

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: Leadership Institute H.S.	DBN: 09X276
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: <u>45</u>	
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 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 <input checked="" type="checkbox"/> 9 <input checked="" type="checkbox"/> 10 <input checked="" type="checkbox"/> 11 <input checked="" type="checkbox"/> 12	

Part B: Direct Instruction Supplemental Program Information

Total # of teachers in this program: 2

of certified ESL/Bilingual teachers: 2

of content area teachers: _____

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 Leadership Institute High School (LIHS) plans to use Title III Funds to supplement and enhance the instructional opportunities for our ELL students. We will provide direct supplemental instructions to ELLs in various ways. LIHS will provide direct instruction during after school and Saturday Academy to support for our ELLs. Two highly qualified certified ESL teachers will provide these sessions. The Title III Saturday Academy will run concurrently with LIHS Title I program. In the Title I program, there will be content area teachers in Science, Math (bilingual Spanish), and Social Studies (bilingual Spanish, Special Education) teachers. These teachers will be available to assist ELL students and will use Spanish native language support in instructing ELLs who would benefit from it. There will be 30 After School sessions on Monday - Thursday from 3:00 pm- 4:00 pm or 4:00-5:00 due to the multi-session student schedule during the fall semester with one certified ESL teacher. Additionally, there will be 40 After School sessions on Monday - Thursday from 3:00 pm- 4:00 pm or 4:00 - 5:00 pm due to multi-session student schedule during the spring semester with two fully certified ESL teachers. Saturday School will run for 6 Saturdays in the Fall Semester, in which services will be provided by two fully certified ESL teacher and 6 Saturdays in the Spring Semester from 9:00 am until 12:00 pm, which will be provided by two fully certified ESL teachers. Based on the ESL department inquiry work, large gap in the achievement of Long Term ELLs with Disabilities and SIFEs have been observed. In order to close this achievement gap, we will be targeting this student population. In support of these students, we will be using differentiated teaching methodologies incorporating UDL that allow entry points to the rigorous Common Core standards and NYS ELA/ESL Standards.. These students need extra academic support in addition to the instruction they receive during the regular class day. During these sessions, we will utilize resources to build foundational literacy skills, including phonemic awareness. Likewise, teachers will utilize all coursework textbooks and materials necessary for the content class, including online resources and Smart board interactive tools. In today's age, it is important that our students are technologically competent to compete in a global market. It is integral that technology is used in our Title III program so that students are able to acquire, interact, create, and present information across various medias. We will use resources such as, audio books, smart board programs (BoardWorks), laptops, iPads, online literacy resources, presentation software, Rosetta Stone program, Empower3000 program and various Internet programs. The goal is to make the instructional material accessible to students through various mean. In addition to academic support provided in school, students will take field trips to enhance classroom learning. Although the target populations for these programs are Long Term ELLs with Disabilities and SIFE students, all Title III support programs are open to all ELLs and former ELLs. In the current school year, we have a concentrated number of Beginner 9th graders that we are targeting for Title III programs. Parents will be notified about all available programs through, mailings, phone calls from the bilingual Parent Coordinator, during parent conference nights and email, when available.

Part C: Professional Development

Part C: Professional Development

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

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

Begin description here: Teachers involved in the Title III program will participate in various Professional Development opportunities through sessions provided by the school network (monthly sessions), QTEL (5 day series providing quality teaching for English language learners) sessions and publications, and sessions provided by the Office of ELLS (NYC DOE) (dates vary). Topics that are covered are new regulations for overseeing ELL programs, mandated services, submitting required documentation pertaining to ELLs, teaching strategies for ELLs in various content areas, creating ESL curriculum to ensure alignment with CCSS and state standards, ensuring course material is rigorous and age appropriate, and parents options and services. Professional development also includes the turn keying of relevant information by the ESL teachers to the school community so that all staff members are aware of best practices for ELLs. These internal professional developments are targeted at celebrating strengths and strengthening weaknesses in the school. Topic for these sessions will include strategies for differentiating, accommodating and including ELLs in all activities. It is of the utmost importance to the LIHS school community that all students have access to the content in a curriculum; so all staff members are committed to receiving appropriate professional development throughout the entire school year. LIHS is committed to providing our ELLs with a rigorous academic experience in Common Core and College Readiness curricula and various points of entry. To this extent, teachers are very much involved in deepening our understanding of CCLS and how to create entry points for our ELLs. There will also be targeted ELL professional work done with the Lehman College Writing Project. This work will be turnkeyed to LIHS staff during time allocated for Professional Learning.

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: LIHS values the importance and input of our ELL parents. We believe the more our parents are involved the more invested our students will be in their education. We plan to offer workshops for parents on important information pertaining to rules, regulations and rights of ELLs. The more information our parents have the better informed their decisions will be in regards to their child. Topic that will be covered are the different types of language programs offered at NYC DOE, ESL teaching methodologies, educational strategies for parents to use at home to help their students at home. Parents will also have the opportunity to learn English using Rosetta Stone in the LIHS computer lab during Saturday sessions and we will pilot offering free English classes to parents during the designated Parent Engagement time in our school schedule to offer flexibility in scheduling. In collaboration with The Leadership Program (CBO), LIHS will host two Super Saturdays per year for parents. During these Super Saturday there will an array of workshops that parents can attend, including legal advice, assistance with reading educational reports, arts and crafts, and use of the literacy lab. Based on the success and feedback of this program, LIHS will increase the number of the Super

Part D: Parental Engagement Activities

Saturdays per year over the course of the next two years. ELL parents will also be given log-ins for Empower3000; in that way they can also improve their literacy using the same program their child is using in school. We would also provide literacy and technology classes to parents to assist them in using the Internet to help in learning during our Saturday sessions, so they feel more comfortable using the online resource. We have seen improved relations with ELL parents, however, we want to increase parent involvement in school and we are always trying to include them in school activities. In addition, we also want to invite parents into the building more to celebrate their child’s work and participate in school activities to help develop a stronger tie to the school community during a special celebration night in the spring semester. The ESL teachers in the school building will provide programs for parents with assistance from the bilingual Parent Coordinator, bilingual Guidance Counselor, faculty members and students. In addition we plan to create a stronger collaboration with PHIPPS, which is an organization that is closely related to our school community, over the course of the next two years. Parents will be notified of these activities by sending notices with students, mailings in parents’ home language, during parents conference night and as well as phone calls from the bilingual Parent Coordinator.

Part E: Budget

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

Allocation Amount: \$ _____

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

Part E: Budget

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

Allocation Amount: \$ _____

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
TOTAL	_____	_____



2014-15
SCHOOL COMPREHENSIVE EDUCATIONAL PLAN
(SCEP)

DRAFT – PENDING NYSED APPROVAL

DBN: (i.e. 01M001):

09x276

School Name:

LEADERSHIP INSTITUTE HIGH SCHOOL

Principal:

MARTA J. COLON

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

- I. Section 5A Capacity Framework Element - Rigorous Instruction
- II. Section 5B Capacity Framework Element - Supportive Environment
- III. Section 5C Capacity Framework Element - Collaborative Teachers
- IV. Section 5D Capacity Framework Element - Effective School Leadership
- V. Section 5E Capacity Framework Element - Strong Family-Community Ties

Section 6: Academic Intervention Services (AIS)

Section 7: Title I Program Information

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

Section 1: School Information Page

School Information

School Name: Leadership Institute School Number (DBN): 09x276
School Level: High School Grades Served: 9-12
School Address: 1701 Fulton Avenue, Bronx NY 10457
Phone Number: 718-299-7490 Fax: 718-299-7496
School Contact Person: Marta J. Colon Email Address: Mcolon13@schools.nyc.gov
Principal: Marta J. Colon
UFT Chapter Leader: Bonnie Katz
Parents' Association President: Cecilia Haizel
School Leadership Team
Chairperson: Dubon Aurelia
Student Representative(s): Vanessa Capdevilla

District Information

District: 09 Superintendent: Carron Staple
Superintendent's Office Address: One Fordham Plaza, Bronx NY 10458
Superintendent's Email Address: CStaple@schoos.nyc.gov
Phone Number: 718-741-5852 Fax: n/a

Cluster and Network Information

Cluster Number: 4 Cluster Leader: Cristopher Groll
Network Number: 402 Network Leader: Cristina Maria Jimenez

Section 2: School Leadership Team (SLT) Signature Page

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

Directions:

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

Name	Position and Constituent Group Represented	Signature (Blue Ink)
Marta J. Colon	*Principal or Designee	
Bonnie Katz	*UFT Chapter Leader or Designee	
Cecilia Haizel	*PA/PTA President or Designated Co-President	
Erick Vividor	DC 37 Representative, if applicable	
Vanessa Capdevilla	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
The Future Project	CBO Representative, if applicable	
Wendy Peguero	Member/	
Kleaver Cruz	Member/	
Barbara Ryan	Member/	
Aurelia Dubon	Member/	
Jose Martinez	Member/	
	Member/	

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

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

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

The Capacity Framework and SCEP Development

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



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

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

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

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

administrators value each other.

