



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

**DRAFT – PENDING NYSED APPROVAL**

**DBN: 07X427**

**School Name: Community School for Social Justice**

**Principal: Sue-Ann Rosch**

## School Comprehensive Educational Plan (SCEP) Outline

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## Section 1: School Information Page

### School Information

School Name: Community School for Social Justice School Number (DBN): 07x427  
School Level: High School Grades Served: 9 - 12  
School Address: 350 Gerard Ave., Bronx, NY  
Phone Number: 718-402-8481 Fax: 718-402-8650  
School Contact Person: Jaime Guzman Email Address: jaimeguzman@cssjbronx.org  
Principal: Sue-Ann Rosch  
UFT Chapter Leader: Patrick Reimer  
Parents' Association President: Lisa Lozada-Jimenez  
School Leadership Team  
Chairperson: Sue-Ann Rosch  
Student Representative(s): Leeana Cummings and Jacely Diaz

### District Information

District: 7 Superintendent: Elaine Lindsey  
Superintendent's Office Address: 1 Fordham Plaza, Room 342 A, Bronx, NY 10458  
Superintendent's Email Address: elindse@schools.nyc.gov  
Phone Number: 718-741-3157 Fax: 718-741-7098

### Cluster and Network Information

Cluster Number: 1 Cluster Leader: Christopher Groll  
Network  
Network Number: 113 Leader: Alison Sheehan

## 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)
Sue-Ann Rosch	*Principal or Designee	
Patrick Reimer	*UFT Chapter Leader or Designee	
Lisa Lozada-Jimenez	*PA/PTA President or Designated Co-President	
	DC 37 Representative, if applicable	
Jacely Diaz Leeana Cummings	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
	CBO Representative, if applicable	
Dana Sutherland	Member/ Teacher	
John DeRosa	Member/ Teacher	
Pamela Winter	Member/ Teacher	
Maritza Rivera	Member/ Parent	
Juan Gordillo	Member/ Parent	
Melissa La Santa- Edwards	Member/ Parent	
Rafael Hernandez	Member/ Parent	
	Member/	
	Member/	
	Member/	

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

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

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

#### The Capacity Framework and SCEP Development

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



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

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

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

<b>The Six Elements of the Capacity Framework</b>	
●	<b>Rigorous Instruction:</b> Instruction is customized, inclusive, motivating, and aligned to the Common Core. High standards are set in every classroom. Students are actively engaged in ambitious intellectual activity and developing critical thinking skills.
●	<b>Supportive Environment:</b> The school establishes a classroom and school culture where students feel safe, supported, and challenged by their teachers and peers.
●	<b>Collaborative Teachers:</b> Teachers are committed to the success and improvement of their classrooms and schools. They have the opportunity to participate in professional development within a culture of respect and continuous improvement.
●	<b>Effective School Leadership:</b> Principals lead by example and nurture the professional growth of teachers and staff, developing and delivering the instructional and social-emotional support that drives student achievement.
●	<b>Strong Family-Community Ties:</b> School leadership brings resources from the community into the school building by welcoming, encouraging, and developing partnerships with families, businesses, and community-based organizations.
●	<b>Trust:</b> Everyone works toward the shared goal of improving student outcomes, preparing students for success in

school and beyond. Across the school community, there is respect. School staff, parents, students and administrators value each other.

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

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

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

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

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

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

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

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

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

School Leadership Teams should engage in the following steps:

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

Remember, the plan is only the beginning. Treat it as a living document and feel free to adjust along the way as your

experiences and the evidence justify. Careful implementation of your ideas, follow-through, and continuous evidence-based monitoring of progress are the keys to accomplishing desired results.

## Section 4: SCEP Overview

Develop a narrative summary that includes:

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

### **School's Mission**

The Community School for Social Justice is an active and caring learning community. Young people learn to solve and resolve, collaborate and create, and develop the intellectual and social skills to become thoughtful and engaged members of their communities. We honor each student's heritage and values. We embrace a climate of social activism in which our students feel the confidence to address issues that affect their lives; we help them connect their desires with hope and possibility; and we provide the emotional and academic supports students need to earn a high school diploma and be successful in life. At CSSJ we place an emphasis on developing critical thinking through inquiry and project-based instruction. By understanding how to ask questions and examine real-life problems young people learn to consider solutions that are both practical and ideal. As students grow, learn, and reflect, we strive to guide them toward a sense of power and personal discovery to make change for themselves, for their own futures, and for the world in which they live.

### **Guiding Beliefs**

Our school's underlying philosophy has two components:

1. In order to be successful in school, students must be known, cared about and supported socially, emotionally, and academically.
2. Students learn best and our most prepared for college, career and community membership by using a performance-based assessment system of teaching and learning that engages students in rigorous thinking and inquiry-based academic tasks.

### **Partnerships**

Our school is a member school of the **NY Performance Standards Consortium**. We are one of 38 schools approved by the NYS Department of Education to graduate students through a performance task assessment system in lieu of taking the Regents exams in Math, Science, Global Studies and US History. As such, we have a common belief that is shared by both Consortium schools and by the staff in our school, about effective teaching and learning. This drives our assessments, curriculum development and instruction. The assessment rubrics that we use to assess the students' culminating performance based assessment tasks (PBATs) in Math, Social Studies, Science and English are ones that are used by every Consortium school. Before we hire teachers, we invite them for a visit and interview in which we explain what it means to be a Consortium school and to be a teacher in a Consortium school. We also conduct professional development training for both new and experienced teachers to help their practice and assessments align to Consortium expectations. As well, our teachers attend Consortium teacher workshops throughout the year and visit other Consortium schools as part of developing our shared understanding how students learn best.

We have a long-standing partnership with **Manhattan Theatre Club**. A theatre educator from MTC partners with one of our teachers to co-plan and teach a theatre writing course for six weeks during which time our students produce one act plays that are performed by MTC actors in a school production. They read a play currently in production at MTC's

theatre and they attend a performance. Students are highly engaged in this program which strengthens their writing skills and introduces them to the world of theatre.

Through our **PENCIL** collaboration, we are celebrating our fourth year of partnership with the consulting and financial services/accounting firm of **Deloitte**. This partnership has grown to include our Deloitte Academy college and career readiness program in which students in grades 9 - 12 meet twice monthly on Friday afternoons with mentors from Deloitte to develop career and college readiness skills. They research colleges, talk to the mentors about the skills and habits necessary for success in college and careers, they visit colleges and Deloitte Manhattan offices, they create and present business plans and they learn how to use social media responsibly.

The **Morris Heights Health Center** is another valuable partner. They operate the school-based clinic in our campus and they provide both health educator and social worker services to our students. As well, we have partnered with the **Morris Heights Health Center Foundation** to provide scholarships and support for students who will be going away to college and cannot do this without additional financial support.

We partner with several colleges and universities to train student teachers at our school. They include: **Barnard, Lehman, and Teachers' College**.

Our newest partnership is as a **PROSE** school. We are now one of 62 PROSE schools in NYC. This year the primary focus of our partnership is around the teacher evaluation system. We have re-designed and implemented a teacher evaluation system that is structured around a goal setting process around pedagogical practice, which concludes with teachers presenting teacher portfolios that they have created to demonstrate the work they have done to successfully meet their professional practice goal.

### **Strengths**

Collaboration and self-reflection are highly valued in our school community and are embedded into our guiding principles, practices and policies.

As a school community, we have a long-standing practice of using a goal setting and monitoring process to establish individual, department, grade-level and school-wide goals.

Our school has created numerous teacher teams and committees to ensure that teacher voice is fully present in all aspect of the school. These include: planning committee, department teams, grade level teams, family group grade level teams, and hiring committee.

Fostering our students' social and emotional development is a priority at our school and we have developed and implemented structures, such as family group (advisory group) in which every student entering the school becomes a member of a family group of approximately 15 other students and led by a teacher. This group meets four times a week to provide social and emotional support and to help students develop the necessary social-emotional skills and habits necessary for success. Family group focuses on teaching a college and career readiness curriculum and providing tutoring for students.

Our Performance Based Assessment Task (PBAT) system guides our assessments, instruction and curriculum development. The process of producing and presenting PBATs prepares students for the reading, writing, oral presentation, problem-solving and analytic-thinking demands of college and helps students learn how to better manage time and organize their tasks. Our educational program is centered around our PBAT system.

### **Challenges**

Increasing parent involvement remains a challenge. Our family group advisors reach out and make contact to all the parents/guardians of their advisees. They become the primary link between the student and his/her family and the school. As well, all school leaders have an open door policy for parents (and students). We use an electronic grade book that parents have access to so that they can regularly monitor their child's progress. We use an automated phone calling system to inform parents of upcoming events and other important information and we have just reformatted our monthly letter into a more interesting newsletter. However, we need to increase our parent participation at our school events such as award ceremonies, PBAT presentations, PTA meetings, and social events.

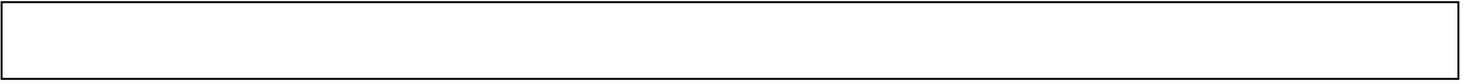
### **Growth**

We made the most progress on Tenet 2: School Leadership Practices and Decisions. Our goal was to improve teacher effectiveness through a goal setting, observation, feedback and reflection process that developed a shared understanding of the elements of an effective teaching and learning environment as aligned to our guiding principles about how students learn best and to the Danielson Framework. Our department teacher teams, grade level teams and individual teachers used the school's goal setting process to set department, grade level and individual goals for the school year based on a review of student performance data. These goals were shared and monitored throughout the year via a feedback and reflection process with colleagues during which teachers evaluated their progress towards meeting their goals, identified obstacles/assistance needed, gave and received feedback and provided evidence of accomplishment. As well, each teacher received a minimum of three informal and one formal observation followed by post-observation conferences, even after informal observations, during which the school leaders and teachers assessed the class together using Danielson's framework. These individual conferences, plus professional development around priority areas for growth, as aligned to the competencies, provided each teacher opportunities to gain a deeper understanding of the elements of effective teaching.

### **Key Areas of Focus for this Year**

A key area of focus this year is to improve teacher effectiveness in developing and implementing challenging and engaging common core aligned curriculum and tasks that develop higher order thinking skills and which are accessible for all students. We began our work on this last year using Danielson's Framework and the Consortium Guiding Principles to inform our observations and professional development. As well, this year we added a teacher portfolio and a more intensive individual pedagogical goal setting process to our strategies for increasing teacher effectiveness in this area. We will continue to focus our work in this through observations, conferences and professional learning activities this year. We will use our master and model teachers, as well as our network coaches, to provide more intensive training and support to small teacher teams and to individual teachers.

Increasing opportunities for parents to come into our school remains a focus this year. Specifically, we will concentrate on strategies to better encourage parents to come to our grade level PBAT presentations and college information sessions.



### 07X427 School Information Sheet

School Configuration (2014-15)				
Grade Configuration	09,10,11,12	Total Enrollment	327	SIG Recipient
Types and Number of English Language Learner Classes (2014-15)				
# Transitional Bilingual	N/A	# Dual Language	N/A	# Self-Contained English as a Second Language
Types and Number of Special Education Classes (2014-15)				
# Special Classes	N/A	# SETSS	N/A	# Integrated Collaborative Teaching
Types and Number of Special Classes (2014-15)				
# Visual Arts	2	# Music	N/A	# Drama
# Foreign Language	4	# Dance	N/A	# CTE
School Composition (2013-14)				
% Title I Population	83.1%	% Attendance Rate		79.8%
% Free Lunch	83.6%	% Reduced Lunch		4.2%
% Limited English Proficient	10.5%	% Students with Disabilities		24.2%
Racial/Ethnic Origin (2013-14)				
% American Indian or Alaska Native	N/A	% Black or African American		24.8%
% Hispanic or Latino	73.4%	% Asian or Native Hawaiian/Pacific Islander		1.2%
% White	0.3%	% Multi-Racial		N/A
Personnel (2014-15)				
Years Principal Assigned to School (2014-15)	12.18	# of Assistant Principals (2014-15)		2
# of Deans (2014-15)	N/A	# of Counselors/Social Workers (2014-15)		3
Personnel (2013-14)				
% of Teachers with No Valid Teaching Certificate (2013-14)	N/A	% Teaching Out of Certification (2013-14)		6.2%
% Teaching with Fewer Than 3 Years of Experience (2013-14)	0.4%	Average Teacher Absences (2013-14)		6.1
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	64.4%	Mathematics Performance at levels 3 & 4		s
Credit Accumulation High Schools Only (2013-14)				
% of 1st year students who earned 10+ credits	70.3%	% of 2nd year students who earned 10+ credits		69.2%
% of 3rd year students who earned 10+ credits	58.1%	4 Year Graduation Rate		62.9%
6 Year Graduation Rate	65.4%			
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				
<b>Accountability Status – Elementary and Middle Schools</b>				
Met Adequate Yearly Progress (AYP) in ELA (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	N/A			
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	N/A			
Met Adequate Yearly Progress (AYP) in Science (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	N/A			
<b>Accountability Status – High Schools</b>				
Met Adequate Yearly Progress (AYP) in ELA (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	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	N/A			
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	N/A			
Met Adequate Yearly Progress (AYP) in Graduation Rate (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		YES
Hispanic or Latino	YES	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	YES			

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

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

### Part 1 – Needs Assessment

#### 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.	H
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.	H
3.5	The school leader and teachers develop a data-driven culture based on student needs, assessments and analysis, which leads to strategic action-planning that informs instruction and results in greater student achievement outcomes.	E

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

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

Based on Quality Review feedback and observations using the Danielson Framework, teachers need to continue to develop rigorous common core curriculum and work on improving student engagement through curriculum and reaching all learners.

