choice. All SLC's have sdesignated tutoring periods on a weekly basis.

Regardless of language level, a variety of methods and approaches are incorporated to achieve both communicative and written competency in English. The Common Core shifts were incorporated into each of the language level curricula. Some of the language learning methods employed are the direct method, whole language approach, and the communicative approach. The instructional objectives focus on developing the four language skills: listening, speaking, reading and writing, building academic vocabulary and preparing students for the college experience. A varied number of ESL/literacy strategies, activities and materials are infused in all our classes; individual/pair/group instruction, cooperative learning, audiovisuals, newspapers, videotapes, lap-top computers, SMART boards (selected rooms) to name a few. Staff development on Literacy Strategies, differentiation of instruction, QTEL strategies, reading/vocabualry, Common Core Standadards and shifts , ESL content is ongoing throughout the year.

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?

Our ELL-SWDs are placed in classes based on their IEP and language needs. These students are mainstareamed into ESL classes based on their language proficienc levels . In compliance with IEP these students are given all the required mandated instructional minutes of English as well as the native languge minutes for bilingual students. Teachers of ELLs with SWDs differentiate instruction and infuse literacy/ESL methodology to assess and address the student's language needs.

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?

ELLsSWDs are part of our ESL insrtucional program based on their language and IEP dictates. For example, ELL-SWDs who are also alternatively assessed are incuded in our general education ESL classes and also in our content area SLC's.

Our students are inbedded in each of the SLCs and are also provided with all mandated as per their IEP. Our curriculum is written with different entry points for ELL-SWDs in mind. Scheduling and para professionals are in place and in direct relation to the student's IEP.

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:	SPANISH		
Math:	SPANISH		
Science:	SPANISH		

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

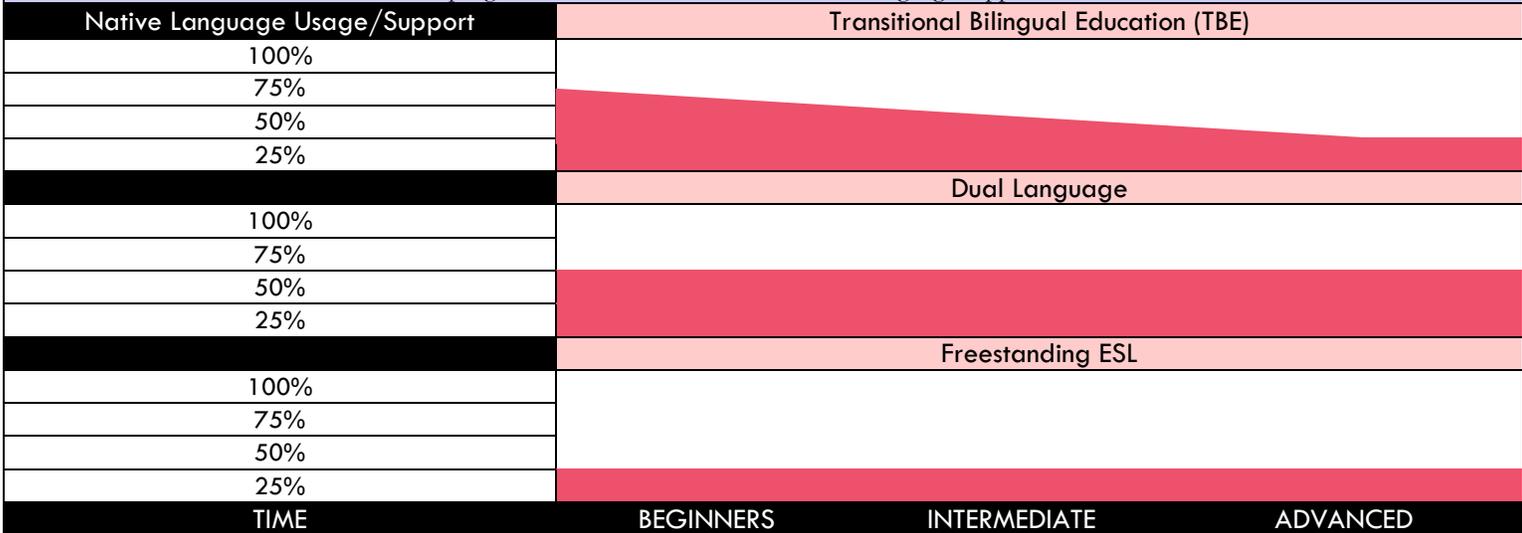
	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS: Native Language Arts	45 minutes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

