



2014-15
SCHOOL COMPREHENSIVE EDUCATIONAL PLAN (SCEP)
TITLE I APPENDIX FOR SIG COHORT 4/5 AND SIF SCHOOLS

DBN: (i.e. 01M001): **10X440**

School Name: **DEWITT CLINTON HIGH SCHOOL**

Principal: **SANTIAGO TAVERAS**

Outline of SCEP Title I Appendix for SIG Cohort 4/5 and SIF Schools

Section 1: School Information Page

Section 2: School Leadership Team (SLT) Signature Page

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

Section 4: Academic Intervention Services (AIS)

Section 5: Expanded Learning Time (ELT)

Section 6: Title I Program Information

Section 7: Parent Involvement Policy (PIP) and School Parent Compact (SPC)

Section 1: School Information Page

School Information

School Name: DeWitt Clinton High School School Number (DBN): 10X440
School Level: High School Grades Served: 9 - 12
School Address: 100 West Mosholu Parkway South, Bronx, New York 10468
Phone Number: 718-543-1000 Fax: 718-548-0036
School Contact Person: Margaret Glendis Email Address: mglendi@schools.nyc.gov
Principal: Santiago Taveras
UFT Chapter Leader: Alan Ettman
Parents' Association President: Esmeralda Rosas
SLT Chairperson: Stan Dubin
Student Representative(s): Mariely DeLaCruz, Quandell Joseph

District Information

District: Bronx HS (10) Superintendent: Elaine Lindsey
Superintendent's Office Address: 1 Fordham Plaza, Bronx, NY 10458
Superintendent's Email Address: elindse@schools.nyc.gov
Phone Number: 718-741-5852 Fax: 718-741-7098

Cluster and Network Information

Cluster Number: 6 Cluster Leader: Jose Ruiz
Network Number: 603 Network Leader: Lawrence Pendergast

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:

1. 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*.
2. 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.**
3. 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)
Santiago Taveras	*Principal or Designee	
Alan Ettman	*UFT Chapter Leader or Designee	
Esmeralda Rosas	*PA/PTA President or Designated Co-President	
	DC 37 Representative, if applicable	
Quandell Joseph Siria Trochez Rafiaty Zawal Diana Luna Mariely DeLaCruz	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
Antonia “Toni” Campopiano	CBO Representative, if applicable	
Craighton Barry	Parent	
Florencia Ayala	Parent	
Gabriela Panagiosoulis	Assistant Principal	
Margarita Pajarito	Parent	
Siria Trochez	Student	
Luis Guerrero	Teacher	
Stan Dubin	Assistant Principal	
Andreas Dimtratos	Teacher	
Ana Ventura	Parent	
Janet Moore	Parent	

**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

Title I Appendix for SIG Cohort 4/5 and SIF Schools

The SIG Cohort 4/5 and SIF plans are meant as tools 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 SCEP Title I Appendix development informed by the Capacity Framework. Additional information is available in the Comprehensive Educational Planning [Comprehensive Educational Planning Memorandum](#).

The Capacity Framework and SCEP Title I Appendix for SIG Cohort 4/5 and SIF Schools

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 SIG Cohort 4/5 and SIF plans will serve as the whole school reform models and will reflect this focus. The plans 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 Six Elements of the Capacity Framework

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

Accountability Tools and the Capacity Framework

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

NYSED's Six DTSDE Tenets

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

- 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 the Development of the SCEP Title I Appendix for SIG Cohort 4/5 and SIF Schools

SLTs will utilize their SIG Cohort 4/5 and SIF plans as their whole school reform model and will complete an SCEP Appendix to address the federal requirements for Title I and NCLB. SLTs have the option to either reference information from their approved SIG or SIF plan within the Appendix or craft their own statements to respond to each required element. You can find the approved plans posted on the following websites:

SIG Cohort 4: <http://www.p12.nysed.gov/turnaround/SIG4.2Applications.html>

SIG Cohort 5: <http://www.p12.nysed.gov/turnaround/SIG5Applications.html>

SIF Round 3: <http://www.p12.nysed.gov/turnaround/SIF3.html>

School Leadership Teams should engage in the following steps related to their SIG/SIF plans and SCEP Appendix:

- **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, incorporate these findings as you begin to develop your annual SIG/SIF renewal plan. 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.
- **Step 3:** Revisit your school's initial SIG/SIF goals, as needed, to align with the Capacity Framework. Ensure the annual goals are SMART – Specific, Measurable, Achievable, Relevant, and Time-bound.
- **Step 4:** Build consensus around strategies, activities, and programs to address students' needs in each action plan. Create action plans that translate into observable, effective strategies to improve student achievement.
- **Step 5:** Update your school's AIS section. All Title I schools update the Parent Involvement Policy (PIP) and School-Parent Compact (SPC) and ELT program description.
- **Step 6:** Establish a process for engaging in progress monitoring throughout the school year as part of an overall cycle of continuous improvement planning to assess whether strategies and activities outlined in the

action plans are resulting in improved student performance. Adjust practices, when necessary.

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

Section 4: Academic Intervention Services (AIS)

(Required for All Schools)

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

Type of Academic Intervention Service (AIS)	Criteria for determining AIS services	Type of Program or strategy (e.g. repeated readings, interactive writings, etc.)	Method for delivery of service (e.g. small group, one-to-one, tutoring, etc.)	When the service is provided (e.g. during the school day, before or after school, etc.)
English Language Arts (ELA)	Students in danger of failing current classes, needing Credit Accumulation, and/or needing to pass or improve their scores on Regents exams	Weekday Tutoring, Saturday Tutoring, Regents and Bilingual Regents Prep classes Read 180	One-to-one work with students during teacher office hours, Apex VLE, small group tutoring	Before, during, and after school and on Saturdays
Mathematics	Students in danger of failing current classes, needing Credit Accumulation, and/or needing to pass or improve their scores on Regents exams	Weekday Tutoring, Saturday Tutoring, Regents and Bilingual Regents Prep classes Carnegie Learning	One-to-one work with students during teacher office hours, Apex VLE, small group tutoring	Before, during, and after school and on Saturdays
Science	Students in danger of failing current classes, needing Credit Accumulation, and/or needing to pass or improve their scores on Regents exams	Weekday Tutoring, Saturday Tutoring, Regents and Bilingual Regents Prep classes	One-to-one work with students during teacher office hours, Apex VLE, small group tutoring	Before, during, and after school and on Saturdays
Social Studies	Students in danger of failing current classes, needing Credit Accumulation, and/or needing to pass or improve their scores on Regents exams	Weekday Tutoring, Saturday Tutoring, Regents and Bilingual Regents Prep classes	One-to-one work with students during teacher office hours, Apex VLE, small group tutoring	Before, during, and after school and on Saturdays
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	Students defined as: "at-risk" for 91-95% attendance; returning from suspension; overage/under-credited; drug/alcohol abuse; referral to AIS services	Behavior contracts; attendance monitoring; case conference; contact with home; referrals to outside services	One to one work; small group	Before, during and after school

Section 5: Expanded Learning Time (ELT) Program Description

(Required for All Priority Schools)

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

When completing this section, you may reference your approved SIG/SIF plan, which may address ELT in the following sections:

- Section A. School Overview
- Section F. Partnerships
- Section H. Educational Plan, under Section III. Use of Time
- Section K. Project Plan and timeline in the section which discusses “leading indicators”
- Approved Budget Narrative

Part 1 – ELT Program Goal(s)

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

Goal #1: Our ELT goal is to increase the total average percentage of all students grade 9-12 achieving 10+ credits from 49.62% to 53.5% for the 2014-15 SY.

As per the 2013_14 School Quality Guide, the percentage of our first, second, and third year students earning 10 or more credits is at 69.4%, 54.8%, and 55.5% respectively, compared to similar schools averages of 72.9%, 66%, and 64.5% respectively.

The total average percentage of our year 1, 2, and 3 students achieving 10+ credits, per the SY2013-14 Quality Guide, was 49.62%. Therefore, our goal for the 2014-15 SY is to raise the average percentage of students earning 10+ credits to 53.5%. In order to raise the average percentage of students by 3.88% we expect to see the following increases in credit accumulation for our three years and their lowest thirds:

Yr. 1	10+ Credits	from	69.4%	to	71 %
Yr. 2	10+ Credits	from	54.8%	to	60 %
Yr. 3	10+ Credits	from	55.5%	to	60 %
Yr. 1	10+ Credits (Lowest Third)	from	52.9	to	53%
Yr. 2	10+ Credits (Lowest Third)	from	33	to	38%
Yr. 3	10+ Credits (Lowest Third)	from	32.1	to	37%

Goal #2: By engaging in targeted instruction brought about by an effective inquiry process, the school will raise its overall Regents Pass Rate for the 2014-15 SY from 41% to 50%.

Average Completion Rate	from	25.8%	to	35%
English	from	0.78	to	0.83
Math	from	0.89	to	0.94
Science	from	0.99	to	1.0
Global Studies	from	0.43	to	0.51
US History	from	1.04	to	1.1

The school will work to increase both its Average Completion Rate for Regents and its Weighted Regents Pass Rates for SY2014-15. The 2013-14 School Quality Guide data will improve through an inquiry process that uses data to determine the most effective teaching techniques. The effectiveness of said inquiry will be measured after the January 2015 Regents cycle. Instructional adjustments will continue to be made through two more inquiry cycles as the June 2015 exams approach.

After the January Regents cycle is completed, the school expects to see an overall increase in Regents pass rates from 27% to 33%. In the Spring term, the school will evaluate the effectiveness of its approach, and add information from students' eighth grade NYS test scores to design instruction to meet the needs of all learners as they prepare for Regents exams, and thereby increase the June passing rate to 50+%.

Part 2 – ELT Program Description

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

Students who are in danger of failing one or more classes; under credited students; students who did not pass a required Regents exam; ELLs, especially newcomers to NYCDOE, and NYSESLAT beginners; all freshmen.

Part 2b. Describe how the school will meet the following SED requirements for an ELT program in a Priority School:

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

Teacher Office Hours: Teachers are required to be available to students during 20 minutes of office hours at the end of their day. During this time, they meet with students individually or in small groups to work on student comprehension and/or student progress in completing assignments.

Advisory: Grade nine students attend advisory five times a week. In addition to transitional activities such as organizational and study skills, they engage in Peer Health to increase positive decisions regarding physical health and self-advocacy, and College Access Research and Action (CARA) to increase the awareness of college as a post-secondary alternative.

APEX Learning: This Virtual Learning Environment (VLE) class is staffed by four teachers after the regular school day. Students are referred by their Guidance Counselors so they can use the class to achieve credit.

Restorative Circles: Students are referred to this activity by our Climate and Culture department for the purpose of increasing awareness of the importance of connectedness to the school, appropriate behavioral options, and increased responsibility for choices they make.

DWCHS Weekday and Saturday Tutoring: Students are encouraged to attend by their teachers and Guidance Counselors to establish mastery of concepts and/or prepare for Regents exams.

Sports and Arts: Academic advisement; college and career readiness; college trips; college readiness for students and their families

Lehman College Tutoring: For MACY SLC students, this tutoring program acts as a conduit for the Lehman College Now Program.

Good Shepherd Services: provides student-centered, personalized services to students and families, grounded in a youth and family development (YFD) framework. This strength-based YFD approach builds on students’ and families’ existing competencies, while recognizing the importance of meeting their developmental needs.

Read 180: Reading Intervention Program for Freshmen

Carnegie Learning: Student support in a VLE for supplemental work in Algebra and Geometry

Extended School Day: Students who need to make up credits in order to get on track to graduate with their cohort may have an extra period of instruction scheduled into their school day. So they will be in school for 9 periods, not 8.

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

APEX Learning is tracked by the students’ Guidance Counselors through weekly reports. Advisory and Extended Day for Credit Accumulation have official attendance rosters that are reviewed on a regular basis by the Guidance Counselors. Teachers are aware the student is in need of this credit, and alert the Guidance Counselor if the student is not making progress. Each Small Learning Community (SLC) uses at least one common meeting period per week for “Kid Talk.” For this common meeting period, teachers work in Grade Level Teams to speak about how students are performing in their classes and isolate students who are exhibiting a change in academic achievement, or problem-solve around those who have failed only one class. Guidance Counselors are included in these meetings to alert teachers of students who have challenges outside of school. They also follow up with teachers and students regarding any mandatory tutoring or behavioral plans that are in place. These teams also investigate scholarship rates, attendance, cuts, and hallway sweeps.

Part 3 – ELT Program Implementation and Oversight

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

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

Teachers are monitoring each student’s academic progress and achievement and as student needs are identified teachers inform students, their guidance counselor and families to encourage their participation in ELT so students do not fall behind or can make up specific work to stay on track. Students who exhibit behavioral issues are encouraged to participate in the socio-emotional components of the ELT program. Depending on the root of the behavior, they may be referred to Good Shepherd Services, the Montefiore Clinic, or their Guidance Counselor.