### 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.

100% of teachers will have multiple opportunities throughout the year for revision feedback on their curriculum through: school leadership; department leaders; master and model teachers; peer intervisitation and network coaches to align curriculum and instruction to PBAT standards to ensure all students engage with complex materials that promote higher order thinking and build the conceptual understanding and knowledge which is necessary to complete the graduation level PBATs.

### Part 3 – Action Plan

<b>Activities/Strategies:</b> Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including: <ul style="list-style-type: none"> <li>● Research-based instructional programs, professional development, and/or systems and structures needed to impact change</li> <li>● Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH).</li> <li>● Strategies to increase parent involvement and engagement</li> <li>● Activities that address the Capacity Framework element of Trust</li> </ul>	<b>Target Group(s)</b> <i>Who will be targeted?</i>	<b>Timeline</b> <i>What is the start and end date?</i>	<b>Key Personnel</b> <i>Who is responsible for implementing and overseeing the activity/strategy?</i>
<p>Coaching cycles will be conducted by network instructional coaches to assist teachers with planning and implementing unit plans and lesson plans that are accessible for all learners and which engage students in complex, rigorous and intellectually stimulating activities that are aligned to PBAT standards and to the CCSS.</p> <p>The Network coaches will also conduct professional learning workshops for the entire staff on using backwards planning to better plan courses and to unify our school approach to curriculum development.</p>	Departments and/or individual teachers either self-identified or identified by school leaders as needing assistance	October - May  Each coaching cycle will last approximately six weeks.	Implementing: Network Coaches  Overseeing: Principal
<p>We will utilize master and model teacher positions this year to co-plan lessons with targeted individual teachers, focusing on new(er) teachers and those in need of further assistance in order to better provide access to curriculum that engages all learners in higher order thinking activities.</p>	Individual teachers as identified by school leaders ; 1st and 2nd year teachers	Sept-June	Implementing: Master and model teacher  Overseeing: Principal and Assistant Principal
<p>We will implement a minimum of two formal peer inter-visitation cycles this year to assist teachers in aligning their curriculum, instruction and assessments to both our PBAT standards and to the CCSS.</p>	All teachers	November - May	Implementing: Principal, AP, Master and Model Teachers  Overseeing: Principal
<p>We will utilize two sets of teams: department teams and professional learning community teams to revise curriculum to better align it to PBAT and CCSS standards and to provide better access for all learners and tasks which develop students' higher order thinking skills.</p>	All teachers	Sept-June	Implementing: Master and Model teacher, network liaisons.  Overseeing: Principal

**Part 4 – Resources Needed**

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

Master and model teacher hours; use of network coaches; professional development time to co-plan curriculum and to give and receive feedback on units, lessons and student work; schedule adjustments to include additional non-instructional days to provide sustained professional development time; and per session hours for professional development and curriculum development/revision.

**Part 5 – Budget and Resource Alignment**

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

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

TL Teacher Leadership PROSE HS; Title I Priority/Focus SWP

**Part 6 – Progress Monitoring**

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

- Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.
- Specify a timeframe for mid-point progress monitoring activities.
- All staff will have participated in at least one inter-visitations and feedback cycle.
- All staff will be able to demonstrate that they have revised unit/lesson plans to better align to PBAT/CCSS standards in order to provide more access to all learners and to provide tasks that require the use of higher order thinking skills.
- All staff will have participated in their professional learning communities and conducted two cycles of sharing and receiving feedback on lesson plans, unit plans and examples of student work that promote higher order thinking skills.
- Mid- January/Mid-February 2015

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

● 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 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

<b>Part 1a. HEDI Rating (Highly Effective, Effective, Developing, or Ineffective) for DTSDE Tenet 5:</b>		
<ul style="list-style-type: none"> <li>For schools that received an Integrated Intervention Team (IIT) School Review Report: Enter the HEDI rating for each assessed Statement of Practice (SOP) on the chart below.</li> <li>For schools that did not receive an IIT School Review, or did not receive a HEDI rating for one or more SOPs: Self-rate your school for that SOP, informed by an analysis of student performance trends and any major findings/recommendations from your Quality Review (QR) or Alternative QR (AQR), and other relevant qualitative and quantitative data. Enter your HEDI self-rating(s) on the chart below.</li> </ul>		
	<b>Tenet 5 Statement of Practice (SOP) Addressed</b>	<b>HEDI Rating</b>
5.2	The school cultivates the development of overarching systems and partnerships that support and sustain social and emotional developmental health.	H
5.3	The school articulates and systematically promotes a vision for social and emotional developmental health that is connected to learning experiences and results in building a safer and healthier environment for families, teachers and students.	H
5.4	All school constituents are able to articulate how the school community is safe, conducive to learning and fosters a sense of ownership that leads to greater student outcomes.	E
5.5	The school leader and student support staff work together to develop teachers' ability to use data to respond to students' social and emotional developmental health needs, so students can become academically and socially successful.	E
<b>Part 1b. Needs/Areas for Improvement:</b>		
<ul style="list-style-type: none"> <li>Reflect on your school's HEDI ratings (or self-ratings) in Part 1A, particularly any ratings of <u>D</u>eveloping and <u>I</u>neffective.</li> <li>Summarize your school's strengths and needs relative to this Capacity Framework element and DTSDE tenet (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data sources.</li> </ul>		
<p>Family Group (Advisory) has been embedded into the school culture since the beginning of CSSJ. We have used it well to develop the bonds between student and advisor, between parent and advisor and among students in the group. As well, we have used it effectively to support the social and emotional development of our students. We have introduced college readiness and preparation activities into family group. However, because advisors move up with their advisees each year, they have to develop and then leave a new curriculum each year. Because of this, we don't have the scaffolding and continuity of the college and career readiness curriculum that we would like. We need to create ways to more effectively share curriculum and then to work together to scaffold it from grade level to grade level.</p>		

### 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 – <u>S</u> pecific, <u>M</u> easurable, <u>A</u> chievable, <u>R</u> elevant, and <u>T</u> ime-bound.
CSSJ will develop and teach an increasingly scaffolded college and career readiness curriculum for family group (advisory group) that more fully aligns college readiness skills from 9th-12th grades. 100% of our family group advisors will meet in grade level teams to revise and scaffold the college and career readiness curriculum. The college and career

readiness curriculum will be revised for all (100%) grade levels. Students in 100% of family groups will participate in the revised curriculum.

**Part 3 – Action Plan**

<p><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:</p> <ul style="list-style-type: none"> <li>● Research-based instructional programs, professional development, and/or systems and structures needed to impact change</li> <li>● Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH).</li> <li>● Strategies to increase parent involvement and engagement</li> <li>● Activities that address the Capacity Framework element of Trust</li> </ul>	<p><b>Target Group(s)</b> <i>Who will be targeted?</i></p>	<p><b>Timeline</b> <i>What is the start and end date?</i></p>	<p><b>Key Personnel</b> <i>Who is responsible for implementing and overseeing the activity/strategy?</i></p>
<p>Conduct needs assessment meetings with each family group grade level team and the Principal/AP to determine strengths and weaknesses in the curriculum and to create a mechanism/action plan for reviewing existing curriculum, revising curriculum for better scaffolding of skills, for collecting lesson plans and materials, and for sharing curriculum with the next set of grade level family group advisors.</p>	<p>Family Group grade level teams</p>	<p>October - November</p>	<p>Implementing: Family Group Grade Level Teams and Principal/AP</p> <p>Overseeing: Principal</p>
<p>The 9<sup>th</sup>, 10<sup>th</sup>, 11<sup>th</sup> and 12<sup>th</sup> grade family group teams will meet at least 3 -4 times a semester during professional development meeting time to co-plan the college and career readiness lessons and to revise the curriculum map and pacing calendar for better scaffolding and alignment among grade levels. They will use the college counselor, as needed, to help advise and train them around areas related to issues.</p>	<p>Family Group grade level teams</p>	<p>October - June</p>	<p>Implementing: Family Group Grade Level Teams and Principal/AP</p> <p>Overseeing: Principal</p>
<p>The family group grade level teams will utilize after school meeting time and per session funds to collaboratively develop college and career readiness curriculum for each grade level that includes a curriculum framework and pacing calendar for each grade and maintain grade family group curriculum materials in a Google folder that is shared with all teachers and administrators, and to continue to co-develop lesson plans and unit maps.</p>	<p>Family Group Level Teams</p>	<p>November- June</p>	<p>Implementing: Family Group Grade Level Teams and Principal/AP</p> <p>Overseeing: Principal</p>
<p>Each family group team will meet with the team a grade level above them (i.e., 9th will meet with 10th) and also with the team below them (i.e., 11th will meet with 10th) at least twice annually to monitor scaffolding and alignment of curriculum from grade level to grade level and to review curriculum materials in the Google folder at the end of the year.</p>	<p>Family Group Level Teams</p>	<p>Jan/Feb and early June</p>	<p>Implementing: Family Group Grade Level Teams and Principal/AP</p> <p>Overseeing: Principal</p>

Family Group advisors will teach the college and career readiness curriculum to all students in every family group a minimum of one time per week.	All students; Family Group Grade Level Teams	Oct -June	Implementing: Family Group Grade Level Teams and Principal/AP  Overseeing: Principal
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**Part 4 – Resources Needed**

Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc.
Principal, assistant principals, college readiness committee, family group advisors, professional development time, per session for curriculum development.

**Part 5 – Budget and Resource Alignment**

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

**Part 6 – Progress Monitoring**

<b>Part 6a.</b> Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. In this part:				
<ul style="list-style-type: none"> <li>Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.</li> <li>Specify a timeframe for mid-point progress monitoring activities.</li> </ul>				
<ul style="list-style-type: none"> <li>Principal/AP meeting with each family group grade level team</li> <li>Establishment of Google family group folders for each grade level</li> <li>Lesson plans, curriculum map and related materials placed into Google folder</li> <li>Check-in meeting with each family group grade level team at the end of the 1st semester to review revised curriculum.</li> <li>Mid-January 2015-Mid-February 2015</li> </ul>				
<b>Part 6b.</b> Complete in <b>February 2015.</b>				
<ul style="list-style-type: none"> <li>Did the school meet the mid-point benchmark(s) in the timeframe specified?</li> </ul>		Yes		No
<ul style="list-style-type: none"> <li>If the mid-point benchmark(s) was not met, describe any revisions made to the action plan to achieve the goal?</li> </ul>				

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

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

### Part 1 – Needs Assessment

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

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

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

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

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

Based on our 2013-2014 Quality Review feedback, we want to improve the ongoing practices of collecting and reviewing data on a more timely basis, such as checks for understanding, to improve instruction and adjust curriculum. We have a strong process for analyzing summative data in place, but our process for collecting interim data and analyzing it in a timely manner is not as uniform or as effective.

### 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.

100% of teachers in core classes will develop and use frequent assessments and checks for understanding to more closely monitor student progress and adjust instruction and lesson plans in a timely manner.