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

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

Native Language Usage and Supports

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



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

B. Programming and Scheduling Information--Continued

9. Describe your targeted intervention programs for ELLs in ELA, math, and other content areas (specify ELL subgroups targeted). Please list the range of intervention services offered in your school for the above areas as well as the language(s) in which they are offered.

Also, our Ells met AYP targets in ELA, Math and graduation rate; they met the Effective Annual Measurable objective as well. Paste response to question here: The performance of ELLS in the targeted content areas is of great concern at our school. Our ninth grade students are homogeneously placed in Integrated Algebra and all other grades are programmed based on math levels. For freshman ESL/bilingual students struggling with math we offer a double period of Math . All math courses for freshman are taught using the Common Core standards and curricula for Math; all other grades are guided by NYS standards and curricula. Students have Math tutoring available during their CPT period, after-school and on during our Saturday spring program.

SCIENCE

L1- L3 Bilingual/ ESL students are assigned to two terms of Science. Students are scheduled to take the Regents after one full year of instruction: Living Environment-Ninth Grade : Earth Science in sophomore year. It appears that there is a direct correlation between the beginning- intermediate levels of ELLs and the scores attained on the Science Regents. There seems to be no consistency at the intermediate level and scores achieved on the Science Regents. However, there seems to be a direct correlation between the performance of Advanced ELLs passing the Living Environment and Earth Science Regents and the levels of language proficiency. After-school and Saturday programs will continue to be offered for all ELLs. Intervisitation and interdisciplinary meetings will continue to take place.

ENGLISH

In ELA there seems to be a direct correlation between beginning levels and the low performance scored on the English Regents .

Professional development for English teachers in the use of ESL methodology will be planned in order to increase awareness of linguistic differences of students and the ways in which culture plays a role and should be integrated into the curriculum. For our long-term ELLS, overaged ELLs and high intermediate and advanced students we offer an additional period of ESL to support our ELLS on the English Regents and scores achieved on the NYSESLAT. After-school and Saturday programs will continue to be offered. Intervisitations and interdisciplinary meetings will continue to take place. English teachers participate in in-house professional development to assist them with literacy/ESL strategies. We continue to give emphasis in to the ELA common core shifts: vocabulary, writing from source, balancing, knowledge in the disciplines, staircase of complexity, citing from sources; the CCCSS initiatives and curricula, and the NYS performance standards.

NATIVE LANGUAGE

In general, as L1 proficiency increases we note that the L2 increases proportionately. The implication for our LAP is that students must receive grade level academic work in their native language in order to maintain academic progress in that language which in turn develops English proficiency. To this purpose our after-school and Saturday programs will continue to be comprised of grade level instruction in the native language as well as the second language. After-school and Saturday programs will continue to be offered in both ESL and the native language in order to increase language proficiency in L1 and L2. The majority of advanced ELLs scored at the highest levels on the ELE and Spanish LAB. After-school and Saturday programs will continue to be offered for this population which has reached advanced proficiency in these assessment. Writing continues to be the focus for our native speakers

SOCIAL STUDIES

There seems to be a direct correlation between beginning levels and the low scores attained on the Social Studies Regents. The ESL / Social Studies departments are committed to interdisciplinary cooperation and collaboration. The study of English is best accomplished through content area instruction where language acquisition is taught and fostered through academic language. We are one of the first schools to embark on an ESL/Social Studies program, GSELL. This program afforded students two teachers and a double period of Global Studies. Due to budgetary reasons we are not able to maintain the program, as originally designed, but the concepts have remained with both the ESL and Social Studies teachers. After-school and Saturday tutoring programs will continue to be offered.