Accountability Tools and the Capacity Framework

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

NYSED's Six DTSDE Tenets

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

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

NYCDOE's Quality Review (QR)

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

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

Next Steps for SCEP Development

School Leadership Teams should engage in the following steps:

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

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

Section 4: SCEP Overview

Develop a narrative summary that includes:

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

School strengths, accomplishments, and challenges.

The DTSDE Tenet(s) in which your school made the most growth during the previous year and the key areas of focus for this school year.

School Background: Our school's mission is to provide students with an excellent education rooted in the concepts of leadership, community action, and social justice.

The Leadership Institute High School was founded in 2005 and is known to be one of the first schools in the country to be created by students, with the help of educators. Our school is based on the three themes of Leadership, Community Action, and Social Justice. Our school is partnered with Fordham University, the Northwest Bronx Community and Clergy Coalition (NWBCCC), which has been fighting for social justice for over 30 years, and Sistas and Brothas United (SBU), a youth-led organization that created the school.

At Leadership Institute we currently have 220 students from grades 9 through 12. The school population comprises of 31.8% Black, 65% Hispanic, and 3.2% of other or unknown backgrounds. The student body includes 20% English Language Learners and 19.55% Special Education students. The males account for 51.82% of the students enrolled and the females accounts for 47.48.18%. The average attendance rate for the school year 2013- 2014 was 73%. The school is in receipt of Title I funding with 85% eligibility.

Academic Initiative:

We are a Trimester school because our students were not accumulating enough credits to be promoted, which impacted our graduation rate directly. In doing so, we noticed a 60% increase in credit accumulation for our incoming 9th graders compared to our last year incoming 9th graders who had 50% credit accumulation. A difference of 10%. As we finished our first trimester this school year the data showed that 36% of our incoming 9th grade students received a 55 in at least one of their classes, not allowing them to earn their full credit.

After analyzing the student data we designed an after school tutoring and Saturday program where students will be able to go for additional support, as well as work on credit recovery.

School Attendance Team Initiative:

The school administration analyzed the Principal Performance Review (PPR) MOSL workbook report provided by the Department of education and then put a team of school members together to study why the school's attendance and school graduation rate was low.

The team comprised of the principal, guidance counselor, parent coordinator, attendance school aide, teacher, and attendance teacher meets every Monday at 2:00pm. This team began meeting after Sept 15, 2015. At the time the school's attendance was at 67.46%. The team evaluated each student's attendance and monitored them for the last 3 months. As of now this work has showed a 4.24% increase in school wide attendance. Currently our school attendance is at 71.7%. The team have made calls home, sent letters, and conducted home visits to every student who have an 80% or less attendance rate. For the students who refuse to return to school our guidance counselor and attendance teacher provide them with alternative school programs and encourage them to attend and further their college and career options.

College and Career Initiative :

The guidance department is constantly meeting with our students and promoting a culture of college and career readiness. Our guidance counselor review each students transcript and report card as she plan along with each student their college and career path. We also have developed a partnership with The City University of New York College Now @ Hostos Community College which will provide our Juniors and Seniors the opportunity to take college level courses, while attending high school. The program will also, allow our 9th,10th and 11th graders the opportunity to attend the 2015 College Focus Summer Program; Free SAT Prep, Free College Application Assistance, Free Financial Aid Overview and take part of Free College Tours. Our rising 10th and 11th graders will be able to apply to the Digital Design and Urban Investigation Studio and our English Language Learners will be able to participate in a Summer Intensive English Language Program. Our accelerated Juniors will also be able to take part of the Bronx-Civic Scholars Institute Program during the summer 2015. Another exciting initiative is our partnership with the Rowe Scholars Program- which is scheduled to commence in January 2015. The purpose of the Rowe Scholars program is to support students' academic success and social/emotional growth as they progress through secondary education and beyond. Parents are also invited to be partners in supporting their children during this exciting

process.

The strengths of our school's 12-13 SCEP were in our schools collaboration as a community.

During the Spring of 2012 we as a community met and reviewed our school data identifying several areas of growth. As a school we shared our findings with the School Leadership Team, United Federation of Teachers Consultative Team, and Parent-Teacher Association. As a result of our meetings we identified the following school goals for the 2012-2013 school year:

- School leaders will conduct at least six classroom observations per teacher by June 2013 to improve the teaching practice of all teachers.
- By June 2013, all teachers will continue to deepen and broaden the 2012-2013 citywide instructional expectations, while also expanding 2 common core units of study in Math, Science, Social Studies and English.
- Departments will utilize National School Reform inquiry protocols to analyze student work during weekly department meetings in order to inform future instruction and grouping during Spring 2013.
- Parent involvement in our Parent Teacher Association will increase by 50 % by conducting 9 trainings and workshops for families and staff through community partnership by June 2013.

Our challenge is the increase of students with high needs.

In the last 3 years we have seen the following: Our student population has increased in the following way: English Language Learners 6% increase, Students with IEP's 7% increase, Students with IEP's (less than 20% time with non-disabled peers) 4% increase, Overage Under-Credited students 7% increase. Free Lunch increased by 6%

In the last 2 years our average incoming ELA Proficiency has decreased from 2.37 to 2.03 (-0.34) and incoming Math Proficiency decreased from 2.41 to 1.93 (-0.48)

The DTSDE Tenet in which our school made the most growth during the previous year and the key areas of focus for this school year is Tenet 5.

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

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

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

09X276 School Information Sheet Key

School Configuration (2014-15)				
Grade Configuration	09,10,11,12	Total Enrollment	224	SIG Recipient
				N/A
Types and Number of English Language Learner Classes (2014-15)				
# Transitional Bilingual	N/A	# Dual Language	N/A	# Self-Contained English as a Second Language
				N/A
Types and Number of Special Education Classes (2014-15)				
# Special Classes	N/A	# SETSS	N/A	# Integrated Collaborative Teaching
				9
Types and Number of Special Classes (2014-15)				
# Visual Arts	N/A	# Music	4	# Drama
# Foreign Language	4	# Dance	N/A	# CTE
				N/A
School Composition (2013-14)				
% Title I Population	95.3%	% Attendance Rate		72.6%
% Free Lunch	95.2%	% Reduced Lunch		1.3%
% Limited English Proficient	23.8%	% Students with Disabilities		25.1%
Racial/Ethnic Origin (2013-14)				
% American Indian or Alaska Native	0.4%	% Black or African American		32.6%
% Hispanic or Latino	65.2%	% Asian or Native Hawaiian/Pacific Islander		0.4%
% White	1.3%	% Multi-Racial		N/A
Personnel (2014-15)				
Years Principal Assigned to School (2014-15)	7.25	# of Assistant Principals (2014-15)		1
# of Deans (2014-15)	N/A	# of Counselors/Social Workers (2014-15)		1
Personnel (2013-14)				
% of Teachers with No Valid Teaching Certificate (2013-14)	N/A	% Teaching Out of Certification (2013-14)		N/A
% Teaching with Fewer Than 3 Years of Experience (2013-14)	0.1%	Average Teacher Absences (2013-14)		5.06
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	41.5%	Mathematics Performance at levels 3 & 4		50.0%
Credit Accumulation High Schools Only (2013-14)				
% of 1st year students who earned 10+ credits	60.0%	% of 2nd year students who earned 10+ credits		62.7%
% of 3rd year students who earned 10+ credits	49.1%	4 Year Graduation Rate		40.8%
6 Year Graduation Rate	56.7%			
Overall NYSED Accountability Status (2014-15)				
Reward		Recognition		
In Good Standing		Local Assistance Plan		
Focus District	X	Focus School Identified by a Focus District		X
Priority School				
Accountability Status – Elementary and Middle Schools				
Met Adequate Yearly Progress (AYP) in ELA (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		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	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 Graduation Rate (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		YES
Hispanic or Latino	NO	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	NO			