### 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</i>	Key Personnel <i>Who is responsible for implementing and overseeing the</i>
<ul style="list-style-type: none"> <li>• Research-based instructional programs, professional</li> </ul>			

<p>development, and/or systems and structures needed to impact change</p> <ul style="list-style-type: none"> <li>• Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH).</li> <li>• Strategies to increase parent involvement and engagement</li> <li>• Activities that address the Capacity Framework element of Trust</li> </ul>		<i>date?</i>	<i>activity/strategy?</i>
Teachers will use checks for understanding in the forms of: Do Nows, Exit Slips, Conference Notes, etc. on a daily basis and will use the results of the checks to adjust instruction.	All teachers; all students	Sept-June	Implementing: All teachers  Overseeing: Principal and Assistant Principal
All department and grade level teams will use a data collection spreadsheet to systematically record summative student data and then engage in a routinized analysis of the data to guide instruction as well as to refine assessments and curriculum.	Departments and Grade Levels	Sept-June	Implementing: Department and grade level leaders  Overseeing: Assistant Principal
During professional development times mid year and at the end of the school year, grade levels and departments will review assessment information throughout the school year and use this data to revise summative assessments, to re-cohort students and to make other curricular and instructional adjustments to improve the outcomes of their students.	Departments and Grade Levels	Sept-June	Implementing: Department and grade level leaders  Overseeing: Principal and Assistant Principal
Develop a data collection google drive spreadsheet to store, collect and analyze grade-level PBATs, graduation level PBATs and ELA Regents data.	Departments and Grade Levels	Sept-June	Implementing: Department and grade level leaders  Overseeing: Principal and Assistant Principal

**Part 4 – Resources Needed**

Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc.
Professional Development time; department leaders; grade level leaders; planning committee; per session or PROSE funding for grade level and department leaders; per session for team members; use of principal and assistant principal 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.												
	<b>Tax Levy</b>	x	<b>Title I Basic</b>		<b>Title I 1003(a)</b>		<b>Title IIA</b>		<b>Title III</b>		<b>P/F Set-aside</b>	<b>Grants</b>
List below any additional funding sources that will be utilized to support achievement of the goal.												
TL Data Specialist; Title I Priority/Focus SWP												

**Part 6 – Progress Monitoring**

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

- Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.
- Specify a timeframe for mid-point progress monitoring activities.
- Development of a spreadsheet to record all PBAT and ELA Regents data
- Implementation of the spreadsheet by grade levels and departments in January
- Use of frequent checks for understanding as observed by school leaders during observations and as noted in daily lesson plans
- Late January 2015/ Early February 2015

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

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

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

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

### Part 1 – Needs Assessment

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

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

Tenet 2 Statement of Practice (SOP) Addressed		HEDI Rating
2.2	Leaders ensure an articulated vision, understood and shared across the community, with a shared sense of urgency about achieving school-wide goals aligned with the vision as outlined in the School Comprehensive Educational Plan (SCEP).	H
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.	H
2.5	The school leader has a fully functional system in place to conduct targeted and frequent observations; track progress of teacher practices based on student data, feedback and professional development opportunities; and hold administrators and staff accountable for continuous improvement.	E

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

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

The school leadership worked collaboratively with planning committee to establish and implement a goal setting and monitoring process. We have expanded it this year with the inclusion of our teacher portfolio. However, managing time and competing commitments /needs remain an issue. Our priority needs will be for the principal and assistant principals will set up and follow a schedule to meet with teachers individually for a beginning, mid-year and end of the year assessment of their pedagogical goal, as well as meeting with grade level and department teams to establish and monitor progress on their goals for the school year.

### 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.

School leaders meet with 100% of our teachers in a goal setting process that includes setting individual, department and grade level goals in order to increase the effectiveness of their pedagogical practice and to increase the outcomes of all students. School leaders lead teachers towards meeting their goals through a process that includes:

monitoring/analysis, sharing, feedback, and reflection with grade level teams, department teams, and professional learning communities.

**Part 3 – Action Plan**

<b>Activities/Strategies:</b> Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including: <ul style="list-style-type: none"> <li>● Research-based instructional programs, professional development, and/or systems and structures needed to impact change</li> <li>● Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH).</li> <li>● Strategies to increase parent involvement and engagement</li> <li>● Activities that address the Capacity Framework element of Trust</li> </ul>	<b>Target Group(s)</b> <i>Who will be targeted?</i>	<b>Timeline</b> <i>What is the start and end date?</i>	<b>Key Personnel</b> <i>Who is responsible for implementing and overseeing the activity/strategy?</i>
Individual conferences will be held in September/October with every teacher to review and finalize their personal goal.	All Staff	Sept - Oct	Implementing and overseeing: Principal, Assistant Principals
A mid-year goals conference will be conducted by the principal and AP with every teacher	All Staff	Jan - Feb	Implementing and overseeing: Principal, Assistant Principals
Grade level teams and department teams will meet at the beginning, middle and end of the school year. These goals will be shared and monitored throughout the year via a feedback and reflection process with colleagues during which teachers evaluate their progress towards meeting their goals, identify obstacles/assistance needed, give and receive feedback and provide evidence of accomplishment.	All staff	Sept-June	Implementing and overseeing: Principal, Assistant Principals

**Part 4 – Resources Needed**

Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc.
The use of professional development time to write, share, and reflect upon goals; use of per session to support the development of a targeted professional development plan , use of per session for teachers to develop professional development workshops to train colleagues; use of funding for supplies

**Part 5 – Budget and Resource Alignment**

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

**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
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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.
- All initial goal setting conference will have been conducted by October and all mid-year review conferences of teachers' individual goals will be conducted by mid-February
- All grade level and department teams will have worked collaboratively throughout the semester to set and monitor goals. They will have conducted a mid-year goals meeting to analyze the progress and adjust their action plan by early February.

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

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

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

**Section 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.	H
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.	H

#### 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.

We have been effective with using an online student grading system, Skedula, that allows student and parent access to view student progress and grades in each class. Our teachers update their grades online every week before Tuesday morning so that the family group advisors can review the grades every Tuesday during family group meeting time. However, we struggle with increasing parent participation (our last school survey had 38% parent response.) We need to more effectively reach out to parents to make use of this tool and to help both students and parents better connect the development of college and career readiness skills that they are learning in high school with their later success in college and in careers.

### 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.

100% of our parents will be contacted by family group advisors at the beginning of each semester to discuss their child's progress and to elicit parent support and participation in helping their child better understand that developing strong intellectual skills and college readiness habits/behaviors greatly increases their potential for being successful in college

and careers. As well, all advisors and the parent coordinator will work with parents to give them access to Skedula and to show them how to use it to monitor their child’s progress towards meeting academic expectations.

**Part 3 – Action Plan**

<b>Activities/Strategies:</b> Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including: <ul style="list-style-type: none"> <li>● Research-based instructional programs, professional development, and/or systems and structures needed to impact change</li> <li>● Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH).</li> <li>● Strategies to increase parent involvement and engagement</li> <li>● Activities that address the Capacity Framework element of Trust</li> </ul>	<b>Target Group(s)</b> <i>Who will be targeted?</i>	<b>Timeline</b> <i>What is the start and end date?</i>	<b>Key Personnel</b> <i>Who is responsible for implementing and overseeing the activity/strategy?</i>
Create opportunities to actively engage parents in supporting their child’s academic progress by hosting grade level meetings at the beginning of the school year with parents to review grade level academic requirements and curriculum focal areas, PBAT requirements and graduation requirements; by conducting outreach to parents to participate in both the grade level and graduation level PBATs of their child(ren); by reviewing student transcripts and report cards, six times a year, with parents and students to monitor student progress	Parents, students	Sept-June	Implementing: Grade level teams PTA SLT  Overseeing: Parent coordinator Principal Assistant principals
Use of an interactive grade reporting program, Skedula/Pupil Path, to allow parents/guardians and students to independently and routinely monitor student progress. Training will be provided to both parents and students	Parents, students	Sept-June	Implementing: Technology chairperson PTA  Overseeing: Parent coordinator Technology chairperson Principal Assistant principals

**Part 4 – Resources Needed**

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

Parent coordinator, family group advisors, technology committee, Skedula/Pupil Path grade reporting system  
 Family group advisors, parent coordinator, social workers, guidance counselor and administrators

**Part 5 – Budget and Resource Alignment**

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

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

Title I Priority/Focus SWP; Priority/FocusParent Engagement Schools

**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.
- All parents will be contacted by family group advisors by the first two weeks of school or mid-September. By the end of the first semester, all parents will have been informed of the Skedula/Pupil Path system and that we will provide them with a password and training to use it and all students will have been provided with both a password and training through their family group advisor and will use it weekly to review their progress with their advisors in family group.

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

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

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

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

<b>Type of Academic Intervention Service (AIS)</b>	<b>Criteria for determining AIS services</b>	<b>Type of Program or strategy (e.g. repeated readings, interactive writings, etc.)</b>	<b>Method for delivery of service (e.g. small group, one-to-one, tutoring, etc.)</b>	<b>When the service is provided (e.g. during the school day, before or after school, etc.)</b>
<b>English Language Arts (ELA)</b>	Scantron diagnostic for 9th and 10th graders; Teacher-designed diagnostics for 11th and 12th grades; ELA Regents exam and Mock Regents exam scores; NYSESLAT scores; Teacher observations and analysis of student work and student work products	Reading, writing, and presentation (public speaking) tutoring by ELA teachers	One-to-one and small group	After school and on Saturdays
		Mandated writing and literature tutoring for students in all grades who are not meeting standards and who are in danger of not being promoted	Full class collaborative team teaching and small group instruction	After school
		Writing skills support using Judith Hochman's "Basic Writing Skills Program" provided by the special education teachers to both IEP and at risk students	Full class and small group instruction	During the school day
		Cohorting of Senior students who have previously not passed the ELA Regents in 11 <sup>th</sup> grade into one Senior English class able to focus on specific skills needed for ELA	Small group and one-one instruction	During the school day  During the school day

		<p>Regents exam</p> <p>Tutoring and homework help in family group and provided by family group advisors</p> <p>Summer academic support and credit recovery program for at risk students in ELA, as well as literacy skill development using a multi-sensory reading program, such as Orton-Gillingham and a writing skills intervention program, such as Judith Hochman’s Basic Writing</p> <p>Reading program using the Orton-Gillingham multi-sensory reading program for readers on a 2nd - 4th grade reading level</p> <p>Saturday tutoring in the spring semester by the ESL teacher using the SIOP language acquisition program.</p>	<p>Small group</p> <p>Small group</p> <p>Small group</p> <p>Small group and one-to-one</p>	<p>During the summer</p> <p>During the school day; during the summer</p> <p>After school; Saturdays</p>
<b>Mathematics</b>	<p>Scantron scores for 9th graders; Graduation-level Math PBAT scores and analysis; Teacher-designed diagnostics for 10th, 11th and 12th grades; Teacher observations and analysis of</p>	<p>Mandated tutoring for students who are struggling and in danger of not being promoted to the next grade.</p> <p>Individual and small group tutoring by</p>	<p>Small group and one-to-one</p> <p>Small group and one-</p>	<p>After school and on Saturdays.</p> <p>After school and on</p>

	<p>student work and student work products</p>	<p>math department</p> <p>Family group advisors provide homework help in a small group setting one period a week for 35 minutes and create academic action plans with students and families.</p> <p>Provide a summer program for academic support and credit recovery for at risk students in math.</p> <p>Math PBAT preparation support</p>	<p>to-one</p> <p>Small group and one-to-one</p> <p>Small group</p> <p>Small group and one-to-one</p>	<p>Saturdays</p> <p>During the school day</p> <p>Summer</p> <p>After school and Saturdays</p>
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<b>Science</b>	Analysis of the graduation-level Science PBAT results; Teacher-designed diagnostics; Teacher observations and analysis of student work and student work products	<p>Science teachers offer individual and small group tutoring to students before and after school, and on Saturdays.</p> <p>Make-up science labs are offered after school.</p> <p>Science PBAT prep classes and tutoring</p> <p>Family group advisors provide homework help in a small group setting one period a week for 45 minutes and create academic action plans with students and families</p> <p>Summer program for academic support and credit recovery for at risk students in science. Saturday school classes for struggling students who need to earn credit.</p> <p>A supplementary course is offered for 12<sup>th</sup> graders who need additional support in order to successfully complete their Science Original Experiment PBAT.</p>	<p>Small group and one-to-one</p> <p>Small group and one-to-one</p> <p>Small group and one-to-one</p> <p>Small group and one-to-one</p> <p>Small group</p> <p>Small group</p> <p>Full class</p>	<p>Before and after school; Saturdays</p> <p>After school</p> <p>After school and Saturdays</p> <p>During the school day</p> <p>Summer</p> <p>Saturdays</p> <p>During the school day</p>
<b>Social Studies</b>	Analysis of the graduation-level Social Studies PBAT	Individual and small group tutoring	Small group	Before and after school

	<p>results; Teacher observations and analysis of student work and student work products</p>	<p>In preparation for the Social Studies PBAT, students work in small groups, and in one-to-one tutoring sessions, with teachers.</p> <p>A supplementary course is offered for 12<sup>th</sup> graders who need additional support in order to successfully complete their Social Studies Research Paper PBAT.</p>	<p>One-to-one and small group</p> <p>Full group</p>	<p>After school and Saturdays</p> <p>During the school day</p>
<p><b>At-risk services</b> (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)</p>	<p>407 report; teacher reports; cutting report; Skedula</p>	<p><b>The guidance counselor provides:</b></p> <p>Guidance and crisis counseling services to all students and especially to at risk students in the targeted sub-groups of SWD, LEP, Black, Hispanic and Economically Disadvantaged.</p> <p>Mediation and intervention counseling with students who have been referred for behavioral issues.</p> <p>Counseling intervention with students who are having attendance and/or academic problems.</p> <p>Support and intervention services to students who are</p>	<p>One-to-one and small group</p>	<p>During the school day</p>