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

Content area teachers are aware of their students ELL language levels. They receive copies of the NYSESLAT reports , the information on student history is easily accessible on our teacher friendly Daedalus online system. The data is available for teacher review on an ongoing basis. Our current program supports the entire child. Not only are students provided with programs addressing their individual needs but we have also provided them with opportunities to choose a career path in order to begin the work needed for a successful post secondary career path. Our ELLs are given extra curricular support and are immersed in the target language through extracurricular and in-house activities. ELLs in both content and language are taught using literacy strategies, ESL/ bilingual methodology where applicable. Our bilingual program is careful to support L1 instruction resulting in a

more deliberate and successful transition to ESL programs and eventually to reaching proficiency on the NYSESLAT and content state assessments.

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

A needs assessment and the new Common Core objectives refocused our endeavors towards SLCs. For the upcoming school year we will continue to fine-tune our small learning communities. In our STEM academy our ELLs will be offered bridge building, robotics, technology courses to further differentiate their program and support their efforts to be college and career ready

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

N/A

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

The ESL department at GCHS provides students with a nurturing and secure environment. Our students have access to all school functions, facilities and programs. ELLs receive tutoring content opportunities in ELA, Math and other content areas receive supplemental services through our Title III program. The Title III program, after-school and Saturday, offers bilingual Spanish and ESL instruction across content areas. Native language support at the beginning, intermediate and advanced levels are also provided. Through the SIFE/Long term ELL grant ESL students participate in our Achieve 3000 reading program in both the ESL and Native Language classes. English Language Learners are challenged with both new language and culture. In order to address these needs, enrichment activities for ESL/Bilingual students and their families will be provided under Title III. Our ELLs are also provided with many opportunities through the SIFE/Long Term ELL grant: Repertorio Español theatre collaboration in NLA classes; CFES(College for Every Student) a career, college and mentoring prep program for our ELLs. Achieve 3000 for the ESL and NLA classes. A designated bilingual counselor is provided for our bilingual students. The bilingual counselor is also inbedded in our SLC's common planning for case conferencing and other supports for the whole child. ELL parents are invited and encouraged to participate in Saturday Adult ESL program. In addition we will offer both Native Language Arts and Math (Bilingual/ESL) tutoring both weekdays and on Saturdays to our ELL students. In our continued efforts to assimilate our immigrant students to the American culture, educational trips will be planned during parts of the fall and spring semesters.

The CMS G.P.S. (Graduate/Prepare/ Succeed) Program provided at Grover Cleveland High School is also available to our ESL students. This program is geared towards providing students with extra support. Students are eligible for this program due to attendance/academic issues, or as a result of being enrolled in the program the year prior. Individual/group discussions, and workshops conducted by the Counselors in the program cover topics such as goal-setting, improving attendance and grades, decision-making, self-esteem, conflict resolution, peer pressure, and other life skills. Students have the opportunity to receive individualized support, set goals and develop leadership skills. Students are also eligible to participate in the ELT (Extended Learning Time) portion as well. The ELT program provides students the opportunity to earn additional elective credit. The CMS "G.P.S" Program Counselors work in collaboration with parents, teachers, and school officials to provide the best possible service for each student. Students benefit from the program by having additional staff support and being a part of a group of peers who share their personal interests!

Outreach Letters ongoing.