As a Community School, we have engaged Good Shepherd Services as our Community Based Organization. Their representatives meet with each SLC twice a week and with the attendance team once a week to determine the nature and implementation of their youth and family development services that will be most effective to improve student outcomes and performance. This work is coordinated by one AP Supervision, Margaret Glendis, who oversees the SLC development process as well as Good Shepherd and other programs in the school.

There are five Small Learning Communities (SLCs) in the school. Each SLC is led by an Assistant Principal, Supervision (AP) as follows: Richard Fleiss, AP STEM SLC; George Joseph, AP Health Occupations SLC; Carrie Neset, AP MACY SLC; Gabriela Panagiosoulis, AP Humanities and the Arts SLC; Gilbany Suarez Estrella, AP Global SLC. Advisory programs meet by SLC and are part of our ninth grader’s day.

The APs keep track of student attendance during teacher office hours, ensure their Grade Level Teams are operating proficiently by providing data and organizing meeting agendas. These teams are important for tracking and/or referring students to ELT. In addition, the following programs are run by individual APs:

- Saturday Tutoring: Richard Fleiss
- Weekday Tutoring : Gabriella Panagiosoulis
- Read 180: Gabriella Panagiosoulis and Margaret Glendis

- Lehman Tutoring: Carrie Neset
- Title III: Gilbany Suarez
- Apex VLE: George Joseph
- Restorative Circles: Gilbany Suarez and Richard Fleiss
- Sports and Arts: Margaret Glendis and Robert Hill (Director)
- Good Shepherd Services: GS Services Youth Development Coordinator will interact and be overseen by Clinton H.S. AP Supervision: Margaret Glendis and Toni Campopiano (Community Schools Resource Coordinator)

Part 3b. Indicate resources needed including human resources, instructional resources, and schedule adjustments to implement the ELT program.

Human Resources (All positions are per session)

Saturday Tutoring: 12 Teaching Positions, 1 Supervisor

12 Teachers x 4 hours/day x 1 day/week; 48 hours/week x 32 weeks = 1536 hours

1 Assistant Principal x 4 hours/day x 1 day/week = 4 hours/week x 32 weeks = 128 hours

Weekday Tutoring: 9 Teaching Positions, 1 Supervisor

6 Teachers x 2 hours/day x 2 days/week = 24 hours/week x 32 weeks = 768 hours

2 Teachers x 2 hours/day x 3 days/week = 12 hours/week x 32 weeks = 384 hours

1 Teacher x 2 hours/day x 4 days/week = 8 hours/week x 32 weeks = 256 hours

1 Assistant Principal x 4 hours/day x 4 days/week = 16 hours/week x 32 weeks = 512 hours

Lehman Tutoring: 4 Teaching Positions, 1 Supervisor

4 Teachers x 2 hours/day x 4 days/week = 32 hours/week x 32 weeks = 1024 hours

1 Assistant Principal x 2 hours/day x 4 days/week = 8 hours/week x 32 weeks = 256 hours

Apex VLE: 1 Teaching positions, 1 Supervisor (Teaching Position is filled by alternating Specific Subject Area Teachers)

1 Teacher x 2 hours/day x 5 days/week = 10 hours/week x 32 weeks = 320 hours

1 Assistant Principal x 2 hours/day x 5 days/week = 10 hours/week x 32 weeks = 320 hours

Restorative Circles: 1 Supervisor

1 Assistant Principal x 2 hours/day x 2 days/week = 4 hours/week x 32 weeks = 128 hours

Sports and Arts: 12 teaching positions; 1 Guidance Counselor; 1 Attendance Teacher, and 1 School Aide (per session)

13 Teachers x 2 hours/day x 2 days/week = 52 hours/week x 32 weeks = 1664 hours

1 Guidance Counselor x 2 hours/day x 2 days/week = 4 hours/week x 32 weeks = 128 hours

1 School Aide x 2 hours/day x 2 days/week = 4 hours/week x 32 weeks = 128 hours

Advisory and Extra Scheduled Instructional Time for under-credited students decreased the number of teachers available for class assignment. Therefore, we have 7 teachers working a sixth period in shortage areas.

Instructional Resources:

Apex VLE – 200 licenses; MyOn – 250 licenses; and Achieve 3000 – 250 licenses software programs for ELLs; Read 180 platform (100 licenses) for struggling readers; Data Analysis by scholarship and attendance; Regents Item Analysis and Inquiry for targeted instruction;

Community School: 1 Community School Coordinator hired by Good Shepherd (full – time position)

Schedule Adjustments:

Teacher Times:

Session 1/Periods 1 - 8: 8:00 to 2:50; the time from the end of Period 8 (2:26) until 2:50 is teacher office hours

Session 2/Periods 2 - 9: 8:50 – 3:40; the time from the end of Period 9 (3:14) until 3:40 is teacher office hours

Per Session:

Teachers work per session hours for periods 0 and/or 1 in the morning and any time after the end of their day in the afternoon.

Saturday school positions go from 8:30 – 12:30

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

Advisory: September 2014 – June 2015
 Teacher Office Hours for students: October 2014 – June 2015
 DWCHS Tutoring (Weekday and Saturday: November 2014 – June 2015
 Apex VLE: October 2014 – June 2015
 Lehman College Tutoring: November 2014 – June 2015
 Title III: December 2014 – June 2015
 Restorative Circles: December 2014 – June 2015
 Extra Instructional Periods: September 2014 – June 2015
 Sports and Arts: November 2014 – June 2015
 Read 180: October 2014 – June 2015
 Community School: January 2015 for four years

Part 4 – Budget and Resource Alignment

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

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

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

Part 5 – Progress Monitoring

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

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

Credit Accumulation: Our goal for SY 2014-15 is to increase our overall percentage of students achieving 10+ credits in a given year to 53.5%. By January 2015, we expect to be halfway to our goal with 53.5% of students achieving at least 5 credits for the Fall 2014 Term.

Regents Pass Rate: Our midpoint benchmark for Regents is based on an increase over January 2014 total pass rates for five Regents exams. In January 2015, there will be a 4% increase from the previous year for the January Regents exams.

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

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

Section 6: 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
- When completing this section, you may reference your approved SIG/SIF plan, which may address Title I program information in the following sections:
 - Section E. Instructional Staff under Sections II. & IV.
 - Section G. Organizational Plan under Section I. Training Support and Professional Development
 - Section H. Educational Plan under Section I. Curriculum, II., Instruction and VII., Parent and Community Engagement

Part 1: Title I Status

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

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

2a. Highly Qualified Teachers (HQT)

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

- Hiring Committee
- Hiring Fairs, College Teaching Programs, TFA, Open Market resumes, etc.
- Interview Questions to that reflect an understanding of teacher best practices (DF, CCLS, meeting the needs of All students, belief in how students learn best, assessment practices, etc.)
- Portfolio of work including unit plans, lesson plans, and student work
- Mentoring to support new teachers, New Teacher Induction Committee
- Buddy teachers, Co-teachers, Lead teachers, Department Heads
- Intervisitations
- Professional development, teacher teams, department meetings
- Tenure preparation sessions
- External PD opportunities
- Accelerated courses and programs
- Support in teacher to administration certification

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).

- CCLS Instructional Leads (Assistant Principals, Supervision)
- Common planning time by department: Unit Plans – Performance Tasks and Rubrics
- Partners for CCLS coaching, support, and training (Pearson staff from the School Improvement Grant)
- Network PD for CCLS-aligned instruction
- Alignment to DF and best practices and strategies
- Modifications for SPED/ELLs and use of Paraprofessionals to support students
- Specific school and/or instructional Goals and/or Objectives related to CCLS and skills
- Ongoing monitoring and support to provide teacher and paraprofessionals feedback on their practice and its alignment to the CCLS
- Lesson and unit planning that encourages CCLS best practices and strategies, monitoring the progress, and review of student work to revise the process as needed
- Ongoing revision of curriculum for alignment to CCLS and student achievement

- Continuous review of student work related to CCLS to modify practice and meet needs of all students
- Teacher feedback on PD and its effectiveness in the classroom – to revisit needed areas or revisions

Part 3: TA Schools Only

3a. Use of Program Resources

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

NA

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).

NA

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.).

NA

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.

- Subject area teacher teams review all content area assessments, midterms, and finals; They design the baseline, mid and final assessments for the school's inquiry work.
- Teacher teams review the effectiveness of school-wide and or common assessments
- Surveys are conducted on teacher knowledge, comfort, and abilities with specific strategies so appropriate PD can be provided and intervisitations can be effectively set-up to encourage specific assessment practices
- Different assessment strategies are compared so as to determine the most effective strategies and how they can be best modified and/or adapted for school-wide use
- Teachers and teacher teams help design rubrics that effectively assess students and modify and revise based on feedback
- Teacher teams also help create, align, and modify school grading policies
- PD always includes a reflection piece so that all voices are heard in terms of the assessment practices and the needed PD.
- Based on limited observation of Formative Assessments (FAs) in teacher practice for the 2013-14 SY, FAs have been reflected in the PD so that it is ongoing and teachers can demonstrate data collection, modification of instruction, and provide targeted feedback to students

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

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

Levy program funds that are consolidated in your school's Schoolwide Program, the amount each program contributes to the consolidated Schoolwide pool, and verification that the school has met the intent and purposes of each program whose funds are consolidated.				
Program Name	Fund Source (i.e. Federal, State or Local)	Funding Amount: Indicate the amount contributed to Schoolwide pool. (Refer to Galaxy for FY '15 school allocation amounts.)	Place an (X) in <u>Column A</u> below to verify that the school has met the intent and purposes of each program whose funds are consolidated. Indicate in <u>Column B</u> , page # references where a related program activity has been described in this plan.	
			Column A Verify with an (X)	Column B Page # Reference(s)
Title I Part A (Basic)	Federal	1,926,441	x	9-13
Title I School Improvement 1003(a)	Federal			
Title I Priority and Focus School Improvement Funds	Federal	480,903	x	9-13
Title II, Part A	Federal			
Title III, Part A	Federal			
Title III, Immigrant	Federal	1,464	x	9-13
Tax Levy (FSF)	Local	11,402,654	x	9-13

¹Explanation/Background:

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

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

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

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

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

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

Important Note: The following funds may not be consolidated:

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

Section 7: Parent Involvement Policy (PIP) and School Parent Compact (SPC)

(Required for All Title I Schools)

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

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

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

Parent Involvement Policy (PIP)

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

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

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

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

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

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

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

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

School-Parent Compact (SPC) – Modified by the SLT

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

I. School Responsibilities

The DeWitt Clinton Staff will:

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

- respecting cultural, racial and ethnic differences;
- implementing a curriculum aligned to the Common Core State Learning Standards and using academic learning time efficiently
- providing high quality instruction by highly qualified teachers in all content areas 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 and providing parents with reasonable access to staff by:

- convening an Annual Title I Parent Meeting prior to December 1st of each school year; participants will be informed of the program’s status, funded programs and their right to be involved;
- explaining the procedures regarding appointments with teachers, and informing them that more flexible times are available; transportation or child care is available for those who cannot attend a regular meeting (if necessary and funds are available)
- providing all school related information, as well as conduct meetings and activities for parents of participating children 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 timely information regarding grades, behavior and any other pertinent information;
- ensuring that staff will have access to language interpretation services;

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 as well as advising parents their right to file a complaint under the Department’s General Complaint Procedures and consistent with the NCLB Title I requirement for Elementary Secondary Education Act (ESEA) and Title I programs;
- educating parents about academic achievement standards and assessments and how to monitor their child’s progress by providing professional development opportunities;
- ensuring that the Title I funds are utilized to implement activities as described in this Compact and the Parent Involvement Policy;

I. Parent/Guardian Responsibilities:

We, as parents, will support our children’s learning in the following ways:

- 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 and limiting TV and video games time;
- check and assist my child in completing homework when necessary and see to it that my child is reading each day (for a minimum of 15 minutes);
- encourage 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 discuss this Compact with my child;
- participate, when appropriate, in the decisions relating to my child’s education and share responsibility for the academic achievement of my child;
- communicate with teachers about my child’s educational needs and stay informed about their education by reading and responding to all notices received from the school, teachers or district;
- participate in or request training offered by the school, district, or Central/State Education Department
- take part in the school’s Parent Association or serve whenever possible on advisory groups, e.g., Title I Parent Committees, School or District Leadership Teams;

II. Student Responsibilities:

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

- 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;
- try my best to learn at all times

The basis for the School-Parent Compact is to strengthen the connection between schools and families. It is to ensure that the entire school staff, parents and students will share responsibility for improved academic achievement.