		<p>not meeting academic expectations.</p> <p>Counselor collaborates with grade level advisors and special education teachers to monitor student progress.</p> <p>Referrals to alternative programs. (i.e. transfer schools, GED, and vocational services).</p> <p>The <b>itinerant school psychologist</b> does not provide any at-risk services. She provides evaluations for students identified at risk and who need to be evaluated for possible mandated services. She conferences with IEP teachers, conducts initial evaluations and triennials and chair MDR meetings.</p> <p>The two <b>school social workers</b> provide individual and small group counseling, family interventions, crisis management, and conflict resolution support to at risk students, especially those students in the targeted sub-groups of SWD, LEP, Black, Hispanic and Economically Disadvantaged. Students are assisted</p>	<p>One-to-one</p> <p>One-to-one and small group</p>	<p>During the school day</p> <p>During the school day; after school</p>
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		<p>in learning how to deal with various personal and family issues that are adversely affecting their progress.</p> <p>One social worker facilitates a small group to help acclimate students who have been transferred into the school through the over-the-counter process</p> <p>One school social worker facilitates a small counseling group for students in their fifth year of high school in order to help them graduate</p> <p>The special education teachers, school psychologist, and school social workers meet regularly to conference about struggling students and identify strategies to meet their needs, which are presented and discussed at weekly grade level team meetings.</p> <p>The school social workers are members of the attendance committee and provide support and interventions for students with chronic absenteeism and/ or lateness issues.</p>	<p>Small group</p> <p>Small group</p>	<p>During the school day</p> <p>During the school day</p>
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		<p>The school social workers refer students in need of a home visit to the attendance teacher, and also serve as liaisons between the school and Children's Services, and also between the school and community social service agencies.</p> <p>The <b>school-based health center</b> (Morris Heights Health Clinic) is designed to serve all students with a focus on the uninsured and underserved. The clinic offers students ready access to medical and mental health services. It also works cooperatively with school guidance counselors, social workers, classroom teachers, and school principals to assure that the school-based health center is an integral part of the life of the school. Students are provided with the following services:  immunization  health physicals  flu shots  birth control  contraceptives  HIV/STD testing and treatment  Mental health services</p>	<p>One-to-one and small group</p>	<p>During the school day</p>
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		<p>The <b>school-based health center social worker</b> provides counseling to students who are referred by our staff.</p> <p>The <b>health educator</b> facilitates groups in which students are assisted in learning how to cope with health related issues such as asthma, relationship abuse, obesity and diet, diabetes, and HIV/AIDs and STDs. All students receive a minimum of six HIV/AIDS education lessons.</p> <p>The Morris Heights Health Clinic provides an <b>after school program</b> called "Changing the Odds" that targets 9th, 10th and 11th students who struggle academically and behaviorally. These students meet twice a week and work on service learning projects that is selected by the students.</p>	<p>One-to-one and small group</p> <p>Small group</p>	<p>During the school day</p> <p>During the school day</p>
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			Small group	After school
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## Section 7: Title I Program Information

### Directions:

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

### Part 1: Title I Status

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

### 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.

#### Recruitment:

We recruit teachers by:

- Contacting teaching universities with which we have an on-going relationship, such as Teachers College, Barnard, New York University and Lehman
- Attending DOE sponsored hiring fairs
- Posting on-line teaching position vacancy notices with our member organization, The NY Performance Standards Consortium
- Contacting the Fellows programs, including the Peace Corps Fellows program
- Contacting the Office of Teacher Recruitment
- Viewing applications on the Open Market system

All teachers must first submit a statement of educational philosophy, a writing sample, copy of a valid teaching license, and a resume. This is reviewed by our hiring committee comprised of teachers, students and administrators. Teachers who meet the criteria collaborative established by our staff are then invited to visit the school to observe classes and participate in conversations with teachers. They are then invited to participate in interviews conducted by the hiring committee members, which include teachers, students and administrators.

Teacher references are checked by an administrator and/or hiring committee teacher. Licenses are reviewed by the school business manager to ensure that the teacher candidate is appropriately licensed and credentialed.

#### Retention and Support

- In addition to the DOE mandated mentor support provided to all first year teachers, we also link our first year general education teachers with a special education teacher to help them better learn to differentiate and scaffold skills and knowledge for all students.
- As well, we provide a mentor for our second year teachers to focus on goals and target areas jointly identified by the teacher, mentor and school leaders.
- We have a new/newer teacher support group, led by our master teacher, which meets twice monthly after school to orient new teachers to the school, to address issues and concerns and to provide curricular and/or

instructional support for new, newer or struggling teachers.

- Our social workers and senior staff conduct professional development sessions for our new teachers prior to the beginning of the school year.
- Our social workers and senior staff provide professional development for new/newer teachers on leading an advisory group at the beginning of the school year and then provide additional support throughout the school year.
- For all teachers, walkthroughs and observations target professional, pedagogical goals that the teacher has identified for him/herself for the school year.
- A professional development plan is designed by the Planning committee and targets areas in which teachers have expressed a need and/or in which there has been an observed need.
- Teachers work collaboratively in grade level, department and family group grade level groups to plan curriculum, design PBATs and share teacher and student work. These collaborations support our teachers, especially those who are new(er) or struggling.
- All teachers are part of smaller professional learning groups and use these groups to conduct two rounds of inter-visitations of classes during the year. This is supported by providing coverages so that teachers can visit colleagues. As well, teachers visit classes of colleagues in both network and Consortium schools.

**Assignments:**

Department heads and school leaders work collaboratively with new teachers to make decisions on teaching assignments that best suit the strengths of the new teachers. The number of preps is kept to a minimum for new teachers.

**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).

Ongoing professional development is provided to ensure that all staff members are equipped to help all students meet the CCSS. The school's planning committee meets at the beginning of the school year to develop the school's professional development plan, which includes a strong focus on development staff capacity to ensure that all students are better prepared to meet the CCSS.

We are a PROSE school and have created both model teacher and master teacher positions at our school to support the development of our teachers. Both the master and the model teachers will use their classrooms to model highly effective teaching practices. As well, they are working one-to-one and in small professional learning groups with teachers to provide professional development in the areas of: assessment, curriculum development and instruction. Another vehicle for professional development activities is through department professional development meeting time. Department members co-create and examine curriculum together including course overviews, unit maps and lesson plans against the CCSS to ensure alignments. The department members collaboratively develop and revise curriculum during the school year to maximize alignment to the CCSS.

We use our network instructional coaches to provide coaching cycles to both individual teachers and to small groups of teachers. They co-develop curriculum (department four year plans, unit curriculum maps and daily lesson plans) with teachers by teaching them how to effectively use a backwards planning model for curriculum development. They assist teachers with aligning their curriculum and assessments to the CCSS.

All unit maps and lesson plans developed by teachers at CSSJ follow a jointly developed template that requires teachers to explicitly identify how the unit/lesson aligns with the CCSS.

As well, teachers attend professional development workshops during the school year on aligning curriculum with the CCSS with other member schools of the NY Performance Standards Consortium. They bring existing unit plans to examine and norm with teachers from other schools. They use this to then revise their curriculum.

School administrators receive professional development about the CCSS through both their network instructional coaches and through the NY Performance Standards Consortium.

### **Part 3: TA Schools Only**

#### **3a. Use of Program Resources**

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

N/A

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

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

N/A

### **Part 4: SWP Schools Only**

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

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

N/A

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

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

We are a member school of the NY Performance Standards Consortium. As such, we use performance based assessment tasks (PBATs) in lieu of the Math, Science and Social Studies NYS Regents exams to graduate students. All teachers use the Consortium-developed graduation level rubrics in those areas to assess students. Teachers make decisions about formative assessments, in the form of smaller grade level and class level PBATs, as well as about culminating, graduation assessments. They work collaboratively in departments and in grade level teams to make curricular and instructional decisions and to co-create curriculum and assessments. Each smaller PBAT is assessed using a rubric based on the graduation level rubric in the appropriate area, or using the actual graduation level rubric. These PBATs and rubrics are collaboratively developed by teachers in their department and grade level groups.

Teachers receive professional development in activities led by staff members and school leaders, through coaching cycles with Network instructional coaches, from our Master and Model teachers, and by attending Consortium designed professional development workshops and through inter-visitations with member Consortium schools.

#### **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	\$ 274,050	X	9,10,13,14,15,16, 18,19,22
Title I School Improvement 1003(a)	Federal			
Title I Priority and Focus School Improvement Funds	Federal	65,671	X	9,10,13,14,15,16, 18,19,22
Title II, Part A	Federal			
Title III, Part A (LEP)	Federal	11,200	X	9,10,13,14,15,16, 18,19,22
Title III, Immigrant	Federal			
Tax Levy (FSF)	Local	2,055,904	X	9,10,13,14,15,16, 18,19,22

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

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

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

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

- Consolidating Federal funds eases the requirements for accounting for funds from each specific program separately, because a Schoolwide school is not required to distinguish among funds received from different sources when accounting for their use.
- A school that consolidates Federal funds in its Schoolwide Program is not required to meet most of the statutory and regulatory requirements of the specific Federal programs included in the consolidation (e.g.,

semi-annual time and effort reporting for Title I). However, the school must ensure that it meets the **intent and purposes of the Federal programs** included in the consolidation so that the needs of the intended beneficiaries are met.

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

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

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

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

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

*(Required for All Title I Schools)*

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

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

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

### Parent Involvement Policy (PIP) Template

Educational research shows a positive correlation between effective parental involvement and student achievement. The overall aim of this policy is to develop a parent involvement program that will ensure effective involvement of parents and community in the school. **Community School for Social Justice**, 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. **Community School for Social Justice** 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

## **Community School for Social Justice – School Parent Involvement Policy 2014-15:**

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 our school. Therefore, our school, in compliance with the Section 1118 of Title I, Part A of the No Child Left Behind (NCLB) Act, is responsible for creating and implementing a parent involvement policy to strengthen the connection and support of student achievement between our school and the families. Our 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 our school community. Our school will support parents and families of Title I students by:

1. Community School for Social Justice will take the following actions to involve parents/guardians in the joint development of its school parental involvement plan:
  - Ensure translation of materials to be sent home in every language spoken by students' families
  - The Parent Coordinator will support the PTA and SLT in reaching out to families to improve attendance of meetings, open school nights and afternoons, PBAT presentations, and other school functions.
2. Community School for Social Justice will provide the following necessary coordination, technical assistance, and other support in planning and implementing effective parental involvement activities to improve student academic achievement and school performance:
  - Provide stationary, printing, and postage to facilitate outreach to families.
  - Family Group advisors will reach out to families to encourage participation and involvement in student and school achievement and performance.
3. Community School for Social Justice will coordinate and integrate Title I parental involvement strategies in the following ways:
  - Our current group of active parents/guardians will reach out to and recruit the parents/guardians of our new students. We will hold family-based activities like dinners, ice cream socials and other events to introduce the parents/guardians to the school and to get them involved in school activities. Advisors will call parents and get to know families. They will invite them into the school and encourage them to work with advisors on academic needs for their child.
  - Our parent coordinator will act as a liaison between the school and the parents/guardians to promote greater participation in school-related activities.
  - The SLT will train parents to understand the school budget, help to prepare the CEP, and practice facilitation skills.
  - We will host SAT and PBAT and Regents Prep Information Sessions, as well as College Readiness meetings and Financial Aid workshops. The guidance counselor will reach out to parents/guardians to involve them in creating their child's post-graduation college and career plan.
4. Community School for Social Justice will take the following actions to conduct, with the involvement of parents/guardians, an annual evaluation of the content and effectiveness of this parental involvement policy in improving school quality. The evaluation will include identifying barriers to greater participation by parents/guardians in parental involvement activities (with particular attention to parents who are economically disadvantaged, are disabled, have limited English proficiency, have limited literacy, or are of any racial or ethnic minority background). The school will use the findings of the evaluation about its parental involvement policy and activities to design strategies for more effective parental involvement, and to revise, if necessary (and with

the involvement of parents/guardians) its parental involvement policies.

