



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

**DRAFT – PENDING NYSED APPROVAL**

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

**08X332**

**School Name:**

**HOLCOMBE L. RUCKER SCHOOL OF COMMUNITY RESEARCH**

**Principal:**

**SHARIF RUCKER**

## School Comprehensive Educational Plan (SCEP) Outline

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**Section 1: School Information Page**

**School Information**

School Name: Holcombe L. Rucker School of Community Research School Number (DBN): 8x332  
School Level: High School Grades Served: 9-12  
School Address: 965 Longwood Ave. Bronx NY 10459  
Phone Number: 718-860-1053 Fax: \_\_\_\_\_  
School Contact Person: Ryan Ensenat Email Address: rensenat@schools.nyc.gov  
Principal: Sharif Rucker  
UFT Chapter Leader: Adrian Brooks  
Parents' Association President: Sharmaine Davis  
SLT Chairperson: Wendy Wagner  
Student Representative(s): Daneil Reid, Joseph Lopez, Ejerlin Reinoso, Meshach Merrills

**District Information**

District: 8 Superintendent: Aimee Horowitz  
715 Ocean Terrace, Bldg. "A" – Room 141  
Superintendent's Office Address: Staten Island, New York 10301  
Superintendent's Email Address: AHorowi@schools.nyc.gov  
Phone Number: 718-390-1594 Fax: 718-420-5677

**Cluster and Network Information**

Cluster Number: 5 Cluster Leader: Debra Maldonado  
Network Number: CFN 536 Network Leader: Gerard Beirne

## 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)
Sharif Rucker	*Principal or Designee	
Adrian Brooks	*UFT Chapter Leader or Designee	
Sharmaine Davis	*PA/PTA President or Designated Co-President	
Kerry Roberson	DC 37 Representative, if applicable	
Joseph Lopez Ejerlin Reinoso Meshach Merrills Daneil Reid	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
	CBO Representative, if applicable	
Wendy Wagner	Member/ Parent	
Lorraine Gay	Member/ Parent	
	Member/	

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

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

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

#### The Capacity Framework and SCEP Development

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



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

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

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

#### The Six Elements of the Capacity Framework

- **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.
- **Supportive Environment:** The school establishes a classroom and school culture where students feel safe, supported, and challenged by their teachers and peers.
- **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.
- **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.
- **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.
- **Trust:** Everyone works toward the shared goal of improving student outcomes, preparing students for success in school and beyond. Across the school community, there is respect. School staff, parents, students and administrators value each other.

## Accountability Tools and the Capacity Framework

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

### NYSED's Six DTSDE Tenets

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

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

### NYCDOE's Quality Review (QR)

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

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

### Next Steps for SCEP Development

School Leadership Teams should engage in the following steps:

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

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

#### Section 4: SCEP Overview

Develop a narrative summary that includes:

4. 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.
5. School strengths, accomplishments, and challenges.
6. 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.

Holcombe L. Rucker School of Community Research is a high school with 261 students from grade 9 through grade 12. The school population comprises 41% Black, 56% Hispanic, 1% White, and 2% Asian students. The student body includes 10% English Language Learners and 25% special education students. Males account for 56% of the students enrolled and females account for 44%. The average attendance rate for the school year 2012 - 2013 was 81.2%.

The mission of Holcombe L. Rucker School of Community Research is to foster a collaborative community that produces confident young adults with a commitment to creative learning and academic excellence. We promote high expectations for students in all areas: academic, artistic, physical, health, citizenship and service. We commit the resources necessary to establish and maintain a respectful and caring environment that offers student-centered instruction based on research and data-driven decision making. Our challenging curriculum emphasizes community research and collaboration with outside partners including Morris Heights, Athlife, and PAL to enhance student learning.

According to our most recent quality review, students and families appreciate the school's focused efforts on maintaining a safe and inclusive environment that supports students' social-emotional and academic growth. Through the principal's open door policy and Town Hall meetings, students and parents alike feel comfortable voicing their opinions and concerns.

In addition, they praised the teachers for the additional time they worked with their children during and after the school day and the numerous events planned for students to celebrate their academic progress, community service, talent, and sportsmanship. Decisions by school leaders are informed by a shared set of beliefs around safety, respect and discipline. The school community takes a positive and proactive approach with students, which has resulted in decreased conflicts among students, and a 50% reduction in the suspension rate.

Academically the school has worked diligently on reworking the curriculum across the content areas to align it with the CCLS and include multiple entry points for all learners. Student work is regularly reviewed in curriculum teams using protocols that guide alterations to both teacher practice and curriculum. Grade Teams monitor student data and grade related issues to address student academic and social-emotional issues before they become larger problems. This includes grade level town halls to address concerns as well as academic interventions with students and parents.

Although credit accumulation has improved over the prior years, students still have trouble passing the state regents exams. Most of our students enter high school behind grade level and struggle with task. As a result, teachers often provide numerous scaffolds to support student learning. Unfortunately this has a negative impact by taking the rigor out of the task and consequently has left students unable to persist and master the rigor required to pass the Regent exams. To address this shortcoming, the school this year has adopted an academic behavior, persistence that all Rucker students are required to demonstrate in order to deal with more rigorous task. The school community including students, teachers, administrators and parents have been introduced to this academic behavior and have worked to incorporate persistence into all aspects of the school. Teachers are working hands on with administration and coaches from the High School Renewal Initiative to develop more rigorous tasks. In addition, Professional Development has been designed to match the goals of the High School

Renewal Initiative action plan. Lastly, math teachers are participating in Metamorphous training and all teachers of the 9<sup>th</sup> grade are being trained by WITsi which is a research backed writing program to help students improve their writing abilities.

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.

## 08X332 School Information Sheet Key

School Configuration (2014-15)			
Grade Configuration	09,10, 11,12	Total Enrollment	244      SIG Recipient
Types and Number of English Language Learner Classes (2014-15)			
# Transitional Bilingual	N/A	# Dual Language	N/A      # Self-Contained English as a Second Language
Types and Number of Special Education Classes (2014-15)			
# Special Classes	7	# SETSS	1      # Integrated Collaborative Teaching
Types and Number of Special Classes (2014-15)			
# Visual Arts	N/A	# Music	N/A      # Drama
# Foreign Language	2	# Dance	N/A      # CTE
School Composition (2013-14)			
% Title I Population	85.3%	% Attendance Rate	83.6%
% Free Lunch	87.0%	% Reduced Lunch	8.1%
% Limited English Proficient	11.1%	% Students with Disabilities	26.4%
Racial/Ethnic Origin (2013-14)			
% American Indian or Alaska Native	1.5%	% Black or African American	41.0%
% Hispanic or Latino	54.4%	% Asian or Native Hawaiian/Pacific Islander	1.5%
% White	1.1%	% Multi-Racial	N/A
Personnel (2014-15)			
Years Principal Assigned to School (2014-15)	8.34	# of Assistant Principals (2014-15)	2
# of Deans (2014-15)	1	# 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)	22.9%
% Teaching with Fewer Than 3 Years of Experience (2013-14)	0.3%	Average Teacher Absences (2013-14)	5.8
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	33.1%	Mathematics Performance at levels 3 & 4	35.2%
Credit Accumulation High Schools Only (2013-14)			
% of 1st year students who earned 10+ credits	60.7%	% of 2nd year students who earned 10+ credits	81.8%
% of 3rd year students who earned 10+ credits	73.8%	4 Year Graduation Rate	45.8%
6 Year Graduation Rate	57.6%		
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	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		
Met Adequate Yearly Progress (AYP) in Mathematics (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		
Met Adequate Yearly Progress (AYP) in Graduation Rate (2012-13)			
American Indian or Alaska Native	N/A	Black or African American	NO
Hispanic or Latino	NO	Asian or Native Hawaiian/Other Pacific Islander	N/A
White	N/A	Multi-Racial	N/A
Students with Disabilities	N/A	Limited English Proficient	N/A
Economically Disadvantaged	NO		

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School Configuration (2014-15)				
Grade Configuration	09,10, 11,12	Total Enrollment	244	SIG Recipient
Types and Number of English Language Learner Classes (2014-15)				
# Transitional Bilingual	N/A	# Dual Language	N/A	# Self-Contained English as a Second Language
Types and Number of Special Education Classes (2014-15)				
# Special Classes	7	# SETSS	1	# Integrated Collaborative Teaching
Types and Number of Special Classes (2014-15)				
# Visual Arts	N/A	# Music	N/A	# Drama
# Foreign Language	2	# Dance	N/A	# CTE
School Composition (2013-14)				
% Title I Population	85.3%	% Attendance Rate		83.6%
% Free Lunch	87.0%	% Reduced Lunch		8.1%
% Limited English Proficient	11.1%	% Students with Disabilities		26.4%
Racial/Ethnic Origin (2013-14)				
% American Indian or Alaska Native	1.5%	% Black or African American		41.0%
% Hispanic or Latino	54.4%	% Asian or Native Hawaiian/Pacific Islander		1.5%
% White	1.1%	% Multi-Racial		N/A
Personnel (2014-15)				
Years Principal Assigned to School (2014-15)	8.34	# of Assistant Principals (2014-15)		2
# of Deans (2014-15)	1	# 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)		22.9%
% Teaching with Fewer Than 3 Years of Experience (2013-14)	0.3%	Average Teacher Absences (2013-14)		5.8
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	33.1%	Mathematics Performance at levels 3 & 4		35.2%
Credit Accumulation High Schools Only (2013-14)				
% of 1st year students who earned 10+ credits	60.7%	% of 2nd year students who earned 10+ credits		81.8%
% of 3rd year students who earned 10+ credits	73.8%	4 Year Graduation Rate		45.8%
6 Year Graduation Rate	57.6%			
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		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			
Met Adequate Yearly Progress (AYP) in Mathematics (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			
Met Adequate Yearly Progress (AYP) in Graduation Rate (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		NO
Hispanic or Latino	NO	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	NO			