School

Date

Parent

Date

Student

Date

**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 10	Borough Bronx	School Number 440
School Name Dewitt Clinton High School		

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 Santiago Taveras	Assistant Principal Gilbany Suárez-Estrella
Coach Laura Payano	Coach Raquel García
ESL Teacher Magda Luniewski	Guidance Counselor Chris González
Teacher/Subject Area Luz Brito-Peña	Parent Margarita Pajarito
Teacher/Subject Area Luis Morales	Parent Coordinator Julia Ortiz
Related Service Provider type here	Other Marlene Palacios-AP
Network Leader(Only if working with the LAP team) Nancy D'Maggio	Other Margaret Glendis-AP

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.	8	Number of certified bilingual teachers <u>not</u> currently teaching in a bilingual program	0	Number of teachers who hold both content area and ESL certification	2
Number of certified bilingual teachers currently teaching in a bilingual program	10	Number of certified NLA/foreign language teachers	11	Number of teachers who hold both a bilingual extension and ESL certification	0
Number of certified ESL teachers <u>not</u> currently teaching in the ESL program	0	Number of teachers currently teaching a self-contained ESL class who hold both a common branch license and ESL certification	0	Number of special education teachers with bilingual extensions	0

D. Student Demographics

Total number of students in school (Excluding Pre-K)	2627	Total number of ELLs	532	ELLs as share of total student population (%)	20.25%
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Part II: ELL Demographics

A. ELL Programs

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

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

This school offers (check all that apply):

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

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

ELL Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Tot #
Transitional Bilingual Education (60%:40% → 50%:50% → 75%:25%)										134	115	85	115	449
Dual Language (50%:50%)	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Freestanding ESL														
self-contained										16	34	14	19	83
SELECT ONE														0
Total	0	0	0	0	0	0	0	0	0	150	149	99	134	532

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	532	Newcomers (ELLs receiving service 0-3 years)	240	ELL Students with Disabilities	120
SIFE		ELLs receiving service 4-6 years	118	Long-Term (completed 6+ years)	174

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	128	20	3	122		10	112		8	362
Dual Language										0
ESL	83		8	38	18		49		75	170

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	211	20	11	160	18	10	161	0	83	532
Number of ELLs who have an alternate placement paraprofessional: _____										

C. Home Language Breakdown and ELL Programs

Transitional Bilingual Education														
Number of ELLs by Grade in Each Language Group														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish										110	100	171	111	492
Bengali										7	16	1	6	30
Urdu										3	5	0	2	10
TOTAL	0	120	121	172	119	532								

*EP=English proficient student

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

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

This Section for Dual Language Programs Only

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

Freestanding English as a Second Language

Number of ELLs by Grade in Each Language Group

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish										110	193	118	111	532
Chinese										0	0	0	0	0
Russian										0	0	0	0	0
Bengali										7	16	1	6	30
Urdu										3	5	0	2	10
Arabic										2	5	4	1	12
Haitian										0	0	0	0	0
French										2	2	5	5	14
Korean										0	0	0	0	0
Punjabi										0	0	0	0	0
Polish										0	0	0	0	0
Albanian										0	3	0	0	3
Other										4	8	6	6	24
TOTAL	0	128	232	134	131	625								

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)										140	52	41	43	276
Intermediate(I)										25	47	24	33	129
Advanced (A)										41	35	17	34	127
Total	0	206	134	82	110	532								

NYSESLAT Modality Analysis

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

NYSESLAT Modality Analysis

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

NYS ELA

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

NYS Math

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

NYS Science

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

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

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
Comprehensive English	276	0		0
Integrated Algebra	219	104	91	45
Geometry	6	0	6	0
Algebra 2/Trigonometry	7	0	1	0
Math _____				
Biology				
Chemistry	2	0	0	0
Earth Science	2	0	0	0
Living Environment	235	0	82	0
Physics	1	0	1	0
Global History and Geography	22	134	5	35
US History and Government	89	92	46	44
Foreign Language		252		204
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)	56	35	16	10				
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.
The school uses the NYSESLAT scores, Modalities report from the NYSESLAT, the ELE scores, the LAB-R scores, the ELA regents scores as well as the uniform assessments that are provided within the classrooms (Pre-assessments, Interim assessments and post assessments). The data obtained from these assessments have provided insights about our ELLs. For instance, the LAB-R scores has shown us that 90%

of the students who take this exam fall within the score range of 0 and 38 because they can't do the exam because they don't know English (they know some basic words or terms in English). This year based on the data that the LAB-R has provided 55 students received a score of 0 in the LAB-R., 24 students received a score within the score range of 16 and 37 and 3 students tested out. The LAB-R scores have also allowed us to identify about 20 SIFE students. The NYSESLAT scores has provided the following insights: Last year we had 168 students who received a score of B on the NYSESLAT and this year we have 182. Last year we had 262 students in the Intermediate level, this year we have 129. Last year we had 123 students in the Advanced level and this year we have 127 students. The modalities reports has also provided the following information: our students are still struggling in reading and writing. The students always perform better in listening and speaking. Due to the information we have obtained, the school has made instructional changes across the board: Uniform exams have been created targeting reading and writing across the board. Specific activities have been included into the daily lessons to help our ELLs become better readers and writers. Activities Annotating, Text Graffiti, Table Talk are being implemented in the classroom with a focus on increasing ELLs' ability to read and write with the support of academic and specific vocabulary words. The schoolwide instructional focus has been revised focusing on the Common Core Standards and Academic Vocabulary. This is our new Instructional Focus: As a learning community, our instructional focus is to build/strengthen literacy skills for all students in every subject area by creating daily lessons that incorporate text-based answers and rigorous academic vocabulary.

2. What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?
The data revealed that most of the ESL students perform low in the reading and writing. Students who are administered the LAB -R exam score low all across all the modalities, especially the Newcomers. When comparing the LAB-R scores with the NYSESLAT exam, the data shows that many of our ELLs improve on the listening and speaking part. But overall, many still struggle with the reading and writing.
3. How will patterns across NYSESLAT modalities—reading/writing and listening/speaking—affect instructional decisions? How does your school use information about Annual Measurable Achievement Objectives? What does the data reveal? (see [SED memo](#) and [AMAQ tool](#))
The data shows that many of our ELLs need need one to one support They also need a system in which the reinforcement of scaffolding activities and strategies are implemented every class. Many of our ELLs have great resistance to writing. The data has also revealed to us that we have many struggling readers. The students develop their skills in listening and writing faster than their reading and writing skills. Due to these findings, the school has taken the responsibility of making drastic instructional decisions to meet the needs of the students. For instance, this year, the school has a new instructional focus focusing on text-based answers and academic language. The curriculums across all content areas have been revised and aligned to the Common Core Standards. Teachers have been attending more PD with Pearson during their professional periods as well as after school. The focus has been to increase students' literacy level. Teachers have been implementing different activities in classes such as the Graffiti text, Text Talk activity presented by Pearson. Teachers have been incorporating other activities such as the Annotating activity with an emphasis on academic vocabulary.
4. For each program, answer the following:
 - a. What are the patterns across proficiencies and grades? How are ELLs faring in tests taken in English as compared to the native language?
 - b. Describe how the school leadership and teachers are using the results of the ELL Periodic Assessments.
 - c. What is the school learning about ELLs from the Periodic Assessments? How is the native language used?

Our school does not administer periodic assessments, but the data that we have obtained from the NYSESLAT, LAB-R scores, Regents exams, ELE, and in school assessments, is shared with the NLA and content area teachers. The data is analyzed and discussed and strategies are created as well as implemented in the NLA classes. We provide support for the students in their native language in all content classes - TBE program. This year we have administered the MOSL pre-assessment exam. This day will be used to drive instruction and make instructional decisions that will impact the students' learning progress. This data will guide our next steps and more strategies will ne develop to help the students and mee their needs, especially in preparation for the new regents exams and the new NYSESLAT exam as well as the NYSITELL exam coming out in 2014.
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:
6. How do you make sure that a child's second language development is considered in instructional decisions?
We make sure that this considered in instructional decisions by sharing the data obtained from all administered assessments. Analyzing

the strengths and weaknesses that our students have in literacy has helped us as a school make instructional decisions across the board. This data is used to drive instruction and planning. Activities and multiple entry points are techniques that are implemented in the classrooms with the goal of helping our ELLs improve in reading and writing and supporting the fast development in listening and speaking. Also, in regards to the Instructional Environment of the school: Recognizing the shift to CCLS represents an increased emphasis on reading and writing in the content areas, teachers will work in content area teams to learn how to emphasize literacy experiences in their planning and instruction, constantly building students' ability to access more complex texts. Assistant Principals from Mathematics, Science, ELA, Social Studies and Special Education will engage in CCLS literacy driven professional development which will then be turn-keyed to their staff on a bi-weekly basis. In this environment, the ELL Inquiry Teams, will provide an additional dimension by establishing a collection of best practices based on looking at student work and data inquiry. These best practices will be disseminated in the content area meetings. Teachers will take responsibility for their implementation, and offer feedback to the ESL teachers regarding student performance, continuing the Inquiry process

Planned Instructional Program: The ESL/Bilingual Department teachers will form inquiry teams based on the NYSESLAT proficiency categories. These teams will work together with content area teachers to establish and examine data instruments that will be used to drive instruction, leveraging classroom practices to address the needs of all students, but with particular emphasis on the ELLs. Inquiry teams/teacher workgroups will examine student work from Beginner, Intermediate, and Advanced ELL students, reporting their results to the content area teams. Student work will include examples from CCLS units of study in Mathematics, Science, ELA, and Social Studies.

Student Support: Three ELL study groups, based on proficiency categories will meet twice weekly for 90 minutes after school. The study groups will be led by the ESL teacher who is on the Inquiry team. Suggested student support activities will include: front-loading content area vocabulary, text annotation, the writing and revision process, and scaffolded activities to bring students to an appropriate literacy level using multiple entry points including media from Discovery Education. A Regents Academy for exam preparation will begin six weeks before the Regents testing period and run from 9-12 on Saturdays. Content area teachers will be invited to participate in the ELL study groups and in the Regents exam preparation.

CCLS: Upon analysis of the completed literacy tasks from SY 2012_13, the ESL department saw that ELL students struggled with analysis of difficult reading materials and articulation of their ideas in writing. In order to address these needs, the Inquiry teams will focus on developing a set of best practices addressing the NYSED Common Core Instructional Shift #2, Building knowledge through content rich nonfiction and informational texts. Scaffolding students' ability to access more complex texts across content areas will enable students to engage in independent study to enrich their understanding of content and endow them with reading and writing skills necessary for a successful post-secondary experience.

Planning Team: The planning team will be comprised of the Assistant Principal Supervision and the three ESL teachers from the levelled Inquiry Teams. Meetings will occur after school for 90 minutes on alternate weeks with the Inquiry Teams.

Content area teachers teach with a focus on helping the students build their English Language skills. The strategies applied are aligned to many of the strategies that are implemented in the ESL classes.

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

Paste response to questions here:

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

We evaluate the success of our program by analyzing the data. In analyzing the data everyone is part of the discussion, not just administration, but teachers, coaches, parent coordinator, parents, students, counselors and many more. We make sure that our students are receiving the services that they are entitled to receive based on the NYSESLAT scores and the parental choice of program. We compare the data from the NYSESLAT and the regents exams. We incorporate scaffolding strategies into the language and content area courses. We compare scores from one year to the other. We do an item analysis to see where the students are improving or failing. We administer assessments in class, targeting the skills that students need to improve. We analyze the item analysis report from these assessments that are administered in class so that new strategies are implemented to help the students improve academically. We analyze the school data to see if the students improved in all regents, especially the ELA regents since many of our ELLs struggle with this exam.

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](#).)
Once students are admitted in our school, the students and the parents have to see Mr. Morales, LAB Besis coordinator and FL teacher. Mr. Morales does the informal interview with the family and the student to determine the Home Language Survey. The HLIS is a very important document because it allows us to determine the type of program that the child will be placed in. When the parents come in we provide interpretation if needed. If the parent and the child speak a language that no one in the staff speaks, not only the material is provided in their native language, but we also contact the translation services provided by the translation department. If the student has a Home Language other than English, than Mr. Morales, licensed pedagogue, administers and hand scores the LAB-R. If the student speaks Spanish, he administers and hand scores the Spanish LAB. The parents are given the opportunity to view the parent choice video or meet with the counselor (Shelley Standish and Chris González in room 294) to be informed about the programs available (TBE, Dual Language, Free Standing ESL). The counselors speak in English and in Spanish if necessary. If a parent comes and needs the information in their native language other Spanish, the information is provided through the video and the parental brochure in their native language. During this time, we explained to the parents the importance of paying close attention to the information provided in the video and the programs available for their students. Each parent also receives a copy of the parental brochure in their native language as well. We explained to the parents the options they have and once they choose the program they desire for their children, we explained to them the programs we offer in our school. We clearly explain to the parents that currently our school offers: TBE program and Freestanding ESL based on the number of students currently enrolled in each language and in each grade. If based on their selection, we see that the parents have chosen a program not currently offered in the school, we inform the parents that we will keep their names on record as a family requesting this option and if enough students with that language and preference enroll, we will offer them the program. Secondly, we provide them with information where to find programs available for their child and other locations. If the parents do not make a selection once the options have been explained, the automatic program selection or default program will be TBE. After reviewing the parent survey and program selection form for the past few years, the trend of program choices is TBE.