5. Community School for Social Justice will build the school's and parents'/guardians' capacity for strong parental involvement, in order to ensure effective involvement of parents/guardians and to support a partnership with the parents/guardians, and the community to improve student academic achievement, through the following activities specifically described below:
  - a. The school will provide assistance to parents/guardians of children served by the school, as appropriate, in understanding topics such as the following, by undertaking the actions described:
    - i. the State's academic content standards
    - ii. the State's student academic achievement standards
    - iii. the State and local academic assessments including alternate assessments, the requirements of Part A, how to monitor their child's progress, and how to work with educators: (List activities, such as workshops, conferences, classes, both in-State and out-of-State, including any equipment or other materials that may be necessary to ensure success.)
  - b. The school will provide materials and training to help parents/guardians work with their children to improve their children's academic achievement, such as literacy training, and using technology, as appropriate, to foster parental involvement. In order to ensure effective parental involvement parents/guardians will be asked to participate in "Curriculum Night" twice yearly where they have the opportunity to meet and have a discussion with grade level teachers regarding the academic expectations of their child for each subject, review the major projects and course work for each class, and will be provided with a summary and timeline of the PBAT structure. In addition, we will set up individual accounts for each parent/guardian to access Skedula, an electronic grade book system, where they can monitor their child's academic achievement on a weekly basis. We will train them in the use of Skedula as well.
  - c. The school will, with the assistance of its parents/guardians, educate its teachers, pupil services personnel, principal and other staff, in how to reach out to, communicate with, and work with parents/guardians as equal partners, in the value and utility of contributions of parents, and in how to implement and coordinate parent programs and build ties between parents and schools.
  - d. The school will take actions to ensure that information related to the school and parent- programs, meetings, and other activities, is sent to the parents/guardians of participating children in an understandable and uniform format, including alternative formats upon request, and, to the extent practicable, in a language the parents/guardians can understand.

### School-Parent Compact (SPC) Template

**Community School for Social Justice**, 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 will all members of the school community;
- supporting parental involvement activities as requested by parents;
- ensuring that the Title I funds allocated for parent involvement are utilized to implement activities as described in this Compact and the Parent Involvement Policy;
- advising parents of their right to file a complaint under the Department's General Complaint Procedures and consistent with the No Child Left Behind Title I requirement for Elementary Secondary Education Act (ESEA) and Title I programs;

**II. Parent/Guardian Responsibilities:**

- monitor my child's attendance and ensure that my child arrives to school on time as well as follow the

- appropriate procedures to inform the school when my child is absent;
- ensure that my child comes to school rested by setting a schedule for bedtime based on the needs of my child and his/her age;
- check and assist my child in completing homework tasks, when necessary;
- read to my child and/or discuss what my child is reading each day (for a minimum of 15 minutes);
- set limits to the amount of time my child watches television or plays video games;
- promote positive use of extracurricular time such as, extended day learning opportunities, clubs, team sports and/or quality family time;
- encourage my child to follow school rules and regulations and discuss this Compact with my child;
- volunteer in my child's school or assist from my home as time permits;
- participate, as appropriate, in the decisions relating to my child's education;
- communicate with my child's teacher about educational needs and stay informed about their education by prompting reading and responding to all notices received from the school or district;
- respond to surveys, feedback forms and notices when requested;
- become involved in the development, implementation, evaluation and revision to the Parent Involvement Policy and this Compact;
- participate in or request training offered by the school, district, central and/or State Education Department learn more about teaching and learning strategies whenever possible;
- take part in the school's Parent Association or Parent-Teacher Association or serve to the extent possible on advisory groups, e.g., Title I Parent Committees, School or District Leadership Teams;
- share responsibility for the improved academic achievement of my child;

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

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

## **Community School for Social Justice School-Parent Compact 2014-15**

The Community School for Social Justice, 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. This school-parent compact is in effect during school year 2014-15.

### School Responsibilities

The Community School for Social Justice will:

*Provide high-quality curriculum and instruction consistent with State Standards in a supportive and effective learning environment that enables participating children to meet the State's student academic achievement standards and assessments as follows:*

- 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 child's achievement will be discussed, as well as how this compact is related ;
- Providing parents/guardians with frequent reports on their children's progress. Specifically, the school will provide reports as follows: marking period report cards six times annually and mid-marking period progress reports six times annually. As well the school will use an interactive grading reporting system, currently Skedula, and will provide parents and students with passwords and training so that they may independently access information about student progress at any time;
- Holding grade level meetings with parents/guardians at the beginning of each semester to review and discuss the grade level academic and behavioral expectation, as well as to review school-wide and grade-level requirements for graduation and to review the grade level curriculum in each subject area;
- Providing parent/guardians reasonable access to staff. Specifically, staff will be available for consultation with parents/guardians as follows: all students have a family group advisor who is the primary liaison between the school and home. As well, the school has an open door policy for parents and guardians;
- Providing parents/guardians opportunities to volunteer and participate in their child's class, and to observe classroom activities, as follows: participating in organizing and running school events, participating in student PBAT presentations, conducting fundraising events and visiting classes;
- Involving parents/guardians in the planning, review, and improvement of the school's parental involvement policy, in an organized, ongoing, and timely way;
- Involving parents/guardians in the joint development of any School-wide Program plan (for SWP schools), in an organized, ongoing, and timely way;
- Holding an annual meeting to inform parents/guardians of the school's participation in Title I, Part A programs, and to explain the Title I, Part A requirements, and the right of parents to be involved in Title I, Part A programs. The school will convene the meeting at a convenient time to parents/guardians, and will offer a flexible number of additional parental involvement meetings, such as in the morning or evening, so that as many parents/guardians as possible are able to attend. The school will invite to this meeting all parents/guardians of children participating in Title I, Part A programs (participating students), and will encourage them to attend;
- Providing information to parents/guardians of participating students in an understandable and uniform format, including alternative formats upon the request of parents/guardians with disabilities, and, to the extent practicable, in a language that parents/guardians can understand;
- Providing information about Title I Part A programs to parents/guardians of participating children in a timely manner. Information includes a description and explanation of the school's curriculum, the forms of academic assessment used to measure children's progress, and the proficiency levels students are expected to meet;
- At the request of parents/guardians, providing opportunities for regular meetings for parents/guardians to formulate suggestions, and to participate, as appropriate, in decisions about the education of their children. The school will respond to any such suggestions as soon as practicably possible;
- Providing each parent/guardian timely notice when their child has been assigned or has been taught for four (4) or more consecutive weeks by a teacher who is not highly qualified within the meaning of the term in section 200.56 of the Title I.

Parent/Guardian Responsibilities

*We, as parents/guardians, will support our children's learning in the following ways:*

- Monitoring 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;
- Ensuring that my child comes to school rested by setting a schedule for bedtime based on the needs of my child and his/her age;

- Checking and assisting my child in completing homework tasks, when necessary;
- Encouraging my child to participate in after school and Saturday tutoring, homework help and PBAT/Regents preparation;
- Discussing what my child is reading each day (for a minimum of 15 minutes);
- Setting limits to the amount of time my child watches television or plays video games;
- Promoting positive use of extracurricular time such as, extended day learning opportunities, clubs, team sports and/or quality family time;
- Encouraging my child to follow school rules and regulations and discuss this Compact with my child;
- Volunteering in my child's school or assisting from my home as time permits;
- Participating, as appropriate, in the decisions relating to my child's education;
- Communicating 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;
- Responding to surveys, feedback forms and notices when requested;
- Becoming involved in the development, implementation, evaluation and revision to the Parent Involvement Policy and this Compact;
- Participating in or requesting training offered by the school, district, central and/or State Education Department learn more about teaching and learning strategies whenever possible;
- Taking 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;
- sharing responsibility for the improved academic achievement of my child;

Student Responsibilities:

*We, as students, will share the responsibility to improve our academic achievement and achieve the State's high standards. Specifically, I will:*

- Attend school regularly and arrive on time;
- Do my homework/PBAT assignments and submit them on time;
- Ask for help when I need it; offer help to others when they need it;
- Read at least 30 minutes every day outside of school time;
- Attend Saturday and after school tutoring and/or PBAT and Regents Prep classes if recommended or mandated by my teachers
- Follow the school rules and be accountable for my actions;
- Show respect for myself, for others and for property;
- Strive to mediate and resolve all conflicts peacefully;
- Give my parent(s), or the adult(s) responsible for my welfare, all notices and information received by me from my school every day.

**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>07</b>	Borough <b>Bronx</b>	School Number <b>427</b>
School Name <b>Community School for Social Justice</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>Sue-Ann Rosch</b>	Assistant Principal <b>Jaime Guzman</b>
Coach <b>type here</b>	Coach <b>type here</b>
ESL Teacher <b>Suzanne Kott</b>	Guidance Counselor <b>Celeste Hill</b>
Teacher/Subject Area <b>Lacey Ross</b>	Parent <b>type here</b>
Teacher/Subject Area <b>Dana Sutherland</b>	Parent Coordinator <b>Alane Sosa</b>
Related Service Provider <b>Patrick Reimer</b>	Other <b>type here</b>
Network Leader(Only if working with the LAP team) <b>type here</b>	Other <b>type here</b>

### C. Teacher Qualifications

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

Number of certified ESL teachers currently teaching in the ESL program.	<b>1</b>	Number of certified bilingual teachers <u>not</u> currently teaching in a bilingual program	<b>0</b>	Number of teachers who hold both content area and ESL certification	<b>1</b>
Number of certified bilingual teachers currently teaching in a bilingual program	<b>0</b>	Number of certified NLA/foreign language teachers	<b>0</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>336</b>	Total number of ELLs	<b>39</b>	ELLs as share of total student population (%)	<b>11.61%</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										13	12	11	3	39
SELECT ONE														0
<b>Total</b>	0	0	0	0	0	0	0	0	0	13	12	11	3	39

## B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	39	Newcomers (ELLs receiving service 0-3 years)	5	ELL Students with Disabilities	22
SIFE	0	ELLs receiving service 4-6 years	11	Long-Term (completed 6+ years)	23

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. [?](#)

	ELLs by Subgroups									Total
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			
	All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD	
TBE										0
Dual Language										0
ESL	5		2	11		4	23		14	39

ELLs by Subgroups										
ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			Total	
	All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD	Total
<b>Total</b>	<b>5</b>	<b>0</b>	<b>2</b>	<b>11</b>	<b>0</b>	<b>4</b>	<b>23</b>	<b>0</b>	<b>14</b>	<b>39</b>
Number of ELLs who have an alternate placement paraprofessional: <u>3</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>	<b>0</b>													

\*EP=English proficient student

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

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

**This Section for Dual Language Programs Only**

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

**Freestanding English as a Second Language**

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

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish										11	11	11	3	36
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic														0
Haitian														0
French											1			1
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other										2				2
<b>TOTAL</b>	<b>0</b>	<b>13</b>	<b>12</b>	<b>11</b>	<b>3</b>	<b>39</b>								

## Part III: Assessment Analysis

### Assessment Breakdown

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

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

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Beginner(B)										0	1	0	0	1
Intermediate(I)										3	4	2	0	9
Advanced (A)										4	4	4	3	15
Total	<b>0</b>	<b>7</b>	<b>9</b>	<b>6</b>	<b>3</b>	<b>25</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	7		3	
Integrated Algebra				
Geometry				
Algebra 2/Trigonometry				
Math _____				
Biology				
Chemistry				
Earth Science				
Living Environment				
Physics				
Global History and				
Geography				
US History and				
Foreign Language				
Government				
Other _____				
Other _____				
NYSAA ELA				
NYSAA Mathematics				
NYSAA Social Studies				
NYSAA Science				

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

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

- Describe what assessment tool your school uses to assess the early literacy skills of your ELLs (e.g., ECLAS-2, EL SOL, Fountas and Pinnell, DRA, TCRWP). What insights do the data provide about your ELLs? How will this data help inform your school's instructional plan? Please provide any quantitative data available to support your response.  
 Paste response to questions here: 1. We are a portfolio assessment school with a Regents waiver from the state except for the ELA exam. Therefore, we do not give assessment exams except Scan-tron, which is administered to all ninth and tenth grade students and assesses their current reading levels. Our ninth grade ELLs all scored between the fourth and sixth grade reading levels. Our tenth

grades scored between the fifth and eighth grade levels. The scores only test through the ninth grade. We do targeted reading intervention through the English classes, which is where the ESL teacher pushes in. We use small group instruction including literature circles and Socratic seminar to address reading concerns. The ESL teacher reinforces phonemic awareness to build fluency. We also offer Saturday instruction several times a year to target remediation for students who require it. The emphasis is on building reading and writing skills. Students are assessed first based on their NYSESLAT scores. The ESL teacher then meets individually with students and assesses their needs. We use this information to adapt class curriculum and focus on the skills each student needs. We have had one new ELL admit this year and two students currently completing their first year of service. According to their LAB scores they were non-English speaking when they arrived. As 34/48 students passed the Listening and Speaking section and 13/48 students scored Advanced versus 15/48 scoring Advanced and 28/39 scoring Intermediate on the Reading and the Writing sections we emphasize building reading and writing skills in classroom instruction. The majority of our students who have difficulty progressing on the NYSESLAT are our LTE students. Looking at our trends over time, we see that many of our newer students pass. Therefore, we focus our own assessments and instruction on pinpointing areas where students are struggling and focusing instruction specifically to these needs.

2. What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?

Paste response to question here: 2. Most students are either achieving a higher score or passing the listening/speaking sections while scoring in the intermediate/advanced range in the reading and writing sections. Newly admitted students (1-6 year range) are progressing more quickly than the long term ELLs. Special education ELLs who have been ELLs for their entire school careers are having difficulty passing the reading/writing sections. Two of our three ELLs with bilingual mandates passed the NYSESLAT. Most of our newly admitted ninth grade ELLs were long-term ELLs and ELLs with IEPs. Most of our current 10-12th grade general education students progressed on the test, improving in one or more modalities.