09X276 School Information Sheet Key

School Configuration (2014-15)				
Grade Configuration	09,10,11,12	Total Enrollment	224	SIG Recipient
				N/A
Types and Number of English Language Learner Classes (2014-15)				
# Transitional Bilingual	N/A	# Dual Language	N/A	# Self-Contained English as a Second Language
				N/A
Types and Number of Special Education Classes (2014-15)				
# Special Classes	N/A	# SETSS	N/A	# Integrated Collaborative Teaching
				9
Types and Number of Special Classes (2014-15)				
# Visual Arts	N/A	# Music	4	# Drama
# Foreign Language	4	# Dance	N/A	# CTE
				N/A
School Composition (2013-14)				
% Title I Population	95.3%	% Attendance Rate		72.6%
% Free Lunch	95.2%	% Reduced Lunch		1.3%
% Limited English Proficient	23.8%	% Students with Disabilities		25.1%
Racial/Ethnic Origin (2013-14)				
% American Indian or Alaska Native	0.4%	% Black or African American		32.6%
% Hispanic or Latino	65.2%	% Asian or Native Hawaiian/Pacific Islander		0.4%
% White	1.3%	% Multi-Racial		N/A
Personnel (2014-15)				
Years Principal Assigned to School (2014-15)	7.25	# of Assistant Principals (2014-15)		1
# of Deans (2014-15)	N/A	# of Counselors/Social Workers (2014-15)		1
Personnel (2013-14)				
% of Teachers with No Valid Teaching Certificate (2013-14)	N/A	% Teaching Out of Certification (2013-14)		N/A
% Teaching with Fewer Than 3 Years of Experience (2013-14)	0.1%	Average Teacher Absences (2013-14)		5.06
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	41.5%	Mathematics Performance at levels 3 & 4		50.0%
Credit Accumulation High Schools Only (2013-14)				
% of 1st year students who earned 10+ credits	60.0%	% of 2nd year students who earned 10+ credits		62.7%
% of 3rd year students who earned 10+ credits	49.1%	4 Year Graduation Rate		40.8%
6 Year Graduation Rate	56.7%			
Overall NYSED Accountability Status (2014-15)				
Reward		Recognition		
In Good Standing		Local Assistance Plan		
Focus District	X	Focus School Identified by a Focus District		X
Priority School				
Accountability Status – Elementary and Middle Schools				
Met Adequate Yearly Progress (AYP) in ELA (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		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	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 Graduation Rate (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		YES
Hispanic or Latino	NO	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	NO			

09X276 School Information Sheet Key

School Configuration (2014-15)				
Grade Configuration	09,10,11,12	Total Enrollment	224	SIG Recipient
				N/A
Types and Number of English Language Learner Classes (2014-15)				
# Transitional Bilingual	N/A	# Dual Language	N/A	# Self-Contained English as a Second Language
				N/A
Types and Number of Special Education Classes (2014-15)				
# Special Classes	N/A	# SETSS	N/A	# Integrated Collaborative Teaching
				9
Types and Number of Special Classes (2014-15)				
# Visual Arts	N/A	# Music	4	# Drama
# Foreign Language	4	# Dance	N/A	# CTE
				N/A
School Composition (2013-14)				
% Title I Population	95.3%	% Attendance Rate		72.6%
% Free Lunch	95.2%	% Reduced Lunch		1.3%
% Limited English Proficient	23.8%	% Students with Disabilities		25.1%
Racial/Ethnic Origin (2013-14)				
% American Indian or Alaska Native	0.4%	% Black or African American		32.6%
% Hispanic or Latino	65.2%	% Asian or Native Hawaiian/Pacific Islander		0.4%
% White	1.3%	% Multi-Racial		N/A
Personnel (2014-15)				
Years Principal Assigned to School (2014-15)	7.25	# of Assistant Principals (2014-15)		1
# of Deans (2014-15)	N/A	# of Counselors/Social Workers (2014-15)		1
Personnel (2013-14)				
% of Teachers with No Valid Teaching Certificate (2013-14)	N/A	% Teaching Out of Certification (2013-14)		N/A
% Teaching with Fewer Than 3 Years of Experience (2013-14)	0.1%	Average Teacher Absences (2013-14)		5.06
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	41.5%	Mathematics Performance at levels 3 & 4		50.0%
Credit Accumulation High Schools Only (2013-14)				
% of 1st year students who earned 10+ credits	60.0%	% of 2nd year students who earned 10+ credits		62.7%
% of 3rd year students who earned 10+ credits	49.1%	4 Year Graduation Rate		40.8%
6 Year Graduation Rate	56.7%			
Overall NYSED Accountability Status (2014-15)				
Reward		Recognition		
In Good Standing		Local Assistance Plan		
Focus District	X	Focus School Identified by a Focus District		X
Priority School				
Accountability Status – Elementary and Middle Schools				
Met Adequate Yearly Progress (AYP) in ELA (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		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	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 Graduation Rate (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		YES
Hispanic or Latino	NO	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	NO			

09X276 School Information Sheet Key

School Configuration (2014-15)				
Grade Configuration	09,10,11,12	Total Enrollment	224	SIG Recipient
				N/A
Types and Number of English Language Learner Classes (2014-15)				
# Transitional Bilingual	N/A	# Dual Language	N/A	# Self-Contained English as a Second Language
				N/A
Types and Number of Special Education Classes (2014-15)				
# Special Classes	N/A	# SETSS	N/A	# Integrated Collaborative Teaching
				9
Types and Number of Special Classes (2014-15)				
# Visual Arts	N/A	# Music	4	# Drama
# Foreign Language	4	# Dance	N/A	# CTE
				N/A
School Composition (2013-14)				
% Title I Population	95.3%	% Attendance Rate		72.6%
% Free Lunch	95.2%	% Reduced Lunch		1.3%
% Limited English Proficient	23.8%	% Students with Disabilities		25.1%
Racial/Ethnic Origin (2013-14)				
% American Indian or Alaska Native	0.4%	% Black or African American		32.6%
% Hispanic or Latino	65.2%	% Asian or Native Hawaiian/Pacific Islander		0.4%
% White	1.3%	% Multi-Racial		N/A
Personnel (2014-15)				
Years Principal Assigned to School (2014-15)	7.25	# of Assistant Principals (2014-15)		1
# of Deans (2014-15)	N/A	# of Counselors/Social Workers (2014-15)		1
Personnel (2013-14)				
% of Teachers with No Valid Teaching Certificate (2013-14)	N/A	% Teaching Out of Certification (2013-14)		N/A
% Teaching with Fewer Than 3 Years of Experience (2013-14)	0.1%	Average Teacher Absences (2013-14)		5.06
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	41.5%	Mathematics Performance at levels 3 & 4		50.0%
Credit Accumulation High Schools Only (2013-14)				
% of 1st year students who earned 10+ credits	60.0%	% of 2nd year students who earned 10+ credits		62.7%
% of 3rd year students who earned 10+ credits	49.1%	4 Year Graduation Rate		40.8%
6 Year Graduation Rate	56.7%			
Overall NYSED Accountability Status (2014-15)				
Reward		Recognition		
In Good Standing		Local Assistance Plan		
Focus District	X	Focus School Identified by a Focus District		X
Priority School				
Accountability Status – Elementary and Middle Schools				
Met Adequate Yearly Progress (AYP) in ELA (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		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	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 Graduation Rate (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		YES
Hispanic or Latino	NO	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	NO			

09X276 School Information Sheet Key

School Configuration (2014-15)				
Grade Configuration	09,10,11,12	Total Enrollment	224	SIG Recipient
				N/A
Types and Number of English Language Learner Classes (2014-15)				
# Transitional Bilingual	N/A	# Dual Language	N/A	# Self-Contained English as a Second Language
				N/A
Types and Number of Special Education Classes (2014-15)				
# Special Classes	N/A	# SETSS	N/A	# Integrated Collaborative Teaching
				9
Types and Number of Special Classes (2014-15)				
# Visual Arts	N/A	# Music	4	# Drama
# Foreign Language	4	# Dance	N/A	# CTE
				N/A
School Composition (2013-14)				
% Title I Population	95.3%	% Attendance Rate		72.6%
% Free Lunch	95.2%	% Reduced Lunch		1.3%
% Limited English Proficient	23.8%	% Students with Disabilities		25.1%
Racial/Ethnic Origin (2013-14)				
% American Indian or Alaska Native	0.4%	% Black or African American		32.6%
% Hispanic or Latino	65.2%	% Asian or Native Hawaiian/Pacific Islander		0.4%
% White	1.3%	% Multi-Racial		N/A
Personnel (2014-15)				
Years Principal Assigned to School (2014-15)	7.25	# of Assistant Principals (2014-15)		1
# of Deans (2014-15)	N/A	# of Counselors/Social Workers (2014-15)		1
Personnel (2013-14)				
% of Teachers with No Valid Teaching Certificate (2013-14)	N/A	% Teaching Out of Certification (2013-14)		N/A
% Teaching with Fewer Than 3 Years of Experience (2013-14)	0.1%	Average Teacher Absences (2013-14)		5.06
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	41.5%	Mathematics Performance at levels 3 & 4		50.0%
Credit Accumulation High Schools Only (2013-14)				
% of 1st year students who earned 10+ credits	60.0%	% of 2nd year students who earned 10+ credits		62.7%
% of 3rd year students who earned 10+ credits	49.1%	4 Year Graduation Rate		40.8%
6 Year Graduation Rate	56.7%			
Overall NYSED Accountability Status (2014-15)				
Reward		Recognition		
In Good Standing		Local Assistance Plan		
Focus District	X	Focus School Identified by a Focus District		X
Priority School				
Accountability Status – Elementary and Middle Schools				
Met Adequate Yearly Progress (AYP) in ELA (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		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	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 Graduation Rate (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		YES
Hispanic or Latino	NO	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	NO			