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School Configuration (2014-15)				
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# Special Classes	7	# SETSS	1	# Integrated Collaborative Teaching	14
Types and Number of Special Classes (2014-15)					
# Visual Arts	N/A	# Music	N/A	# Drama	N/A
# Foreign Language	2	# Dance	N/A	# CTE	N/A
School Composition (2013-14)					
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% American Indian or Alaska Native	1.5%	% Black or African American		41.0%	
% Hispanic or Latino	54.4%	% Asian or Native Hawaiian/Pacific Islander		1.5%	
% White	1.1%	% Multi-Racial		N/A	
Personnel (2014-15)					
Years Principal Assigned to School (2014-15)	8.34	# of Assistant Principals (2014-15)		2	
# of Deans (2014-15)	1	# 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)		22.9%	
% Teaching with Fewer Than 3 Years of Experience (2013-14)	0.3%	Average Teacher Absences (2013-14)		5.8	
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	33.1%	Mathematics Performance at levels 3 & 4		35.2%	
Credit Accumulation High Schools Only (2013-14)					
% of 1st year students who earned 10+ credits	60.7%	% of 2nd year students who earned 10+ credits		81.8%	
% of 3rd year students who earned 10+ credits	73.8%	4 Year Graduation Rate		45.8%	
6 Year Graduation Rate	57.6%				
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		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				
Met Adequate Yearly Progress (AYP) in Mathematics (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				
Met Adequate Yearly Progress (AYP) in Graduation Rate (2012-13)					
American Indian or Alaska Native	N/A	Black or African American		NO	
Hispanic or Latino	NO	Asian or Native Hawaiian/Other Pacific Islander		N/A	
White	N/A	Multi-Racial		N/A	
Students with Disabilities	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:**

- 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.	D
3.3	Teachers ensure that unit and lesson plans that are appropriately aligned to the CCLS coherent curriculum introduce complex materials that stimulate higher-order thinking and build deep conceptual understanding and knowledge around specific content.	E
3.4	The school leader and teachers ensure that teacher collaboration within and across grades and subjects exists to enable students to have access to a robust curriculum that incorporates the arts, technology and other enrichment opportunities.	E
3.5	The school leader and teachers develop a data-driven culture based on student needs, assessments and analysis, which leads to strategic action-planning that informs instruction and results in greater student achievement outcomes.	E

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

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

- Academically the school has worked diligently on reworking the curriculum across the content areas to align it with the CCLS and include multiple entry points for all learners.
- Student work is regularly reviewed in curriculum teams using protocols that guide alterations to both teacher practice and curriculum. (QR)
- According to the HSRI needs assessment, tasks do not meet the level of rigor in order for students to excel and pass New York State Regents exams.

### 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.

Curricula and academic tasks will emphasize rigorous habits and higher order skills for all learners in the majority of classes observed by June 2015.

- A minimum of 80% of participating teachers will be rated Effective on Danielson 1e, as mutually agreed upon by the DSR and Principal.
- A minimum of 80% of targeted teacher leaders will be rated effective on Danielson 3c, as mutually

agreed upon by the DSR and Principal.

**Part 3 – Action Plan**

<b>Activities/Strategies:</b> Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including: <ol style="list-style-type: none"> <li>1. Research-based instructional programs, professional development, and/or systems and structures needed to impact change</li> <li>2. Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH).</li> <li>3. Strategies to increase parent involvement and engagement</li> <li>4. Activities that address the Capacity Framework element of Trust</li> </ol>	<b>Target Group(s)</b> <i>Who will be targeted?</i>	<b>Timeline</b> <i>What is the start and end date?</i>	<b>Key Personnel</b> <i>Who is responsible for implementing and overseeing the activity/strategy?</i>
Principal leads the school community in developing a common definition of rigor and agreed on rubrics for assessing the rigor of tasks.	Targeted Teachers	Weekly from September 2014 to June 2015	Principal, Assistant Principal, targeted teachers.
School leaders, HSAI coaches, and network coaches will provide ongoing professional development and coaching on planning cognitively engaging tasks and asking DOK level 3 and 4 framing questions for lessons and tasks (e.g., Essential Questions, Aims). Professional development will also build teacher understanding of multiple entry points so all learners can cognitively engage in tasks.	Targeted Teachers	Weekly in the fall semester increasing to biweekly in the spring semester.	Teachers, teacher teams, targeted teachers, instructional supervisors, HSAI coaches, Webb’s DOK.
Teachers will communicate weekly via telephone and Skedula online anecdotes utilizing 40 minutes each Tuesday after school. In addition, Monthly SLT meetings will be held to inform parents and students of progress toward stated goal.	Parents, students	Weekly from November 2014 to June 2015.	Teacher teams , Principal, Assistant Principal
Through the School Leadership Team and Town Hall Meetings, administration will turn key and discuss progress toward the stated goal	Parents, students	Monthly from September 2014-June 2015	Administration, Parents, students

**Part 4 – Resources Needed**

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

1. Common Core Learning Standards, Common Core fellows developed curriculum, EngageNY, Atlas Rubicon, DSR, HSAI coaches, Metamorphosis, WITsi PD, Network literacy coach
2. Common Core Learning Standards, EngageNY, Atlas Rubicon, HSAI coaches, Metamorphosis, WITsi PD, Network literacy coach

3. HSAI designed rigor checklist, Hess Cognitive Rigor Matrix, Common Core Learning Standards, WITsi inquiry based PD.

**Part 5 – Budget and Resource Alignment**

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

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

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**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.

Midyear data analysis of teacher observations in ADVANCE by administration. Meeting with teachers regarding data will start February 1, 2015

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

3.	Did the school meet the mid-point benchmark(s) in the timeframe specified?		Yes		No
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4. 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 5B – Capacity Framework Element - Supportive Environment:** The school establishes a classroom and school culture where students feel safe, supported, and challenged by their teachers and peers. *(Aligned to DTSDE Tenet 5: Student Social and Emotional Developmental Health)*

**Part 1 – Needs Assessment**

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

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

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

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

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

- The school also has grade teams that meet regularly to discuss the academic progress and social-emotional development of students who may then become flagged due to chronic lateness, absenteeism, illness, behavioral issues, and failure in two or more classes or exams.
- Teachers utilize an excellent protocol for meeting students' needs by gathering all the information they can from ARIS, from content teachers, the guidance counselor, and scholarship reports.(QR)
- According to the High School Quality Snapshot we scored below city averages with college and career readiness:
  - 3% of students successfully completed approved college preparatory courses and assessments
  - 3% of students graduated college ready
  - 28% of students graduated from high school and enrolled in a college or other postsecondary program within 6 months

**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.

**FURTHER COLLEGE AND WORK READINESS** by exposing students to colleges and cultural experiences to increase their confidence and competency in environments beyond their own by June 2015.

- Each grade will go on at least 2 trips during the school year with juniors and seniors going on at

least 1 college tour.

- Offer & sustain rigorous college ready coursework for 11<sup>th</sup> & 12<sup>th</sup> graders with the implementation of 2 Advance Placement courses this year.
- Seniors will participate in at least one semester of college seminar conducted by the guidance counselor and embed in their daily schedule.

**Part 3 – Action Plan**

<b>Activities/Strategies:</b> Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including: 1. Research-based instructional programs, professional development, and/or systems and structures needed to impact change 2. Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). 3. Strategies to increase parent involvement and engagement 4. Activities that address the Capacity Framework element of Trust	<b>Target Group(s)</b> <i>Who will be targeted?</i>	<b>Timeline</b> <i>What is the start and end date?</i>	<b>Key Personnel</b> <i>Who is responsible for implementing and overseeing the activity/strategy?</i>
<ul style="list-style-type: none"> <li>• Train one additional teacher to be certified to teach AP courses.</li> <li>• Have teachers work in grade teams to establish purposeful trips to enhance the academic experience in the classroom.</li> <li>• Have the guidance counselor conduct a daily senior seminar course for most seniors to assist them in the college application process</li> </ul>	Students/Teachers	Ongoing from September 2014 to June 2015.	Principal, Assistant Principal, Guidance Counselor, Teachers, Dean
<ul style="list-style-type: none"> <li>• Hire a consultant from the Network to come to the school to assist the guidance counselor in mentoring students and assisting them with the college admission process.</li> <li>• Utilize the consultant to work one on one with high need subgroups</li> </ul>	Students/Subgroups	Ongoing from September 2014 to June 2015.	Principal, Assistant Principal, Guidance Counselor, Network Consultant
<ul style="list-style-type: none"> <li>• Teachers will communicate weekly via telephone and Skedula online anecdotes utilizing 40 minutes each Tuesday after school.</li> <li>• In addition, Monthly SLT meetings will be held to inform parents and students of progress toward stated goal.</li> </ul>	Parents, students	Ongoing from September 2014 to June 2015.	Teacher teams , Principal, Assistant Principal
<ul style="list-style-type: none"> <li>• Through the School Leadership Team, Town Hall Meetings, Teacher Grade Teams, the administration will turn key and discuss progress toward the stated goal</li> </ul>	Parents, students	Ongoing from September 2014 to June 2015.	Teacher teams, Principal, Assistant Principal

**Part 4 – Resources Needed**

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

Network Consultant, Advanced Placement Resources, Programmer to schedule one period of seminar into Senior schedules.

**Part 5 – Budget and Resource Alignment**

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

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

Midyear data analysis of teacher observations in ADVANCE by administration. Meeting with teachers regarding data will start February 1, 2015. In addition, a review of professional development plan to determine its effectiveness and determine any alterations that may need to be made.

**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.

Weekly cabinet meetings including the guidance counselor to monitor student progress. Have a formal meeting at the end of semester one to measure progress with the college application process and AP courses.

**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 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.

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

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

- 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.

According to the most recent Quality Review:

- Content teacher teams collaborate and use a protocol for looking at student work to improve student learning.
- As a result of collaboration, there is consistency in the use of writing rubrics, as observed during class visits, developmental lesson planning, and common assessments administered, which results in cohesive patterns of instruction and format across classes for all students.
- Teachers use team-meeting outcomes to develop and adjust tasks and assessments and add necessary scaffolds to support students.

According to the HSRI Review the following needs to improve:

- Teachers need to clearly communicate the goals for lesson, the expectations of students for a task, the purpose of a task, and what summative or formative assessment will follow.
- Teachers need to pose questions to students designed to promote student thinking and understanding and create a genuine discussion among students.
- Teachers need to regularly use assessment during instruction, resulting in accurate, specific feedback that advances student learning.