After the parents have completed the Home Language survey, the interview is finalized and the LAB-R has been administered, they are taken by the counselors to Mrs. Gilbany Suárez-Estrella, A.P. FL/ESL licensed pedague. Mrs. Suárez-Estrella meets the parents and once again explains very briefly to the parents what programs are offered in the school. Mrs. Suárez-Estrella also shares information about the courses that the school offers as well as any tutoring that might be available for the students in the school.

Once the initial interview has been completed, the students are sent to the Foreign Language and ESL office (Room 250A) for further testing. Students and parents are introduced to Magda Luniewski, licensed ESL Teachers and SLC Coordinator, for placement testing in ESL and Spanish classes using the information from the LAB-R exam and the parent choice survey. Immediately, the students and the parents are sent to their assigned counselor (Chris González and Mrs. Shelley Standish in room 294). The assigned counselor programs the student based on the data and information obtained during the initial interview (Home Language Survey, Parental choice, LAB-R and Spanish LAB scores and further assessments in Spanish and in English). The counselor takes this information to the program office and there they create and distribute the programs to the students. We program all entitled ELLs within the 10 days period.

Mrs. Suárez- Estrella compiles a list with the parents' choice and provides this information to the counselors and all staff involved in programming such as LAB-BESIS Coordinator, Program Chair, AP Guidance, etc. We make every effort to align the parent choice to

the students' programs. The LAB-BESIS Coordinator monitors compliance to the program choice at several points throughout the year.

Every year we administer the NYSESLAT to our ELLs. In order to have accuracy when administering this exam, the following reports are printed from ATS: the RLER to see the NYSESLAT eligibility roster. We also print the RLAB, RLAT and the RMSR. These reports help us to analyze the data in detail and to make sure that all entitled students are tested. This information is analyzed by the Assistant Principals of the Foreign Language and ESL department, Gilbany Suárez-Estrella and Marlene Palacios, Special Ed Education. They analyze the reports together with Mr. Morales, LAB-BESIS Coordinator. When the NYSESLAT scores are received, once again the RLAT report is printed from ATS and the list is sorted by scores. The counselors receive this information (Shelley Standish and Chris González) as well as Mrs. Marlene Palacios, AP Special Education and Mr. George Joseph, Program chair. The ESL/Spanish teachers also receive this information for better planning and to best meet the needs of the ELLs in the classrooms. Parents are contacted immediately about the scores. Continuations of Entitlement Letters are sent out in the preferred language of contact of the parent.

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.
Mr. Morales- (licensed pedagogue-Spanish) does the informal interview with the family and the student to determine the Home Language Survey. If the student has a Home Language other than English, then Mr. Morales, licensed pedagogue, administers and hand scores the LAB-R. If the student speaks Spanish, he administers and hand scores the Spanish LAB. The parents are given the opportunity to view the parent choice video or meet with the bilingual counselors (Shelley Standish and Chris González in room 294) to be informed about the programs available (TBE, Dual Language, Free Standing ESL). The counselors speak in English and in Spanish if necessary. If a parent comes and needs the information in their native language other than Spanish, the information is provided through the video and the parental brochure in their native language. During this time, we explained to the parents the importance of paying close attention to the information provided in the video and the programs available for their students. Each parent also receives a copy of the parental brochure in their native language as well. We explained to the parents the options they have and once they choose the program they desire for their children, we explained to them the programs we offer in our school. We clearly explain to the parents that currently our school offers: TBE program and Freestanding ESL based on the number of students currently enrolled in each language and in each grade. If based on their selection, we see that the parents have chosen a program not currently offered in the school, we inform the parents that we will keep their names on record as a family requesting this option and if enough students with that language and preference enroll, we will offer them the program. Secondly, we provide them with information where to find programs available for their child and other locations. If the parents do not make a selection once the options have been explained, the automatic program selection or default program will be TBE. After reviewing the parent survey and program selection form for the past few years, the trend of program choices is TBE. Continuous Entitlement Letters are sent out in the preferred language of contact of the parent.
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 [\[see tool kit\]](#).)
Once all the data has been analyzed (LAB-R) and forms such as the Home Language, Selection of program have been completed, and the interview has been completed, the counselors are instructed to send entitlement letters to the parents. Also letters are sent to the parents informing them about their child's LAB-R scores. Letters are also sent to the homes of those students who tested out of ESL. Copies of all the forms that are either sent or given to the parents personally are kept in Mrs. Suárez-Estrella's office. Forms that parents are required to sign and complete such as the selection of program form, are not mailed home. Parents are contacted to come to the school and see Mr. Morales, LAB Basis Coordinator in room 4W or the counselors in room 294.

The entitlement letters are kept in the students' personal folders in the counselors' office in room 294. The selection of program forms are kept in the FL/ESL Assistant Principal's office in room 250A.

We also use the following reports to determine eligibility of services as well to determine if the students have tested out of ESL: RLAT, RLER, RNMR, RMSR.

Overall, every year we mail to the parents the entitlement letters and we keep a copy in the school. All the copies are kept in the FL/ESL Assistant Principal's office in room 250A.
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.

Mr. Morales does the informal interview with the family and the student to determine the Home Language Survey. If the student has a Home Language other than English, than Mr. Morales, licensed pedagogue, administers and hand scores the LAB-R. If the student speaks Spanish, he administers and hand scores the Spanish LAB. The parents are given the opportunity to view the parent choice video or meet with the counselor (Shelley Standish and Chris González in room 294) to be informed about the programs available (TBE, Dual Language, Free Standing ESL). The counselors speak in English and in Spanish if necessary. If a parent comes and needs the information in their native language other Spanish, the information is provided through the video and the parental brochure in their native language. During this time, we explained to the parents the importance of paying close attention to the information provided in the video and the programs available for their students. Each parent also receives a copy of the parental brochure in their native language as well. We explained to the parents the options they have and once they choose the program they desire for their children, we explained to them the programs we offer in our school. We clearly explain to the parents that currently our school offers: TBE program and Freestanding ESL based on the number of students currently enrolled in each language and in each grade. If based on their selection, we see that the parents have chosen a program not currently offered in the school, we inform the parents that we will keep their names on record as a family requesting this option and if enough students with that language and preference enroll, we will offer them the program. Secondly, we provide them with information where to find programs available for their child and other locations. If the parents do not make a selection once the options have been explained, the automatic program selection or default program will be TBE. After reviewing the parent survey and program selection form for the past few years, the trend of program choices is TBE. Continuous Entitlement Letters are sent out in the preferred language of contact of the parent.

With the 20 days period - Mr. Morales - LAB BESIS Coordinator makes sure that the information is on ATS - ELPC screen is updated based on the parental selection for program.

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.

The school monitors throughout the year the administration of the LAB-R exam to make sure that when the time for the administration of the NYSESLAT comes, all students are accounted for. Every single student program is checked to make sure that we are in full compliance. Since these are the systems that we have in place in our school, we are able to track every single student and be able to organize the administration of the exam in an organized way. The exam is administered within the time that's given to all the schools to administer it. The exam is administered in the classrooms in all the double period classes - ESL (Newcomers, Beginners and Intermediate levels). For the Advanced ESL classes we make arrangements with the schedule so that this single period classes become double period classes throughout the administration of the exam. We also also administer make up exams for those students who missed any parts of the exam.

We use ATS to print reports that allows us to see who is eligible for testing: RLAT, RMSR, RLER

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. 
After reviewing the Parent Survey and Program Selection forms, the trend has been that most of the parents select TBE. Very few select ESL. The parents' request are aligned with the programs that the school offers. For instance, we have received 143 parental request for TBE and 72 parental request for Free Standing ESL. This list has been compiled between last year and this year.

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])?

The students are programmed according to their NYSESLAT scores. Students who are new to the schools such as Newcomers are given three periods of ESL in Newcomers classes that the school has created. The data obtained from the LAB R exam allows us to have an idea where to program the Newcomers - Whether is Beginners, Intermediate or Advanced and in many cases some of these students tests out. The students in the lower level ESL such as the Newcomer and Beginners are required to have three periods of ESL which includes double period classes and a single period class. To best meet the needs of the students we have created Newcomers 1, 2, 3 & 4 as well as Beginners 1, 2, 3, & 4. This allows the students to have consistency and extra support especially after analyzing the NYSESLAT scores because we are able to see that many students have not moved from the Beginners level into Intermediate or Advanced. The students who are Intermediate are placed in double classes and the Advanced students are placed in a single period Advanced ESL class plus a College Writing English class. The students are grouped by NYSESLAT/LAB-R scores.

We have self contained ESL classes and a TBE program.

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

The students are programmed according to their NYSESLAT scores. Students who are new to the schools such as Newcomers are given three periods of ESL in Newcomers classes that the school has created. The data obtained from the LAB R exam allows us to have an idea where to program the Newcomers - Whether is Beginners (540 minutes) , Intermediate (360 minutes) or Advanced (180 minutes) and in many cases some of these students tests out. The students in the lower level ESL such as the Newcomer and Beginners are required to have three periods of ESL which includes double period classes and a single period class. To best meet the needs of the students we have created Newcomers 1, 2, 3 & 4 as well as Beginners 1, 2, 3, & 4 (540 minutes). This allows the students to have consistency and extra support especially when after analyzing the NYSESLAT scores we see that many students have not moved from the Beginners level into Intermediate or Advanced. The students who are Intermediate are placed in double classes and the Advanced students are placed in a single period Advanced ESL class plus a College Writing English class. The students are grouped by NYSESLAT/LAB-R scores. Students enrolled in our TBE program are required to have a period of NLA (1 period 47 minutes every day). These students continue taking an NLA class until they test out of ESL. Many of the students even after testing out of ESL still continue taking NLA classes and AP Spanish classes.

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.

Those students whose parents have chosen TBE, are placed in ESL classes depending on the NYSESLAT level and LAB-R scores. The students are also placed in bilingual classes- Math, Social Studies, Science, etc. The students receive support in the classroom. The teachers provide the instruction in English and include Spanish to support the students. Students receive glossaries in different

languages to support not only in Spanish, but also in other languages. In science we have a licensed bilingual teacher who uses the ELL approach with instruction. Classrooms are print rich, students are presented with content in both English and Spanish and English and another language when applicable, along with visual aids to support the different learning styles. We provide students with glossaries for content vocabulary. We use bilingual textbooks when appropriate and provide students with inquiry based laboratory experiences that supports content. In Social Studies, we are shifting our teacher practice more towards student centered classrooms which will promote students acquisition of the language sooner. Teachers frequently set achievement goals with students and reflect upon them each marking period. We do offer after school tutoring for students who lag behind in content. Teachers incorporate chunking content and checks for understanding frequently throughout the lesson. The text we use are specific for students with disabilities and/or ELLs embedded with strategies for vocabulary building, reading stamina, comprehension and making connections with content:

1. Implementation of Common Core Shifts 4 and 6.

- To address Shift 4, students and teachers “annotate” complex texts in order to identify “evidence” needed to form judgments, support arguments, and evaluate different points of view. In order to ensure that ELLs and SWDs are exposed to challenging texts and primary sources students often receive “complex” texts along with a modified reading to help scaffold comprehension.

- Shift 6 –Academic vocabulary activities are infused in every lesson and students are encouraged to use these words in writing activities as well as class discussion.

2. Uniformed assessments (Regent Multiple choice, Document Based Question and Thematic Essays) are administered periodically throughout the school year to reveal what students know and are able to do and to identify areas where extra support is required. Lessons are created based on student need and teachers discuss the data in order to plan instruction and create activities that meet the needs of their students.

3. Activities and materials – based on data to involve students in their learning while the teacher assesses student growth and needs. Students work individually, in pairs or with groups.