09X276 School Information Sheet Key

School Configuration (2014-15)				
Grade Configuration	09,10,11,12	Total Enrollment	224	SIG Recipient
				N/A
Types and Number of English Language Learner Classes (2014-15)				
# Transitional Bilingual	N/A	# Dual Language	N/A	# Self-Contained English as a Second Language
				N/A
Types and Number of Special Education Classes (2014-15)				
# Special Classes	N/A	# SETSS	N/A	# Integrated Collaborative Teaching
				9
Types and Number of Special Classes (2014-15)				
# Visual Arts	N/A	# Music	4	# Drama
# Foreign Language	4	# Dance	N/A	# CTE
				N/A
School Composition (2013-14)				
% Title I Population	95.3%	% Attendance Rate		72.6%
% Free Lunch	95.2%	% Reduced Lunch		1.3%
% Limited English Proficient	23.8%	% Students with Disabilities		25.1%
Racial/Ethnic Origin (2013-14)				
% American Indian or Alaska Native	0.4%	% Black or African American		32.6%
% Hispanic or Latino	65.2%	% Asian or Native Hawaiian/Pacific Islander		0.4%
% White	1.3%	% Multi-Racial		N/A
Personnel (2014-15)				
Years Principal Assigned to School (2014-15)	7.25	# of Assistant Principals (2014-15)		1
# of Deans (2014-15)	N/A	# of Counselors/Social Workers (2014-15)		1
Personnel (2013-14)				
% of Teachers with No Valid Teaching Certificate (2013-14)	N/A	% Teaching Out of Certification (2013-14)		N/A
% Teaching with Fewer Than 3 Years of Experience (2013-14)	0.1%	Average Teacher Absences (2013-14)		5.06
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	41.5%	Mathematics Performance at levels 3 & 4		50.0%
Credit Accumulation High Schools Only (2013-14)				
% of 1st year students who earned 10+ credits	60.0%	% of 2nd year students who earned 10+ credits		62.7%
% of 3rd year students who earned 10+ credits	49.1%	4 Year Graduation Rate		40.8%
6 Year Graduation Rate	56.7%			
Overall NYSED Accountability Status (2014-15)				
Reward		Recognition		
In Good Standing		Local Assistance Plan		
Focus District	X	Focus School Identified by a Focus District		X
Priority School				
Accountability Status – Elementary and Middle Schools				
Met Adequate Yearly Progress (AYP) in ELA (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		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	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 Graduation Rate (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		YES
Hispanic or Latino	NO	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	NO			

09X276 School Information Sheet Key

School Configuration (2014-15)				
Grade Configuration	09,10,11,12	Total Enrollment	224	SIG Recipient
				N/A
Types and Number of English Language Learner Classes (2014-15)				
# Transitional Bilingual	N/A	# Dual Language	N/A	# Self-Contained English as a Second Language
				N/A
Types and Number of Special Education Classes (2014-15)				
# Special Classes	N/A	# SETSS	N/A	# Integrated Collaborative Teaching
				9
Types and Number of Special Classes (2014-15)				
# Visual Arts	N/A	# Music	4	# Drama
# Foreign Language	4	# Dance	N/A	# CTE
				N/A
School Composition (2013-14)				
% Title I Population	95.3%	% Attendance Rate		72.6%
% Free Lunch	95.2%	% Reduced Lunch		1.3%
% Limited English Proficient	23.8%	% Students with Disabilities		25.1%
Racial/Ethnic Origin (2013-14)				
% American Indian or Alaska Native	0.4%	% Black or African American		32.6%
% Hispanic or Latino	65.2%	% Asian or Native Hawaiian/Pacific Islander		0.4%
% White	1.3%	% Multi-Racial		N/A
Personnel (2014-15)				
Years Principal Assigned to School (2014-15)	7.25	# of Assistant Principals (2014-15)		1
# of Deans (2014-15)	N/A	# of Counselors/Social Workers (2014-15)		1
Personnel (2013-14)				
% of Teachers with No Valid Teaching Certificate (2013-14)	N/A	% Teaching Out of Certification (2013-14)		N/A
% Teaching with Fewer Than 3 Years of Experience (2013-14)	0.1%	Average Teacher Absences (2013-14)		5.06
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	41.5%	Mathematics Performance at levels 3 & 4		50.0%
Credit Accumulation High Schools Only (2013-14)				
% of 1st year students who earned 10+ credits	60.0%	% of 2nd year students who earned 10+ credits		62.7%
% of 3rd year students who earned 10+ credits	49.1%	4 Year Graduation Rate		40.8%
6 Year Graduation Rate	56.7%			
Overall NYSED Accountability Status (2014-15)				
Reward		Recognition		
In Good Standing		Local Assistance Plan		
Focus District	X	Focus School Identified by a Focus District		X
Priority School				
Accountability Status – Elementary and Middle Schools				
Met Adequate Yearly Progress (AYP) in ELA (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		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	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 Graduation Rate (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		YES
Hispanic or Latino	NO	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	NO			

09X276 School Information Sheet

School Configuration (2014-15)					
Grade Configuration	09,10,11,12	Total Enrollment	224	SIG Recipient	N/A
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# Transitional Bilingual	N/A	# Dual Language	N/A	# Self-Contained English as a Second Language	N/A
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# Special Classes	N/A	# SETSS	N/A	# Integrated Collaborative Teaching	9
Types and Number of Special Classes (2014-15)					
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# Foreign Language	4	# Dance	N/A	# CTE	N/A
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% Hispanic or Latino	65.2%	% Asian or Native Hawaiian/Pacific Islander			0.4%
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Personnel (2014-15)					
Years Principal Assigned to School (2014-15)	7.25	# of Assistant Principals (2014-15)			1
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Personnel (2013-14)					
% of Teachers with No Valid Teaching Certificate (2013-14)	N/A	% Teaching Out of Certification (2013-14)			N/A
% Teaching with Fewer Than 3 Years of Experience (2013-14)	0.1%	Average Teacher Absences (2013-14)			5.06
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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
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ELA Performance at levels 3 & 4	41.5%	Mathematics Performance at levels 3 & 4			50.0%
Credit Accumulation High Schools Only (2013-14)					
% of 1st year students who earned 10+ credits	60.0%	% of 2nd year students who earned 10+ credits			62.7%
% of 3rd year students who earned 10+ credits	49.1%	4 Year Graduation Rate			40.8%
6 Year Graduation Rate	56.7%				
Overall NYSED Accountability Status (2014-15)					
Reward		Recognition			
In Good Standing		Local Assistance Plan			
Focus District	X	Focus School Identified by a Focus District			X
Priority School					
Accountability Status – Elementary and Middle Schools					
Met Adequate Yearly Progress (AYP) in ELA (2012-13)					
American Indian or Alaska Native	N/A	Black or African American			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	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 Graduation Rate (2012-13)					
American Indian or Alaska Native	N/A	Black or African American			YES
Hispanic or Latino	NO	Asian or Native Hawaiian/Other Pacific Islander			N/A
White	N/A	Multi-Racial			N/A
Students with Disabilities	N/A	Limited English Proficient			N/A
Economically Disadvantaged	NO				

Section 5: Needs Assessment, Annual Goals and Action Plans

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

Part 1 – Needs Assessment

Part 1a. HEDI Rating (Highly Effective, Effective, Developing, or Ineffective) for DTSDE Tenet 3: <ul style="list-style-type: none"> 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: <ul style="list-style-type: none"> Reflect on your school’s HEDI ratings (or self-ratings) in Part 1a, particularly any ratings of <u>D</u>eveloping and <u>I</u>neffective. 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. 		
<p>As per the Diagnostic Tool for School and District Effectiveness (DTSDE), the school has adopted curricula that supports the CCLS and uses formative and summative assessments to determine student progress.</p> <p>Strengths:</p> <p>3.2 The school has received a rating of Effective for this Statement of Practice: 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.</p> <p>3.3 The school has received a rating of Effective for this Statement of Practice: Teachers ensure that unit and lesson plans that are appropriately aligned to the CCLS coherent curriculum introduce complex materials that stimulate higher-order thinking.</p> <p>3.4 The school has received a rating of Effective for this Statement of Practice: 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.</p> <p>3.5 The school has received a rating of Effective for this Statement of Practice: The school leader and teachers</p>		

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.

After reflecting on the feedback, the areas for improvement include:

- Developing a comprehensive assessment system to measure student growth over time on explicitly identified targets
- Implement inter-visitation within and across departments
- Implementing DDI protocols within departments to document student work analysis
- Incorporating appropriate scaffolds for various subgroups (English Language Learners, special education)

Teachers provide timely and meaningful feedback to students

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, all teachers will implement the 2014-2015 Citywide Instructional Expectations by incorporating Common Core Standards across all units of study.