- Phone calls to parents are made on a consistent basis.
- Daedalus online communication with counselors, parents and faculty.
- Home visits ongoing.
- Counseling services provided by counselors, social workers as needed .
- NYPD collaborates with GCHS to make outreach to students.
- Upon return the student is reinstated and given a program to address his/her needs.
Students are consistently monitored and are given support from teachers, guidance and administration.
- Tutoring: during the school day, after-school and Saturdays is made available.
- In- school day tutoring available.

Also available to our ELLs is our COB :Upwardbound through Vaughn College. This CBO assist students with tutoring, career goal and planning.

CFES(College for Every Student) is a program specifically for our ELLs . This CBO has a College readiness and mentoring program. CFES makes it possible for our ELLs to visit a number of college campuses , networking opportunities, resume writing and overall post-graduate skills.

In addition, the following interventions are offered in order to address the ELL students' socio- emotional needs:

- Counseling ongoing as per student need.
- Goal planning with teachers and counselors. In class goal planning every marking period.
- Academic/emotional counseling as per student need.

- Parent/teacher involvement ongoing.
- YMCA intervention program

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

Each level of ESL has text books and readers that are level appropriate, content and Common Core aligned. We are also implementing Dr. Kate Kinsellas's 3D program with our intermediate ELLs. Our ESL department fully integrates Achieve 3000 for both the ESL and native language classes. To support our ELLs with the rigor of the NYSESLAT we will be utilizing Continental's New York ELLS 9-12 as supplemental material in all the levels.

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

In our TBP the instruction is delivered in Spanish and English. Instruction is delivered in both languages : approximately 60 -40 Spanish/English for beginners ; 50-50 and 25- 75 Spanish/English as English language proficiency increases. The native language support is consistent and in accordance with CR-Part 154 mandates. The Fre Standing ESL program delivers instruction in English using ESL methodology and literacy strategies. Our bilingual students are prepared for the rigor of the LOTE and then continue on to the Advanced placement Spanish and Advanced Placement Literature classes. Our Spanish ESL students are also programmed for Spanish classes. ESL students , non- Spanish, have non-native Spanish and Italian classes available. Language classes and the LOTE successful completion provides all our ELLs with the opportunity of obtaining an Advanced Regents diploma.

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

Our services and supports are provided to all ELLs. Our Ninth grade ELLs are in ESL classes that follow a block program. Our bilingual ninth graders are also in a block program that includes native language instruction . All our ELLs in the Ninth Grade also receive a weekly Freshman Career Advisory class to prepare them for future career choices and college readiness.

17. Describe activities in your school that assist newly enrolled ELL students before the beginning of the school year. Please include activities for new ELLs who enroll throughout the school year.

New incoming ELLs are provided with an orientation and an open-house activity . Bilingual staff/interpreters are made available for parent support ; we also purchased a translation system to address parents needing translation services at our functions. Low incidence language translators are provided as needed. ELL parents are also provided with workshop and symposium opportunities, offered by the office of the Parent Coordinator, throughout the school year.

18. What language electives are offered to ELLs?

ELLs are provided with two choices in language: Spanish /Italian . Bilingual ELLs are provided with native language instruction. ELLs are placed in their language electives based on language proficiency levels. We offer our Native (Spanish) speakers the opportunity afforded by the College Board -Advanced Placement Spanish Language and Advanced Placement Spanish Literature classes.

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)?

Paste response to questions here:

C. Professional Development and Support for School Staff

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

1. At Grover Cleveland , we begin our school year with full days of professional development for all teachers of ELLs. Teachers receive professional development on th Chancellors'expectarions, Common Core Shifts, standards and its application for ELLs on a weekly basis: Mondays for 45 minutes. Once a month the Monday professional development period is ifor 90 minutes. All other meeting calendars iare scheduled based on school needs and events. Deaprtment conferences are held for paraprofessionals and secretaries ; outside training becomes availble secretaries are sent out for training.