In the Mathematics department, several teachers are certified bilingual. English as a Second Language (ESL) students, as well as English Language Learners (ELLs) more generally, are placed in bilingual classes with these instructors. These teachers use data from a variety of sources, such as ARIS, teacher-designed initial diagnostics, and teacher observations to establish a baseline for students’ language ability. In addition, this information provides insight into past academic performances, thus indicating what will be required to insure a high level of academic achievement over the course of the school year. The bilingual certification qualifies teachers to successfully teach mathematics and English language skills simultaneously, based on their professional understanding of the different stages of a second language acquisition. This empowers them to implement appropriate activities in accordance with the language levels of their students. ESL students receive language support in the classrooms in the context of Math content delivery. The students are provided with vocabulary lessons, however, much of the language learning takes place as the students are urged to participate in mathematics discussions in English. Therefore, the students are simultaneously learning mathematical content and developing their English language skills. The class instruction is provided in both English as well as Spanish. The bilingual certified teachers employ different strategies and mathematical practices in both English and Spanish in order to facilitate the learning and acquisition of academic language. For example, teachers use vocabulary tasks, discussion prompts, sentence frames, active reading exercises (specifically of worksheet directions and word problems), as well as visual aids to improve English communication skills. In addition, students work in pairs, trios and rotating groups based on their language proficiency and the particular assigned task. Furthermore, textbooks are provided in students’ first languages and tutoring is available in their first language as well.

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

Throughout the year the teachers administer assessments to evaluate the students' progress. for instance, this Fall 2013, all the teachers in ESL and NLA classes administered a pre-assessment on September 30, 2013. This data is being analyzed to determine next steps and strategies that should be implemented in the classroom to support the students. The first week of December 2013, the teachers will administer the interim assessments and the data obtained from the pre-assesment and the interim assessment will be compared. This data will give the school a better understanding about the performance level of the students. This data will provide information to the staff in regards to how the students are doing academically in English as well as in NLA. Teachers will once again use this data to compare and plan strategies that would help the students move and improve academically. This type of inquiry approach is being done in other departments such as the Social Studies department.

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

Throughout the year the teachers administer assessments to evaluate the students' progress. for instance, this Fall 2013, all the teachers in ESL and NLA classes administered a pre-assessment on September 30, 2013. This data being analyzed to determine next steps and strategies that should be implemented in the classroom to support the students. The first week of December 2013,

the teachers will administer the interim assessments (English Regents exam from last year) and the data obtained from the pre-assessment and the interim assessment will be compared. This new data will give the school a better understanding about the performance level of the students. This data will provide information to the staff in regards to how the students are doing academically in English as well as in NLA. Teachers will once again use this data to compare and plan strategies that would help the students move and improve academically. This type of inquiry approach is being done in other departments such as the Social Studies department. In NLA classes the students administer assessments aligned to the CCLS requiring students to write argumentative essays with supporting details - text based answers). Teachers also administer formal and informal assessments to evaluate the students ability to speak, listen and read in the target language. These assessments are administered in class every two weeks, but including the formal uniform assessments that are administered each semester: pre-assessment, mid-assessments & final-assessment.

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).

Teachers in our school teach self contained classes. Depending on the needs of the students some teachers work as co-teachers to assist the students in bilingual classes. Our students are programmed based on their NYSESLAT proficiency levels. For instance:

- students who score I in the NYSESLAT are placed in our Intermediate level classes – two units of ESL (360 minutes a week).

Students who score B on the NYSESLAT are placed in our Beginner level classes. They received 3 units of ESL 540 minutes a week).

- Students who scores advanced are placed in advanced ESL classes. They receive 1 unit of ESL class (180 minute per week). Every Spanish speaker entitled ELL student receives NLA instruction for every year that they are entitled.
- Many of our students take AP Spanish (Language and Literature).
- We have bilingual teachers who teach our ELLs in the following content area courses: Living Environment, History, Math.

Instruction transitions over the years in the bilingual content classes (60%-40%). In the ESL only bilingual classes, we use sheltered instruction.

- We assess our students' Spanish abilities through the use of uniformed mid-term and final exams. We use these exams to measure progress and to make adjustments in the instruction.

Our SIFE and Newcomers students are placed in our Newcomers classes. These classes have been created to better serve the needs of these students. In the classroom teachers strategize their lessons focusing on the following:

- Intensive English language development instruction teaching social and academic language.
- Concentration on essential knowledge and skills only.
- We are in the process of revising once again the curriculum thematically organized connected to the CCLS
- We teach the students study skills.

We have students involved in our mentoring program. These students work in the FL/ESL office as monitors and they are expected to maintain good averages in class.

We are also currently serving our ELL, specially our Long-Term ELLs in our TITLE III after school tutoring program. This is a program that provides our ELLs with with extra support after school.

The Social Studies Department takes a proactive approach when preparing students for the Regents. Teachers utilize informal and formal assessments to guide them with lesson preparation and differentiated activities. Vocabulary is incorporated into every lesson along with skill building techniques for writing and test taking. Students are taught in English and Spanish and are administered exams in both to assist them with becoming familiar with the Regents. The native language support delivered in the TBE program is 60% - 40%.

LEP students with disabilities whose IEP recommends ESL or bilingual instruction:

SE ELL students received modified instruction based on their individual learning needs. Identified students attend State mandated ESL classes. The CCSS English/ESL curriculum is adapted to support overall learning and meet their diverse language needs. Special bilingual Wilson Reading classes –four semesters- are offered to students with severe language deficits. Visual tools and hands-on activities are regularly used by teachers to facilitate comprehension and ensure content retention. Bilingual students attend a 40 minutes NLA Spanish class which supports academic language acquisition and literacy enhancement enabling students to transfer knowledge from L1 to L2. Alternate Bilingual Educational Paraprofessionals support classroom instruction and provide individualized assistance to students.

The following are our instructional strategies and materials:

- Freshman students attend double period daily ESL Ramp Up classes (1 hour 20 minutes). This is a scripted program designed to build up language skills, independent reading, and writing skills. The lesson begins with an independent reading session which is followed up by a written reader's response. Guided group reading, sharing out sessions and writing exercises also take place

throughout these lessons. A variety of graphic organizers, daily journal writings, scaffolding essays, oral reports, etc., are some of the activities conducted in this program. The four elements of the ELA Curriculum are addressed on a daily basis.

- Sophomore students attend daily 2 40 minute classes in ESL Reading and Writing. An interdisciplinary approach to teaching is used in these classes to infuse content learning by association and to facilitate comprehension. To enhance the application of newly acquired vocabulary, students respond to various writing tasks such as expository compositions and thematic essays. Pre-writing activities using graphic organizers or brainstorming exercises are commonly used. Students learn the skill of comparing and contrasting as well as organizing and evaluating information. To develop reading and writing methodologies, teachers continue to use Teaching Reading in Social Studies, Science, and Math by Laura Robb, and other related literature.

- Junior and Senior students attend a 40 minute or 2 40 minutes bridge ESL classes daily. A variety of Reading and Writing approaches are used in these classes to meet the NYC common Core Standards. Teachers follow the English and ESL Curriculum to ensure that all our students are exposed to the writings of persuasive, expository, and descriptive essay writings. They continue to use the textbook Writing Source by Kemper, Sebraneck, and Meyer for grammar exercises, rubrics, idioms, and dictionary resources. Read Aloud guided sessions are conducted by teachers to develop listening skills, auditory memory, and encourage students to speak aloud. These sessions are followed up by post-reading assessments such as guiding questions, group assignments, individual writings, etc.

Students who test out of ESL continue receiving the support for two more years. Our school has created classes College Writing classes taught by licensed ESL teachers. In these classes the students receive extra support. They are allowed to use glossaries. They have testing modifications and they are exposed to strategies that are aligned to the Common Core Standards.

Our school invites our ELLs to fully participate in the programs that the school offers. Our ELLs are represented in all programs such as in the Macys program, Einstein program, Title III program, Sports and Arts, One to One tutoring program, ROTC, etc. Our ELLs have equal access to all the programs offered in our school.

In regards to the classroom instruction, the students receive language support through the books they use in class. We have glossaries available in the classrooms in all languages. Students are provided with glossaries in ESL and content area classes. Every entitled Spanish speaking student is scheduled into a Spanish class. The students who do not speak Spanish have the option of taking a Spanish class or taking Latin which is one of the other languages offered in our school besides Spanish.

ELL students receiving services for 4 - 6 years - are exposed to differentiated instruction through the activities that are implemented in the classroom. This year we will continue with our Achive 3000 technology program. This program differentiates the reading levels of each student in class based on the pre-assessment that is administered in class.

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?

Freshman students attend a daily double period of ESL Ramp Up classes (1 hour and 20 minutes, which is a scripted program designed to build up vocabulary, independent reading, and writing skills. The lesson begins with an independent reading session which is followed up by a written reader's response activity. Next, during the second half of the lesson, teacher leads the following activities: a guided group reading of a selected book, sharing out, and writing exercises. A variety of graphic organizers, daily journal writings, scaffolding essays, oral reports, etc., are some of the activities used in this program. The four elements of the ELA Curriculum are daily addressed.

Sophomore students attend daily two 40 minutes classes in ESL Reading and Writing. An interdisciplinary approach to reading is used to develop language, infuse content learning, and enhance auditory comprehension and/or of new words. To facilitate the application of newly acquire vocabulary, students work on various writing tasks such as expository compositions and thematic essays. Pre-writing activities using graphic organizers, semantic webs, brainstorming exercises, etc. are continuously used by teachers. Students learn the skill of comparing and contrasting, as well as organizing, evaluating, and applying new data. To develop reading and writing methodologies, teachers use the book Teaching Reading in Social Studies, Science and Math by Laura Robb, and other related literature.

Junior and Senior students attend daily 40 minute or two 40 minutes bridge ESL classes. A diversity of Reading and Writing approaches are utilized in these lessons to meet the NYC Common core Standards. Teachers follow the English and ESL curriculum to ensure that all students are exposed to the writings of persuasive, expository, and descriptive essays. Teachers us the textbook entitled Writing Source by Kemper, Sebroneck, and Meyer for grammar exercises, rubrics, idioms, and dictionary resources. Read aloud guided sessions are conducted by teachers to enhance listening skills, auditory memory, and to motivate students to speak up and engage in content-related conversations. Reading sessions are usually followed up by post-reading assessments such as

guiding questions, group assignments, individual writings, summarizing exercises, etc.

This year we will continue with our Achive 3000 technology program. This program differentiates the reading levels of each student in class based on the pre-assessment that is administered in class.

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?

ELL students with disabilities whose IEP recommends ESL or bilingual instruction are programmed according to their language levels and IEP recommendations. Instruction is modified to meet their learning needs. Identified ELL students attend state mandated ESL classes. The CCSS English/ESL curriculum is adapted to support overall learning and to upgrade students' language levels. The scripted bilingual Wilson Reading Program –six terms- is offered to students with severe reading language deficits. Visual tools, collaborative tasks, and hands-on activities are regularly used by teachers to facilitate students' interaction, enhance comprehension, and to ensure content retention. Materials using multiple entry levels of support are used by teachers to engage students in writing activities. Bilingual students are scheduled to attend a 47 minutes NLA Spanish class; the objective is to ensure NLA academic language acquisition and literacy enhancement to enable students to transfer knowledge from L1 to L2. Alternate Placement bilingual paraprofessionals support classroom instruction and provided individualized assistance to students. In regards to the students' schedules, the school makes the necessary modifications to make sure that all students are placed in the appropriate classes. When programming students, many factors are taken into consideration such as parental request, IEPs, etc. Depending on what the child needs, the students is either programmed in a bilingual class (content bilingual-Math, Social Studies, Science) or in ESL only and the classes provided are taught in English. Students who speak another language like Urdu, Bengali, Arabic, are placed in ESL classes and support is provided through the material that is provided to the students, glossaries in their native language and other accommodations like extended time, separate location, etc.