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>
Professional Development on implementing the Common Core instructional shifts using EngageNY, Odell Education while delivering quality instruction to targeted sub-groups (ELLs, special education, lowest 1/3, etc) through QTEL, UDL	Teachers, paraprofessionals	September 2014-June 2015	PLC Committee, Lead Teacher, Lehman College
Develop a strategic comprehensive assessment system by using multiple measures of data to track progress over time on explicit targets	Teachers, Paraprofessionals	December 2014-June 2015	PLC Committee, Lead Teacher, Lehman College
Parent Coordinator in collaboration with teachers will host a Meet and Greet Day and Curriculum Event to share information about the Common Core curriculum.	Parents and students	October 2014, December 2014, March 2014	Parent Coordinator, Lead Teacher
Utilize the EQUIP Rubric to ensure that units are CCLS aligned.	Teachers	December 2014 – June 2015	PLC

Part 4 – Resources Needed

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

- Designated time for professional development during 3rd period common planning time
- Lehman College
- EngageNY units
- PLC Committee Planning Time

Part 5 – Budget and Resource Alignment

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

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

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

- Unit Plan studies will take place monthly at department meeting in order to consistently monitor and adjust curricula to support the CCLS instructional shifts and to receive timely feedback from colleagues on chosen instructional materials and resources.

Assessment cycles based on units of study

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

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

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

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.

As per the Diagnostic Tool for School and District Effectiveness (DTSDE), the school has adopted curricula that supports the CCLS and uses formative and summative assessments to determine student progress.

Debriefing Statement: The school has a number of supports and partnerships that promote the social and emotional developmental health of students; however, the absence of coordinated data usage, a solid curriculum or program, and related PD for staff impedes the development of an effective plan to address student needs in this area.

5.2 The school has received a rating of Developing for this Statement of Practice: The school cultivates the development of overarching systems and partnerships that support and sustain social and emotional developmental health.

Areas of Improvement

The Guidance Department has the following systems in place in addressing student needs: If a student notifies a teacher about an issue during class time the teacher will notify the guidance department for assistance then the student is sent to speak to the School Counselor. The School Counselor will contact the Nurse office, the Administration and/or SBST if necessary. If the School Counselor is not in the building the teachers are instructed to contact the Main Office for assistance. Also, teacher will reach out to the Guidance Department in regard to the social and emotional developmental of a student if necessary. The Guidance Department has case conference with each student to discuss academic, attendance and social-emotional status. Professional Development for teachers and

support staff has been conducted to discuss the different type of social and emotional developmental categories within the student population. All teachers and supporting staff receive a reference “Ladder of Student Support Intervention” when working with a student who might be experiencing a social and emotional issue.

The Guidance Department has been relocated to the 2nd floor. The new location is more accessible to the student population and teachers. Also, the room provides privacy for the students and parents.

The Positive Behavior Coordinator in conjunction with the Guidance Counselor have weekly meeting to discuss the at risk population of students who are experiencing an academic failure and/or social and emotional issues with the goal to create an academic and social and emotional goal with the student.

LIHS teachers and supporting staff uses SKEDULA. SKEDULA is a system that has been adopted by the teachers and supporting staff to enter student’s attendance and academic progress in one system. The use of SKEDULA has been a key element in over seeing those students among teachers and support staffs who may be in need of support in his/her social and emotional developmental. All students are identified in SKEDULA in which all teachers and supporting staff have access to student’s academic program, attendance, parental contact information, anecdotal and Individualized Education Program (IEP) if applicable.

Besides the social and emotional support provided to the students by the administration, teachers, supporting staff and school counselor; the LIHS works with several Community Based Organization (CBO) who also provide program to address the social and emotional developmental health of all our students. Monthly meetings with all CBO’s and the Guidance Department will take place to discuss all students and program, as well as design next steps. The teachers and supporting staff have a schedule of the days and times the CBO’s are in the school building for extra supports. The monthly CBO’s are: 09.24.14; 10.29.14; 11.12.14;12.10.14; 01.14.15; 02.12.15; 03.11.15; 04.08.15; 05.13.15; 06.12.15.

1. Educational Alchemy: Educational Alchemy is currently taking a pronged approach towards promoting socio-emotional learning in LIHS students through the Peer Mediation Program. Within the Peer Mediation Program students have the opportunity to practice Restorative Justice which promotes agency, resiliency, leadership skills, communication and higher-order metacognitive thinking. The facilitator from Educational Alchemy, Inc. will work with students and teachers during school hours. The Peer Mediation Program has a system in place available to the school community in the process of making referrals for peer mediation. The Peer Mediation Coordinator provides an updates on the peer mediation outcome to the school community. The Peer Mediator facilitator is in the school building stationed in the guidance department once a week.

2. The Future Project: The Future Project serves the social and emotional developmental health of young people through the exploration of their passions and dreams. There is an emphasis on self-reflection and how to make positive impacts on their lives and the lives of others. Specifically this work is accomplished through a combination of one-on-one meetings, group conversations, individualized plans to pursue dreams/passions and the development of skills to take action around what young people want to see in the world and their lives. Full time Future Project, Inc. Dream director work with a team of students.

3. 21st Century Grant through the Leadership Program: The Leadership Program provides a safe place for students to cultivate their creativity and develop individual and social responsibility through a variety of creative arts and recreational activities. The Leadership Program’s curriculum focuses on the following components: Leadership, Self - Concept, Group Dynamics, Team Building, Conflict Management, Vision and Imagination, Social Responsibility. Facilitators from The Leadership Program are in the school building twice a week to support all students. Also, Through the Leadership Program 21st Century Grant LIHS has a social worker intern who is twice a week and a licensed Social Worker who is in the school building once a week. The caseloads assigned to the social workers are those students who are at risk academically due to low attendance and in need of social and emotional support. Due to our high number of English Language Learners (ELLs) the social worker intern is fluent in Spanish.

5. Planned Parenthood: The mission of Planned Parenthood is to provide comprehensive reproductive and

complementary health care services in settings which preserve and protect the essential privacy and rights of each individual; to advocate public policies which guarantee these rights and ensure access to such services; to provide educational programs which enhance understanding of individual and societal implications of human sexuality to promote research and the advancement of technology in reproductive health care and encourage understanding of their inherent bioethical, behavioral, and social implications. The Planned Parenthood health educator comes once a week to do classroom presentation in the Physical Education class and meet with student on an one on one conference.

5.3 The school has received a rating of Ineffective for this Statement of Practice: 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.

Areas of Improvement

The Guidance Department has conducted Professional Development presentation to the administration, teachers and supporting staff in the understanding of the skills and behaviors that address the social and emotional developmental health of students. Guidelines in addressing social and emotional concerns were provided to the school community.

The Guidance Department conducted an ACS Professional Development for the administration, teachers and support staff in the process of ACS and the guidelines in reporting the suspect a case of child abuse and/or neglect. Also, the Future Project Director presented to the administration, teachers and supporting a professional development presentation on team building.

The administration in conjunction with the Guidance Department and the Leadership Program 21st Century Grant has provided a professional development training to the teachers and supporting staff to build an adult capacity to support student social and emotional development health.

Re-Integrated Students Through Education (RISE) Curriculum:

The Vision: The Leadership Program pledges to improve attendance of the schools and gets the students on track to graduate; Embolden the confidence of students by giving them the skills they need to excel in school and in life; expand option by giving students the tools and resources they need to research alternatives learning placements.

The objectives of RISE working with the group of students are the following: Improve Student Attendance; Improve Student Behavior while in school; Improve Student attitude towards school and If applicable address environmental and familial stressors which may result in destructive behavior in or outside of school.

Through daily mentoring check ins, individual and group supportive counseling, weekly mentoring meetings, and in class curricula to Re-Integrate students back into the classroom setting and school community.

Peer Mediation Curriculum:

Educational Alchemy is currently taking a pronged approach towards promoting socio-emotional learning in LIHS students through the Peer Mediation Program. Within the Peer Mediation Program students have the opportunity to practice Restorative Justice which promotes agency, resiliency, leadership skills, communication and higher-order metacognitivethinking. The facilitator from Educational Alchemy, Inc. will work with students and teachers during school hours. The Peer Mediation Program has a system in place available to the school community in the process of making referrals for peer mediation. The Peer Mediation Coordinator provides an updates on the peer mediation outcome to the school community. The Peer Mediator facilitator is in the school building stationed in the guidance department once a week.

5.4 The school has received a rating of Developing for this Statement of Practice: 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.

Areas of Improvements

- LIHS has hired two additional school aides to support the school community in maintaining a safe and conducive learning environment.
- School Cameras have been installed throughout the building.
- The use of SKEDULA school wide fosters ownership for all stakeholders.
- Protocol and System for addressing student behavior has been in place by the Positive Behavior Coordinator
- On going conferences occurs between the Positive Behavior Coordinator and student population

Peer Mediation Curriculum: : Educational Alchemy is currently taking a pronged approach towards promoting socio-emotional learning in LIHS students through the Peer Mediation Program. Within the Peer Mediation Program students have the opportunity to practice Restorative Justice which promotes agency, resiliency, leadership skills, communication and higher-order metacognitivethinking. The facilitator from Educational Alchemy, Inc. will work with students and teachers during school hours. The Peer Mediation Program has a system in place available to the school community in the process of making referrals for peer mediation. The Peer Mediation Coordinator provides an updates on the peer mediation outcome to the school community. The Peer Mediator facilitator is in the school building stationed in the guidance department once a week.

