



2014-15
SCHOOL COMPREHENSIVE EDUCATIONAL PLAN
(SCEP)

DRAFT – PENDING NYSED APPROVAL

DBN: (i.e. 01M001):

08X530

School Name:

BANANA KELLY HIGH SCHOOL

Principal:

CHARLETTE POPE

School Comprehensive Educational Plan (SCEP) Outline

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Section 1: School Information Page

School Information

School Name: Banana Kelly High School School Number (DBN): 08X530
School Level: High School Grades Served: 9 – 12
School Address: 965 Longwood Avenue, Bronx, NY 10459
Phone Number: 718-860-1242 Fax: 718-860-1934
School Contact Person: _____ Email Address: _____
Principal: Charlette Pope
UFT Chapter Leader: Tahon Ross
Parents' Association President: Stephanie Dawkins
SLT Chairperson: Joahan Suarez
Student Representative(s): Rahni Davis, Tristan Jenkins, Neneh Bojang

District Information

District: 08 Superintendent: Aimee Horowitz
Superintendent's Office Address: 715 Ocean Terrace, Bld. A. Room 141, Staten Island, NY 10301
Superintendent's Email Address: AHorowi@schools.nyc.gov
Phone Number: 718-420-5657 Fax: 718-420-5677

Cluster and Network Information

Cluster Number: 05 Cluster Leader: Debra Maldonado
Network Number: 536 Network Leader: Gerard Beirne

Section 2: School Leadership Team (SLT) Signature Page

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

Directions:

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

Name	Position and Constituent Group Represented	Signature (Blue Ink)
Charlette Pope	*Principal or Designee	
Tahon Ross	*UFT Chapter Leader or Designee	
Stephanie Dawkins	*PA/PTA President or Designated Co-President	
Kenneth Carrington	DC 37 Representative, if applicable	
Rahni Davis Neneh Bojang Tristan Jenkins Christopher Tavaréz	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
Joahan Suarez	CBO Representative, if applicable	
Taima Brown	Member/ Parent	
Terena Moore-Jackson	Member/Parent	
Barbara Womack	Member/ Parent	
Joanne Cash	Member/ Parent	
Lakiesha Jiggetts	Member/ Staff	
Annalise Hylton	Member/ Teacher	
	Member/	

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

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

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

The Capacity Framework and SCEP Development

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



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

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

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

The Six Elements of the Capacity Framework

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

Accountability Tools and the Capacity Framework

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

NYSED's Six DTSDE Tenets

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

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

NYCDOE's Quality Review (QR)

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

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

Next Steps for SCEP Development

School Leadership Teams should engage in the following steps:

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

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

Section 4: SCEP Overview

Develop a narrative summary that includes:

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

- Banana Kelly High School is a high school with 328 students from grades 9 through 12. The school population comprises 37% Black and 62% Hispanic. The student body includes 15% English Language Learners and 32% Special Education students. The average attendance rate for the school from September 2014 to the present is 72%. Banana Kelly High School is located at 965 Longwood Avenue, in the South Bronx area of New York City. Our mission at Banana Kelly High School is to foster a community of learners who will graduate as prepared, impactful leaders. Students will develop the confidence and proficiency needed to gain admission and succeed in college and future employment.

At Banana Kelly High School collaborations are key in our efforts to address the needs of all our students. To that end we work closely with several organizations such as the Sport and Arts Foundation that emphasizes directing students into STEM careers (Science, Technology and Math) while providing sports and other extra-curricular activities after school. To fuse community service into our day to day activities the buildOn program is an after school program providing intervention strategies and resources to help improve student attendance and peer to peer counseling. Blended learning, technology based programs play an integral role at Banana Kelly. Revolution K-12 and the Pearson iLit programs assist struggling students through adaptive software.

- In nearly two years at the school, the Principal has fostered a positive school culture. All school stakeholders have embraced a unified school vision regarding students’ preparedness for college and the world of work. The Principal and Administration Team has established and implemented socio-emotional developmental health programs to ensure that appropriate supports are accessible to all students. There is a sense of belonging to a school community and ownership of the school’s emerging identity by parents, teachers and students. The school leader and staff are building on this climate of trust to establish structure to engage parents in the use of communication systems and increase their participation resulting in higher student achievement and growth in student social emotional developmental health.

The school is currently experiencing challenges in academically challenging students across the curriculum. A system for improving student attendance utilizing a faculty support initiative for targeted students is currently being introduced. We wish to raise overall student attendance to 85% by January 2015.

- The DTSDE Tenets in which the school has made growth are Tenet 6 – Family and Community Engagement and Tenet 5 – Student Social Emotional Developmental Health. Increased attendances at Parent Association Meetings as well as greater participation in “Parent Weekly School Walkthroughs” reflect a greater interest in the parent-school paradigm. Increased parental usage of technology also reflects positive home-school communication as an increased number of parents are utilizing Skedula and the Pupil Path systems to monitor their child’s academic progress. To provide all students with opportunities for social emotional growth the Administration has bolstered the number of guidance personnel actively interacting with students daily. Monthly initiatives to address the needs of all students and monitor data are also being used.

Key areas of focus for this year center around Tenet 3 – Curriculum Development and Tenet 4 – Teacher Practices and Decisions. The school must improve and create rigorous and engaging learning experiences that include critical thinking for all students, especially for identified subgroups. A curriculum that reflects multiple entry points in each subject area is currently being worked on.