Courses Taught in Languages Other than English ⓘ

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

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

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

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

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

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

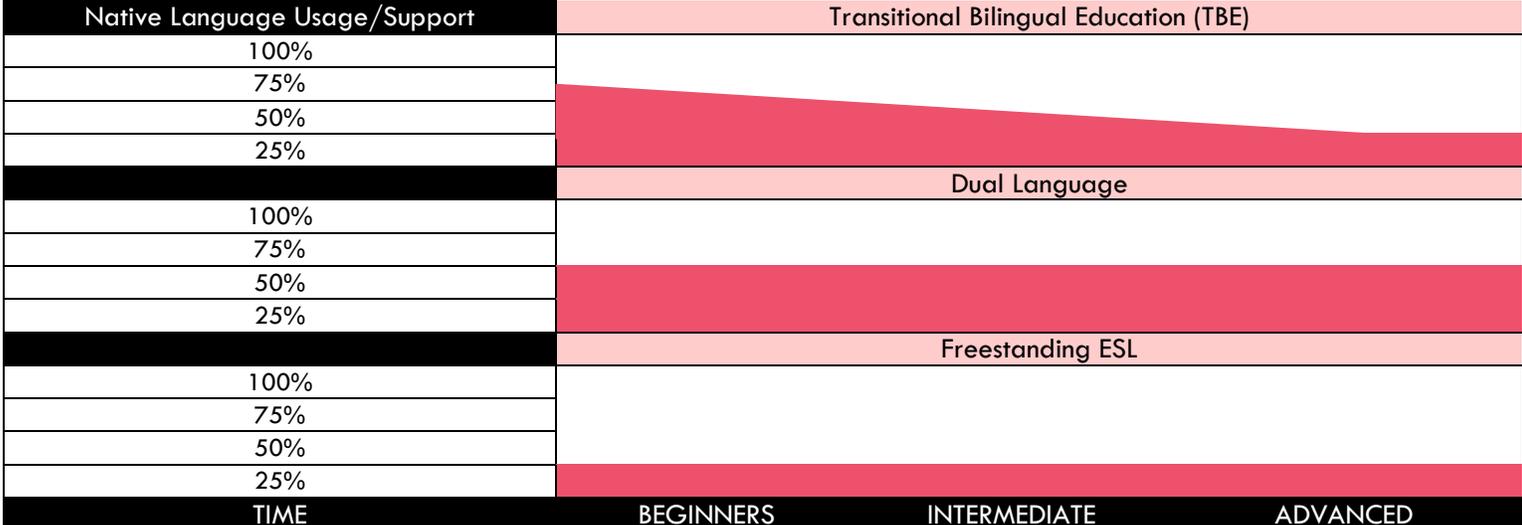
	Beginning	Intermediate	Advanced
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS: Native Language Arts	45 minutes per day	45 minutes per day	45 minutes per day

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

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

Native Language Usage and Supports

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



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

B. Programming and Scheduling Information--Continued

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

DWCHS has a current student enrollment of 2920 students. There are 698 SWDs, of which 173 are ELLs. In addition, there are 447 ELLs who do not have IEPs. In total, the school serves 620 ELLs, 202 of which are Long Term ELLs. This year our enrollment has decreased but we will continue to meet the needs of our ELLs through our Title III program. The school currently offers Supplementary Services to all our ELLs. Credit Accumulation and Regents Pass Rates for ELLs are low. For example, ninth grade ELLs achieve 20% of ELA credits attempted. By the tenth grade the cumulative percent of students who have achieved credit in ELA classes is 52%. Some of this higher rate is due to attrition. 16.18% of ELL students who took the ELA Regents obtained a passing grade of 65 or better. Our goal is to improve both metrics by at least 10% of the targeted population through the services this grant will provide to ELL students, and through establishing best practices for ELLs to be turnkeyed to the content areas. This is important because while overall pass rate for the US History Regents was over 60%, the ELL student pass rate was 29.3%. The target population for this grant will be ELLs who are undercredited in ELA who also need to pass the ELA Regents. These students will attend study groups for ninety minutes twice a week during an extended day for thirty weeks, a total of 90 hours of classtime. Students who attend all classes will receive one credit (54 hours) of study for ELA. If these students also attend the school's Regents Prep Saturday Academy for six sessions, (an additional 18 hours added to the 90) they will receive a second credit of study for ELA.

Instructional Environment of the school: Recognizing the shift to CCLS represents an increased emphasis on reading and writing in the content areas, teachers will work in content area teams to learn how to emphasize literacy experiences in their planning and instruction, constantly building students' ability to access more complex texts. Assistant Principals from Mathematics, Science, ELA, Social Studies and Special Education will engage in CCLS literacy driven professional development which will then be turn-keyed to their staff on a bi-weekly basis. In this environment, the ELL Inquiry Teams, as described below, will provide an additional dimension by establishing a collection of best practices based on looking at student work and data inquiry. These best practices will be disseminated in the content area meetings. Teachers will take responsibility for their implementation, and offer feedback to the ESL teachers regarding student performance, continuing the Inquiry process

Planned Instructional Program: The ESL/Bilingual Department teachers will form inquiry teams based on the NYSESLAT proficiency categories. These teams will work together with content area teachers to establish and examine data instruments that will be used to drive instruction, leveraging classroom practices to address the needs of all students, but with particular emphasis on the ELLs. Inquiry teams will examine student work from Beginner, Intermediate, and Advanced ELL students, reporting their results to the content area teams. Student work will include examples from CCLS units of study in Mathematics, Science, ELA, and Social Studies. Each of the three teams will be made up of at least one ESL teacher and four content area teachers from the aforementioned disciplines. Inquiry teams will meet after school, twice a month for 90 minutes.

Student Support: Three ELL study groups, based on proficiency categories will meet twice weekly for 90 minutes after school. The study groups will be led by the ESL teacher who is on the Inquiry team. Suggested student support activities will include: front-loading content area vocabulary, text annotation, the writing and revision process, and scaffolded activities to bring students to an appropriate literacy level using multiple entry points including media from Discovery Education. A Regents Academy for exam preparation will begin six weeks before the Regents testing period and run from 9-12 on Saturdays. Content area teachers will be invited to participate in the ELL study groups and in the Regents exam preparation.

CCLS: Upon analysis of the completed literacy tasks from SY 2012_13, the ESL department saw that ELL students struggled with analysis of difficult reading materials and articulation of their ideas in writing. In order to address these needs, the Inquiry teams will focus on developing a set of best practices addressing the NYSED Common Core Instructional Shift #2, Building knowledge through content rich nonfiction and informational texts. Scaffolding students' ability to access more complex texts across content areas will enable students to engage in independent study to enrich their understanding of content and endow them with reading and writing skills necessary for a successful post-secondary experience.

Planning Team: The planning team will be comprised of the Assistant Principal Supervision and the three ESL teachers from the levelled Inquiry Teams. Meetings will occur after school for 90 minutes on alternate weeks with the Inquiry Teams.

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

development.

From September 2012 to June 2013, our teachers worked in their assigned Teachers' Study Groups every Monday in order to build capacity in meeting the needs of our SIFE/LTE students. This activity began on October 1, 2012 and continued until June 10, 2013. They focused on the lesson planning using differentiated instruction techniques, goal setting and analyzing students work following the CCLS. These meetings, provided by CFN 2.02, the Assistant Principal and SLC Coordinator were based on the techniques that promote language acquisition and content mastery through differentiated instruction and student involvement. The sessions addressed the need to improve the integration of academic vocabulary and increased use of higher order thinking skills in math and other content areas. Work was done through an Inquiry Process to align the ESL curriculum to the Common Core Learning Standards. Our teachers continually worked on designing coherent instruction for our students. This weekly activity occurred during the Professional Period, with meetings take place each Thursday and Friday during periods 4, 5 or 6.

The ESL Professional Development Plan included the following: the preparation of lessons, including content and language objectives, providing supplementary materials, adapting content, planning meaningful activities, building background knowledge, review and evaluation of comprehension and learning. Teachers continued deepening their work this year on Standard 1 (Argument and Opinion and also Reading Text for Information) of the Common Core Learning Standards for ELA in Reading, Writing, Listening, Speaking and Language. Teams included not only the ESL and Foreign Language teachers, but also our bilingual content area teachers. Teachers participated in the Professional Development provided by the Office of ELL Professional Development (SIFE/LTE Symposium and SIFE/LTE Grant Demonstration Site Visit). They also attended Professional Development on the Spanish and English Academic Language and Literacy Diagnostic (ALLD) to identify SIFE with a home language of Spanish or English. We continued our work using Danielson's Framework for Teaching, concentrating on using questioning and discussion techniques and using assessment in instruction. We strengthened the common language and understanding of what quality teaching looks like by deepening the school community's comprehension of Charlotte Danielson's Framework for Teaching. Work is completed during the Professional Period or Common Planning Time on Mondays began on October 1, 2012 and ended on June 10, 2013.

We discuss the NYSESLAT assessment, the ELE assessment, the assessments that are administered in class in every meeting once a week. These discussions is what drives the school to make decisions to better meet the needs of the students.

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

Instructional Environment of the school: Recognizing the shift to CCLS represents an increased emphasis on reading and writing in the content areas, teachers will work in content area teams to learn how to emphasize literacy experiences in their planning and instruction, constantly building students' ability to access more complex texts. Assistant Principals from Mathematics, Science, ELA, Social Studies and Special Education will engage in CCLS literacy driven professional development which will then be turn-keyed to their staff on a bi-weekly basis. In this environment, the ELL Inquiry Teams, as described below, will provide an additional dimension by establishing a collection of best practices based on looking at student work and data inquiry. These best practices will be disseminated in the content area meetings. Teachers will take responsibility for their implementation, and offer feedback to the ESL teachers regarding student performance, continuing the Inquiry process.

Planned Instructional Program: The ESL/Bilingual Department teachers will form inquiry teams based on the NYSESLAT proficiency categories. These teams will work together with content area teachers to establish and examine data instruments that will be used to drive instruction, leveraging classroom practices to address the needs of all students, but with particular emphasis on the ELLs. Inquiry teams will examine student work from Beginner, Intermediate, and Advanced ELL students, reporting their results to the content area teams. Student work will include examples from CCLS units of study in Mathematics, Science, ELA, and Social Studies. Each of the three teams will be made up of at least one ESL teacher and four content area teachers from the aforementioned disciplines. Inquiry teams will meet after school, twice a month for 90 minutes.

Student Support: Three ELL study groups, based on proficiency categories will meet twice weekly for 90 minutes after school. The study groups will be led by the ESL teacher who is on the Inquiry team. Suggested student support activities will include: front-loading content area vocabulary, text annotation, the writing and revision process, and scaffolded activities to bring students to an appropriate literacy level using multiple entry points including media from Discovery Education. A Regents Academy for exam preparation will begin six weeks before the Regents testing period and run from 9-12 on Saturdays. Content area teachers will be invited to participate in the ELL study groups and in the Regents exam preparation.

CCLS: Upon analysis of the completed literacy tasks from SY 2012_13, the ESL department saw that ELL students struggled with analysis of difficult reading materials and articulation of their ideas in writing. In order to address these needs, the Inquiry teams will focus on developing a set of best practices addressing the NYSED Common Core Instructional Shift #2, Building knowledge through content rich nonfiction and informational texts. Scaffolding students' ability to access more complex texts across content areas will enable students to engage in independent study to enrich their understanding of content and endow them with reading

and writing skills necessary for a successful post-secondary experience.

Planning Team: The planning team will be comprised of the Assistant Principal Supervision and the three ESL teachers from the levelled Inquiry Teams. Meetings will occur after school for 90 minutes on alternate weeks with the Inquiry Teams.

This year we will continue having our ELL Big Brother /Big Sister program. This program has been created to assist many of our ELL students on a one to one basis. Students involved in this program help those students who are in our lower level ESL classes. They mentor these students who are in need of assistance. Many of these students involved in this program assist some of our bilingual teachers during their classes. This program will be under the supervision of Mrs. Suárez-Estrella and the Bilingual counselors: Mrs. Shelley Standish and Mrs. Chris González as the program advisors.

We will re-start our new Achieve 3000 program club - this program will be created for students who are in need of developing their reading skills and furthermore, improve their writing skills. This program is aligned to the CCLS.

12. What programs/services for ELLs will be discontinued and why?
13. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.

Our school invites our ELLs to fully participate in the programs that the school offers. Our ELLs are represented in all programs such as the Macys program, Einstein program, Title III program, Sports and Arts, One to One tutoring program, ROTC, College Now Program, all clubs, teams/sports and this year our new ELL Grant/Credit program. Our ELLs have equal access to all programs offered in our school. We also offer tutoring services for all the students on Saturdays as well. Students are also welcomed to joining the year book club, the Journalism club, Step team club, the Arista, the Manga club, peer tutoring, ELL Big Brother/Big Sister program, the Mad club, the Henna club, the Animal club, the Sports and Arts program, the LGBT club, the Seekers club.

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

Student Support: Three ELL study groups, based on proficiency categories will meet twice weekly for 90 minutes after school. The study groups will be led by the ESL teacher who is on the Inquiry team. Suggested student support activities will include: front-loading content area vocabulary, text annotation, the writing and revision process, and scaffolded activities to bring students to an appropriate literacy level using multiple entry points including media from Discovery Education. A Regents Academy for exam preparation will begin six weeks before the Regents testing period and run from 9-12 on Saturdays. Content area teachers will be invited to participate in the ELL study groups and in the Regents exam preparation.

CCLS: Upon analysis of the completed literacy tasks from SY 2012_13, the ESL department saw that ELL students struggled with analysis of difficult reading materials and articulation of their ideas in writing. In order to address these needs, the Inquiry teams will focus on developing a set of best practices addressing the NYSED Common Core Instructional Shift #2, Building knowledge through content rich nonfiction and informational texts. Scaffolding students' ability to access more complex texts across content areas will enable students to engage in independent study to enrich their understanding of content and endow them with reading and writing skills necessary for a successful post-secondary experience.

The students will have the opportunity to be engaged in technology - Discovery Education Streaming Plus. This program enhances classrooms with rich multi-media that has proven to increase student achievement. This program provides teachers and students access to a library of more than 151,000 standards aligned digital resources that address multiple learning styles, support the Common Core State Standards, and inspire students to explore their world. It also enhances curriculum and engages today's students in learning through instructional videos, skill builders, games, audio files, images, writing prompts, and encyclopedia. This will be our first year using this program and our ELLs/SDWs will be the first population who will be able to use this program during our ELL After school program which will begin on Tuesday, November 12, 2013.