5.5 The school has received a rating of Ineffective for this Statement of Practice: 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.

Areas of Improvements:

- The Guidance Department has monthly CBO's meetings to discuss student's academic and social progress in their participation in the programs. Professional Development meetings are conducted throughout the school year by the CBO's to inform administration, teachers and supporting staffs of their activities. Administration, teachers and supporting staff are made aware of all of the services LIHS has in place for student services. Minutes of the CBO's are shared among the teachers.
- LIHS conducts weekly attendance meeting with the Principal, Parent Coordinator, Guidance Counselor, Attendance Teacher and In House Attendance Coordinator to discuss those students with less than 60% attendance to conduct home visits, send letters home, schedule guidance conferences and refer the family to services if necessary. The teachers receive daily attendance update on those students who were not present. Also, teachers have access to SKEDULA to monitor student's attendance as well. Teachers get weekly update on the weekly attendance meeting.
- LIHS has established Wednesday Parent Outreach day in which all teachers will be contacting parents via the phone to inform parents of the student's current academic and attendance status. Through department meetings teachers discussed those students who are at high of failure due to attendance, academic failures, social issues.
- The Guidance Department conducts Teacher Student Guidance conference with the teacher and students to address academic and social concerns in the classroom. In collaboration with the Parent Coordinator, guidance parent conferences are scheduled throughout the week.
- Review of the Individualized Education Program if applicable.

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, we will improve social and emotional developmental health by incorporating 3 professional developments to all school stakeholders on social and emotional topics to build adult capacity.

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>
Skedula	Community Stakeholders	September-June	Administration, Teachers, Supporting Staff, Guidance Counselor
The Leadership Program-21 st Century Grant- Social Worker	All students	October-June	Guidance Counselor, PBC
Educational Alchemy-Peer Mediation	At Risk Students	October-June	Administration, Guidance Counselor
Protocol and Process System for addressing student Behavior	At Risk Students	December-June	PBC, Administration, Guidance Counselor, Teachers, Parent Coordinator

Part 4 – Resources Needed

Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc.
Technology, Program adjustment, Space Reconfiguration, Per Session.

Part 5 – Budget and Resource Alignment

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

Part 6 – Progress Monitoring

Part 6a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. In this part:
<ol style="list-style-type: none"> 1. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal. 2. Specify a timeframe for mid-point progress monitoring activities.
September 29, 2014-----December 10,2014-----May 27, 2015
September 2014- PD Mandated Reporter (ACS)

October 2014- PD School Safety

November 2014-PD Team Building by The Future Project

Decemer 2014-PD Social and Emotional Learning PD by the 21st Century Grant-The Leadership Program

Part 6b. Complete in February 2015.

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

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Section 5: Needs Assessment, Annual Goals and Action Plans

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

Part 1 – Needs Assessment

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

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

Tenet 4 Statement of Practice (SOP) Addressed		HEDI Rating
4.2	Teachers use instructional practices and strategies organized around annual, unit and daily lesson plans to meet established student goals and promote high levels of student engagement and inquiry.	E
4.3	Teachers provide coherent, appropriately aligned Common Core Learning Standards (CCLS)-based instruction that leads to multiple points of access for all students to achieve targeted goals.	E
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.

As per the Diagnostic Tool for School and District Effectiveness (DTSDE), teachers have created positive learning environments that have begun to address the identified gaps between what students know and need to learn in order to improve achievement for all students.

Strengths:

4.2 The school has received a rating of Effective for this Statement of Practice: 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.

4.3 The school has received a rating of Effective for this Statement of Practice: 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.

4.4 The school has received a rating of Effective for this Statement of Practice: 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.

4.5 The school has received a rating of Effective for this Statement of Practice: 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.

Areas for Improvement:

All ratings for this Tenet are either Highly Effective or Effective and therefore, comments are listed under Strengths.

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.

During the 2014-2015 school year, all departments will utilize the inquiry cycle protocols to analyze student work and student data to inform instruction.

Part 3 – Action Plan

Activities/Strategies: Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including: <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>
Professional Development on how to use the National School Reform Faculty protocols to facilitate study student work study, student data study, teacher feedback study, lesson plan study and unit plan studies. (Tuning Protocol, Consultancy Protocol, etc)	Teachers, Paraprofessionals	November 2014- June 2015	PLC, Lehman College
Professional Development on using various data sources to inform instruction and groupings (IEPs, NYSESLAT, NYSITELL, attendance, etc	Teachers, Paraprofessionals, administration,	September 2014- June 2015	PLC, Attendance Committee, Special Education and ESL Departments
Design Assessment Cycle with Lehman College	Teachers	January- June 2015	PLC, Lehman College

Part 4 – Resources Needed

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

- Lehman College workshops
 - PLC Planning Time
- Common Planning Time

Part 5 – Budget and Resource Alignment

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

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

Part 6 – Progress Monitoring

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

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

Departments and grade level teams will conduct inquiry cycles three times within Trimesters to measure results in a timely manner. Depending on the nature of the inquiry, checkpoints may happen more frequently.

Part 6b. Complete in February 2015.

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

Section 5: Needs Assessment, Annual Goals and Action Plans

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

Part 1 – Needs Assessment

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

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

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

As per the Diagnostic Tool for School and District Effectiveness (DTSDE), the school has adopted curricula that supports the CCLS and uses formative and summative assessments to determine student progress.

Strengths:

2.4 The school has received a rating of *Effective* for this Statement of Practice: Leaders make strategic decisions to organize resources concerning human, programmatic and fiscal capital so that school improvement and student goals are achieved.

2.5 The school has received a rating of *Effective* for this Statement of Practice: 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.

Areas for Improvement:

2.2 The school has received a rating of *Developing* for this Statement of Practice: 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 Education Plan (SCEP).

After reflecting on the feedback the areas for improvement include:

Developing a system where the school data is share. For example, the school information is shared via mail, during open discussion with the Principal, during teacher common planning time and parent meetings. A bulletin is strategically located across the main office displaying meetings of the School Leadership Team and Parent Teacher Association for the school community to read. Parents, Teachers, Students and Community Based organizations are invited to participate in open meetings on a regular basis. This form of communication delivers the sense of urgency toward achieving the school-wide goals.

2.3 The school has received a rating of *Developing* for this Statement of Practice: Leaders effectively use evidence-based systems to examine and improve individual and school-wide practices in the critical areas (student achievement; curriculum and teacher practices; leadership development; community/family engagement; and student social and emotional developmental health) that make progress toward mission-critical goals.

After reflecting on the feedback the areas for improvement include:

Developing partnerships with Teach for American, Teaching Fellows, Mercy College, Columbia University, Bank College, Lehman College to recruit, hire and sustain personnel that enables the school to meet the academic and social needs of the students. Closely monitor the schools budget throughout the school year and make strategic decisions to fund targeted efforts.

Part 2 – Annual Goal

List your school’s 2014-15 goal for improving student outcomes and school performance that addresses Capacity Framework element – Effective School Leadership. Your goal must be responsive to the identified priority need(s) indicated in Part 1b, and should be written as SMART – Specific, Measurable, Achievable, Relevant, and Time-bound.
 By June 2015, school leaders will conduct 4 classroom observations per teacher to promote teacher growth and to increase student achievement

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>

Professional Development: Danielson Rubric	All school stakeholders, Teachers, School Aides, Paraprofessionals, Secretary, Parent Coordinator, Guidance Counselors, Administrators	Sept 2014- June 2015	The Principal, Assistant Principal, Professional Learning Committee, Lead Teacher
Lehman College Writing Project	Teachers	Dec 2014- Feb 2015	The Principal, Assistant Principal, Professional Learning Committee, Lead Teacher
Lead Teacher Coaching	New Teachers, Teachers on TIP	Sept 2014- 2015	The Principal, Assistant Principal Lead Teacher

Part 4 – Resources Needed

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

Common Planning Time
Release Time, Lehman College

Part 5 – Budget and Resource Alignment

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

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

Part 6 – Progress Monitoring

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

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

Bi-Monthly cycle of observations, monthly walkthroughs, weekly professional learning opportunities

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

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

Section 5: Needs Assessment, Annual Goals and Action Plans

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

Part 1 – Needs Assessment

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

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

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

Part 1b. Needs/Areas for Improvement:

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

As per the Diagnostic Tool for School and District Effectiveness (DTSDE), the school has adopted curricula that supports the CCLS and uses formative and summative assessments to determine student progress.

Debriefing Statement: The school has developed partnerships among families, external community members, and school staff to foster a collective responsibility for students’ success, academically and socially.

Strengths:

- 6.2 The school has received a rating of Effective for this Statement of Practice: 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.
- 6.3 The school has received a rating of Effective for this Statement of Practice: The school engages in effective planning and reciprocal communication with family and community stakeholders so that students' strengths and needs are identified and used to augment learning.
- 6.4 The school has received a rating of Effective for the Statement of Practice: 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.
- 6.5 The school has received a rating of Developing for this Statement of Practice: 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 learning and success.