## Part 2 – Annual Goal

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

By June 2015, a culture for learning that consistently communicates high expectations will be embedded in the school.

- The school will receive a rating of Proficient on indicator 3.4 of the Spring Quality Review.
- A minimum of 8 out of 10 identified targeted teachers will be rated Effective on Danielson 3c, as mutually agreed upon by the DSR and Principal

## Part 3 – Action Plan

<b>Activities/Strategies:</b> Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including:	<b>Target Group(s)</b> <i>Who will be targeted?</i>	<b>Timeline</b> <i>What is the start and end date?</i>	<b>Key Personnel</b> <i>Who is responsible for implementing and overseeing the activity/strategy?</i>
<ol style="list-style-type: none"> <li>1. Research-based instructional programs, professional development, and/or systems and structures needed to impact change</li> <li>2. Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH).</li> <li>3. Strategies to increase parent involvement and engagement</li> <li>4. Activities that address the Capacity Framework element of Trust</li> </ol>	Teacher, students	Daily from October 2014 to June 2015	Principal, Assistant Principal
<ul style="list-style-type: none"> <li>• Through conversations taking place in teacher professional development, classrooms, and on the School Leadership Team, the school community will agree on and adopt common language on struggle and the academic and personal behaviors that allow for productive struggle.</li> </ul>	Teachers, students	Weekly in the fall semester increasing to a minimum of biweekly in the spring semester	Teachers, Principal, Assistant Principal, HSAI coaches
<ul style="list-style-type: none"> <li>• On the School Leadership Team, the school community will agree on and adopt common language on struggle and the academic and personal behaviors that allow for productive struggle</li> <li>• Teachers will communicate weekly via telephone and Skedula online anecdotes utilizing 40 minutes each Tuesday after school.</li> </ul>	Students, Parents	<ul style="list-style-type: none"> <li>• Monthly</li> <li>• Weekly</li> <li>• Monthly</li> </ul>	Teachers, Principal, Assistant Principal

<ul style="list-style-type: none"> <li>Through multiple venues (SLT, PTA, curriculum nights, and parent teacher conferences), parents will engage in the whole school discussion and language on struggle and learning.</li> </ul>			
<ul style="list-style-type: none"> <li>Through the School Leadership Team, Town Hall Meetings, Teacher Grade Teams, the administration will turn key and discuss progress toward the stated goal</li> </ul>	Students, Parents	Weekly/Monthly	Teachers, Principal, Assistant Principal

**Part 4 – Resources Needed**

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

DSR, Metamorphosis Agents of Change PD, research on personal behaviors that support success. Network literacy coach, Metamorphosis, WITsi, teacher planning time and/or teacher team meeting 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	<b>Tax Levy</b>	x	<b>Title I Basic</b>		<b>Title I 1003(a)</b>		<b>Title IIA</b>		<b>Title III</b>		<b>P/F Set-aside</b>		<b>Grants</b>
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List below any additional funding sources that will be utilized to support achievement of the goal.

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**Part 6 – Progress Monitoring**

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

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

Midyear data analysis of teacher observations in ADVANCE by administration. Meeting with teachers regarding data will start February 1, 2015

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

<ul style="list-style-type: none"> <li>Did the school meet the mid-point benchmark(s) in the timeframe specified?</li> </ul>		Yes		No
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<ul style="list-style-type: none"> <li>If the mid-point benchmark(s) was not met, describe any revisions made to the action plan to achieve the goal?</li> </ul>
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## Section 5: Needs Assessment, Annual Goals and Action Plans

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

### Part 1 – Needs Assessment

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

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

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

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

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

- According to the most recent Quality Review, the analysis and review of baseline assessments, student class work, and homework, Regents, and mock Regents’ exams, are part of the content teacher team protocols and procedures. Based on their findings teachers work to adjust instructional approaches, create rubrics for argumentative writing and for responding to document-based questions, the critical lens section of the English Regents, and for organizing and conducting group work, and curriculum as needed. Teachers use team-meeting outcomes to develop and adjust tasks and assessments and add necessary scaffolds to support students.
- According to our HSRI needs assessments, teachers need more time in their work day to meet effectively with team teachers and members of their department to develop rigorous and engaging task that are appropriate to CCLS grade levels.

### 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, in the vast majority of classrooms, teaching practices will become aligned to the curricula and reflect an articulated set of beliefs about how students learn best that is informed by the Danielson Framework.

- A minimum of 80% of targeted teachers will be Effective in component 3a the Danielson framework, as mutually agreed to by the Principal and DSR.
- A minimum of 80% of targeted teachers will be rated Effective in component 3b of the Danielson framework, as mutually agreed to by the Principal and DSR

**Part 3 – Action Plan**

<b>Activities/Strategies:</b> Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including: <ol style="list-style-type: none"> <li>1. Research-based instructional programs, professional development, and/or systems and structures needed to impact change</li> <li>2. Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH).</li> <li>3. Strategies to increase parent involvement and engagement</li> <li>4. Activities that address the Capacity Framework element of Trust</li> </ol>	<b>Target Group(s)</b> <i>Who will be targeted?</i>	<b>Timeline</b> <i>What is the start and end date?</i>	<b>Key Personnel</b> <i>Who is responsible for implementing and overseeing the activity/strategy?</i>
<p>Through regular professional development, observation feedback, and teacher team work, teachers will have ongoing support in effectively communicating the expectations and purpose of tasks. Teachers will practice clear communication of expectations for students engaging in tasks as a result.</p> <ul style="list-style-type: none"> <li>• School based weekly professional development on effective pedagogy, with an emphasis on Danielson indicators 3a, 3b, and 3d, will run concurrently with PD focused on increasing the rigor of the tasks and curriculum. The delivery of PD will mirror the expectations of teacher delivery of instruction in the classroom</li> <li>• Six sessions of Metamorphosis PD that includes teaching strategies with for math teachers to help push and assess student thinking.</li> <li>• Four HSAI coaches and one network instructional coach support teacher implementation of instructional strategies learned in weekly professional development and at Metamorphosis PD</li> </ul>	Teachers	Daily from October 2014 to June 2015	Principal, Assistant Principal, professional development team, teachers, HSRI coaches
<p>Through regular professional development, observation feedback, and teacher team work, teachers will have ongoing support in effective ongoing formative assessment and questioning that are suitable for all students. As a result, teachers will employ a variety of strategies including providing multiple entry points, translation, use of visuals and sentence starters to assess all student learning during the lesson.</p>	Teachers, students	Daily from October 2014 to June 2015	Principal, Assistant Principal, professional development team, teachers, HSRI coaches
<p>HLR will host monthly programs and/or workshops for parents to promote parental involvement as well as Back to School Night and the</p>	Students, parents	Daily from October	Principal, Assistant

SLT. In addition, parents will have access to Skedula online grade book that will allow them to monitor their child's progress as well as anecdotes from teachers to monitor the social-emotional well being of their child.		2014 to June 2015	Principal, guidance counselor, parent coordinator, teachers
Through the School Leadership Team, Town Hall Meetings, Teacher Grade Teams, the administration will turn key and discuss progress toward the stated goal	Parents, students	Ongoing from October 2014 to June 2015.	Principal, Assistant Principal, guidance counselor, parent coordinator, teachers

**Part 4 – Resources Needed**

Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc.
Talent coach, Leadership coach, DSR, Network achievement coach, Metamorphosis, WITsi, Network coaches

**Part 5 – Budget and Resource Alignment**

Indicate using an "X" the fund source(s) that will be utilized to support achievement of the specified goal.												
X	Tax Levy	X	Title I Basic		Title I 1003(a)		Title IIA		Title III		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**

<b>Part 6a.</b> Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. In this part:				
5. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.				
6. Specify a timeframe for mid-point progress monitoring activities.				
Midyear data analysis of teacher observations in ADVANCE by administration. Meeting with teachers regarding data will start February 1, 2015				
<b>Part 6b.</b> Complete in <b>February 2015.</b>				
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.	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.

HLR’s main strength is the culture that exists amongst the students, but we struggle to get parents involved and active in the school community.

### Part 2 – Annual Goal

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

By June 2015, the number of parents will be engaged in at least three workshops will increase by 20 percent and students will take part in CBO activities to foster an increase in overall student progress.

### Part 3 – Action Plan

Activities/Strategies: Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including:	Target Group(s) <i>Who will be targeted?</i>	Timeline <i>What is the start and end date?</i>	Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i>
1. Research-based instructional programs, professional development, and/or systems and structures needed			

<p>to impact change</p> <p>2. Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH).</p> <p>3. Strategies to increase parent involvement and engagement</p> <p>4. Activities that address the Capacity Framework element of Trust</p>			
<p>Our new Parent Coordinator will attend professional development workshops offered by the DOE and/or network geared towards attaining this goal. In addition, we will add one additional CBO to the school community to further support student's academic progress and social emotional development.</p>	Parents and students	Monthly, September 2014-June 2015	Administration
<p>Through our partnership with community based organizations, we will offer tutoring services, regents preparation courses and social emotional supports to ELLs, students with disabilities and other high need student subgroups.</p>	Students	Weekly, December 2014 – June 2015.	Administration, Guidance, Teachers
<p>HLR will host monthly programs and/or workshops for parents to promote parental involvement and a warm welcoming environment for families within the school community.</p>	Parents/Guardians	Monthly, October 2014 – June 2015	Administrators, Teachers, Parent Coordinator, Guidance, Support Staff
<p>Parent involvement programs will include monthly parent workshops, a Cultural Night, an Awards Ceremony, Sports Awards Ceremony, Family Day, Senior Night, Financial Aid Night, SLT Meetings, etc. to promote parental involvement within the school community.</p>	Parents/Guardians, Students	Monthly, September 2014 – June 2015	Administrators, Parent Coordinator, Guidance, Teachers

**Part 4 – Resources Needed**

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

Parent Coordinator, Guidance, Professional Development opportunities, Building permit for evening programs, Refreshments, Entertainment/Presenters for Parent Mixers/Workshops

**Part 5 – Budget and Resource Alignment**

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

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

**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.

- The number of parents attending parent workshops will increase monthly and monitored by the parent coordinator.