ESL Assistant Principal, Content area Assistant Principals focus on the professional development that addresses the Common Core goals and objectives. Engage New York provides videos, materials and webinars that assist in this endeavor. Bilingual and Native Language teachers and guidance counselors I receive professional development in order to support our ELL population. Teachers I receive professional development through faculty conferences, HSTW , department meetings, study groups, OELL office, Teachers College, outside resources. Also, teachers will attend workshops, the NYSABE conference, Advance Placement College Board training sessions, BETAC conferences, Achieve 3000 training and other professional organization meetings; teachers will turnkey the professional development to the school staff during in-house professional development workshops. Grover Cleveland High School's Professional Development program focuses on providing teachers with scaffolding and differentiated instruction strategies for teaching English Language learners. It will also focus on how to prepare ELLs to meet the expectations of the Common Core , NYC and NYS performance and learning Standards and proficiency on the NYSESLAT. These professional development sessions will be facilitated by school administrators, Office of ELLs, BETAC, Achieve 3000, ESL/Bilingual Coordinator and teachers. The Professional Development program will focus on providing teachers with scaffolding and differentiated instruction strategies for teaching English Language Learners and ensure all students are fully engaged in lessons. Teachers will work to create an interdisciplinary curriculum encompassing content area instruction with ESL / Bilingual strategies and activities. Interdepartmental study groups will meet to discuss curriculum, assessment and overall student progress with the focus on how to prepare ELLs for the academic rigor of the Common Core . Teachers working in the supplementary instructional program will attend 4 sessions of professional development after-school. Quantity & Hours: Four one-hour sessions: Goal setting study groups, curriculum articulation and modification based on Common Core Objectives, literacy strategies. Two one-hour sessions: Best practices and Differentiated Instruction, The New York State Bilingual Common Core initiative (NYSBCCI. One two-hour professional development session: Devoted to the literacy strategies needed to prepare ELLs to meet the city and the standards and to gain a clear understanding of the NYSESLAT/ ELA Regents. Two one hour professional development sessions: Devoted to technology based instructional strategies to develop and enhance ELL students' skills that will prepare them for the demands of a high tech global society and Achieve3000 software training. Grover Cleveland's bilingual content area classes are comprised of students from all ESL levels of proficiency: beginners, intermediate, and advanced students. It is our goal to have content area teachers informed and able to use data from the NYSESLAT to inform instruction from the onset of each semester. While keeping these criteria in mind, the teacher will make the necessary adaptation to their instruction to address the students' linguistic differences. For example, the teacher can have three different activities prepared to address each level within the same lesson. For the beginning levels, the activity should engage the student mostly in the native language; at the intermediate level students should be less engaged in the native language; at the advanced level students should be almost entirely engaged in the English language. All three levels, however, will come together in every lesson by having a summary in English. ELL/ differentiation of instruction training for all staff is held through departmental professional development meetings, and specific teacher professional development days during the academic year. Content area teachers are also scheduled to attend outside professional development sessions and workshops. Teachers of ELLs in content areas (excluding teachers who hold ESL or bilingual licenses as per Jose P.) will receive in-house in-house professional development and in collaboration with HSTW. Techers will receive 5 45 minute sessions on ESL literacy strategies and methodologies. In addition, our teachers will be scheduled to attended the different professional development opportunities from the OELs, BETAC, HSTW, CFN and other professional meetings.

2. Guidance counselors receive extensive professional development from the ESL Assistant Principal: training includes all CR-Part 154 mandates and regulations, language placement procedures, testing accomadations for ELLs, supleemental services, parental involvement and outreach procedures, NYSESLAT results and outcomes and Regents and LOTE procedures and acrediatation as well. Guidance counselors also participate in professional development through the SLC

3. ELLs transitioning to high school are nurtured and supported through our SLC, NGA Tiger Academy. Ells receive level appropriate placement, native language support and all content is taught with literacy and ESL methodology. Our transtioning ELLs are part of all the curricular and extra-curricular activities of the academy. Besides providing them with the appropriate level texts , they are provided with dictionaries, based on home language, as well hving access to the Achieve 3000 on line reading program; SMART board technology is

available in all classrooms.