After reflecting on the feedback the areas for improvement include:

The school uses Skedula and Blackboard to collect student/parent data, which drives parent conversations and training. Parent Coordinator at the school meets with in-house community based organizations and will continue her work by attending future Guidance and CBO's monthly meeting to share data and integrate data systems in order to identify family needs and target appropriate support strategies. Although, parent physical turnout in school-wide meetings are low, once we schedule individual meetings we are able to share data with parent and use language that they could understand.

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, we will increase parental involvement in in-school conferences by 2%. This will be measured every 3 months.

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> <ol style="list-style-type: none"> 3. Research-based instructional programs, professional development, and/or systems and structures needed to impact change 4. Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). 5. Strategies to increase parent involvement and engagement 6. Activities that address the Capacity Framework element of Trust 	<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>Families were surveyed on workshops based on their interest. Workshops that address the needs of our families(Common Cents: managing your finances, Responding to Challenging Behaviors, McKinney-Vento-Rights of families living in Temporary Housing, Effective Partnerships with your child's school, Common Core. Offering workshops during different days of the week and evenings.</p>	<p>ELL, students with disabilities, families in temporary housing, overage/under-credited</p>	<p>September 2014-June 2014</p>	<p>Parent Coordinator</p>
<p>Parent Coordinator offers trainings and ongoing support to staff on how to effectively communicate with families. These training are designed to give school staff tips on how to communicate with families and training on understand our families and their needs.</p>	<p>ELL, students with disabilities, families in temporary housing, overage/under-credited</p>	<p>September 2014-June 2014</p>	<p>Parent Coordinator</p>

Family Engagement Day Wednesdays- Teachers, Guidance Counselor along with the Parent Coordinator host an hour dedicated to family engagement every week, - Meetings, Phone Calls, Mailing out letters, hosting an open house. Every week the entire school will outreach to families to inform on their student academic progress and sharing data.	ELL, students with disabilities, families in temporary housing, overage/under-credited	September 2014-June 2014	Teachers, Parent Coordinator, Administration
Offering trainings like Skedula and helping families set up email accounts, navigating the mobile app. This is a way to share data with families. Families receive their student transcript twice a year during parent teacher conference.	ELL, students with disabilities, families in temporary housing, overage/under-credited	Three trainings year One per tri semester, Oct, Jan, April	Parent Coordinator

Part 4 – Resources Needed

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

Parent brochures, materials, Community Based Organization collaborations

Part 5 – Budget and Resource Alignment

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

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

Part 6 – Progress Monitoring

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

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

Goal Review – September-November, December-March, -April-June

Monthly Meetings with GC and CBO’s

Monthly Mailing

Surveys

Track parent and school staff interactions

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

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

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

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

Type of Academic Intervention Service (AIS)	Criteria for determining AIS services	Type of Program or strategy (e.g. repeated readings, interactive writings, etc.)	Method for delivery of service (e.g. small group, one-to-one, tutoring, etc.)	When the service is provided (e.g. during the school day, before or after school, etc.)
English Language Arts (ELA)	8 th Grade Proficiency Level	Close reading, multiple readings, modified readings, native language support, Achieve3000, Edge Curriculum grammar study, graphic organizers, leveled text, side-by-side text, BoardWorks	Small group instruction, tutoring	During the school day, after school, Saturday School
Mathematics	8 th Grade Proficiency Level	Incoming freshmen at level 1 and 2 will be program with the Think through Math online program in order to provide additional support. Carnegie Learning Tutoring/Regents Support BoardWorks	Small group instruction, tutoring	During the school day, after school, Saturday School
Science	8 th Grade Proficiency Level	Achieve 3000 Tutoring/Regents Support BoardWorks	Small group instruction, tutoring	During the school day, after school, Saturday School
Social Studies	8 th Grade Proficiency Level	Achieve 3000 Tutoring/Regents Support BoardWorks	Small group instruction, tutoring	During the school day, after school, Saturday School
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	Student Guidance Interventions	Topics such as Gender, Sex, STDs, College, Interview Skills, Making your college count, Thinking about your career, Positive self-image, life skills are discussed Mediation center. Partnership and orientation offer with Transfer Schools. Partnership with Parole Officers and ACS. Partnership with Summer Search for mentoring program.	One-on-one and groups. Workshop and Counseling groups	During the school day, after school, Saturday School

		Partnerships with PHIPPS Community Center for afterschool academic intervention. Regents Saturday Academy for academic intervention and regent preparation.		
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Section 7: Title I Program Information

Directions:

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

Part 1: Title I Status

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

X	Schoolwide Program (SWP)		Targeted Assistance (TA) Schools		Non-Title I
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Part 2: All Title I Schools

2a. Highly Qualified Teachers (HQT)

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

Leadership Institute recruits only highly qualified teachers. When recruiting we look for teachers who are dually certified in content and Special Education, as well as Bilingual extensions. Beginning with the data based assessment of our needs LIHS will seek out teachers, based on our needs, using tools such as ATR pool and teacher finder to help us recruit potential candidates. LIHS looks to employee staff that has flexibility in licensing and can meet the ever changing needs of our school. Teachers who have multiple certifications are sought after, but still must meet the standards established in hiring that all candidates must adhere to. LIHS has a rigorous interview process conducted by our LIHS Interview committee. Within the committee we have administration, parents, students, content area teachers, parent coordinator and community based organization representatives. Once a decision has been made teachers are asked to come in and conduct a demo lesson. This provides us with the opportunity to assess candidates' content depth of knowledge. Prospective candidates will be evaluated based on a series of criteria including knowledge of content, delivery, rapport with class and techniques employed in the lesson.

Teachers at LIHS are provided with content coaching and professional development support in and out of school for their professional growth. Here at LIHS professional development takes place in many forms. From the use of coaches from Leahman College, Teachers College and the Teacher Effectiveness (TE), coaches assist teachers individually and as departments. Coaches assist administration in designing and providing professional development geared towards our specific needs as a school. Data gathered from ARIS Talent Management as well as administration observation data is used to inform LIHS of what PD should be offered based on teacher ratings and it identifies effective teachers to possibly become teacher leaders or lab classrooms.

LIHS has partnered with our Network, CFN 402, and Teachers College for several series out of PD sessions held monthly at Teachers College. These PD sessions are designed to have teachers from various schools come together to share-out their work and ideas the implementation of the Common Core Learning Standards and performance tasks

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).

Teacher's College partnership, NYCDOE PDs, ARIS Learn, EngageNY, PD plan generated from classroom observations and the impact on student learning. The NYC Writing Leahman Project

Part 3: TA Schools Only

3a. Use of Program Resources

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

N/A

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).

N/A

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.).

N/A

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.

MOSL, departments select periodic and baseline assessments that are most suitable

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	N/A	N/A	N/A
Title I School Improvement 1003(a)	Federal	N/A	N/A	N/A
Title I Priority and Focus School Improvement Funds	Federal	N/A	N/A	N/A
Title II, Part A	Federal	N/A	N/A	N/A
Title III, Part A	Federal	N/A	N/A	N/A
Title III, Immigrant	Federal	N/A	N/A	N/A

Tax Levy (FSF)	Local	N/A	N/A	N/A
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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) Template

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

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

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

school's Title I program. This information will be maintained by the school.

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

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

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

- holding an annual Title I Parent Curriculum Conference;
- hosting educational family events/activities during Parent-Teacher Conferences and throughout the school year;
- encouraging meaningful parent participation on School Leadership Teams, Parent Association (or Parent-Teacher Association) and Title I Parent Committee;
- supporting or hosting Family Day events;

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

School-Parent Compact (SPC) Template

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

I. School Responsibilities

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

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

Support home-school relationships and improve communication by:

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

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

Provide parents reasonable access to staff by:

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

Provide general support to parents by:

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

II. Parent/Guardian Responsibilities:

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

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

III. Student Responsibilities:

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



Department of English Language Learners and Student Support

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

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

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

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

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

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

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

Part A: School Information	
Name of School: Leadership Institute H.S.	DBN: 09X276
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: <u>45</u>
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: 2
of certified ESL/Bilingual teachers: 2
of content area teachers: _____