- Students will be involved in academic and extra-curricular activities hosted by a community based organization through our partnership.

Progress on this goal will be evaluated by February 1, 2015

**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 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.)
<b>English Language Arts (ELA)</b>	<p>9<sup>th</sup> and 10<sup>th</sup> grade students who enter HLR with a level 1 or 2 in ELA</p> <p>Students who require additional course work and credit in ELA.</p> <p>Students who require additional support for the ELA regents exam</p>	<p>Literacy Institute</p> <ul style="list-style-type: none"> <li>- Use of active reading strategies</li> <li>- Increased exposure to informational text</li> <li>- Targeted grammar support</li> </ul> <p>PM School</p> <ul style="list-style-type: none"> <li>- 9<sup>th</sup> period for students to gain additional course credits using APEX.</li> </ul> <p>Saturday School</p> <p>Additional day provided for students to engage in targeted Regents preparation</p>	<ul style="list-style-type: none"> <li>- One to one</li> <li>- Team teaching</li> <li>- Smaller class size</li> <li>- Tutoring</li> </ul> <ul style="list-style-type: none"> <li>- Blended learning instruction</li> </ul> <ul style="list-style-type: none"> <li>- Small groups</li> <li>- One to one</li> <li>- Whole group instruction</li> </ul>	<p>During the school day</p> <p>After the school day</p> <p>After the school day</p>
<b>Mathematics</b>	<p>9<sup>th</sup> and 10<sup>th</sup> grade students who enter HLR with a level 1 or 2 in Math</p> <p>Students who require additional course work and credit in Math.</p> <p>Students who require additional support for the Math regents exam</p>	<p>Math Institute</p> <ul style="list-style-type: none"> <li>- Implementation of SOLVE</li> <li>- Interactive problem solving</li> </ul> <p>PM School</p> <ul style="list-style-type: none"> <li>- 9<sup>th</sup> period for students to gain additional course credits using APEX.</li> </ul> <p>Saturday School</p> <p>Additional day provided for students to engage in targeted Regents preparation.</p>	<ul style="list-style-type: none"> <li>- One to one</li> <li>- Team teaching</li> <li>- Smaller class size</li> <li>- Tutoring</li> </ul> <ul style="list-style-type: none"> <li>- Blended learning Instruction</li> </ul> <ul style="list-style-type: none"> <li>- Small groups</li> <li>- One to one</li> <li>- Whole group instruction</li> </ul>	<p>During the school day</p> <p>After the school day</p> <p>After the school day</p>
<b>Science</b>	<p>Students who require additional course work and credit in Science.</p>	<p>PM School</p> <ul style="list-style-type: none"> <li>- 9<sup>th</sup> period for students to gain additional course credits using</li> </ul>	<ul style="list-style-type: none"> <li>- Smaller class size</li> <li>- Blending learning instruction</li> </ul>	<p>After the school day</p>

	Students who require additional support for the Science regents exam	APEX. Saturday School - Additional day provided for students to engage in targeted Regents preparation.	- Small groups - One to one - Whole group instruction	After the school day
<b>Social Studies</b>	Students who require additional course work and credit in Social Studies.	PM School - 9 <sup>th</sup> period for students to gain additional course credits using APEX.	- Smaller class size - Blended learning instruction	After the school day
	Students who require additional support for the Social Studies regents exam	Saturday School - Additional day provided for students to engage in targeted Regents preparation.	- Small groups - One to one - Whole group instruction	After the school day
<b>At-risk services</b> (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	All students are serviced by the Guidance Counselor but at-risk students have more frequent visits.	Guidance Counselor – academic and social/emotional counseling, grade/cohort seminars to address social emotional issues, college counseling and career readiness. Social Worker-mandated counseling. Social Worker (from Morris Height Health Center) – Mental health counseling School Psychology – Evaluations for IEP services.	One-to-one, small group, seminars	Guidance counselor services are provided during the school day and after school.

## Section 7: Expanded Learning Time (ELT) Program Description

*(Required for All Priority Schools)*

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

### **Part 1 – ELT Program Goal(s)**

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

### **Part 2 – ELT Program Description**

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

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

<b>Part 2c.</b> Is the ELT program voluntary or compulsory?		Voluntary		Compulsory
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If the ELT program is voluntary, indicate how you will offer the program to all students and actively encourage their participation, with the goal of serving at least 50% of students.

### **Part 3 – ELT Program Implementation and Oversight**

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

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

**Part 3b.** Indicate resources needed including human resources, instructional resources, and schedule adjustments to

implement the ELT program.

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

**Part 4 – Budget and Resource Alignment**

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

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

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

**Part 5 – Progress Monitoring**

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

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

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

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

## Section 8: Title I Program Information

**Directions:**

11. All schools must indicate their Title I status in Part 1
12. All elements of the *All Title I Schools* section must be completed in Part 2
13. All Targeted Assistance (TA) Schools must also complete the *TA Schools Only* section in part 3
14. All Schoolwide Program (SWP) schools must also complete the *SWP Schools Only* section in Part 4
15. If a required component is addressed elsewhere in this plan, you may refer to the page number(s) where the response can be found
16. 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	<b>Schoolwide Program (SWP)</b>		<b>Targeted Assistance (TA) Schools</b>		<b>Non-Title I</b>
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**Part 2: All Title I Schools**

**2a. Highly Qualified Teachers (HQT)**

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

- Attend hiring fairs and reach out to specific colleges to seek qualified teacher candidates.
- Provide leadership roles to build capacity among the teaching staff including department leaders and grade team leaders. Model teachers conduct professional development and open their classrooms to colleagues for intervisitations.
- As part of the High School Renewal (HSRI) Initiative, Math teachers are being trained in Metamorphous throughout the school year.
- All 9<sup>th</sup> grade teachers are being trained in WITsi a research backed writing program that will be turn keyed to colleagues through in house PD and department meetings.
- Weekly 100 minute professional development including 1e, 3a, 3b, 3c, and 3d of Danielson as well as PD on SWD's and ELL's.
- Weekly coaching by HSRI coaches in ELA, Math and Science.

**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).

- As part of the High School Renewal (HSRI) Initiative, Math teachers are being trained in Metamorphous throughout the school year.
- All 9<sup>th</sup> grade teachers are being trained in WITsi a research backed writing program that will be turn keyed to colleagues through in house PD and department meetings.
- Weekly 100 minute professional development including 1e, 3a, 3b, 3c, and 3d of Danielson as well as PD on SWD's and ELL's.
- Weekly coaching by HSRI coaches in ELA, Math and Science.

**Part 3: TA Schools Only**

**3a. Use of Program Resources**

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

**3b. TA Coordination with the Regular Program**

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

**Part 4: SWP Schools Only**

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

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

**4b. Measures to Include Teachers in Decisions Regarding Assessments**

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

Teachers meet everyday in two week cycles during their professional period in grade teams and then curriculum teams. In grade teams, teachers monitor grade level data including Regents, Mock Regents, attendance, Scholarship Reports and behavioral anecdotes to assess students make sure they stay on track for graduation and drive instruction. In their curriculum teams, teachers use a version of the Consultancy Protocol to look at student work and assessments. This data is used to drive instruction and design rigorous tasks.

**4c. “Conceptual” Consolidation of Funds in SWP Schools**

**Directions:** All Schoolwide Program (SWP) schools in NYC are conceptually consolidating their Federal, State, and Local funds, even though the Galaxy system reports the allocations in separate accounting codes<sup>1</sup>. To be eligible for the flexibility consolidation of Federal funds enables, a Schoolwide Program school must identify in its Schoolwide plan (SCEP) which programs are included in its consolidation and the amount each program contributes to the consolidated Schoolwide pool. Additionally, the school plan must document that it has met the intent and purposes of each program whose funds are consolidated<sup>2</sup>. **On the chart below**, indicate which Federal, State, and/or local Tax Levy program funds that are consolidated in your school’s Schoolwide Program, the amount each program contributes to the consolidated Schoolwide pool, and verification that the school has met the intent and purposes of each program whose funds are consolidated.

Program Name	Fund Source (i.e. Federal, State or Local)	Funding Amount: Indicate the amount contributed to Schoolwide pool. (Refer to Galaxy for FY '15 school allocation amounts.)	Place an (X) in <u>Column A</u> below to verify that the school has met the intent and purposes of each program whose funds are consolidated. Indicate in <u>Column B</u> , page # references where a related program activity has been described in this plan.	
			Column A Verify with an (X)	Column B Page # Reference(s)
Title I Part A (Basic)	Federal	\$217,420		12, 15, 18, 21, 23
Title I School Improvement 1003(a)	Federal			
Title I Priority and Focus School Improvement Funds	Federal	\$52,101		23, 25, 26
Title II, Part A	Federal			
Title III, Part A	Federal	\$11,200		17, 20, 23, 25, 26

Title III, Immigrant	Federal			
Tax Levy (FSF)	Local	\$1,558,182		12, 15, 18, 21, 23

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

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

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

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

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

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

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

the participation of parents and communities of limited English proficient children in English language instruction programs.

- **Title III Immigrant:** Supplementary and enhanced services to LEP/ELL immigrant students, in the areas of English language acquisition and content area achievement.

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

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

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

*(Required for All Title I Schools)*

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

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

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

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### 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. **[Holcombe L. Rucker School of Community Research]**, 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. **[Holcombe L. Rucker School of Community Research]** will support parents and families of Title I students by:

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

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

feedback forms will be used to design strategies to more effectively meet the needs of parents, and enhance the school's Title I program. This information will be maintained by the school.