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

Paste response to question here: 3. Data indicates that students are struggling with reading and writing skills. Subject area teachers are receiving professional development on improving vocabulary acquisition, reading and writing strategies and including different modalities to reinforce concepts. The ESL teacher will increase instructional time on grammar and reading strategies. Teachers are incorporating a more student centered approach to increase student engagement including strategies such as: Sorts, Literature Circles and Socratic Seminars. Our AMO consists of Regents data. Our ELL cohort is not large enough to be included. Based on our own analysis, our general education ELLs consistently pass the regents. We provide extra support for them and our sped. population in our cohorting. We also give mock regents exams which we analyze to address areas of concern

4. For each program, answer the following:

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

Paste response to questions here: . a. The current patterns across grade levels indicate that most students are either achieving a higher score or passing the listening and speaking sections. Progress is faster on the reading and writing sections. Within the ELL population, long term-special education students are struggling the most on the reading and writing sections although they consistently pass both the listening and speaking parts. As a Pbat school, our emphasis is on reading and writing in English as students cannot write Pbat in their native languages.

b. Our school community reflects upon student achievement on a weekly basis as a group during staff meeting. Teachers assess student learning daily and reinforce key concepts. Grade levels and departments meet weekly to review student progress and re-evaluate curriculum. The ESL teacher rotates through department and grade level meeting to provide support. Alternative teaching methodologies are discussed and implemented and interventions are set into place.

c. The school is learning that students need more focused instruction on writing strategies and vocabulary development. We are continuing to work toward standardizing language instruction and strategies across departments and grade levels. As a pbat school, we improved our assessments in the ninth grade and added two tenth grade assessments to support student achievement in the upper grades

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

Paste response to question here: Not applicable

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

Paste response to question here: All teachers are made familiar with each student's learning needs by the ESL teachers. Instructional strategies are discussed and implemented with the help of the ESL teachers. NYSESLAT scores are discussed as are the length of service and SIFE needs. Additionally, teachers bring curriculum concerns to the attention of the ESL teacher as needed. Content area teachers are briefed on each child's background by the ESL teacher. Teachers use the information to differentiate and scaffold

instruction to meet each child's needs. Teacher's are incorporating Language Objectives into their lessons to target English Language learning in each unit.

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

Paste response to questions here: Not Applicable

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

Paste response to question here: Our ELLs have been successful in earning 10 credits or more and as a result have moved onto the next grade level. For example, 90% of our ELLs were promoted during the 2012-13 school year, which was the highest achieving sub-group in our population. Furthermore, 8 out of 39 students in grades 9-12 passed the NYSESLAT and an additional 12 students moved up at least 1 level.

## 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](#).)

Paste response to question here: When a new admit arrives to the Community School for Social Justice, the ESL teacher, Suzanne Kott, or the Assistant Principal, Jaime Guzman, are called to the office to administer the Home Language Identification Survey. They work with each parent to complete the survey. If the survey indicates that the child speaks a language other than English, the parent and the student are given an in-depth interview. The Parent Coordinator, Alane Sosa, may be called to help translate if necessary. Parents and students are queried as to how many years of education the student received, what language the education was administered in, where that education took place, and what language is primarily spoken in the home. Based on those responses, as well as those relevant sections of the HLIS, a determination is made on whether to administer the LAB-R. The LAB-R is then administered within 10 days of enrollment and hand scored. A placement, if warranted, is made. If the student is a Spanish speaker and eligible per the LAB-r, the Spanish LAB is administered within ten days. The AP, Mr. Bonnick, orders LAB-R each fall. The test is then returned the District Coordinators office. The LAB-R is administered by our licensed ESL teacher, Ms. Kott, who also packages and returns the tests to the scanning center. The Spanish LAB is administered by the ESL teacher and one of the bilingual paraprofessionals who aid in translation.

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.

Paste response to question here: Parent Orientation meetings are held starting in September by the ESL teacher Suzanne Kott and the Parent Coordinator, Alane Sosa. Parents are sent letters inviting them in their native language to attend this meeting and we follow-up with this communication with a phone call from a bilingual Paraprofessional in their native language the week before the meetings to remind them to attend. Further meeting are then held in October before Parent-teacher conferences and again in March. When we receive new admits the ESL teacher and Parent Coordinator meets with them on an individual basis and describes the programs and their options.

Orientation Meetings are held by the ESL teacher, Assistant Principal, and the Parent Coordinator. Our parent coordinator provides translation services. Parents are informed of their three program choices in New York City in several ways. First, parents are informed of the three choices in the Entitlement letter. They then come to the Parent Orientation Meeting where they read about the three choices in the Parent Brochure and see the data behind these choices in the video. After the video, parents again see these choices in the Parent Selection Form. We work diligently to ensure 100% attendance to our Parent Orientation Meetings so we vary the times to meet parent schedules. Should a student arrive mid-year, the parent is called in for a meeting after the LAB-r is administered and the results are calculated.

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 [\[see tool kit\]](#).)

Paste response to question here: Every September, entitlement letters on school letterhead and in the parent preferred language, are mailed home and given to each student. As well as Entitlement letters, we send continued Entitlement letters asking parents to sign acknowledging their awareness of their child's continued services. If the letter is not returned, parents are called and asked to verify that they received the letter and to return it to the school. Records of the calls are kept. In addition, letters are handed out and collected at parent orientation and meetings. Letters are stored in a secured binder in the the AP's, Mr. Guzman's office and collected by Mr. Guzman and Ms. Kott. Copies of letters are handed out by the Family Group advisor during Parent-Teacher conferences and mailed home with the first report card if the parent does not attend.

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.

Paste response to question here: . Currently, only one special education parent has requested Bilingual education; therefore, the school only possesses an ESL program. The parent chooses to have their child remain in the school with an alternative placement paraprofessional. Their options are explained to them at parent orientation meeting and at the their annual IEP meetings, which the ESL teacher attends. We explain our push-in program. At parent meetings, all program options are explained and relevant literature describing each program is given to the parent in both their native language and English. A translator is arranged in the parents native language and they guarantee the parent's understanding of their options. The relevant video is also shown. Parents who request a different program are educated in their rights and given a list of schools that possess their desired program. The Guidance Counselor then meets with the parent and student to discuss the schools. Parents are then directed back to the ISC.

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.

Paste response to question here: The NYSESLAT is administered by our licensed ESL teacher, Ms. Kott, who also packages and returns the tests to the scanning center. She administers the test with the same security and testing conditions as per all other State tests. Students are scheduled for exams beginning with the speaking. Students receive a test slip telling them when they are scheduled. All teachers receive a copy o the testing schedule. Additionally, a copy of the schedule is sent home to parents. Students are scheduled for testing based first on testing accommodation needs and then by grade level. The Assistant Principal, Jaime Guzman and school aid have copies of the schedule and bring students to the testing site. If a student is absent for their scheduled time, they are re-scheduled and the parent is called.

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](#)

Paste response to question here: An ESL program is provided as per parent request. Only one Special Education student's parent (11th grade) has requested a bilingual program. They were informed that they had the right to request a transfer and declined, preferring to leave the child in the school with a bilingual paraprofessional

## Part V: ELL Programming

### A. Programming and Scheduling Information

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

Paste response to questions here: a. The ESL program utilizes a Push-in. The ESL teacher pushes-in to Social Studies English classes. Because students are served in classes, the push-in model allows us to serve a diverse student body while ensuring that all servicing requirements are met for students at each level. Additionally, students, especially the beginners are given the same opportunities to take as wide a diversity of course offerings as their native English speaking peers. For example, our ESL teacher instructs the ninth grade as a group for 540 minutes each week meeting the service requirements for the beginner students. Because students are cohorted, advanced and intermediate students receive extra time, helping them continue to progress.

b. Students travel as a block in cohorted classes. Students are heterogeneously grouped in classes with former ELLs and native language speakers to encourage interaction in English. Students are cohorted into the ICT classes so service minutes can be met for both general education and special education students. The groups are heterogeneously mixed with both general education and special education native speakers. We have found the particular attention paid in these classes to differentiation to be helpful in servicing our ELL population.

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

Paste response to questions here: The Push-in model ensures that mandated minutes are met because the ELLs are spread throughout the four grades and across all three levels. Our class periods are 63 minutes long and students in each grade are cohorted therefore, all student, regardless of NYSESLAT score, receive 540 minutes. Our ELL students are placed in 1 cohort in each grade level. Cohorting the students in heterogenous classes allows us to more easily meet the mandated minutes and gives students greater opportunity to interact with exited ELLs and native English Speakers. There are also a mix of mandated, LTE and LTE Sp. Ed. students. The licensed ESL teacher works with students in all four grade levels.

a. Student's native language skills are supported in class during groupings as students who are non-English speaker are grouped with bilingual and native speakers. Additionally, students are given assignment in their native language as well as English. They are also allowed to respond in their native languages for specified assignments. Spanish speakers receive a minimum of one year of Spanish. Many students are then enrolled in an advanced Spanish class.

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

Paste response to question here: Content areas are taught in English. Using the push-in model, the ESL teacher co-plans with subject area teachers and also provides direct instruction on occasion. She ensures that ESL students receive explicit instruction throughout the program. As a projects based school, the ESL teacher works directly with the students in small groups providing instruction through the content areas and supplementing as needed to target each students' needs. This allows the ESL teacher to work with the subject area teachers to better scaffold and differentiate instruction for the the ELLs. The subject area teachers are also able to extend this training throughout other areas of their instruction. The ESL Teacher is also able to learn the mainstream content and target entry points for their students. Teachers have access to bilingual materials to supplement their assignments. Students are paired with a non-ELL bilingual student who can provide translation when necessary. Students are supplied with pictures to help them understand concepts. Additionally, each class with beginners has a bilingual para-professional assigned to the class to help with those students' translation needs. Additional time is provided after school. Many assignments are adapted to students' levels. Students receive bilingual dictionaries when needed as there are sets available in every classroom and one has

been provided for the beginners to carry with them and bring home.

Some of the methods teacher employ are the use graphic organizers in the subject area classes., including; T-Charts (list ideas and explain), Venn Diagram (categorize, compare and contrast) Tree Diagram (Organize pre-writing) to help with comprehension. We also implementation cross-curricular word analysis and language dissection: Word Walls, reinforcement of content area vocabulary in ESL, English, Science and Social Studies Classes focusing on cognates, definitions and usage of prefixes and suffixes Direct Vocabulary instruction including the use of student generated personal dictionaries to define new words using first formal definitions then re-phrasing, visuals and sentences. Definitions include content area terminology as well as conversational language.

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

Paste response to question here: Materials are provided in their native language throughout the year.

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

Paste response to question here:

5. Our project based learning requires students to use each of the four modalities on a daily basis. Students must read and write in every class, daily. Additionally, student centered learning requires students to speak and listen to each other during group work. Students present their projects regularly in classes in preparation for the Pbat. The four modalities are built into our learning model for all students. Teachers evaluate students daily by using Do Nows and exit slips . Additionally, students provide feedback and evaluate each other during groupwork activities. As a Pbat school, we do not implement formal assessment for students except for the scan-tron testing in reading described above for the ninth and tenth grades.

6. How do you differentiate instruction for ELL subgroups?

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

Paste response to questions here: A. SIFE students are identified at the beginning of the school year. Parents of all SIFE students are called and the ESL teacher, Assistant Principal, Parent Coordinator and the students staff advisor attempt to meet with the student and their parent to identify the cause of the concern, discuss a plan to aid the student in improving their attendance and implementing a tutoring schedule with the ESL teacher and the subject area teachers to help bring the student up to grade level. If the parent is unavailable, the meeting is held with the student and the parent is called to seek their assistance in implementing the program. The student's attendance is monitored by the Advisor and ESL teacher and the parents are called if a pattern begins to develop. Should attendance become an issue, the Parent Coordinator brings the concern to the attendance committee who use their resources to help the student. During tutoring, subject area teachers focus on each students' deficiencies while reinforcing new material. Each content area teacher works with a Special Education teacher in one of their cohorts. They jointly modify their materials for the special education students. These materials are often used to differentiate instruction for SIFE students in conjunction with grade level materials to help scaffold the students to be able to work at grade level. When necessary, although we use a monolingual program, materials are given in the students' native language to aid in acquisition. Students can also receive help during our daily advisory period called Family Group. Their advisor, a licensed teacher, works with students to help them better understand and complete their assignments. They have access to each students progress reports Edline.net and help monitor their progress in each content area, consulting with content teachers to provide supplementary materials to students as needed.