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 Leadership Institute High School (LIHS) plans to use Title III Funds to supplement and enhance the instructional opportunities for our ELL students. We will provide direct supplemental instructions to ELLs in various ways. LIHS will provide direct instruction during after school and Saturday Academy to support for our ELLs. Two highly qualified certified ESL teachers will provide these sessions. The Title III Saturday Academy will run concurrently with LIHS Title I program. In the Title I program, there will be content area teachers in Science, Math (bilingual Spanish), and Social Studies (bilingual Spanish, Special Education) teachers. These teachers will be available to assist ELL students and will use Spanish native language support in instructing ELLs who would benefit from it. There will be 30 After School sessions on Monday - Thursday from 3:00 pm- 4:00 pm or 4:00-5:00 due to the multi-session student schedule during the fall semester with one certified ESL teacher. Additionally, there will be 40 After School sessions on Monday - Thursday from 3:00 pm- 4:00 pm or 4:00 - 5:00 pm due to multi-session student schedule during the spring semester with two fully certified ESL teachers. Saturday School will run for 6 Saturdays in the Fall Semester, in which services will be provided by two fully certified ESL teacher and 6 Saturdays in the Spring Semester from 9:00 am until 12:00 pm, which will be provided by two fully certified ESL teachers. Based on the ESL department inquiry work, large gap in the achievement of Long Term ELLs with Disabilities and SIFEs have been observed. In order to close this achievement gap, we will be targeting this student population. In support of these students, we will be using differentiated teaching methodologies incorporating UDL that allow entry points to the rigorous Common Core standards and NYS ELA/ESL Standards.. These students need extra academic support in addition to the instruction they receive during the regular class day. During these sessions, we will utilize resources to build foundational literacy skills, including phonemic awareness. Likewise, teachers will utilize all coursework textbooks and materials necessary for the content class, including online resources and Smart board interactive tools. In today's age, it is important that our students are technologically competent to compete in a global market. It is integral that technology is used in our Title III program so that students are able to acquire, interact, create, and present information across various medias. We will use resources such as, audio books, smart board programs (BoardWorks), laptops, iPads, online literacy resources, presentation software, Rosetta Stone program, Empower3000 program and various Internet programs. The goal is to make the instructional material accessible to students through various mean. In addition to academic support provided in school, students will take field trips to enhance classroom learning. Although the target populations for these programs are Long Term ELLs with Disabilities and SIFE students, all Title III support programs are open to all ELLs and former ELLs. In the current school year, we have a concentrated number of Beginner 9th graders that we are targeting for Title III programs. Parents will be notified about all available programs through, mailings, phone calls from the bilingual Parent Coordinator, during parent conference nights and email, when available.

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: Teachers involved in the Title III program will participate in various Professional Development opportunities through sessions provided by the school network (monthly sessions), QTEL (5 day series providing quality teaching for English language learners) sessions and publications, and sessions provided by the Office of ELLS (NYC DOE) (dates vary). Topics that are covered are new regulations for overseeing ELL programs, mandated services, submitting required documentation pertaining to ELLs, teaching strategies for ELLs in various content areas, creating ESL curriculum to ensure alignment with CCSS and state standards, ensuring course material is rigorous and age appropriate, and parents options and services. Professional development also includes the turn keying of relevant information by the ESL teachers to the school community so that all staff members are aware of best practices for ELLs. These internal professional developments are targeted at celebrating strengths and strengthening weaknesses in the school. Topic for these sessions will include strategies for differentiating, accommodating and including ELLs in all activities. It is of the utmost importance to the LIHS school community that all students have access to the content in a curriculum; so all staff members are committed to receiving appropriate professional development throughout the entire school year. LIHS is committed to providing our ELLs with a rigorous academic experience in Common Core and College Readiness curricula and various points of entry. To this extent, teachers are very much involved in deepening our understanding of CCLS and how to create entry points for our ELLs. There will also be targeted ELL professional work done with the Lehman College Writing Project. This work will be turnkeyed to LIHS staff during time allocated for Professional Learning.

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: LIHS values the importance and input of our ELL parents. We believe the more our parents are involved the more invested our students will be in their education. We plan to offer workshops for parents on important information pertaining to rules, regulations and rights of ELLs. The more information our parents have the better informed their decisions will be in regards to their child. Topic that will be covered are the different types of language programs offered at NYC DOE, ESL teaching methodologies, educational strategies for parents to use at home to help their students at home. Parents will also have the opportunity to learn English using Rosetta Stone in the LIHS computer lab during Saturday sessions and we will pilot offering free English classes to parents during the designated Parent Engagement time in our school schedule to offer flexibility in scheduling. In collaboration with The Leadership Program (CBO), LIHS will host two Super Saturdays per year for parents. During these Super Saturday there will be an array of workshops that parents can attend, including

Part D: Parental Engagement Activities

legal advice, assistance with reading educational reports, arts and crafts, and use of the literacy lab. Based on the success and feedback of this program, LIHS will increase the number of the Super Saturdays per year over the course of the next two years. ELL parents will also be given log-ins for Empower3000; in that way they can also improve their literacy using the same program their child is using in school. We would also provide literacy and technology classes to parents to assist them in using the Internet to help in learning during our Saturday sessions, so they feel more comfortable using the online resource. We have seen improved relations with ELL parents, however, we want to increase parent involvement in school and we are always trying to include them in school activities. In addition, we also want to invite parents into the building more to celebrate their child’s work and participate in school activities to help develop a stronger tie to the school community during a special celebration night in the spring semester. The ESL teachers in the school building will provide programs for parents with assistance from the bilingual Parent Coordinator, bilingual Guidance Counselor, faculty members and students. In addition we plan to create a stronger collaboration with PHIPPS, which is an organization that is closely related to our school community, over the course of the next two years. Parents will be notified of these activities by sending notices with students, mailings in parents’ home language, during parents conference night and as well as phone calls from the bilingual Parent Coordinator.

Part E: Budget

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

Allocation Amount: \$ _____

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

Part E: Budget

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

Allocation Amount: \$ _____

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Travel	_____	_____
Other	_____	_____
TOTAL	_____	_____

LANGUAGE TRANSLATION AND INTERPRETATION 2013-2014 TO 2014-2015

Requirement under Chancellor's Regulations – for all schools

DBN: 276 School Name: Leadership Institute High School

Cluster: 4 Network: 402

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.

For parents who have information in ATS and DOE, the school looks at the preferred language of the parent to communicate with them. For new parents to the DOE, we administer the home language survey where the parent can indicate their preferred language of communication and conduct an informal interview with the parent or guardian to determine the parent's preferred language. Likewise, language of communication is entered into ATS. We do have staff members available to conduct interviews in Spanish. If the parent does not speak English or Spanish we will call the language interpretation unit in order to properly communicate with the parent. This information is recorded on the emergency cards and the home language survey and put into ATS by our Pupil Accounting Secretary. Over the course of the past year, we have noticed an increase need for translated documents in the Spanish language and the school utilizes the Translation and Interpretation Services funding to help with this. All of these steps are done in a timely manner to ensure proper communication with our parents. Likewise, LIHS is implementing the use of the Skedula online program in the 2013-2014 school year and it allows for translation services within the program when communicating with parents.

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

After reviewing the data collected during intake at our school, we found an increased of the number of households where the parent or guardian needed communication translated into the Spanish language. There are some low incidence languages like Mandika for which the school utilizes the translation and interpretation unit's assistance. The Parent Coordinator, ESL Teacher, and/or Special Education teachers notify the staff at the beginning of the year with pertinent information, so we can plan accordingly when communicating with our parents. Likewise, the Spanish bilingual staff (Parent Coordinator, Guidance Counselor, Para-professionals, Attendance Coordinator, Principal, Assistant Principal, teachers, school aides) are very helpful in aiding in communicating with parents.

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.

After determining the various home languages of our families, every step is taken to ensure that all communication is provided in the appropriate language. The vast majority of our families speak English and Spanish, with a few parents speaking French and Mandinka. The staff at the school is aware of the parents that need written translations of various communications and we provide these services in house for Spanish translations. In the cases for which we are unable to do so, we would contact the translation and interpretation unit (NYDOE). The staff at LIHS, including the bilingual guidance counselor, bilingual parent coordinator, bilingual ESL teacher, bilingual para-professional, bilingual teachers, administrators, as well as office personnel, have offered their services in helping with translating materials at all times. We are also aware of the translated materials available on the Office of English Language Learners site and the Translation and Interpretation Unit DOE website. Likewise, Skedula also recognizes the parent's preferred language and translates any communication through this program into the preferred language.

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

As stated above, LIHS has several staff members available on site to orally translate in Spanish language for phone calls home, in-school meetings, or various school events. In the event that we have no one to translate a low incidence language, we will contact the Translation and Interpretation Unit accordingly ahead of a scheduled meeting in order to have the proper resources for the parent.

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>.

- LIHS properly ascertains the parent's preferred language in a timely manner and enter this information into ATS.
 - At the time of registration, we do provide Spanish translation of pertinent materials and provide an in-house interpreter if needed.
 - LIHS has "covered language" posters in the main office as well as in the guidance office.
 - LIHS translates related services (IEP, English Language Learner entitlement letters) communication into the parent's preferred language and ensures that the appropriate translators/interpreters are available for low incidence languages.
 - Leadership will also have the following forms available on site: Translation Request Form (for offices), Translation Request Form (for schools) Interpretation Request Form, Request to Translate a Foreign Language Transcript.
 - Every effort is made to ensure that all parents are able to understand the communications that the school send out in regards to all matters.
- The staff at LIHS is more than accommodating in the assistance of translating and interpreting in Spanish.