4. Throughout the year ELL training is held to support our teachers and fulfill all requirements as per Jose P. Professional development is held at our Monday meetings, department and faculty as well as during special professional development days. Our ELL and literacy liaison, Maria Rozos, is fully trained and turnkeys to teachers in collaboration with HSTW. HSTW we offer professional development: SIOP model, differentiation, technology for ELLS, NYSESLAT prep and Common Core and literacy strategies across content. In the SLC, teacher teams share strategies and turkey best practices on a weekly basis. Teachers also attend professional development as offered from the office of ELLS. Sign-up sheets are maintained for all professional development.

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?

1. ELL parent orientations will be ongoing and based on new entry placements. Translation is provided based on language need and in accordance with our Translation and Interpretation plan(see document). ELL parents will also be part of the all school orientations where a myriad of topics are explained and discussed; such as, graduation requirements, school policy and procedure and support programs. For ELL parents these orientations will be held in a separate location and in the parent's target language. Forms and information will be distributed in the parent's target language as well. Under Title III, ELL parents will be provided with ESL and technology classes. Parent English/technology classes will be held on Saturdays during our spring semester. Parents will be invited to be part of our end of semester award ceremony. All classes will be taught by certified Bilingual/ESL/NLA teachers. The Saturday Instructional Academy will be held between 9:00 a.m. and 12:00 p.m. . Parent classes are held during our spring semeseter. Workshops in the following areas will be conducted: Orientation in ESL Learning Standards, Daedalus (student information application), NYSESLAT assessment, graduation and College requirements, housing, asthma, health and nutrition, stress management, teenager behavior patterns and others. Parents are notified of programs and services provided via written notification. All letters are translated into target languages with the assistance of our bilingual staff and parent coordinator. Parent workshops will be facilitated by ESL/Bilingual Coordinator, Parent Coordinator, Bilingual/ESL teachers, and/or administrators. Parents are invited to collaborate and participate in our school festivals, concerts and all ESL/bilingual extracurricular activities and filed trips. Our Ninth Grade parents are invited to report conferencing days, parent teacher conferences and award ceremonies.
Support from one school level to another.

Staff including parent coordinator and teachers are supported by trained counselors of ELL students in the development of programs used to transition ELL students from one level to the next or out of ESL. Activities include, but are not limited to teacher conferencing, program recommendations, ongoing communication from conversations, emails and guidance referrals

2. Community Based Organization.

ELL parent orientations will be ongoing and based on new entry placements. Translation is provided based on language need and in accordance with our Translation and Interpretation plan(see document)n-up sheets are maintained for all professional development. The CMS G.P.S. (Graduate/Prepare/ Succeed) Program provided at Grover Cleveland High School is available to our ESL students. This program is geared towards providing students with extra support. Students are eligible for this program due to attendance/academic issues, or as a result of being enrolled in the program the year prior. Individual/group discussions, and workshops conducted by the Counselors in the program cover topics such as goal-setting, improving attendance and grades, decision-making, self-esteem, conflict resolution, peer pressure, and other life skills. Students have the opportunity to receive individualized support, set goals and develop leadership skills. Students are also eligible to participate in the ELT (Extended Learning Time) portion as well. The ELT program provides students the opportunity to earn additional elective credit. The CMS "G.P.S" Program Counselors work in collaboration with parents, teachers, and school officials to provide the best possible service for each student. Students benefit from the program by having additional staff support and being a part of a group of peers who share their personal interests!