B. Newcomers will receive ESL methodologies through a push-in and pull-out model by the ESL teacher. New ESL students will pair up with another bilingual English proficient student who speaks their native language. They will also receive tutoring during the week and on Saturdays. They will receive periodic assessments based on the information being taught in their classes, including ESL, to ensure that they are progressing, and intervention strategies will be provided if they are not. Subject area teachers make use of bilingual materials available to them to help aid the student. Bilingual paraprofessionals are assigned to each class with newcomers and they help translate for the students. The paras have received extensive professional development from our ESL Teacher and work with her during class so they can observe her techniques. During tutoring and Saturday School, the ESL teacher addresses the English Regents. Students are given direct instruction on the test starting in the second semester of tenth grade, practicing their reading comprehension, listening and note taking and learning about the different forms of writing required. Students are given materials, including extra vocabulary, to study at home.

C. 4th-6th year students are individually assessed by the ESL teacher at the start of school to determine their strengths and weaknesses. Writing and reading diagnostics are administered and the results are discussed with the subject teachers and the student so target areas can be determined and addressed. The ESL teacher then uses this information along with the NYSESLAT to design a program for use in ESL. Instruction is normally focused on further acquisition of reading and writing skills as the majority of students are at or near

proficiency in speaking and listening. The ESL teacher focuses their instruction on helping students acquire the targeted skills and extend its use to the subject areas. Instruction is also more focused at this time on acquiring content area terminology and reading and writing across the subject areas. The teacher works with the subject area teachers to help them differentiate instruction to focus on the students needs. Teachers make use of group assignments, pairing the student with another student who has strong skills in those areas. They also provide extra instruction on content area vocabulary acquisition and give students extra vocabulary sheets to aide in content knowledge acquisition.

D. Long-term ELLs are fully serviced as per their NYSESLAT scores. Assessments are made to determine which modalities need to be addressed. The student's attendance, admission and test history are researched to help determine possible causes for the student's status and addressed as needed. Students are encouraged to come to tutoring after school and on Saturdays. Tutoring focuses on content area acquisition as well as intensive language acquisition instruction. We are currently implementing WritetoLearn. We piloted it in the ninth grade last year and are starting it in the tenth grade this year.

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

Paste response to question here: All our teachers co-plan and/or co-teach their lessons with a Special Education teacher who is an expert in the subject area. In conjunction with the ESL Teacher, they work together to modify the curriculum to meet each individual students' needs. The special education teacher will often modify assignments and provide supplementary materials in addition to the ESL Teacher. The two departments have worked closely to share techniques and determine what interventions are necessary to aid each child. Vocabulary words are provided to supplement materials. Lessons are scaffolded to ensure comprehension. Materials are often modified and rubrics are modified as needed. Students language needs are targeted with the following programs as necessary: Wilson Reading, Read Naturally, Basic Writing Skills Great Leaps and WritetoLearn.

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

Paste response to question here: Special needs students are serviced as per their IEPs. CTT students are serviced in class by the ESL teacher and the Sp. Ed. teacher. SETTS students are serviced both in and outside of class. The ESL teacher meets with the Special Education team to discuss the student's needs and helps implement curriculum modification based on their needs. Students whose needs cross-over into both areas are grouped and serviced together. Regular meeting are held between the departments to continue to update and address those students needs. Our CTT students are served in classes with general education students for all their subjects providing them with the least restrictive environment throughout the day.

**Courses Taught in Languages Other than English ⓘ**

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

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

Class/Content Area	Language(s) of Instruction	Class/Content Area	Language(s) of Instruction
Native Language Arts:			
Social Studies:	0		
Math:	0		
Science:	0		

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

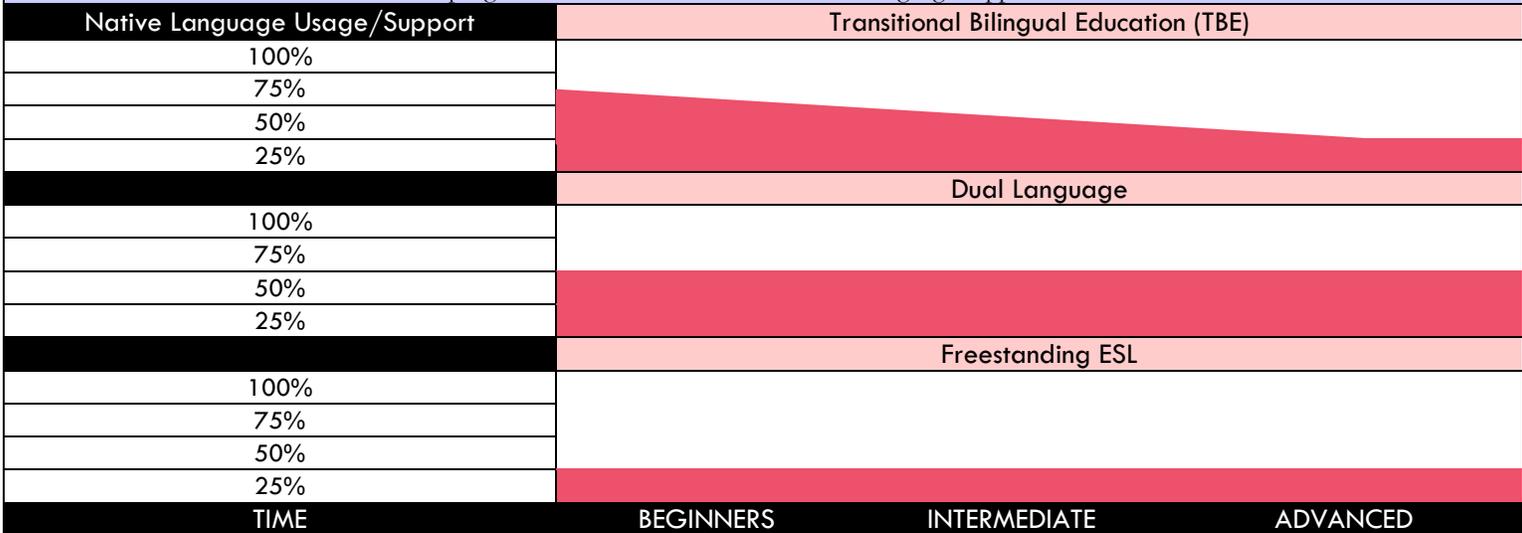
	<b>Beginning</b>	<b>Intermediate</b>	<b>Advanced</b>
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
<b>FOR TBE /DL PROGRAMS:</b> Native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

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

Paste response to question here: Content areas are taught in English. Using the push-in model, the ESL teacher co-plans with subject area teachers and also provides direct instruction on occasion. She ensures that ESL students receive explicit instruction throughout the program. Teachers have access to bilingual materials to supplement their assignments. Students are paired with a non-ELL bilingual student who can provide translation when necessary. Students are supplied with pictures to help them understand concepts. In math, teachers provide targeted interventions to ELL students by color coding problems on the Smart Board to assist students to learn the order of operations, use number sense, and review basic operations. There is also an extra math teacher in the class to give additional support to students. In Social Studies, teachers target vocabulary acquisition to increase content comprehension. In science, teachers target comprehension through the use of manipulatives.

All ninth grade students are assessed through Scan-tron and Read Naturally at the start and end of each year. We use this to determine target areas in reading comprehension and create small groups to be taught by the ESL and Special Education English specialist. "Native language texts are provided. Additional time is provided after school. Many assignments are adapted to student's levels. Special Education ELLs are also serviced through our certified Wilson Reading Specialist. They are also given Read Naturally, Basic Writing Skills and Great Leaps as needed. Our general education ELLs are given Read Naturally and Basic Writing Skills as needed.

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

Paste response to question here: Based on our high graduation rates, Pbat passing rates and continued progress on the NYSESLAT, the ESL program is very effective. Teachers are continuing to be given professional development on working with ELLs. One of the goals of the English department is to establish standardized vocabulary instruction to better serve the needs of ELLs. The program is also being expanded to the other content areas where both academic and non-academic language is targeted. Additionally, we successfully implemented a standardized writing program across the curriculum which we continue to reflect and improve upon.

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

Paste response to question here: . Implementing a.m. tutoring for students who cannot come after school and would prefer morning tutoring is being considered. We hope to provide more tutoring opportunities this way. We are looking at different on-line language learning programs like "Write to Learn."

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

Paste response to question here: None

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

Paste response to question here: ELL students have the same access as any other student to all programs. They are encouraged by the ESL teacher and their family group advisors to participate in extra-curricular activities such as: tutoring, Saturday academy, Deloitte academy, clubs, and sports teams. All advertising information are provided in English and their Native Language. ELL students are offered additional support by participating in our tutoring program and Saturday academy. We ensure that all communication about school program offerings are sent home in the parent preferred language to encourage participation in our programs.

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

Paste response to question here: Students have access to texts and worksheets in the Native Language. They have access to computers in every classroom and smartboards in grades 9-11. Students have access to bilingual books in the Library. Each student is given access to a bilingual dictionary. They can use language learning programs on the internet. Additionally, students are taught how to use the translation program in google.docs as they begin using our schools network in the ninth grade in order to prepare them to write their Performance Based Assessment Tasks which are all complete on google.docs. The following strategies are used across the curriculum; graphic organizers in the subject area classes. T-Charts (list ideas and explain), Venn Diagram (categorize, compare and contrast) Tree Diagram (Organize pre-writing) Implementation of cross-curricular word analysis and language dissection: Word Walls, reinforcement of content area vocabulary in ESL, English, Science and Social Studies Classes focusing on cognates, definitions and usage of prefixes and suffixes. We also use manipulatives where applicable, visuals are provided to help students grasp concepts, and teachers use role playing. Students are given choices of how they want to complete written classroom assessments ranging from oral responses for beginners to letters, essays, pamphlets or posters for more advanced students. Mini-Lessons for direct instruction of identified grammatical errors. Individual student conferencing to address specific

student's needs. Reviewing student generated writing with the individual student to address their specific needs. Direct Vocabulary instruction including the use of student generated personal dictionaries to define new words using first formal definitions then re-phrasing. Definitions include content area terminology as well as conversational language. Students also begin using google.docs to write their essays and Pbats in the ninth grade. All their documents are shared with the ESL teacher who is able to give them feedback and direction on their work through the program. As this feedback is also seen by the subject area teacher, they can better focus and adapt their materials for each child and further aid in their individual language acquisition.

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

Paste response to question here: Materials are translated by teachers for students using google.docs. Additionally, the Science and Social Studies classes have Spanish versions of textbooks that can help students better understand the material presented in class. They are brought to the Library regularly to take out materials in their native language. The students are also taught to use google.docs to help them with translations. Part of the reason we chose WritetoLearn as a language using tool is because it will translate words for students into Spanish furthering comprehension.

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

Paste response to question here: We currently have one student who requires bilingual speech. A speech teacher is brought in to work with him. All SETTTS and ICT services are given in English. A bilingual paraprofessional is assigned to each ICT class to provide translation services as needed. No students require counselling in a language other than English.

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

Paste response to question here: Every May, letters are sent home inviting students and parents to a 9th grade orientation. All letters are sent in both English and the native language. The ESL teacher meets with incoming ELLs and their parents to discuss the schools various programs, the Pbat process and explains the options the parent is entitled to. Letters are sent home to all the ninth grade students at the end of the June inviting them to a three day team building workshop stressing collaboration and community building to be held in July. ELLs are called by the ESL teacher and asked to attend to help them become more comfortable and better acclimated. When new students enroll, they are given an orientation with the ESL teacher and a student is assigned to assist them in class. The ESL teacher introduces the student to their classroom teachers and Family Group teacher who assists in the transition.

18. What language electives are offered to ELLs?

Paste response to question here: Spanish.

19. For schools with dual language programs:

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

Paste response to questions here: Not Applicable.

## C. Professional Development and Support for School Staff

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

Paste response to questions here: The school provides professional development every Wednesday throughout the year. The ESL teacher provides 1 PD a month to staff on curriculum development to meet ELL's needs. She turn-keys PD she attends for staff and works one-on-one with staff members who are struggling to differentiate instruction for ELLs. She also works with Para-professionals assigned to ELLs to help them work more effectively with their students. Teachers are being trained to use SIOP in their classrooms to better meet the needs of ELLs.

2. The ELL teacher goes to several workshops each year provided by BETAC and the Office of ELLs such as the LAP workshop to better implement instruction. She also attends workshops with our Network, CFN 102, and works closely with our ELL instructional coach at the Network. This work includes Inquiry groups and Professional Development. In addition, the ELL teacher will often utilize workshops given by outside agencies like the New York Times. All workshops are designed to align with the Common Core. The ESL teacher provides professional development to the Guidance Counselor on working with ELLs and their needs. They meet regularly to discuss the needs of the ESL population.

The ESL teacher may bring English and subject area teachers.

3. Teachers are provided with background information on each new student such as: NYSESLAT scores and years of service. Also, the ELL teacher attends the three day ninth grade orientation over each summer to meet and evaluate all new ELL student. She then shares the data with teachers, guidance counselor and administration during the first week of school. During the year, the guidance counselor and social workers work with ELL students to address individual academic and emotional needs as they transition into high school.