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

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

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

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

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

### School-Parent Compact (SPC) Template

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

#### **I. School Responsibilities**

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

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

*Support home-school relationships and improve communication by:*

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

Involvement Policy and this Compact;

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

*Provide parents reasonable access to staff by:*

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

*Provide general support to parents by:*

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

## **II. Parent/Guardian Responsibilities:**

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

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

### **III. Student Responsibilities:**

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

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

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

## Part I: School ELL Profile

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

District <b>08</b>	Borough <b>Bronx</b>	School Number <b>332</b>
School Name <b>Holcombe L. Rucker School</b>		

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

Principal <b>Sharif Rucker</b>	Assistant Principal <b>Antoinette Mitchell</b>
Coach <b>type here</b>	Coach <b>type here</b>
ESL Teacher <b>Glenda Ruiz</b>	Guidance Counselor <b>Desiree Polonia</b>
Teacher/Subject Area <b>Wendy Nathaniel/English</b>	Parent <b>Lakeisha Cobbold</b>
Teacher/Subject Area	Parent Coordinator <b>Rasheta Martell</b>
Related Service Provider <b>Jose Cardoza/Special Education</b>	Other <b>Ryan Ensenat/AP</b>
Network Leader(Only if working with the LAP team) <b>Gerard Beirne</b>	Other <b>type here</b>

### C. Teacher Qualifications

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

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

### D. Student Demographics

Total number of students in school (Excluding Pre-K)	<b>276</b>	Total number of ELLs	<b>30</b>	ELLs as share of total student population (%)	<b>10.87%</b>
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# Part II: ELL Demographics

## A. ELL Programs

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

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

This school offers (check all that apply):

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

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

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

## B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	30	Newcomers (ELLs receiving service 0-3 years)	10	ELL Students with Disabilities	10
SIFE	0	ELLs receiving service 4-6 years	6	Long-Term (completed 6+ years)	14

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

	ELLs by Subgroups									Total
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			
	All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD	
TBE	0	0	0	0	0	0	0	0	0	0
Dual Language	0	0	0	0	0	0	0	0	0	0
ESL	0	0	3	0	0	0	0	0	5	0

ELLs by Subgroups										
ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)				
	All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD	Total
<b>Total</b>	0	0	3	0	0	0	0	0	5	0
Number of ELLs who have an alternate placement paraprofessional: <u>0</u>										

**C. Home Language Breakdown and ELL Programs**

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

\*EP=English proficient student

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

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

**This Section for Dual Language Programs Only**

Number of Bilingual students (students fluent in both languages): <u>0</u>	Number of third language speakers: <u>0</u>	
Ethnic breakdown of EPs (Number):		
African-American: <u>    </u>	Asian: <u>    </u>	Hispanic/Latino: <u>    </u>
Native American: <u>    </u>	White (Non-Hispanic/Latino): <u>    </u>	Other: <u>    </u>

**Freestanding English as a Second Language**

**Number of ELLs by Grade in Each Language Group**

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish										7	3	6	13	29
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic														0
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other													1	1
<b>TOTAL</b>	<b>0</b>	<b>7</b>	<b>3</b>	<b>6</b>	<b>14</b>	<b>30</b>								

## Part III: Assessment Analysis

### Assessment Breakdown

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

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

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Beginner(B)										3	0	2	6	11
Intermediate(I)										4	2	2	4	12
Advanced (A)										0	3	0	4	7
Total	<b>0</b>	<b>7</b>	<b>5</b>	<b>4</b>	<b>14</b>	<b>30</b>								

**NYSESLAT Modality Analysis**

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

**NYSESLAT Modality Analysis**

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

**NYS ELA**

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

**NYS Math**

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

**NYS Science**

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

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

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
Comprehensive English	12	0	1	0
Integrated Algebra	8	9	2	2
Geometry	0	0	0	0
Algebra 2/Trigonometry	0	0	0	0
Math _____	0			
Biology	0			
Chemistry	0			
Earth Science	0			
Living Environment	8	7	2	3
Physics	0	0	0	0
Global History and	3	8	1	3
Geography	0	0	0	0
US History and	3	2	1	0
Foreign Language	0			
Government	0			
Other _____	0			
Other _____				
NYSAA ELA				
NYSAA Mathematics				
NYSAA Social Studies				
NYSAA Science				

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

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

- Describe what assessment tool your school uses to assess the early literacy skills of your ELLs (e.g., ECLAS-2, EL SOL, Fountas and Pinnell, DRA, TCRWP). What insights do the data provide about your ELLs? How will this data help inform your school's instructional plan? Please provide any quantitative data available to support your response.  
We are in the process of evaluating the options that are available to choose the best method that suites our needs. Our ELL team will be investing a great deal of time during the next months to evaluate the merits of each of the most common tools.
- What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?

The data is convincing in respect to the lack of mobility of a considerable percentage of our ELL population. The fact that there are ELLs who have stayed at the same proficiency level for more than three years is witness to the need that urges us to change our instructional as well as administrative practices. Many students after testing beginner level in the LAB-R have continued to score at that same level for years. Others after having scored intermediate or advanced have either evolved or fallen back to their previous proficiency level.

3. How will patterns across NYSESLAT modalities—reading/writing and listening/speaking—affect instructional decisions? How does your school use information about Annual Measurable Achievement Objectives? What does the data reveal? (see [SED memo](#) and [AMAQ tool](#))

Our school has given great consideration to the state of our ELL instructional program and population, and we are committed to improving the program's structure. As a result of the data, this year we have started using more digital tools to track our students' performance and academics to apply the necessary corrective measures early enough to impact student performance on. At the completion of every marking period the ELLs team reviews the data related to ELLs performance and prepares it for subsequent analysis. The team takes time to predict possible scenarios and recommend the necessary corrective measures to the responsible parties (departments, administration, counseling department, etc.). In addition, we expect to experience a renewed interest for data analysis this school year.

4. For each program, answer the following:
- What are the patterns across proficiencies and grades? How are ELLs faring in tests taken in English as compared to the native language?
  - Describe how the school leadership and teachers are using the results of the ELL Periodic Assessments.
  - What is the school learning about ELLs from the Periodic Assessments? How is the native language used?

a. Most of our students are still taking the content area examinations in their native tongue. However, it does not mean that they are not capable of conducting them in English. We think this only reflects a tendency to use the most comfortable medium of communication to express their knowledge. Our school is working diligently on changing this trend. We want students who have been in the country for less than 3 years to rely on this modification but we expect to train them so that they can feel comfortable while taking their state examination in English.

b. N/A

c. N/A

5. Describe how your school uses data to guide instruction for ELLs within the Response to Intervention (RtI) framework (for grades K-5). (see [RtI Guide for Teachers of ELLs](#).)

N/A

6. How do you make sure that a child's second language development is considered in instructional decisions?

We believe the findings of psycholinguistic studies on the positive correlation between the development of native language skills and second language acquisition to be sound. As it is stated, the better ELLs know their native language, the better they will learn/acquire the target language. Our ELL team is improving its relations with the bilingual content area teachers and native language arts educators to precipitate a change in the way native language arts are taught. We need the school to foster the use of academic Spanish and throughout the school day. Teachers are being trained on various aspects to this area. Teachers are being informed on the new approaches to teaching emergent speakers. The use of the native language in the content area is being fostered throughout the building, and in all content areas, as a means to promote ELLs' integration and contribution to the academic dialogue while their English language skills are being sharpened.

7. For dual language programs, answer the following:

- How are the English-proficient students (EPs) assessed in the second (target) language?
- What is the level of language proficiency in the second (target) language for EPs?
- How are EPs performing on State and City Assessments?

N/A

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

Starting this year we are putting in place a system for the rapid intervention of ELLs. Bi-weekly meeting take place with members of the curriculum team which include the licensed ESL teacher and content area teachers and they discuss best practices for teaching students with varied needs which include our ELLs and students with disabilities. In addition, there are bi-weekly grade team meetings which allow teachers time to monitor student progress and offer intervention plans for academic success. Some of these interventions include teachers serving as mentors to students, case conferencing, tutoring( at lunch time, before school and/or after-school), and after-school small group support with the licensed ESL teacher.

## Part IV: ELL Identification Process

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

1. Describe the steps followed for the initial identification of ELLs. These steps must include administering the Home Language Identification Survey (HLIS) which includes the informal oral interview in English and in the native language, and the formal initial assessment. Identify the person(s) responsible, including their qualifications, for conducting the initial screening, administering the HLIS, the LAB-R (if necessary), and the formal initial assessment. (Refer to [ELL Policy Brief](#) and [EPIC](#).)  
When a student is admitted to our school as the entry point to the NYC Education System there is an established protocol to follow. Ms. Martell our bilingual parent coordinator meets with the parents and administers the home language survey in their native language. Once it is determined that the student's home language is other than English, a copy of the paper is given to Ms. Ruiz our licensed ESL teacher who then conducts an informal oral interview with the students to determine whether they should be administered the LAB-R (to determine English Language Proficiency) or Spanish LAB (for non-English speakers). Afterwards, Ms. Ruiz administers the examinations and once the exams are scored and entitlement is determined by the accumulation of points and the cut-off scores provided by the office of testing and accountability (Memo #2). Being determined the level of proficiency the student is placed in the appropriate classes all of this takes place within 10 days of a student arriving to our school.
2. What structures are in place at your school to ensure that parents understand all three program choices (Transitional Bilingual, Dual Language, Freestanding ESL)? Please describe the process, outreach plan, and timelines.  
After students have been tested, and within the 10 days as allotted by the NYSED stipulations, our ELL department schedules a meeting with the parents to explain the different options the city of New York has to offer through our school. Parents are then given the forms to take home and given a date for the submission of the documents. These signed forms are kept in a secure place (ELL Coordination Office) and are made available for future reference.
3. Describe how your school ensures that entitlement letters are distributed and Parent Survey and Program Selection forms are returned, and secured/stored. (If a form is not returned, the default program for ELLs is Transitional Bilingual Education as per CR Part 154 [\[see tool kit\]](#).)  
Parent surveys are completed and distributed with parents by Ms. Martell our Bilingual Parent Coordinator whenever a new student enrolls into our school. Ms. Martell usually sits with the parent to assist them in completing all necessary school documents which include the parent survey. Parent surveys are stored in a student's cumulative records and a copy is given to Ms. Ruiz licensed ESL teacher if it is determined that a student's native language is not English. The ESL teacher then places a copy of the parent survey in the student's file stored in the ESL office.  
After the scoring of the LAB-R and finding that the student is entitled to ESL services, our ELL Department distributes the program selection forms to the parents. Two forms are sent home to parents: 1.) with the student and 2) through the mail. At this time, the parent will just need to return one signed form. We do it this way because we want to make sure the forms are delivered. The forms have a tentative date of return. By the assigned date we encourage the children to bring the forms signed by the parents. The parent coordinator also offers her support by calling parent to remind them to return the program selection forms, if needed. Once the forms are returned they are stored within the ESL Coordination Office and kept securely in a file cabinet.
4. Describe the criteria used and the procedures followed to place identified ELL students in bilingual or ESL instructional programs; description must also include any consultation/communication activities with parents in their native language.  
When ELLs have been identified they are placed in one of our 3 level classes (Beginner, Intermediate, advanced, Long-term). Placement is based on results received from NYSESLAT reports, LAB-R, ARIS data base, and a combination of interviews and tests. These interviews allow us to place them according to their needs and real proficiency level. The procedure outlined above assures an efficient placement of ELLs from a performance based perspective.
5. Describe the steps taken to administer all sections of the New York State English as a Second Language Achievement Test (NYSESLAT) to all ELLs each year.  
After the scoring of the LAB-R and finding that the student is entitled to ESL services, our ELL Department proceeds to send the letters to the parents. Two letters are sent: 1) with the student and 2) through the mail. The parents just need to return one signed letter. We do it this way because we want to ensure the delivery of the forms. The forms have a tentative date of return. By the assigned date we encourage the children to bring the letters signed by the parents. Once the letters are returned they are stored within the ESL Coordination Office and kept securely in a file cabinet.
6. After reviewing the Parent Survey and Program Selection forms for the past few years, what is the trend in program choices that parents have requested? (Please provide numbers.) Are the program models offered at your school aligned with parent requests? If no,