The students are also exposed to technology with our Discovery Program and our Achieve 3000 program which has begun this semester. This program will also be incorporated in the content area classes as well as the ESL classes.

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

In our TBE program, all the students are given the opportunity to have bilingual content area classes. The instructional approaches are aligned to the requirements stipulated as per CR Part 154. The students are provided with textbooks that are suitable for their

level and needs. For instance, in our ESL classes the curriculum has been revised and aligned to the CCLS, this is why we have changed our books - Milestone - Intro/Beginners for the lower level classes, Milestone - Intermediate and Milestone Advanced. The teachers provide instruction in their native language as well as in English. The students received glossaries in their native language in their bilingual classes, but also in their ESL classes. The materials that is covered in class is given in English, but it is also available in other languages (if possible) so that the students are able to understand what is being covered in the classroom. Every student who is in our TBE program is also required to take an NLA course. This year we will continue using Achieve 3000 in the classes. This program is a differentiated reading program that give the opportunity to the students to read at their own level.

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

The ELLs are supported in every way possible. They are programmed as per the NYSESLA scores/LAB-R scores. They are given the choice / the parents are given the choice to select which program they want their children in: ESL/TBE. The materials provided in class is suitable for their grades and needs. They are exposed to the Common Core Standards, not only in their ESL classes, but also in their content area classes. These students are provided with glossaries and supporting materials. Translated materials are provided. Our ELLs/SWDs are provided with all the accommodations that they are entitled to receive, not only in class, but also during the administration of exams such as regents exams.

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.

Our school invites our ELLs to fully participate in the programs that the school offers. Our ELLs are represented in all programs such as the Macys program, Einstein program, Title III program, Sports and Arts, One to One tutoring program, ROTC, College Now Program, all clubs, teams/sports and this year our new ELL Grant/Credit program. Our ELLs have equal access to all programs offered in our school. Our newly enrolled ELLs are supported from the moment they arrive to the school. We assign a mentor student from the ELL Big Brother/Big Sister program to support them when they arrive. They are given a tour of the building so that they know where to report. They are also introduced to key staff members in the school and taken to important offices such as the Montefiore clinic, the attendance office, APs' offices, the Culture and Climate security's office, the Principal's office and of course the counselors' office. The mentor that is assigned to this newly enrolled students goes with them (depending on their schedule) to one of their content area classes or ESL classes to assist them with the teacher's permission while in class. These students meet with the counselors constantly to make sure that they are doing ok.

18. What language electives are offered to ELLs?

In our school we offer Latin as a language elective.

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:

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.

From September 2012 to June 2013, our teachers worked in their assigned Teachers' Study Groups every Monday in order to build capacity in meeting the needs of our SIFE/LTE students. This activity began on October 1, 2012 and continued until June 10, 2013. They focused on the lesson planning using differentiated instruction techniques, goal setting and analyzing students work following the CCLS. These meetings, provided by CFN 2.02, the Assistant Principal and SLC Coordinator were based on the techniques that promote language acquisition and content mastery through differentiated instruction and student involvement. The sessions addressed the need to improve the integration of academic vocabulary and increased use of higher order thinking skills in math and other content areas. Work was done through an Inquiry Process to align the ESL curriculum to the Common Core Learning Standards. Our teachers continually worked on designing coherent instruction for our students. This weekly activity occurred during the Professional Period, with meetings take place each Thursday and Friday during periods 4, 5 or 6.

The ESL Professional Development Plan included the following: the preparation of lessons, including content and language objectives, providing supplementary materials, adapting content, planning meaningful activities, building background knowledge, review and evaluation of comprehension and learning. Teachers continued deepening their work this year on Standard 1 (Argument and Opinion and also Reading Text for Information) of the Common Core Learning Standards for ELA in Reading, Writing, Listening, Speaking and Language. Teams included not only the ESL and Foreign Language teachers, but also our bilingual content area teachers. Teachers participated in the Professional Development provided by the Office of ELL Professional Development (SIFE/LTE Symposium and SIFE/LTE Grant Demonstration Site Visit). They also attended Professional Development on the Spanish and English Academic Language and Literacy Diagnostic (ALLD) to identify SIFE with a home language of Spanish or English. We continued our work using Danielson's Framework for Teaching, concentrating on using questioning and discussion techniques and using assessment in instruction. We strengthened the common language and understanding of what quality teaching looks like by deepening the school community's comprehension of Charlotte Danielson's Framework for Teaching. Work is completed during the Professional Period or Common Planning Time on Mondays began on October 1, 2012 and ended on June 10, 2013.

For SY 2013-14, the school has engaged Pearson Professional Development Services for schoolwide improvement. The teachers will also be involved in the ELL grant for Additional Credit Accumulation for ELLs. This grant will fund three additional Inquiry Teams, the Planning Team, and additional instructional time for students. The bulk of the money will be spent on per-session compensation for teachers and administrators as they develop an additional model of student support by working with small groups of students after school, in order to craft a collection of best practices, leveraging the knowledge they will have gained in our school-wide movement towards success. Also for SY 2013-14, the school has engaged the Network for schoolwide improvement focusing on ADVANCE and the Danielson Rubric, Lesson planning and strategies to improve instruction and increase student engagement. The school is also working with Skedula. This is a technological program that the school has purchased to track data. Different trainings will be scheduled throughout the year. The staff already had their first Skedula training during the month of October, 2013.

Teachers are required to attend the Pearson PD - every week with Brad Darling. They also required to attend the Advance PD with our Network Specialist Joanne Abreu every Thursday. During the Pearson PD teachers discuss strategies, analyze data, discuss student work and next steps for improvement. Every teacher across all disciplines (including ESL, Special Ed teachers) are required to attend these meetings. We have teacher leaders who meet one again also with their group teachers and in these meetings they go over student work - inquiry meetings. The assistant principals from each department are also required to attend the professional development that is offered by Pearson once a week and many times twice a week. Guidance counselors and paraprofessionals are also required to attend staff development meetings.

The professional development that the staff is required to attend is all aligned to the school instructional focus - aligned to the Common Core Standards: "As a learning community, our instructional focus is to build/strengthen literacy skills for all students in every subject area by creating daily lessons that incorporate text-based answers and rigorous academic vocabulary." This goal is aligned to the following Common Core shifts:

Shift 4- Text Based Answers – Students have rich and rigorous conversations which are dependent on a common text. Teachers insist that classroom experiences stay deeply connected to the text on the page and that students develop habits for making evidentiary

arguments both in conversation, as well as in writing to assess comprehension of a text.

Shift 6 – Academic Vocabulary – Students constantly build the vocabulary they need to access grade level complex texts. By focusing strategically on comprehension of pivotal and commonly found words (such as discourse, “generation”, “theory” and “principled” and less on esoteric literary terms (such as “onomatopoeia” or “homonym”), teachers constantly build students’ ability to access more complex texts across the content areas.

Regarding the Jose P. madated training, teachers completed their required hours during the 2012-2013 school year. This year we haven't hired any new teachers.

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?

Families of prospective students will be notified of the opportunities this program will provide and encouraged to support the student in enrollment and attendance

In Kind Activities (Parent classes, meetings, and Welcome Center workshops) will be sponsored through the Parents Association using Title I Funding. Documents that are sent to the parents are translated into their native language, Spanish and English. For parents whose language it's not Spanish or English, we work with staff members (teachers) and administrators to help us translate documents that have to be sent home. We also contact the translation department from the Department of Education to translate for parents. Letters that the Principal needs to sent to the parents about their children's academic progress are translated in different languages. Lunch forms are sent home in different languages. Entitlement letters for ELL students are also sent in different languages.

Different workshops offered to parents:

College application process

Financial Aide - presented the details of the financial aide process and wha they need to do to receive financial assistance.

Citywide Instructional Expectations - Common Core Standards woroshop for parents

Curriculum evening - Parents are invited to come and meet with every teacher and counselor and the Principal to learn what the graduation requirements are and what credits are required in order for their children to graduate on time. Also, at this event, parents are given the opportunity to check the curriculum that is being taught in all the classes. They meet with teachers and assistant principals as well.

Parent meetings on how to become parents leaders and how they become involved in their child's school.

Parents are invited to the DOE academy - Parent Academy

Parent Literacy classes are offered to every parents

GED classes are offered as well.

Computer classes are offered as well.

Workshops on bullying (cyber bullying), substance abuse, IEP, Social behavior (how this affects their home) are offered to all parents.

The counselors offered to the parents and students, school based counseling - external and internal counseling.

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:

School Name: Dewitt Clinton**School DBN: 10x440****Signatures of LAP team members certify that the information provided is accurate.**

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Santiago Taveras	Principal		12/2/13
Gilbany Suárez-Estrella	Assistant Principal		12/2/13
Julia Ortiz	Parent Coordinator		12/2/13
Magda Luniewski	ESL Teacher		12/2/13
Margarita Pajarito	Parent		12/2/13
Luis Morales	Teacher/Subject Area		12/2/13
Luz Brito	Teacher/Subject Area		12/2/13
Laura Payano	Coach		12/2/13
Raquel García	Coach		12/2/13
Chris González	Guidance Counselor		12/2/13
Nancy D'Maggio	Network Leader		12/2/13
Carrie Neset	Other <u>Assistant Principal</u>		12/2/13
Marlene Palacios	Other <u>Assistant Principal</u>		12/2/13
Richard Fleiss	Other <u>Assistant Principal</u>		12/2/13
Doreen Kandell	Other <u>Assistant Principal</u>		12/2/13

LANGUAGE TRANSLATION AND INTERPRETATION 2013-2014 TO 2014-2015

Requirement under Chancellor's Regulations – for all schools

DBN: 10x440 School Name: Dewitt Clinton High School

Cluster: CFN2 Network: 2

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

Part A: Needs Assessment Findings

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

We review the LAP to determine the different languages that are spoken in the home. The material that is sent to parents is translated into these languages. In addition, we utilize the materials available on the NYC Website to provide parents with information. At PA Meetings and Open Houses we survey the parents as to the languages they need. We also use the data from the Home Language Survey to determine the translation needs of our students. We are constantly printing and reviewing reports from ATS to make sure that the information that is sent to all parents is sent in their language of preference of the parent. Based on our analysis of the languages that many of our parents speak, we have noticed that the main language spoken is Spanish. Currently we have about 397 students whose Home Language Survey states that the language spoken at home is Spanish, therefore, we inform the parents, communities about this need, through letters, meetings and even our website. We also have other languages in our school: 30 Bengali, 10 Urdu, 12 Arabic, 14 French, 3 Albanian and 24 speak other languages. We provide all the translation that is necessary for the parents based on their preference.

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.

In the Faculty Conference, the staff was notified as to the different languages that the parents speak. Since the majority of the languages spoken by our parents are English and Spanish, all material is immediately translated into Spanish. The material is sent to the Translation and Interpretation for languages other than Spanish. The staff is apprised of the families where the language is not English or Spanish. Our Parent Coordinator works with the Translation and Interpretation Unit to have materials translated into languages other than English or Spanish.

Part B: Strategies and Activities

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

School policies, health matters, safety and legal or disciplinary matters in addition to entitlement to public education or placement in an Special Education, English Language Learner or non-standard education are translated into the language of the parent. We do the translations for Spanish. Materials are sent to the Translation and Interpretation Unit to be translated into other languages. We utilize Centrally Produced Critical Communications for registration, application, selection, conduct, safety, discipline, special education and related services and transfers and discharges as provided by the Department of Education.

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.

In the Parent Association Meetings and Open School, the school provides translation in Spanish. In regard to other languages, the school will ask for a translator for the PA Meetings when requested by a parent for languages other than Spanish. For Open School, we will utilize the Translation Unit through the phone.

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

The school will fulfill Section VII of the Chancellor's Regulations A-663 regarding parental notification requirements for translation and interpretation services by always translating material into Spanish and providing interpreters for PA Meetings and Open House. Materials will be translated into languages other than Spanish through the translation unit. Interpreters will be provided for languages other than Spanish when requested. Our welcome to DeWitt Clinton High School that is mailed in August to all parents will include a copy of the Bill of Parent Rights and Responsibilities, in their language, which includes their rights regarding translation and interpretation services. We will also post in our entrance a sign indicating the availability of interpretation services in the different languages.