4. The 7.5 hours includes workshops on discussing the individual needs of students during grade level meetings. It also includes workshops in each subject area during department meetings to areas specific to each subject. Teachers are taught to understand the particular needs of ELLs focusing on scaffolding language and targeting each modality in every lesson. Training for staff begins in the start of the school year with the ESL teacher reviewing NYSESLAT scores and testing levels. She also explains the scores to the staff. The ESL teacher attends weekly grade level meeting to review student progress and train teachers on meeting the needs of the ELLs in their cohort. The ESL teacher gives training at staff meeting on improving instruction with topics including: vocabulary acquisition, writing across the curriculum, using visual aids to improve subject comprehension, modifying language on materials and exams, and testing compliance. The ESL teacher also trains teachers on the techniques she acquires from the outside workshops she attends. Teachers are being trained to use SIOP in the classes. Our ESL teacher has received extensive training in it and meets bi-monthly with a cross-section of teachers who are then able to turn-key the training to their departments and staff. Training occurs during staff meetings, on professional development days and during department meetings.

## D. Parental Involvement

1. Describe ELL parent involvement in your school. Include specific activities that foster parental involvement for parents of ELLs.
2. Does the school partner with other agencies or Community Based Organizations to provide workshops or services to ELL parents?
3. How do you evaluate the needs of the parents?
4. How do your parental involvement activities address the needs of the parents?
  1. Paste response to questions here: Families will be involved through outreach provided by the ESL teacher and family group advisors. Parents have several opportunities each year to meet with teachers including: Student-Parent Orientation for incoming ninth graders in May and July, Meet the Teacher night for all grades in September, and Awards Ceremonies. ESL parents are represented on the PTA advisory board and the SLT team. Opportunities will be provided for parental interaction during the school day. Two additional meeting times are provided for ESL parents during the school day in September and March where our ESL program and parent options and student progress are reviewed. Translation services are provided by our Assistant Principal, Spanish Teacher, Parent Coordinators and Bilingual Paraprofessionals.
  2. We work closely with our Community Based Organization, Bronx Works, to provide opportunities for the families in our school community to be informed and involved in the planning and implementation of our ESL program. They offer a variety of services to parents of ELLs, including: English classes, legal aide, and immigration help.
  3. The school uses the Learning Environment Survey to evaluate the needs of the parent community. Furthermore, the school also provides an orientation for all grade levels in order to inform parents of the goals and expectations for their child and to answer parental concerns. The parent coordinator is available to speak and assist parents. Family group advisers also keep in regular contact with the parent of the students in their group and aid in determining their needs.
  4. Our parent community has requested improved communications with teachers concerning grades and assignments. Therefore, the following has been implemented:
    - Skedula grading system that gives parents access to the most recent student progress and allows parents to email teachers with concerns.
    - Family group advisers are pivotal in maintaining parental involvement and remain with the student throughout their 4 years in school to develop a personal relationship with the student. All communication is bilingual.

## E. Additional Information

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

Paste response to question here:

## Part VI: LAP Assurances

**School Name: Community School for Social Ju**

**School DBN: 07x427**

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Sue-Ann Rosch	Principal		11/1/13
Jaime Guzman	Assistant Principal		11/1/13
Alane Sosa	Parent Coordinator		11/1/13
Suzanne Kott	ESL Teacher		11/1/13
Lisa Lozada	Parent		11/1/13
Lacey Ross/English	Teacher/Subject Area		11/1/13
Tat Seto/SPED	Teacher/Subject Area		11/1/13
	Coach		1/1/01
	Coach		1/1/01
Celeste Hill	Guidance Counselor		11/1/13
Allison Sheehan	Network Leader		11/1/03
	Other _____		1/1/01

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

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

DBN: 07x427 School Name: Community School for Social Justice

Cluster: \_\_\_\_\_ Network: 102

**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.

We use ATS reports to ascertain the home language of our students. For new admits we use the Home Language Informational Survey (HLIS) which is administered by the ESL Coordinator or the Assistant Principal. As well, at the beginning of the school year family group advisors contact the homes of new admits and verify the home language the parents/guardians speak and read in in order to provide effective communication with our families. If any discrepancies are found, the parent coordinator calls to verify. Finally, the information is then given to the school community during the 2<sup>nd</sup> week of staff meeting.

We then use this information to ensure that all written and verbal communication (such as the phone messenger system) goes home in English as well as in the parents'/guardians' preferred choice of language.

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

Approximately 45% of our parents prefer communication in Spanish. One student's parent requires the language Bengali. This information was verified and the Parent Coordinator made the necessary arrangements for translation services. Findings were announced during a staff meeting and shared as a google.doc.

## 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.

Written translation services are provided in Spanish by our paraprofessionals and Spanish Teacher. Documents are also sent out to the Translation and Interpretation Units for translation services. All documents are sent home in English and Spanish. Currently, one parent requested translation in Bengali. Documents are sent out for translation and sent to the parent in English and Bengali.

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

Oral translation is provided in Spanish by the paraprofessionals in Spanish. For Bengali, the parent either brings in a family member, we contact a volunteer or use the phone translation service provided by the Department of Education.

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>.

Parents are mailed the information as part of the beginning of the school year welcome packet.



**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.

<b>Part A: School Information</b>	
Name of School: Community School for Social Ju	DBN: 07x427
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)	

<b>Part B: Direct Instruction Supplemental Program Information</b>
The direct instruction component of the program will consist of (check all that apply):
<input checked="" type="checkbox"/> Before school <input type="checkbox"/> After school <input checked="" type="checkbox"/> Saturday academy
Total # of ELLs to be served: 30
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: 5  
# of certified ESL/Bilingual teachers: 1  
# of content area teachers: 4

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:

A. Saturday School Academy:

During the school year, CSSJ will provide students with high quality instruction during a Saturday Academy program to increase achievement in core content areas. Staff will include 1 licensed ESL teacher, and 1 licensed content area teacher from Math, Science, Social Studies and English. The program will be conducted in English. In addition, a supervisor will also be on site but not paid through Title III. Students will work for 3 hrs, from 9:00am-12:00pm in two sessions, with the ESL teacher. During the first session, the ESL instructor will co-teach with the Math teacher from 9:00-10:30. During the second session, the ESL teacher will co-teach with the Science teacher from 10:30am-12:00pm. The following week, the ESL teacher will co-teach the first session (9:00am-10:30am) with the English teacher and the second session (10:30am-12:00pm) with the Social Studies teacher. The ESL teacher will rotate with the Math/Science teachers and English/Social Studies teachers on a bi-weekly basis. The Saturday School dates are as follows:

January 10, 17, 24, 31

April 18,25

May 2,9,16,23

The ESL teacher will assist to deconstruct the concepts for ELLs while targeting skills needed to succeed in the content areas. The Saturday School program will service 25 students from grades 9-12. The teachers, consisting of a Math, Social Studies, Science and English teacher will co-plan with the ESL teacher. Teachers will be paid through Title III during the time they are teaching ELLs with the ESL teacher.

Rationale:

To offer enrichment in language development and increase achievement in core content areas. We will focus on 15 Intermediate and Beginner students in 9th and 10th grades. Additionally, Special focus will be paid to improving reading and writing skills to transition into college writing for 10 students in the

## Part B: Direct Instruction Supplemental Program Information

11th and 12th grades. Upper grade focus will be on Advanced students and our one intermediate students for a total of 10 eleventh and twelfth graders.

Materials for Saturday Academy:

- 20 copies of Footprint Reading Library Collection by Rob Waring
- 20 Copies of More True Stories by Sandra Heyer

Before School-Small Group Instruction:

We offer small group instruction for approximately 20 students in grades 9-12. This small group instruction will help those students improve their reading and writing skills. Students are targeted based on their classroom grades, practice English Regents writing samples, as well as their NYSESLAT reading and writing scores. Skills will focus on acquisition of academic lexicon, essay writing and reading comprehension. The small group instruction will begin in October and continue through June. Below are the days and times of the week:

- Monday-Thursday (7:50-8:30)

Rationale:

To offer enrichment in essay writing and language acquisition to high need ELLs. In addition, the small group instruction will significantly impact academic development in core content areas. The program will utilize the following methodologies:

- Scaffolding as an essential part of the instructional delivery of the program, such as: modeling, bridging, schema building, contextualization, texted representation and meta-cognition.
- Conferencing with students and informal assessments.
- Acquisition of lexicon for academic progress.

Materials to be used for Before School-Small Group Instruction Program:

- Bilingual dictionaries and thesauri
- Paper, markers, pens, poster paper and chart paper.

Funding will include pay for ESL teacher and the co-teachers during the time the ESL teacher is working with them. Co-planning and supervisor is no cost to Title III.

## Part C: Professional Development

### Part C: Professional Development

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

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

Begin description here:

The ESL teacher, Suzanne Kott, will be working with the Science department as a push-in teacher for the 2014-2015 school year. They will work together as a study group to target skills ELLs need to succeed in Science classes. The teachers will include the ninth and tenth grade Living Environment teachers and the eleventh and twelfth grade Chemistry teachers and one Special Education teacher. By eleventh grade, our ELLs tend to be long-term Special Education students. This year, three of our four remaining ELLs are special education students and the fourth student is here only 3 years. Special focus will be paid to targeting our sped./ELL sub-group. Our study group will meet monthly on Wednesdays from 2:55pm-3:55pm beginning in October 2014 and ending in June 2015. PD will focus on techniques for content area vocabulary acquisition and writing skills for ELLs in preparation for the eleventh/twelfth grade Science Pbat as well as how to modify lessons to aid in language acquisition and content area success for ELLs. They NYSESLAT shows that students greatest need for improvement is in reading and writing. The study groups will discuss ways to target those skills in a content area class.

Rationale: To help the Science teachers improve instructions for our increasing ELL population in preparation for the Pbat in eleventh grade and overall academic achievement.

Schedule and Topics:

November 5: Overview of the Science Pbat

December 17: Scaffolding reading in Science for ELLs

January 14: Scaffolding writing in Science for ELLs

February 11: Research skills

March 18: Writing a reasearch paper

April 15: Incorporating graphic organizers and explaining them in your writing

May 13: Editing research papers

June 3: Presentation skills

Materials:

-Making Content Comprehensible for English Language Learners: the SIOP Model by Deborah Short

### 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

## Part D: Parental Engagement Activities

- how parents will be notified of these activities

Begin description here:

Ninth Grade parental activities for the 2014-2015 school year:

-Promotional Requirements - Program focuses on the support available to ELLs, as well as programs the school offers, such as Saturday Academy and A.M. Tutoring, to help them succeed and graduate. In addition, we will provide a list of outside resources available to ELLs and their families to help students be more successful in school. This meeting will take place on 9/15/2014 from 4:30-5:30 pm by Eileen Rodriguez and Suzanne Kott (English and Spanish).

- Skedula Workshop - Tracking your ELL students' learning. Parents will learn how to use Skedula, an electronic grade book, in order to track their child's progress. This program will be taught by our ESL teacher, Suzanne Kott, and parent coordinator, Eileen Rodriguez, and will help parents become more proactive and an empowered facilitator in their child's learning. This meeting will take place on Thursday, January 15, 2015 from 4:30-5:30 and will be provided in English and Spanish.

- End of the year review and transitioning into the new grade - Discussing any changes to the ESL program and how transitional services work for students who pass the NYSESLAT. Jaime Guzman, Assistant Principal, Eileen Rodriguez and Celeste Hill (English and Spanish) 5/7/2015 from 4:30-5:30 p.m.

Upper Level students: Grades 10-12

-Promotional Requirements - Program focuses on the support available to ELLs, as well as programs the school offers, such as Saturday Academy and A.M. Tutoring, to help them succeed and graduate. In addition, we will provide a list of outside resources available to ELLs and their families to help students be more successful in school. Celeste Hill and Jaime Guzman (English and Spanish) 9/15/2014 4:30-5:30

-College application and Financial aid assistance workshop - Working with ELLs and their parents to successfully navigate the college application process and financial aid available regardless of immigration status: Jaime Guzman and Celeste Hill (English and Spanish) 1/15/2015 4:30-5:30

-Pbat Graduation Review - How to help your ELL stay on track and graduate on time. Eileen Rodriguez and Celeste Hill (English and Spanish) 4/15/2015 - 4:30-5:30

Parents will be notified by monthly parent newsletter, school messenger and phone calls made by family group advisors.

Providers - Jaime Guzman, Assistant Principal, Eileen Rodriguez, Parent Coordinator, Celeste Hill, Guidance Counselor, Suzanne Kott, ESL Teacher

**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, instructional materials.</li> <li>• Must be clearly listed.</li> </ul>	_____	_____
Educational Software (Object Code 199)	_____	_____
Travel	_____	_____
Other	_____	_____
<b>TOTAL</b>	_____	_____