why not? How will you build alignment between parent choice and program offerings? Describe specific steps underway. [①](#)

Our program offering has been aligned with the services parents prefer for their children. Our data shows that our ELLs' parents opt into the stand alone ESL program. If parents and student numbers reaches the mandated minimum, we would be ready to make adjustments to our instructional program.

## Part V: ELL Programming

### A. Programming and Scheduling Information

1. How is instruction delivered? (see [The Practitioners' Work Group for Accelerating English Language Learner Student Achievement: Nine Common Features of Successful Programs for ELLs](#))
  - a. What are the organizational models (e.g., departmentalized, push-in [co-teaching], pull-out, collaborative, self-contained)?
  - b. What are the program models (e.g., block [class travels together as a group], ungraded [all students regardless of grade are in one class], heterogeneous [mixed proficiency levels], homogeneous [proficiency level is the same in one class])?
    - a. Our stand alone ESL program follows a departmentalized model of instruction to satisfy ELLs' needs. Students are grouped in ESL classes assigned by proficiency level (Big-Adv). At the same time ESL teachers provide extra support by attending specific, offering additional supports to student during zero period and after-school, at teachers' request, to work with ELLs on specific assignments and/or projects. Due to the differing linguistic proficiencies we have decided to group them according to their proficiency levels. This homogenous approach allows for targeted growth in all 4 modalities of language competence.
    - b. Within the zero period class and/or after-school program, ELLs are grouped together based on their need since we only have one ESL teacher.
2. How does the organization of your staff ensure that the mandated number of instructional minutes is provided according to proficiency levels in each program model (TBE, Dual Language, ESL)?
  - a. How are explicit ESL, ELA, and NLA instructional minutes delivered in each program model as per CR Part 154 (see table below)?

The six certified ESL teachers that make up our teaching staff are enough for the implementation of our academic program. As per state mandates ELLs receive the specific direct ESL instruction as well the specific native language direct instruction.

    - Beginners receive the stated 540 minutes of ESL plus 1 unit of native language a week.
    - Intermediate students receive 360 minutes of ESL plus 1 unit of native language a week.
    - Advanced students receive 180 minutes of ESL plus 1 unit of native language a week.
3. Describe how the content areas are delivered in each program model. Please specify language, and the instructional approaches and

methods used to make content comprehensible to foster language development and meet the demands of the Common Core Learning Standards.

a. For ESL students content area classes are delivered in English. However, this does not prevent us from using language strategies that can help the developing speakers to achieve their full potential. Teachers with ELLs in their classes are encouraged to use translanguaging techniques if they are capable of speaking the native language of the learner, or use other students who might help the student make sense of the content. The ESL teacher provide support of the teachers in all cases requested.

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

Teachers of ELLs take great pain in preparing materials for supporting the development of English language learners in their native tongues. A number of formative assignments, as well as, more important ones, and tests in the content areas are design in the particular language of most of our ELLs—sometimes the student might speak her native language but is able to read or write so there is no use in translating the assignments. Teachers inform the ESL department about the need for translation of a very important assignment.

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

Content area teachers promote the improvement of all language skills of all learners regardless of their language background or proficiency. This approach creates a safe haven for ELLs to try their newly acquired language skills. These learners need to exercise and develop their speaking, reading, writing, and listening skills throughout the year and teachers collaborate with them to assist that development. Content area teachers make sure that all these 4 modalities are evaluated throughout the year. The create quizzes, exams, and projects that will demand the use of specific target skills without the class being aware of the fact. The educator follows the goals set by the ESL team, and presented in the ELL Snapshot report, to make sure that the students receive the appropriate exposure and valid formative evaluation of his/her progress.

6. How do you differentiate instruction for ELL subgroups?

- a. Describe your instructional plan for SIFE.
- b. Describe your plan for ELLs who have been in US schools less than three years (newcomers)..
- c. Describe your plan for ELLs receiving service 4 to 6 years.
- d. Describe your plan for long-term ELLs (completed 6+ years).
- e. Describe your plan for former ELLs (in years 1 and 2 after testing proficient).

a. N/A

b. (Newcomers) Content area teachers modify their lessons so as to capture the attention of the newcomers. Lessons are taught in English but teachers provide students with the timely intervention such as using the students native language (if they are speakers of it), pairing the student with a native peer, displaying content in bilingual format throughout the room. Educators also have dictionaries and glossaries in the room.

c. (4-6 years) For students who have already passed the transitional stage of our program, teachers design the interventions based on the Snapshots created by the ELL department. The specific language needs of the children are targeted and the lessons modified for the language level end needs of the students.

d. (6+) These long-term ELLs may be of two kinds: a) those born and/or raised in the US, and b) those who have not reached the proficient state of NYSESLAT. For the former group the teachers focus mostly on their reading and writing deficiencies. These students may speak and have the listening skills of native speakers but lack the academic language that is required to pass the NYSESLAT and other standardized examinations. So the strategy is more literacy driven. The teacher enforces the conventions of the English language as well as the use of academic language in the room.

e. (1-2 after testing out) Students who test out of our program remain under support for two years after the event. These students are supported in all of their classes, as needed, and their teachers are aware of their condition as former-ELL and so they provide the modifications that are available to all current ESL.

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

ELL-SWDs are a focus group in our population. Their teachers are constantly made aware of the needs of this special population in the hope that all lessons will be modified with their learning difficulties in mind. Supervisors are adamant about the importance of approaching this population with greater intentionality. Teachers keep in mind the time allocations for the students in times assignments and modify their language content of their lesson, and assignments, to the linguistic and cognitive needs of their ELL-SWDs.

The material used for these students are selected from the IEP document that each of the students has. Teachers the Special Education department hands the teachers a review of the academic goals of each of their students and who better to support them. This information is used in turn by the teachers, who within their content areas make sure the special education student finds the entree points to the lesson that fit his particular learning style. The implementation of the online program Achieve-3000 provides teachers with high quality content material that can be adapted to the reading levels of the ELL-SWD (this program is used primarily with the intermediate and advanced levels of ESL).

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

Due to the intensive nature of our new ESL program students with learning disabilities might be at risk of being left behind. To prevent this, our ELL Team is partnering with the Special Education department to set the most realistic, though rigorous, academic and language goals for the ELL-SWD. These goals will function as the framework for the assignment and expected completion of academic work within our ESL and content area classes. We do believe that students benefit from interaction peers at their grade level. That is why we promote the integration of all ELL-SWDs into the daily academic activities happening in our classrooms. Our curriculum is adapted to the highest expectations for ELL-SWDs. Their academic annual goals are the result of an exhaustive decision process conducted in the best interests of the students' academic achievement. As a result, we are prepared to make adaptations to the academic requirement of the students with disabilities. Our curriculum guides us through the map of instructional expectations at the state and federal levels. Sometimes ELL-SWDs are not capable to function at the required level. We have found that student progress is possible and that every special education case is unique in itself.

**Courses Taught in Languages Other than English**

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

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

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

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

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

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

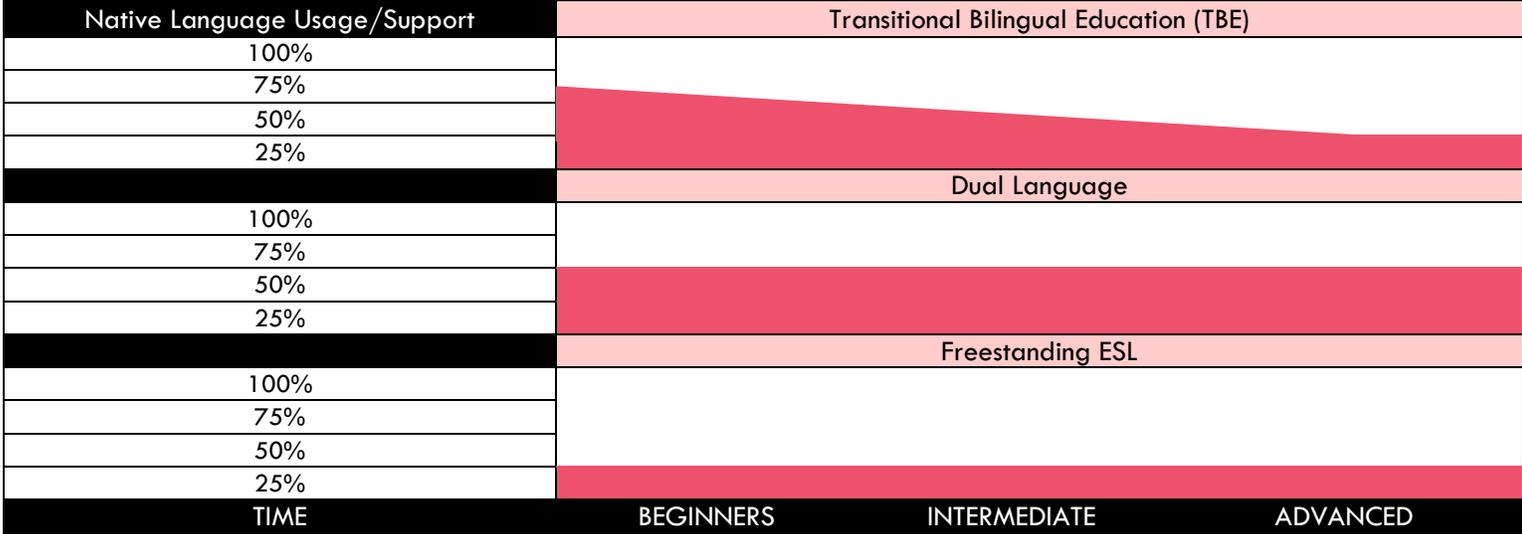
	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	540 minutes per week	360 minutes per week	180 minutes per week