Regarding teacher practices, teachers are at the initial stages of creating plans and using practices that address what students know and need to learn. Topics such as higher order questioning, data driven planning and critical thinking must be a part of a Professional Development Plan moving forward.

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

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

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

School Configuration (2014-15)					
Grade Configuration	09,10,11,12	Total Enrollment	334	SIG Recipient	No
Types and Number of English Language Learner Classes (2014-15)					
# Transitional Bilingual	N/A	# Dual Language	N/A	# Self-Contained English as a Second Language	N/A
Types and Number of Special Education Classes (2014-15)					
# Special Classes	14	# SETSS	1	# Integrated Collaborative Teaching	11
Types and Number of Special Classes (2014-15)					
# Visual Arts	5	# Music	1	# Drama	2
# Foreign Language	11	# Dance	N/A	# CTE	N/A
School Composition (2013-14)					
% Title I Population	80.2%	% Attendance Rate			70.9%
% Free Lunch	81.3%	% Reduced Lunch			1.7%
% Limited English Proficient	15.1%	% Students with Disabilities			27.5%
Racial/Ethnic Origin (2013-14)					
% American Indian or Alaska Native	0.3%	% Black or African American			36.3%
% Hispanic or Latino	62.1%	% Asian or Native Hawaiian/Pacific Islander			0.5%
% White	0.8%	% Multi-Racial			N/A
Personnel (2014-15)					
Years Principal Assigned to School (2014-15)	1.91	# of Assistant Principals (2014-15)			1
# of Deans (2014-15)	N/A	# of Counselors/Social Workers (2014-15)			4
Personnel (2013-14)					
% of Teachers with No Valid Teaching Certificate (2013-14)	3.3%	% Teaching Out of Certification (2013-14)			38.2%
% Teaching with Fewer Than 3 Years of Experience (2013-14)	0.7%	Average Teacher Absences (2013-14)			6.52
Student Performance for Elementary and Middle Schools (2013-14)					
ELA Performance at levels 3 & 4	N/A	Mathematics Performance at levels 3 & 4			N/A
Science Performance at levels 3 & 4 (4th Grade)	N/A	Science Performance at levels 3 & 4 (8th Grade)			N/A
Student Performance for High Schools (2012-13)					
ELA Performance at levels 3 & 4	30.8%	Mathematics Performance at levels 3 & 4			29.4%
Credit Accumulation High Schools Only (2013-14)					
% of 1st year students who earned 10+ credits	75.6%	% of 2nd year students who earned 10+ credits			56.6%
% of 3rd year students who earned 10+ credits	50.5%	4 Year Graduation Rate			39.8%
6 Year Graduation Rate	59.3%				
Overall NYSED Accountability Status (2014-15)					
Reward		Recognition			
In Good Standing		Local Assistance Plan			
Focus District	X	Focus School Identified by a Focus District			
Priority School	X				
Accountability Status – Elementary and Middle Schools					
Met Adequate Yearly Progress (AYP) in ELA (2012-13)					
American Indian or Alaska Native	N/A	Black or African American			N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander			N/A
White	N/A	Multi-Racial			N/A
Students with Disabilities	N/A	Limited English Proficient			N/A
Economically Disadvantaged	N/A				
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)					
American Indian or Alaska Native	N/A	Black or African American			N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander			N/A
White	N/A	Multi-Racial			N/A
Students with Disabilities	N/A	Limited English Proficient			N/A
Economically Disadvantaged	N/A				
Met Adequate Yearly Progress (AYP) in Science (2012-13)					
American Indian or Alaska Native	N/A	Black or African American			N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander			N/A
White	N/A	Multi-Racial			N/A
Students with Disabilities	N/A	Limited English Proficient			N/A
Economically Disadvantaged	N/A				

Accountability Status – High Schools

Met Adequate Yearly Progress (AYP) in ELA (2012-13)			
American Indian or Alaska Native	N/A	Black or African American	N/A
Hispanic or Latino	NO	Asian or Native Hawaiian/Other Pacific Islander	N/A
White	N/A	Multi-Racial	N/A
Students with Disabilities	N/A	Limited English Proficient	N/A
Economically Disadvantaged	N/A		
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)			
American Indian or Alaska Native	N/A	Black or African American	N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander	N/A
White	N/A	Multi-Racial	N/A
Students with Disabilities	N/A	Limited English Proficient	N/A
Economically Disadvantaged	N/A		
Met Adequate Yearly Progress (AYP) in Graduation Rate (2012-13)			
American Indian or Alaska Native	N/A	Black or African American	NO
Hispanic or Latino	NO	Asian or Native Hawaiian/Other Pacific Islander	N/A
White	N/A	Multi-Racial	N/A
Students with Disabilities	N/A	Limited English Proficient	N/A
Economically Disadvantaged	YES		