Department of English Language Learners and Student Support

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

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

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

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

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

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

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

Part A: School Information	
Name of School: Dewitt Clinton High School	DBN: 10X440
This school is (check one):	
<input checked="" type="checkbox"/> conceptually consolidated (skip part E below) <input type="checkbox"/> NOT conceptually consolidated (must complete part E below)	

Part B: Direct Instruction Supplemental Program Information
The direct instruction component of the program will consist of (check all that apply):
<input checked="" type="checkbox"/> Before school <input checked="" type="checkbox"/> After school <input checked="" type="checkbox"/> Saturday academy
Total # of ELLs to be served: 200
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: 10
of certified ESL/Bilingual teachers: 8
of content area teachers: 2

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:

Rationale :We are currently working with a group of 191 Long-Term ELLs to help them succeed in their classes. The implementation of the small learning communities has created an atmosphere of collaboration in which teachers are able to share their concerns about what students are lacking. These discussions have resulted in the formation of many new clubs and programs that focus on supporting student achievement in various ways.

A review of our data shows that part of the Title III funds should support intensive tutoring for our Bilingual/ELL students. Last year our Limited English Proficient Students did not meet Adequate Yearly Progress (AYP) in English, Math and Graduation Rate. Our Progress Report for the 2013-2014 school year shows that we did not get additional credit for English Language Learners. Qualitative Data shows that students need assistance in Common Core Learning Standards (CCLS) in order to pass the English Regents and NYSESLAT. We are working in the area of strengthening students' skills by completing six Common Core aligned units of study (two in ELA, two in social studies and two in science) with embedded tasks which will require students to ground reading, writing and discussion in evidence form texts. In addition, all students will complete two Common Core aligned units of study in mathematics with embedded tasks which require students to reason with equations and inequalities, model with Mathematics and/or construct viable arguments and critique the reasoning of others. Knowing that this is a difficult task because of the academic vocabulary involved, tutoring will be provided through Title III money to support individual learning needs of students which will support credit accumulation and skill building.

Subgroups and grade levels of students to be served & Schedule duration & Types of materials

Our school offers instructional services for all our English Language Learners on Saturdays and during the week before and after school.

In the ELL Academy Saturday Tutoring Program and the Before and After School ELL Academy Tutoring Program students receive supplemental tutoring support to help them pass their classes. The Saturday Tutoring Program takes place on Saturdays from 9:00 to 12:00 pm.

Part B: Direct Instruction Supplemental Program Information

We will also have a Science Bilingual teacher working with our ELLs from 6:30 AM until 8:00 AM (This will be our Before School Title III class in room 218). This class will meet every Tuesday and Thursday. The after school program runs for two hours per day on Tuesday and Thursday as well. We offer tutoring for all our Bilingual/ESL students in the content areas of Math, Science, Social Studies and ESL (Newcomers, Beginning, Intermediate and Advanced Levels).

Students attending tutoring are identified by their teachers, guidance counselors and identified based on the NYSESLAT data/Regents data. Based on the NYSESLAT data analysis from 2012 48 of our ELLs scored Beginners, 73 Intermediate and 41 Advanced. In 2013, 70 students scored Beginners, 59 Intermediate and 48 Advanced. In 2014, 79 students scored Beginners, 74 Intermediate and 69 students Advanced. Twenty five students tested out in 2014. Many students moved up from Beginners into Intermediate in 2014 and many moved up from Intermediate to Advanced. In both the Saturday and after school programs, students receive one-on-one tutoring, group tutoring and computer assisted instruction using Achieve 3000 and MyOn differentiated reading programs.

In both of our tutoring programs students will be grouped according to their needs. The students who are identified as SIFE (if needed) and Beginners (NYSESLAT and teachers assessments results) will review the language acquisition skills that they need in order to succeed in their classes. These students are selected because their literacy level is low not only in English, but in their native language as well (Spanish in most cases). They need support in English and we want to prepare them for the ELA/Global, Science and Math regents exams. They will be serviced by a collaborative team of teachers: bilingual social studies teacher, bilingual math teacher, bilingual science teacher as well as ESL teachers. This collaborative team of teachers will meet twice a week (Tuesdays and Thursdays) during period 3 (Common Planning Time during regular school hours at no cost to Title III) to discuss and plan together their activities and lessons for the Saturday, before/after school Title III classes. They will discuss strategies to meet the needs of our ELLs during the Title III Program. They also analyze data and modify the curriculum so that the needs of our students are met and their academic progress improves. We are also providing services for the Intermediate students who exhibit good oral skills in English. Although these students are fluent in English, they demonstrate weakness in their writing skills. These students will receive support by licensed ESL, Bilingual Content Area teachers. In these classes the students will strengthen their language arts skills through a series of Academic Intervention Activities that focus on the gaps in language acquisition. This will help them to pass the English regents, as well as to understand and apply the learning strategies to their other required exams. The acquisition of these strategies will enable them to be successful in all of their classes.

Our Advanced group has diverse needs. This group needs intervention that is focused on their identified language acquisition gaps in preparation for the English regents, the NYSESLAT exam and other content area Regents examinations. These students will study and analyze varying literature in depth in English and Spanish to strengthen both languages. When students are academically proficient in their first language, they are able to transfer the skills and perform equally as well in their second language. Our licensed ESL teachers provide instructional strategies that will help them to enhance their reading, writing, listening and speaking skills. Bilingual content area teachers support tutoring in Social Studies, Science and Mathematics.

Part B: Direct Instruction Supplemental Program Information

In response to the socio-instructional needs of our ELL students and at no cost to Title III, we are in the process of creating a Peer Intervention/Tutoring program at no cost to Title III. This program will be supervised by the Assistant Principal of the Foreign Language and ESL Department and the Global SLC coordinator. This program will provide immediate and continued support English Language Learner Newcomers need academically, socially and emotionally in a new country, in a new city, in a new school while learning a new language. The instructional focus of this program is to help our newly arrived Newcomer ELL students to learn English. The students in this Peer Intervention/Tutoring program will meet weekly in different settings during period 3 to support our Newly arrived students. We will utilize the media of music, art, history, first and second language of the diverse ethnic backgrounds of the students to motivate students' participation and learning outcomes. The ELL mentees will interact and learn from their ELL Student Mentors, who have also come from different countries, and who are achieving success in their academic and social lives. Our goal is for our newly arrived students to show improvement in their classes because of the instructional support they will receive from their mentor. The ELL students who will serve as a mentor in this program and will also receive language acquisition support through systematic literacy based activities. For example, these students will be required to write weekly journals in which they reflect upon what they did throughout the week with their assigned student. These journals will be reviewed by the Global SLC Coordinator, an experienced and licensed ESL teacher, and they will receive a miscellaneous grade for the work that they do as participation in this program. In the past we had a program called the ELL Big Brother Brother/Big Sister program and we had a lot of success with this program. These students who worked as mentors improved their oral skills because they were consistently communicating with the teachers, the students, the Assistant Principal and the Coordinator of the program. This Peer Intervention program will be created to support our students starting in November of 2014 at no cost to Title III.

In addition, we have incorporated into our curriculum a supplemental class utilizing the Achieve 3000 technology program to meet the instructional needs of our Long-Term ELLs and Advanced ESL students. This class will meet every Tuesday and Thursday from 2:50 until 3:40 PM. This research based instructional program, conducted by an appropriately licensed ESL teacher, increases reading comprehension, vocabulary, and writing proficiency. In this class, students receive the help that they need in order to improve their literacy skills in reading and writing. Also, they have the opportunity to practice decoding individual sounds in complex English vocabulary to help them read and be able to take advantage of the offered enrichment to their academic English language skills. Also our Intermediate/Advanced level students use this program twice a week in their ESL classes during the regular school hours (day time). Teachers are trained to use Achieve 3000 and the corresponding materials which they incorporate into their lessons. Teachers have the accessibility of posting assignments and projects for their students to complete in school and at home. The data based on the performance and reading level of these students, is used to determine instructional goals in the ESL classes. Teachers analyze the data together with the Assistant Principal and develop differentiated lessons to better serve the students and help them to improve their reading levels. These selected Intermediate/Advanced level classes work on Achieve 3000 Tuesdays and Thursdays. Tax Levy funds will support this supplementary class that meets every Tuesday and Thursday from 2:50 until 3:40 PM and is taught by a licensed ESL teacher after school. The teacher, Magda Luniewski's regular schedule is 8:00-2:50.

We have also incorporated into our curriculum a supplemental class utilizing MyOn online reading program. This is a reading program that will support our Newcomers/Beginners ESL students. This

Part B: Direct Instruction Supplemental Program Information

program is currently being used in our ESL Newcomers/Beginners classes twice a week. Tax Levy funds will support this supplementary class that meets every Tuesday and Thursday from 2:50 until 3:40 PM and is taught by a licensed ESL teacher after school. The teacher's regular schedule is 8:00 - 2:50.

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: From September 2014 to June 2015, our teachers work in their assigned Common Plannig Time three times a week in order to build capacity in meeting the needs of our SIFE/LTE students. During these meetings they focus on the lesson planning using differentiated instruction techniques, goal setting and analyzing students work following the CCLS. They also create rubrics aligned to Danielson and CCLS such as participation and writing rubrics. They also select and create strategies for all students (including ELLs/SWDs) that is aligned to shifts 2/5 and DOK and they also create common assessments across subject levels that are ongoing and allow students to self reflect. The ongoing assessments should: be aligned to curriculum, provide students a clear understanding of mastery, allow for actionable and meaningful feedback. Teachers also develop schedules for Learning Walks with a focus on "Checking for Understanding". As a team they also develop intervention plans/schedule for students who need support. During these meetings teachers also analyze data using Skedula.

These meetings are either provided by Pearson, the Assistant Principal or the SLC Coordinator. During these meetings we also focus on the techniques that promote language acquisition and content mastery through differentiated instruction and student involvement. The sessions address the need to improve the integration of academic vocabulary, SIOP Model techniques and increased use of higher order thinking skills in Math and other content areas. Work is done through an Inquiry Process to align the ESL curriculum to the Common Core Learning Standards. Our teachers continually work on designing coherent instruction for our student. The teachers meet three times a week during period 3. Our Global Small Learning Community for Newcomers is responsible for the academic/socio-emotional success for all our ESL students.

The ESL Professional Development Plan includes the following: The Preparation of Lessons (Include content and language objectives, Provide supplementary materials, Adapt content, Plan meaningful activities); Instruction (Building background knowledge, Comprehensible input, Strategies, Interaction, Practice/Application, Lesson Delivery), Review and Evaluation (Review of key vocabulary, Review of key content concepts, Feedback) and Assessments of comprehension and learning. Teachers continue deepening their work this year on Standard 1 (Argument and Opinion and also Reading Text for Information) of the Common Core Learning Standards for ELA in Reading, Writing, Listening, Speaking and Language. Teams include not only the ESL and Foreign Language teachers, but also our bilingual content area teachers. Teachers participate in the Professional Development provided by the Office of

Part C: Professional Development

ELLs and the Network. We continue our work using Danielson's Framework for Teaching, concentrating on Planning and Preparation, using Questioning and Discussion Techniques, Engaging students in Learning and using assessment in instruction. We are strengthening the common language and understanding of what quality teaching looks like by deepening the school community's comprehension of Charlotte Danielson's Framework for Teaching. These workshops are ongoing and they happen three times a week.

Part D: Parental Engagement Activities

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

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

Begin description here: It is our goal to engage parents of English Language Learners in their child's education. To that end, in partnership with the Parents Association monthly meetings are conducted to support parents in raising their children. To that end, each meeting contains a workshop portion which will discuss the college process, how to talk with teenagers, how to recognize the signs of depression in teenagers, how to help teenagers navigate peer influence, bullying, gangs, sex and drugs. Guidance Counselors from the school, Social Workers from Good Shepherd and invited experts conduct these workshops. In addition to the monthly Saturday meetings, parents are invited to our Curriculum Night event at the school. This is a big and important event because parents have the opportunity to visit every single teacher's classroom and discuss the curriculum for that subject, see their children's work and discuss with the teacher the academic progress of their children. This is in addition to our regular parent-teacher conferences. The Parent Coordinator conducts meetings on how to use Aris so that parents can keep track of their child's scholastic progress. The Parents Association also offers courses during the week and on Saturdays. One is Basic and Advanced Computer Literacy, the second is preparing for the GED in English and in Spanish and the third is an ESL class. The Parents Association also buys dictionaries and glossaries for parents who do not speak English. The Parents Association also purchases Literature Books and gives them to parents so that they can read them with their children. Parents are notified of these activities through PA meetings, mailings and phone messaging. This year both parent committees are working together as a team, Parents' Association in Conjunction with Title I Parent Advisory Council. Any supplies we buy for parents are with Title I funds.

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)	_____	_____

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.
<ul style="list-style-type: none"> • Per session • Per diem 		
Purchased services <ul style="list-style-type: none"> • High quality staff and curriculum development contracts. 	_____	_____
Supplies and materials <ul style="list-style-type: none"> • Must be supplemental. • Additional curricula, instructional materials. • Must be clearly listed. 	_____	_____
Educational Software (Object Code 199)	_____	_____
Travel	_____	_____
Other	_____	_____
TOTAL	_____	_____