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

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

**Native Language Usage and Supports**

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



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

## B. Programming and Scheduling Information--Continued

9. Describe your targeted intervention programs for ELLs in ELA, math, and other content areas (specify ELL subgroups targeted). Please list the range of intervention services offered in your school for the above areas as well as the language(s) in which they are offered.
- ELLs are being prepared for success. ESL Teachers and administrator are spending quality time looking at the data coming from marking period passing rates, NY state content Regents, etc. We are interested in creating awareness of the specific needs of ELL. Some ethnic groups seem to be doing better than other in certain subject areas. We started working to use the strength of some of these ethnicities to help other groups use their experiences and create better academic habits. As a learning community we encourage the interaction between the heterogeneous heritages that are part of our population. We are making sure that students of Hispanic and other traditions learn to interact and work in collaboration within the school structure. This will in time allow us to make better use of the capacities and talents of each particular group to benefit the other. Our approach seeks to partner students with the better peers to precipitate a new shift in academic growth.
- The ELL's team is devoting time to meeting with the leaders of content areas to identify the ELLs in greater need of intervention. These students are supported during the school day and offered after school tutoring in the content areas with bilingual teachers or regular content teachers with translation support. This is to be done in all content areas through the year.
10. Describe the effectiveness of your current program and how it is meeting the needs of your ELLs in both content and language development.
- The program, being implemented is a new version that is substituting the previous program. We do not have the data yet because it has been so short a time since implementation began, but in terms of the adaptation of the students to it, it seems to be working and encouraging student as to improve their English skills. In the previous system students were promoted without the necessary levels of proficiency. That is why we found that students might have scored intermediate or advanced in the NYSESLAT but their communicative oral skills were very limited and sometimes even incomprehensible (due to language phonetic base differences). The following semester will be a better point of comparison for the newly established program.
11. What new programs or improvements will be considered for the upcoming school year?
- We are designing English for specific purposes model for the advanced and long-term ELLs who have not passed the NYSESLAT. These classes will focus on academic language to sharpen their linguistics and professional language skills. We plan to create elective classes designed specifically for ELLs. Computers equipped with headphones and microphones are used for the improvement of students' pronunciation (one of the greatest challenges with our population). We are equipping our ESL room with Rosetta Stone licenses, so that students may be able to meet their phonetic goals.
12. What programs/services for ELLs will be discontinued and why?
- N/A
13. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
- During the year students are provided with opportunities for support with ESL and content area tutoring. ESL students are encouraged joining different programs, sports activities, regents preparation, after-school help, PM School and clubs the school offers. They are then monitored by the ESL team to assure they are being treated fairly (no discrimination based on language proficiency) and the school resources are used to benefit ELLs as part of the larger community.
14. What instructional materials, including technology, are used to support ELLs (include content area as well as language materials; list ELL subgroups if necessary)?
- Materials are available for ELLs to reach their adequate yearly level. The ESL classroom has a variety of dictionaries, picture dictionaries, school supplies, and more. The ESL department has other resources available. Computers are available in the ESL classroom. A variety of reading materials such as books fiction and nonfiction (leveled libraries, abridged version, full versions) are part of our academic material offer.
- Students have permanent access to online software to story and practice their skills. There are licenses available for Rosetta Stone, Castle Learning, Achieve 3000, etc.).
15. How is native language support delivered in each program model (TBE, Dual Language, and ESL)?
- Teacher allow for the use of the native language of the students for academic purposes. Translanguaging techniques open the space for the utilization of the greatest tool at their disposal, their language. The Spanish teacher, as well as the ESL teacher (a bilingual professional) help the language learners have a netter experienced of adaptation.
16. Explain how the required services support, and resources correspond to ELLs' ages and grade levels.
- All our resources and supports are chosen from the perspective of their utility and effectiveness with teenage learners. It is also important that it represents traditional multicultural values and types so that students feel connected with it. The new ESL textbook is a colorful text covering topics related to young learners. Music, food, likes, travel, etc. are the center of their thematic instructional approach. The literary works have also been selected from an array of themes and a variety of literary periods. There is classic as

well as contemporary literature all titles that we expect will engage the learners. The materials, while seeking to make the text intelligible to the learner, provide challenges that promote critical thinking and participate in the evaluation of the claims of the authors.

The content area teachers use the same level of textbooks that are used in the regular content classes. That means ELLs do not lack the high quality materials of their education peers.

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

The school usually host an orientation for new students and transfer students.

18. What language electives are offered to ELLs?

Spanish is the only language option offered at this time.

19. For schools with dual language programs:

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

N/A

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

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

1. Professional development is hosted by our Assistant Principal of Instruction and/or Network Support Specialist every Friday morning for the ESL department. The PD offered during this time address: differentiated instruction, rigor, looking at complex tex, looking at student work, looking at regents data, creating common core tasks and assessments, multiple entry points, designing coherent instruction, discussion and questioning. In addition, the ESL department is currently works with the members of the other content area department bi-weekly to work on curriculum. This facilitates effective communication with staff members and will eventually promote the mindset the school needs to help ELLs accomplished their goals. This year we plan to open that common planning time to have teachers work together to understand the challenges ELLs are facing and how to better support them.

2. Professional Development on engaging the Common Core Learning Standards was hosted by the Assistant Principal of Instruction. The ESL teacher has also been sent out to attend external PD hosted by our Network.

3. ESL teachers attend regular PD sessions in-house as outside of the building. The workshops selected are beneficial for their growth as language professionals. Some of them are conducted directly by the office of ELLs and others are unrelated to the city but focus on language instruction and CCLS adaptation to teaching ELLs.

4. One of the annual programs is the QTELL Institute that runs for various sessions during the year.

## D. Parental Involvement

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

1. Since parental involvement is so critical for the development of ELLs, we have created a strategy in which their integration to the academic steps of their children is made evident. One of the most salient initiatives we have to promote parent involvement is the continuation of the "Annual ESL Gala". This is a night when all parents of ELLs and their relatives are invited to attend a series of artistic presentations, Latin food and student performances. This activity covers all the cultural heritage of all members of our ELL community. This activity will be promoted from the start of the second semester and we expect the support and attendance of a great number of parents and ESL students. Translators are hired by the school for all major school events which include our awards ceremony, ESL Gala/cultural night, student-parent orientation, parent-teacher conferences, graduation, etc. For events that tend to be on a smaller scale like parent workshops or meeting like senior night, which are usually hosted by our bilingual parent coordinator or our bilingual school counselors, translation is usually hosted by that staff member. In addition, all correspondence sent home to parents are sent in both Spanish and English since our population is 60 percent Latino.

2. The ELLs Team also encourages teachers, ESL and content-area, to conduct frequent calls to students' homes. We are inviting parent of ELLs to visit the school on days other than the mandated NYC Teacher-parent conferences. This will allow us a better relationship with the parents and will help them understand the value of being part of their children's education process. Parents are also sent periodical notes about their students' progress in their native languages. We also have the "ELLs' Parent Visit Day".

3. This day ELLs' parents visit the school for a period of 2 hours and are introduced to the of the staff members that work with their children. We are in the process of selecting that day which will be an annual event. Part of the activities of that day will be conducted by students. Students receive awards and presents for their good academic performance up to that day.

We also conduct surveys to determine the social and educational needs of the parents of ELLs. Many of them, after being in the US for more than 3 years, do not possess any more than just survival English language skills. The surveys will inform us about the programs we should develop for them or the agencies to connect them to.

## E. Additional Information

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

3.

## Part VI: LAP Assurances

**School Name: Holcombe L. Rucker School**

**School DBN: 08X332**

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Sharif Rucker	Principal		10/1/13
Antoinette Mitchell	Assistant Principal		10/1/13
Rasheta Martell	Parent Coordinator		10/1/13
Glenda Ruiz	ESL Teacher		10/1/13
	Parent		
Jose Cardoza	Teacher/Subject Area		10/1/13
	Teacher/Subject Area		
	Coach		
	Coach		
Desiree Polonia	Guidance Counselor		10/1/13
Gerard Beirne	Network Leader		10/1/13
Ryan Ensenat	Other <u>Assistant Principal</u>		10/1/13
	Other _____		
	Other _____		
	Other _____		

**LANGUAGE TRANSLATION AND INTERPRETATION 2013-2014 TO 2014-2015**

*Requirement under Chancellor's Regulations – for all schools*

DBN: **08X332** School Name: **Holcombe L. Rucker School**

Cluster: **536** Network: **CEI-PEA**

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

**Part A: Needs Assessment Findings**

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

The ethnic census report dictates our interpretation needs. During orientation, Parent Teacher Conference, Mentorship parent outreach calls and quarterly voice messaging parents are asked to fill out or update their child's emergency contact card which has information about parents preferred language of communication. All updates are entered into ATS.

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.

The ethnic census report dictates our interpretation needs. During orientation, Parent Teacher Conference, Mentorship parent outreach calls and quarterly voice messaging parents are asked to fill out or update their child's emergency contact card which has information about parents preferred language of communication. All updates are entered into ATS.