Section 5: Needs Assessment, Annual Goals and Action Plans

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

Part 1 – Needs Assessment

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

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

Tenet 3 Statement of Practice (SOP) Addressed		HEDI Rating
3.2	The school leader and staff support and facilitate the quality implementation of rigorous and coherent curricula appropriately aligned to the Common Core Learning Standards (CCLS) in Pre K-12.	D
3.3	Teachers ensure that unit and lesson plans that are appropriately aligned to the CCLS coherent curriculum introduce complex materials that stimulate higher-order thinking and build deep conceptual understanding and knowledge around specific content.	D
3.4	The school leader and teachers ensure that teacher collaboration within and across grades and subjects exists to enable students to have access to a robust curriculum that incorporates the arts, technology and other enrichment opportunities.	D
3.5	The school leader and teachers develop a data-driven culture based on student needs, assessments and analysis, which leads to strategic action-planning that informs instruction and results in greater student achievement outcomes.	D

Part 1b. Needs/Areas for Improvement:

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

The school has curricular materials available for teachers to use as a basis for units and lessons in all subject areas. The current curriculums need to be extended to support rigorous and engaging learning experiences requiring high levels of critical thinking or support student needs, especially for identified sub-groups.

Part 2 – Annual Goal

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

Bu June 2015, Curricular and academic tasks will emphasize rigorous habits and higher order skills for all learners in the classes observed in at least 14 out of 27 classes. It will be evident through formal and informal observations and HEDI ratings.

Part 3 – Action Plan

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

2. Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH).			
3. Strategies to increase parent involvement and engagement			
4. Activities that address the Capacity Framework element of Trust			
Danielson Framework, Common Core Learning Standards, Metamorphosis Training, WITsi Training	High Leverage Teachers	October 2014-June 2015	Principal, HSRI Director of School Renewal, High School Renewal Coaches
iLit Program, ELLIS program, WITsi, Write to Learn are used for the delivery of instructions to SPED and ELL students	SPED, ELL, High needs student groups	September 2014-June 2015	Lead Teachers, Data Specialist, SPED, High School Renewal Coaches
Monthly parent workshops, monthly PTA meetings, SLT meetings, Parent correspondence.	Parents	September 2014-June 2015	Principal, Assistant Principal
Monthly parent workshops, monthly PTA meetings, SLT meetings, Parent correspondence.	Parents	September 2014-June 2015	Principal, Assistant Principal

Part 4 – Resources Needed

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

Relevant research/texts: Danielson Framework, Common Core Learning Standards, Metamorphosis PD, WITsi PD, Socratic seminar inter-visitations, SRI Protocols

Part 5 – Budget and Resource Alignment

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

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

Part 6 – Progress Monitoring

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

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

By June 2015, Review of unit plans, lesson plans, teacher ratings for Danielson (3a,3b, 3c) and observations for high leverage teachers (8 teachers) and 6 additional teachers, in at least 14 out of 27 classes it will be evident through formal and informal observations and HEDI ratings. Mid-year school wide assessment will take place in February 2015 and reviewed through observations and real time feedback.

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

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

Section 5: Needs Assessment, Annual Goals and Action Plans

Section 5B – Capacity Framework Element - Supportive Environment: The school establishes a classroom and school culture where students feel safe, supported, and challenged by their teachers and peers. *(Aligned to DTSDE Tenet 5: Student Social and Emotional Developmental Health)*

Part 1 – Needs Assessment

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

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

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

Part 1b. Needs/Areas for Improvement:

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

The Principal has established and implemented social-emotional developmental health programs to ensure that appropriate supports are accessible to all students. There is a sense of belonging to a school community and ownership of the school's emerging identity by parents, teachers and students. Next steps: Monitor and disaggregate data to systemically implement and leverage internal resources to promote students' social and emotional developmental health.

Part 2 – Annual Goal

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

By June 2015, a culture for learning that consistently communicates high expectations will be embedded in the school. As evident through effective ratings using the Danielson Rubric for 8 high leverage teachers and 6 additional teachers (14 out of 27 teachers).

Part 3 – Action Plan

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

impact change 2. Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). 3. Strategies to increase parent involvement and engagement 4. Activities that address the Capacity Framework element of Trust			
Professional Development will be frontloaded for whole school inquiry into 3.4. Teachers will grapple with the following questions: 1. What is learning? 2. What does it look like in the classroom? 3. What are the academic and personal behavioral expectations that are fundamental to a learning culture that has high expectations? 4. How do we communicate those expectations to students and families?	High Leverage Teachers	October 2014-June 2015	Principal, HSRI Director of School Renewal, High School Renewal Coaches
The school adopts common language and understanding of what a culture for learning looks like and sounds like in the classroom.	SPED, ELL, High needs student groups	September 2014-June 2015	Lead Teachers, Data Specialist, SPED, High School Renewal Coaches
Monthly parent workshops, Monthly parent calendars, School messenger, parent walks	Parents	September 2014-June 2015	Principal, Assistant Principal
Monthly parent workshops, Monthly parent calendars, School messenger, parent walks	Parents	September 2014-June 2015	Principal, Assistant Principal

Part 4 – Resources Needed

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

Relevant research/texts: How Children Succeed, Outliers, Personal and Academic Behaviors Framework

Part 5 – Budget and Resource Alignment

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

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

Part 6 – Progress Monitoring

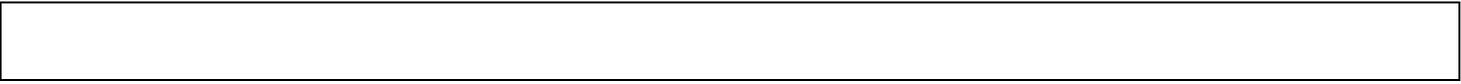
Part 6a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. In this part:

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

1. Planning and implementation of “Struggle” lessons.
2. Teachers will implement one struggle lesson per week in the fall semester beginning November 2014 and increase to two struggle lessons per week in the Spring Semester

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

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



Section 5: Needs Assessment, Annual Goals and Action Plans

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

Part 1 – Needs Assessment

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

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

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

Part 1b. Needs/Areas for Improvement:

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

Teachers are at the initial stages of creating plans and using instructional practices that address the gap between what students know and need to learn. Next steps: Use of data-driven planning, higher order questions, and implementation of the instructions shifts will allow all students to participate in rigorous, engaging and differentiated lessons that utilize students' critical thinking skills and ensure content mastery for all sub-groups of students.

Part 2 – Annual Goal

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

By June 2015, in 14 classrooms, teaching practices will become aligned to the curricula and reflect an articulated set of beliefs about how students learn best that is informed by the Danielson Framework. This will increase Regents pass rates by 10% and increase graduation rates by 5%.

Part 3 – Action Plan

Activities/Strategies: Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including:	Target Group(s) <i>Who will be targeted?</i>	Timeline <i>What is the start and end date?</i>	Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i>
<ol style="list-style-type: none"> 1. Research-based instructional programs, professional development, and/or systems and structures needed to impact change 2. Strategies to address the needs of students with disabilities, 			

<p>English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH).</p> <p>3. Strategies to increase parent involvement and engagement</p> <p>4. Activities that address the Capacity Framework element of Trust</p>			
WITsi training, Metamorphosis Training, Teach Like a Champion, Danielson Framework, DOK(Depth of Knowledge), Teacher Teams include grade level and Department Level	High Leverage Teachers	October 2014-June 2015	Principal, HSRI Director of School Renewal, High School Renewal Coaches
Differential instructional grouping, blended learning and multiple entry points	SPED, ELL, High needs student groups	October 2014-June 2015	Lead Teachers, Data Specialist, SPED, High School Renewal Coaches
Annual Thanksgiving Feast, Evening of Elegance, Annual Forward planning, overnight school retreats, weekly professional development opportunities	Parents	October 2014-June 2015	Principal, Assistant Principal
Annual Thanksgiving Feast, Evening of Elegance, Annual Forward planning, overnight school retreats, weekly professional development opportunities	Teachers Parents Students	October 2014-June 2015	Principal, Assistant Principal

Part 4 – Resources Needed

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

Relevant research/texts: Danielson Framework, Metamorphosis Training

Part 5 – Budget and Resource Alignment

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

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

Part 6 – Progress Monitoring

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

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

1. Based on observations, 8 high leverage teachers and 6 additional (14 out of 27 teachers) will be rated Effective on Danielson 3c.
2. A minimum of 80% of an identified group of teacher leaders will be rated Effective in component 3c of the Danielson framework by February 2015.

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

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

Section 5: Needs Assessment, Annual Goals and Action Plans

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

Part 1 – Needs Assessment

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

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

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

Part 1b. Needs/Areas for Improvement:

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

The Principal has fostered a positive school culture and is in the early stages of improving teaching and learning. All school stakeholders have embraced a unified school vision regarding students’ preparedness for college and the world of work. The Principal has attempted to deploy available resources to improve instructions and increase opportunities for enrichment.

Part 2 – Annual Goal

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

By June 2015, we will develop an overarching system to address students’ social-emotional developmental health and develop a system for improving student attendance and increase parent engagement. This will be evident by a 5% increase in attendance from 72.2% to 77.2%.

Part 3 – Action Plan

Activities/Strategies: Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including:	Target Group(s) <i>Who will be</i>	Timeline <i>What is the start and</i>	Key Personnel <i>Who is responsible for implementing</i>

1. Research-based instructional programs, professional development, and/or systems and structures needed to impact change	<i>targeted?</i>	<i>end date?</i>	<i>and overseeing the activity/strategy?</i>
2. Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH).			
3. Strategies to increase parent involvement and engagement			
4. Activities that address the Capacity Framework element of Trust			
Modeling instructional strategies, real time feedback, metamorphosis training, WITsi, Atlas Rubicon curriculum audit/development	High Leverage Teachers	October 2014-June 2015	Principal, HSRI Director of School Renewal, High School Renewal Coaches
Case conferencing, CBO's (buildOn, SASF, SCREAM, Educational Alchemy) Skedula online behavior tracking	SPED, ELL, High needs student groups	October 2014-June 2015	Lead Teachers, Data Specialist, SPED, High School Renewal Coaches
Annual Thanksgiving Feast, Evening of Elegance, Annual Forward planning, overnight school retreats, weekly professional development opportunities	Parents	October 2014-June 2015	Principal, Assistant Principal
Annual Thanksgiving Feast, Evening of Elegance, Annual Forward planning, overnight school retreats, weekly professional development opportunities	Teachers Parents Students	October 2014- June 2015	Principal, Assistant Principal

Part 4 – Resources Needed

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

The resources that are needed to implement this action plan is being able to strategically hire staff based on the needs of the school, purchasing of instructional resources in a timely manner and developing a schedule that is conducive to student achievement and mock regents exams.