Also available to our ELLs is our COB :Upwardbound through Vaughn College. This CBO assist students with tutoring, career goal and planning. CFES(College for Every Student) is a program specifically for our ELLs . This CBO has a College readiness and mentoring program. CFES makes it possible for our ELLs to visit a number of college campuses , networking opportunities, resume writing and overall post-graduate skills. In addition, the following interventions are offered in order to address the ELL students' socio- emotional needs:

- Counseling ongoing as per student need.
- Goal planning with teachers and counselors. In class goal planning every marking period.
- Academic/emotional counseling as per student need.
- Parent/teacher involvement ongoing.
- YMCA- COB -after-school program to increase attendance, ignite interest in academic achievement for all students

including ELLs

3. Parents are encouraged and invited to collaborate and participate in our school festivals, concerts and all ESL/bilingual extracurricular activities and filed trips. Our Ninth Grade parents are invited to report conferencing days, parent teacher conferences and award ceremonies. The ESL department provides English and technology classes during our Saturday Academy. Parents are provided with level appropriate instruction based on their language proficiency. Translators are made available based on language need.



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.

Grover Cleveland High School Science, Technology, Engineering and Mathematics (STEM) Academy students, ELLs and non- ELLs grades 11-12, will be participating in the FIRST Tech Challenge (FTC) robotics program. FTC is a community focused on building a better world for tomorrow by engaging high school students in Science, Technology, Engineering and Math (STEM).

By participating in the FTC challenge program, our students students will learn the value of hard work, innovation and creativity. Although the students will build their own robots, and the program ends with a robotics competition, it goes beyond competition by teaching teenagers the importance of working together, sharing ideas and treating each other with respect and dignity. This is a wonderful opprtunity for our ELLs to embrace their new culture and venture to new heights of academic opportunities in Math , Science and Technology.

Part VI: LAP Assurances

School Name: GROVER CLEVELAND HIGH SCHOOL

School DBN: 24Q485

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

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

LANGUAGE TRANSLATION AND INTERPRETATION 2013-2014 TO 2014-2015

Requirement under Chancellor's Regulations – for all schools

DBN: 24Q485 School Name: Grover Cleveland High School

Cluster: _____ Network: 202

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

Part A: Needs Assessment Findings

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

We use the ATS home language information to determine our greatest needs for translation services. As our school is over 60% hispanic we consistently provide translations into Spanish during events for parents. We also share the information for over the phone translation services for the entire school staff and encourage them to utilize the services for whatever languages in which they need translations. We have a register of 1892. The breakdown of home language is as follows:

English 78%
Spanish 50%
Arabic 6%
Polish 3%

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.

Our translation needs are mainly for the following languages: (a) Spanish, (b) Polish, (c) Arabic, (d) Albanian. Findings are reported to the school community via faculty conferences.

Written translations are provided in English and Spanish for all documents, letters and other forms of correspondence that are for parents

Oral interpretation is provided in Spanish for all parent attended events

Findings will be shared with school community via phone messages for parents and faculty conferences and email for staff

Part B: Strategies and Activities

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

School provides written translations of documents via the DOE translation service. Documents are submitted via email and usually are returned to us within two weeks of submission. School offices are notified to procedures and protocols with sufficient time to submit documents for translations. In the event of immediate needs for document translations, language teachers are utilized for translations.
Signage in building main entrance and guidance suite are in Spanish and English
Documents/letters for parents are sent to Translation Unit for translation in Spanish
Meetings are provided with interpreters from an outside vendor

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

Oral interpretation services are ordered through the vendor within two weeks of an event to ensure proper participation by the translator and proper payment to the translator. For routine needs during the school day and regular Parent Association meetings, school staff including, but not limited to school aids, Parent Coordinator and language teachers, are utilized to translate as needed. Oral interpretation is provided in Spanish for all parent attended events.

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>.

Signage is posted for parents in English and Spanish; signs indicating the availability of interpretation services are posted in guidance areas; Parent Coordinator posts signs regarding interpretation services and documents include information in covered languages indicating that translations are available. All administrative offices are staffed with personnel who can connect a parent with someone who can understand and interpret for the parent.