## Part B: Strategies and Activities

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

Critical written school documents, correspondences, parent handbook and flyers are translated by the school's parent Coordinator so that all important documents are sent home. The translated document(s) is then reviewed by one of our native-speaking teachers/staff and finally approved by the Principal. Specific School wide correspondences are printed directly from the Department of Education websites which ensures timely delivery.

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

The schools oral interpretation needs are met by the Parent coordinator and other bilingual staff and teachers. For school wide events such as award ceremonies, orientation, parent teacher conferences and graduation are provided by either the parent coordinator or interpreter through translation services.

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

The school fulfills section VII of the Chancellor's Regulations regarding parental notification requirements for translation and interpretation services by providing parents a copy of the parent bill of rights during orientation and in the parent handbook. Parents are welcomed with a multilingual welcome poster indicating parents availability of language services. The school can access translated versions of the parents bill of rights from the schools website.



**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: Holcombe L. Rucker School	DBN: 08X332
This school is (check one):	
<input checked="" type="checkbox"/> conceptually consolidated (skip part E below) <input type="checkbox"/> NOT conceptually consolidated (must complete part E below)	

Part B: Direct Instruction Supplemental Program Information
The direct instruction component of the program will consist of (check all that apply):
<input type="checkbox"/> Before school <input type="checkbox"/> After school <input checked="" type="checkbox"/> Saturday academy
Total # of ELLs to be served: 23
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: 1  
# of certified ESL/Bilingual teachers: 1  
# of content area teachers: 1

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: Holcombe L. Rucker HS is composed of twenty-three ESL students. Through parent approval Stand-alone ESL classes are created based on students' NYSESLAT results. Students are then programmed based on their NYSESLAT outcomes, whereby instruction is tailored to meet students' individual needs. Students' classes are in accordance to each mandated ESL instructional time by a licensed ESL teacher.

The Stand-alone classes are classified as Beginner, Intermediate, and Advance. The grade levels are ninth, tenth, eleventh, and twelfth. Disaggregated NYSESLAT data led to the following class composition: The Beginner's group consists of three 9th graders and two tenth graders. The Intermediate group has two ninth graders, five 10th graders, and three 12th graders. Lastly, the Advanced group is made up of five 9th graders, for a grand total of 23 ESL students for the 2014- 2015 School Year.

The schedule and duration of services are as follows: The Beginner group meets double period, Monday through Friday from 8:00 – 8:48 am (1st period) and from 8:50 am- 9:30 am (2nd period). Intermediate classes also meet twice a day, Monday through Friday from 10:30 – 11:18 am (4th period) and from 11:20 am – 12:08 pm (5th period). The Advance group meets one period each day, five days per week Monday through Friday from 12:42 pm- 1:30 pm (7th period).

The Beginner group receives differentiated instruction in both English and Spanish. Students are first given instructions of tasks in English, translated into Spanish and where students must translated again into English. This process is useful in building and enhancing the student's English language input so they would be able to immediately produce verbal and written responses in English. The Intermediate group is given differentiated instruction in English except for one student who sometimes needs to have the instruction explained in his second language. The Advance group receives steady instruction in English from Monday through Friday.

In addition to the Stand-alone, the school has designed a Literacy and Math Institute to target our ELL students. HLR identifies incoming students who have level 1 and 2 scores in Reading and/or Mathematics. These students are scheduled for the Institute classes in addition to the Stand-alone ESL classes. The cusp of the Institute is an online reading and mathematics literacy computer program, I-Ready. The goal is to improve students reading and mathematics literacy so that they can be successful

## Part B: Direct Instruction Supplemental Program Information

in their academic classes and test Proficient on the next NYSESLAT examination. First, students take a reading and mathematics diagnostic exam. Their results identify the areas that students are deficient and the program creates targeted instructional goals. Daily lessons are then generated for students to complete online. The Institute teachers share students' targets and progress reports with the ESL teacher for differentiation. As the students' levels increase, the degree of lesson difficulty is generated. This program strategically identifies and assesses students' needs, individualizes instruction and provides a method to measure and track ELL progress

Other types of supplemental classroom materials utilized are as follows:

The New American Streamline (lesson book and workbook) English Instruction through dialogue to express and write in standard English by Bernard Hartley & Peter Viney.

Visions Student Textbook and Student Workbook Level B (Language, Literature and Content Instruction) by Mary Lou McCloskey and Lydia Stack

Visions Student Textbook and Student Workbook Level C (Language, Literature and Content Instruction) by Mary Lou McCloskey and Lydia Stack.

The Language of Literature by McDougal Littell

In addition, some of the other resources used include:

Visions Teacher Resource Book Level B and C

Visions Grammar Practice Level B and C

Visions Assessment Program, Level B and C

Oxford American Dictionary for Learners of English and Merriam Webster's Dictionary and Thesaurus for every student.

Visuals

Manipulatives

Brainpop for ESL

## 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

## Part C: Professional Development

- name of provider

Begin description here: The skills needed to conduct effective instruction vary based on the students' needs. However, ELLs require strategic awareness of the linguistics processes that are taking place in the brain of the ELL. In the past ELLs used to be classified as Special needs because they were not able to perform up to the standard set for mainstream students. Fortunately, new research and new approaches have demonstrated that ELLs' functionality is hampered by the classification of Special needs, which may delay their cognitive evolution.

The activities listed below are part of the professional development program that will train the school community to best practices to teach ESL through the content during the 2014-2015 School Year.

With a 10% population of ELL students, we here at Holcombe L. Rucker High School, are committed to ensuring that our English Language Learners are receiving the appropriate rigorous instruction that meets their needs. In order to be successful and meet the necessary credit and Regents requirements for graduation, we are focused on monitoring the progress of our ELL population over the course of their high school career. We have implemented DataCation, to track student progress in all classes. Our ELL students are grouped in the system to track their progress in each class and as a whole.

The school is also currently a part of the Chancellor's High School Improvement Program (HSIP). Every week coaches conduct classroom visits and work with individual teachers to improve academic rigor, tasks (and make tasks more relatable to students' experiences.) We have developed a Professional Development plan for the 2014-2015 SY based on student data and based on the coach's observations. Assistant Principals provide weekly professional development for all teachers, paraprofessionals and fellow Assistant Principals from 2:20- 4pm. Examples of the PD include:

- Analysis of student work
- Creating rigorous, meaningful tasks that exemplify strategic differentiation
- Effective implementation of Co-Teaching Models
- Developing clearer Essential Questions and lesson Aims

Our future weekly professional development will include:

- NYSESLAT data analysis
- Teaching ESL through content
- How to incorporate ESL strategies in Unit and lesson plans
- The Shelter Instruction Observation Program ( SIOP) model

### Part C: Professional Development

Additionally, Teachers meet biweekly in grade team meetings where student data and progress is reviewed and alterations are made to meet deficiencies. The ESL teachers also meet weekly on Curriculum Teams and Department teams to ensure all teachers are informed of the specific needs of ELL students and work to include the content in ESL classes. In sum teachers will be trained throughout the year in modifications and learning strategies that will help provide entry points into the lesson for ELL students in their classrooms.

### 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: Adolescent ELLs students, as well as some regular/mainstream students, share special social needs. Community support and acceptance rank highest in the hierarchy of needs. These are greater when you move from a place of familiarity and comfort to a new environment.

It is necessary for any successful ELLs instruction program to provide the support in a students' social, emotional and academic development. Our plan for the 2014-2015 school year intends to tackle some of the big issues surfacing in the social-emotional and academic arena.

#### A. Social Activities:

In March 2015, Holcombe L. Rucker will be celebrating our 3rd Annual ESL Heritage Gala. It was a great event in which ELL's parents had the opportunity to enjoy cultural performances that represented the cultural variety and heritage of the ESL population. There were dance performances (Mambo, Salsa, Meringue, Bachata, Dances from Ghana, etc.). In addition, there was a great variety of traditional dishes offered to all parents present. Parents also enjoyed poetic performances and a cultural fashion show by ESL students.

It was a wonderful night. Our school, in collaboration with the ESL Department and the Parent Coordinator, are committed to organizing this event every year.

#### B. Academic Orientation.

Starting this school year (2014-2015) our school is going to implement an academic orientation program to target parents of students with a history low academic achievement. We have found that when students come from low achieving homes their expectations are lower and yet the impact on student's performance is great. Programs such as these will offer parents the opportunity to understand

### Part D: Parental Engagement Activities

the meaning and /goal of education and how important it is for their ELLs.

The structure of the sessions will be as follows:

1. Orientation sessions (discussions)-The Immigrant experience vs. the migrant experience, Education in America, Immigrant identity, Social integration into the American Society, etc. Lastly, during parent teacher conferences, both Assistant Principal Smalls and Ms. Ruiz, the ESL teacher, will meet with parents to inform them of the importance of passing the NYSESLAT.
2. Seminars (presentation by teachers or guest speakers)-Parents and their place in education, adaptating to a new environment, opportunities for ELLs in the US, scholarships for ELLs, etc.
3. Workshops (practical experiences)
4. Visits to colleges and/or universities-The school will organize trips to colleges and universities to give them a glimpse of what it means to be a college student and how their perspectives in life might be able to change just by attending college.

#### Method of Notification

All parents will be notified by the school using the conventional methods: emails, phone messenger, personal direct calls, mail, and student delivered flyers or notices. All announcements will be made in Spanish and English as well as any other language that is spoken by parents of ELLs. The Parent Coordinator makes sure all mail is translated into the language of comfort for all our ELL's parents.

### 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"> <li>• Per session</li> <li>• Per diem</li> </ul>	_____	_____
Purchased services <ul style="list-style-type: none"> <li>• High quality staff and curriculum development contracts.</li> </ul>	_____	_____
Supplies and materials <ul style="list-style-type: none"> <li>• Must be supplemental.</li> <li>• Additional curricula,</li> </ul>	_____	_____

**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.
instructional materials. <ul style="list-style-type: none"><li>• Must be clearly listed.</li></ul>		
Educational Software (Object Code 199)	_____	_____
Travel	_____	_____
Other	_____	_____
<b>TOTAL</b>	_____	_____