Part 5 – Budget and Resource Alignment

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

Part 6 – Progress Monitoring

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

5. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.

6. Specify a timeframe for mid-point progress monitoring activities.

5. By February 2015, there will be a 10% pass rate on the January 2015 regents exam and 80% of students who regularly attends school will show a 70% accrual rate for the Fall 2014 semester and Spring 2015 semester of the school year for credit accumulation. Evidence of increase in regents pass rates and credit accumulation as indicated above. This will be supervised by the Assistant Principal who is the supervisor of the guidance department.

6. By February 2015, there will be 1 out of 2 end of the semester transcript audits for Fall 2014 Semester and 1 final transcript audit at the end of the semester 2 audit in Spring 2015 Semester.

Part 6b. Complete in February 2015.

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

Section 5: Needs Assessment, Annual Goals and Action Plans

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

Part 1 – Needs Assessment

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

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

Tenet 6 Statement of Practice (SOP) Addressed		HEDI Rating
6.2	The school atmosphere is welcoming and fosters a feeling of belonging and trust, which encourages families to freely and frequently engage with the school, leading to increased student success.	E
6.3	The school engages in effective planning and reciprocal communication with family and community stakeholders so that students’ strength and needs are identified and used to augment learning.	E
6.4	The entire school community partners with families and community agencies to promote and provide professional development across all areas (academic and social and emotional developmental health) to support student success.	E
6.5	The entire school shares data in a way that empowers and encourages families to use and understand data to promote dialogue between parents, students and school constituents centered on student learning and success.	E

Part 1b. Needs/Areas for Improvement:

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

The school is in the process of creating a culture that is supportive and open to communication among staff, students and their families. The Principal and staff are building on this climate of trust to establish structures to engage parents in the use of communication systems and increase their participation resulting in higher student achievement and growth in student social emotional developmental health.

Part 2 – Annual Goal

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

By June 2015, we will be able to build on the climate of trust to establish structures to engage parents in the use of communication systems and increase parent participation on the School Leadership Team from 3-4 parents to 7-8 parents (43% - 50% increase).

Part 3 – Action Plan

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

<p>development, and/or systems and structures needed to impact change</p> <p>2. Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH).</p> <p>3. Strategies to increase parent involvement and engagement</p> <p>4. Activities that address the Capacity Framework element of Trust</p>			<i>activity/strategy?</i>
Through conversations taking place in teacher professional development, classrooms, and on the School Leadership Team, the school community will agree on and adopt common language on struggle and the academic and personal behaviors that allow for productive struggle.	Teachers Students	Daily from October 2014 to June 2015	Principal Assistant Principal
Teachers will plan and implement struggle lessons, with the support of network and HSAI coaches that provides multiple entry point and access into lesson for all students.	Teachers Students	Weekly- Bi-Weekly	Teachers Principal Assistant Principal HSAI coaches
On the School Leadership Team, the school community will agree on and adopt common language on struggle and the academic and personal behaviors that allow for productive struggle. Teachers will communicate weekly via telephone and Skedula online anecdotes utilizing 40 minutes each Tuesday after school. Through multiple venues (SLT, PTA, curriculum nights, and parent teacher conferences) parents will engage in the whole school discussion and language on struggle and learning.	Students Parents	Weekly Monthly	Teachers Principal Assistant Principal
Through the School Leadership Team, Town Hall Meetings, Teacher Grade Teams, the administration will turn key and discuss progress toward the stated goal.	Students Parents	Weekly Monthly	Teachers Principal Assistant Principal

Part 4 – Resources Needed

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

DSR, Metamorphosis Agents of Change PD, research on personal behaviors that support success. Network literacy coach, Metamorphosis, WITsi, teacher planning time and/or teacher team meeting time

Part 5 – Budget and Resource Alignment

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

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

Part 6 – Progress Monitoring

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

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

By February 2015, there will be a mid-year data analysis of 8 high leverage teachers and 6 additional teacher observations in ADVANCE by administration for 14 out of the 27 teachers. Meeting with teachers regarding data will start February 2015.

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

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

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

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

Type of Academic Intervention Service (AIS)	Criteria for determining AIS services	Type of Program or strategy (e.g. repeated readings, interactive writings, etc.)	Method for delivery of service (e.g. small group, one-to-one, tutoring, etc.)	When the service is provided (e.g. during the school day, before or after school, etc.)
English Language Arts (ELA)	Students who failed their subject specific regent exam. Specifically those that scored between 55-64.	Expanded learning time (after school; 9 th period), Saturday Academy and Day Program (Regents Prep)	Small group instruction	Expanded learning time (after school; 9 th period), Saturday Academy and During the school day
Mathematics	Students who failed their subject specific regent exam. Specifically those that scored between 55-64.	Expanded learning time (after school; 9 th period), Saturday Academy and Day Program (Regents Prep)	Small group instruction	Expanded learning time (after school; 9 th period), Saturday Academy and During the school day
Science	Students who failed their subject specific regent exam. Specifically those that scored between 55-64.	Expanded learning time (after school; 9 th period), Saturday Academy and Day Program (Regents Prep)	Small group instruction	Expanded learning time (after school; 9 th period), Saturday Academy and During the school day
Social Studies	Students who failed their subject specific regent exam. Specifically those that scored between 55-64.	Expanded learning time (after school; 9 th period), Saturday Academy and Day Program (Regents Prep)	Small group instruction	Expanded learning time (after school; 9 th period), Saturday Academy and During the school day
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	Students who have exhibited extreme social and emotional challenges.	At risk counseling and mandated counseling	Small group and one to one instruction	During the school day

08X530 School Information Sheet Key

School Configuration (2014-15)				
Grade Configuration	09,10, 11,12	Total Enrollment	334	SIG Recipient
				No
Types and Number of English Language Learner Classes (2014-15)				
# Transitional Bilingual	N/A	# Dual Language	N/A	# Self-Contained English as a Second Language
				N/A
Types and Number of Special Education Classes (2014-15)				
# Special Classes	14	# SETSS	1	# Integrated Collaborative Teaching
				11
Types and Number of Special Classes (2014-15)				
# Visual Arts	5	# Music	1	# Drama
				2
# Foreign Language	11	# Dance	N/A	# CTE
				N/A
School Composition (2013-14)				
% Title I Population	80.2%	% Attendance Rate	70.9%	
% Free Lunch	81.3%	% Reduced Lunch	1.7%	
% Limited English Proficient	15.1%	% Students with Disabilities	27.5%	
Racial/Ethnic Origin (2013-14)				
% American Indian or Alaska Native	0.3%	% Black or African American	36.3%	
% Hispanic or Latino	62.1%	% Asian or Native Hawaiian/Pacific Islander	0.5%	
% White	0.8%	% Multi-Racial	N/A	
Personnel (2014-15)				
Years Principal Assigned to School (2014-15)	1.91	# of Assistant Principals (2014-15)	1	
# of Deans (2014-15)	N/A	# of Counselors/Social Workers (2014-15)	4	
Personnel (2013-14)				
% of Teachers with No Valid Teaching Certificate (2013-14)	3.3%	% Teaching Out of Certification (2013-14)	38.2%	
% Teaching with Fewer Than 3 Years of Experience (2013-14)	0.7%	Average Teacher Absences (2013-14)	6.52	
Student Performance for Elementary and Middle Schools (2013-14)				
ELA Performance at levels 3 & 4	N/A	Mathematics Performance at levels 3 & 4	N/A	
Science Performance at levels 3 & 4 (4th Grade)	N/A	Science Performance at levels 3 & 4 (8th Grade)	N/A	
Student Performance for High Schools (2012-13)				
ELA Performance at levels 3 & 4	30.8%	Mathematics Performance at levels 3 & 4	29.4%	
Credit Accumulation High Schools Only (2013-14)				
% of 1st year students who earned 10+ credits	75.6%	% of 2nd year students who earned 10+ credits	56.6%	
% of 3rd year students who earned 10+ credits	50.5%	4 Year Graduation Rate	39.8%	
6 Year Graduation Rate	59.3%			
Overall NYSED Accountability Status (2014-15)				
Reward		Recognition		
In Good Standing		Local Assistance Plan		
Focus District	X	Focus School Identified by a Focus District		
Priority School	X			
Accountability Status – Elementary and Middle Schools				
Met Adequate Yearly Progress (AYP) in ELA (2012-13)				
American Indian or Alaska Native	N/A	Black or African American	N/A	
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander	N/A	
White	N/A	Multi-Racial	N/A	
Students with Disabilities	N/A	Limited English Proficient	N/A	
Economically Disadvantaged	N/A			
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)				
American Indian or Alaska Native	N/A	Black or African American	N/A	
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander	N/A	
White	N/A	Multi-Racial	N/A	
Students with Disabilities	N/A	Limited English Proficient	N/A	
Economically Disadvantaged	N/A			
Met Adequate Yearly Progress (AYP) in Science (2012-13)				
American Indian or Alaska Native	N/A	Black or African American	N/A	
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander	N/A	
White	N/A	Multi-Racial	N/A	
Students with Disabilities	N/A	Limited English Proficient	N/A	
Economically Disadvantaged	N/A			
Accountability Status – High Schools				
Met Adequate Yearly Progress (AYP) in ELA (2012-13)				
American Indian or Alaska Native	N/A	Black or African American	N/A	
Hispanic or Latino	NO	Asian or Native Hawaiian/Other Pacific Islander	N/A	
White	N/A	Multi-Racial	N/A	
Students with Disabilities	N/A	Limited English Proficient	N/A	
Economically Disadvantaged	N/A			
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)				
American Indian or Alaska Native	N/A	Black or African American	N/A	
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander	N/A	
White	N/A	Multi-Racial	N/A	
Students with Disabilities	N/A	Limited English Proficient	N/A	
Economically Disadvantaged	N/A			
Met Adequate Yearly Progress (AYP) in Graduation Rate (2012-13)				
American Indian or Alaska Native	N/A	Black or African American	NO	
Hispanic or Latino	NO	Asian or Native Hawaiian/Other Pacific Islander	N/A	
White	N/A	Multi-Racial	N/A	
Students with Disabilities	N/A	Limited English Proficient	N/A	
Economically Disadvantaged	YES			

08X530 School Information Sheet Key

School Configuration (2014-15)				
Grade Configuration	09,10, 11,12	Total Enrollment	334	SIG Recipient
				No
Types and Number of English Language Learner Classes (2014-15)				
# Transitional Bilingual	N/A	# Dual Language	N/A	# Self-Contained English as a Second Language
				N/A
Types and Number of Special Education Classes (2014-15)				
# Special Classes	14	# SETSS	1	# Integrated Collaborative Teaching
				11
Types and Number of Special Classes (2014-15)				
# Visual Arts	5	# Music	1	# Drama
				2
# Foreign Language	11	# Dance	N/A	# CTE
				N/A
School Composition (2013-14)				
% Title I Population	80.2%	% Attendance Rate	70.9%	
% Free Lunch	81.3%	% Reduced Lunch	1.7%	
% Limited English Proficient	15.1%	% Students with Disabilities	27.5%	
Racial/Ethnic Origin (2013-14)				
% American Indian or Alaska Native	0.3%	% Black or African American	36.3%	
% Hispanic or Latino	62.1%	% Asian or Native Hawaiian/Pacific Islander	0.5%	
% White	0.8%	% Multi-Racial	N/A	
Personnel (2014-15)				
Years Principal Assigned to School (2014-15)	1.91	# of Assistant Principals (2014-15)	1	
# of Deans (2014-15)	N/A	# of Counselors/Social Workers (2014-15)	4	
Personnel (2013-14)				
% of Teachers with No Valid Teaching Certificate (2013-14)	3.3%	% Teaching Out of Certification (2013-14)	38.2%	
% Teaching with Fewer Than 3 Years of Experience (2013-14)	0.7%	Average Teacher Absences (2013-14)	6.52	
Student Performance for Elementary and Middle Schools (2013-14)				
ELA Performance at levels 3 & 4	N/A	Mathematics Performance at levels 3 & 4	N/A	
Science Performance at levels 3 & 4 (4th Grade)	N/A	Science Performance at levels 3 & 4 (8th Grade)	N/A	
Student Performance for High Schools (2012-13)				
ELA Performance at levels 3 & 4	30.8%	Mathematics Performance at levels 3 & 4	29.4%	
Credit Accumulation High Schools Only (2013-14)				
% of 1st year students who earned 10+ credits	75.6%	% of 2nd year students who earned 10+ credits	56.6%	
% of 3rd year students who earned 10+ credits	50.5%	4 Year Graduation Rate	39.8%	
6 Year Graduation Rate	59.3%			
Overall NYSED Accountability Status (2014-15)				
Reward		Recognition		
In Good Standing		Local Assistance Plan		
Focus District	X	Focus School Identified by a Focus District		
Priority School	X			
Accountability Status – Elementary and Middle Schools				
Met Adequate Yearly Progress (AYP) in ELA (2012-13)				
American Indian or Alaska Native	N/A	Black or African American	N/A	
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander	N/A	
White	N/A	Multi-Racial	N/A	
Students with Disabilities	N/A	Limited English Proficient	N/A	
Economically Disadvantaged	N/A			
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)				
American Indian or Alaska Native	N/A	Black or African American	N/A	
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander	N/A	
White	N/A	Multi-Racial	N/A	
Students with Disabilities	N/A	Limited English Proficient	N/A	
Economically Disadvantaged	N/A			
Met Adequate Yearly Progress (AYP) in Science (2012-13)				
American Indian or Alaska Native	N/A	Black or African American	N/A	
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander	N/A	
White	N/A	Multi-Racial	N/A	
Students with Disabilities	N/A	Limited English Proficient	N/A	
Economically Disadvantaged	N/A			
Accountability Status – High Schools				
Met Adequate Yearly Progress (AYP) in ELA (2012-13)				
American Indian or Alaska Native	N/A	Black or African American	N/A	
Hispanic or Latino	NO	Asian or Native Hawaiian/Other Pacific Islander	N/A	
White	N/A	Multi-Racial	N/A	
Students with Disabilities	N/A	Limited English Proficient	N/A	
Economically Disadvantaged	N/A			
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)				
American Indian or Alaska Native	N/A	Black or African American	N/A	
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander	N/A	
White	N/A	Multi-Racial	N/A	
Students with Disabilities	N/A	Limited English Proficient	N/A	
Economically Disadvantaged	N/A			
Met Adequate Yearly Progress (AYP) in Graduation Rate (2012-13)				
American Indian or Alaska Native	N/A	Black or African American	NO	
Hispanic or Latino	NO	Asian or Native Hawaiian/Other Pacific Islander	N/A	
White	N/A	Multi-Racial	N/A	
Students with Disabilities	N/A	Limited English Proficient	N/A	
Economically Disadvantaged	YES			

08X530 School Information Sheet

Section 7: Expanded Learning Time (ELT) Program Description

(Required for All Priority Schools)

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

Part 1 – ELT Program Goal(s)

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

The goal of the ELT program is for 2014-2015 school year is to provide service for all (cohorts Q, R, S, and T) at risk students (students who have credit deficits and have not met promotional criteria due to failures on regents exams) including and not limited to the graduating Seniors (Cohort Q) who scored between 0-64 (yellow and red students) on their subject specific regents exams with regents readiness skills with a focus on test preparation strategies and content development in order to pass their regents exams in January 2015 so, that they can become eligible for graduation in June 2015. Additionally, the ELT program requires grade level guidance counselors to track cohort R, S, and T attendance data, grade level state exam benchmarks and credit accumulation. The full service guidance department consisting of 3 guidance counselors and 1 full time social worker will create individual benchmarks, goals and action plans that will be monitored by the Assistant Principal. This will be evident by 70% of all students grades 9-11 (cohort R, S, and T) being promoted to the next grade and because of credits earning and 10% increase on graduation rates from cohort Q.

Part 2 – ELT Program Description

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

The target population to be served by the ELT program are all students including and not limited to the graduating Seniors (Cohort Q) who scored between a 0-64 (yellow and red students) and students in cohorts R, S and T on their subject specific regents exam.

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.

The school will meet the following SED requirements for the ELT program in a priority school by integrating test preparation strategies and skill development while using current and up to date regents' questions for review. New York State certified subject specific teachers will be providing students with a wide range of opportunities for learning such as: trivia, reading, writing, debate and etc. during ELT.

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.

The ELT program is a voluntary program. Incentives such as; pizza parties, raffles and etc. have been established to actively engage students to participate in this program. Each student will also be provided a mentor (Angel's Network) to aide and assist students with attending the program regularly.

Part 3 – ELT Program Implementation and Oversight

Part 3a. Who will implement the ELT program? Who will oversee the program?
 1. Indicate the key personnel that will be responsible for implementing and overseeing the ELT program, including school-based staff and any high-quality community partners that will be involved.
 2. If applicable, describe the scope of involvement of all community partners and how the joint ELT program is structured.

1. The ELT program will be implemented and supervised by the Assistant Principal Mr. Marcellus Stovall.
 2. The Community Based Organizations (buildOn, SCREAM, The Vision Seekers and Sports & Arts) will support the program by mentoring the students in the program. Each mentor will be required to ensure that their group of students attends ELT regularly.

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

Resources that will be needed for the ELT program are; five New York City licensed subject specific teachers. Moreover, the instructional resources that will be needed are; regents review books (Barrons & Topical), calculators, graphing paper, rulers, chart paper, markers, laptops, smartboards, etc.

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

The ELT program will begin in October 2014 and end January 2015. The programs' start and end time will be from 2:40pm through 4pm, Wednesday through Friday during the Fall semester and March 2015 through June 2015 during the Spring term from 2:40pm through 4pm, Wednesday through Friday.

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.

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

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

Part 5 – Progress Monitoring

Part 5a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. In this part:
 Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.
 Specify a timeframe for mid-point progress monitoring activities.

By February 2015 A mid-point benchmark will be the results from the Mock Regents exams that will be administered school-wide specifically the number of students that moved from red (0-54) to yellow (55-64) to green (65+) in December 2014 along with the attendance data from the ELT program (70% student attendance). The results of these assessments along with attendance data will indicate the successfulness of the program.

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

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

Section 8: Title I Program Information

Directions:

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

Part 1: Title I Status

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

Part 2: All Title I Schools

2a. Highly Qualified Teachers (HQT)

Describe the strategies and activities including strategies for recruitment, retention, assignments, and support including high quality professional development that ensures staff is highly qualified.
The strategies and activities utilized to recruit highly qualified teachers are attending recruitment fairs and consulting with officials from the network and human resources. Moreover, the school provides external and internal professional development opportunities as well as leadership opportunities (grade leaders, department leaders and etc.) to assist with the retention of highly qualified teachers. Assignments are given based on the strengths of teachers as well as the needs of the school.

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).
Banana Kelly provides both external and internal professional development to help teachers create Common Core-aligned units and tasks. External professional development in math is focused on creating tasks that challenge students to apply strategies that they have learned to problem solve and then justify their reasoning. External professional development in the Liberal Arts is focused on identifying the support skills students need to improve their writing via WITsi. Internal professional development has focused on building a curriculum that is focused on essential questions and lesson aims that are in service to those essential questions. As well as designing lesson for our students that provide an opportunity to read and write daily. To support the writing of our students professional development has helped to build graphic organizer sentence starters, paragraph outlines and self-assessment rubrics.

Part 3: TA Schools Only

3a. Use of Program Resources

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

3b. TA Coordination with the Regular Program

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

Part 4: SWP Schools Only

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

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

4b. Measures to Include Teachers in Decisions Regarding Assessments

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

Teachers have engaged in the MOSL Team, conferences with administration to make decision on the state and local measures that will be administered throughout the course of the school year. Additionally, the Professional Development Committee and teacher leaders work in collaboration with administration to administer initial assessment, mock regents exams and baseline assessments twice a year.

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	85,000	x	Pages 11-12 and 19-20
Title I School Improvement 1003(a)	Federal			
Title I Priority and Focus School Improvement Funds	Federal			
Title II, Part A	Federal			
Title III, Part A	Federal			
Title III, Immigrant	Federal	11,200	x	Pages 14-15
Tax Levy (FSF)	Local			

¹**Explanation/Background:**

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

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

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

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

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

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

Important Note: The following funds may not be consolidated:

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

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

(Required for All Title I Schools)

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

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

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

Parent Involvement Policy (PIP) Template

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

Banana Kelly 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) Template

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

I. School Responsibilities

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

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

Support home-school relationships and improve communication by:

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

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

Provide parents reasonable access to staff by:

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

Provide general support to parents by:

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

II. Parent/Guardian Responsibilities:

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

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

III. Student Responsibilities:

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

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

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

Part I: School ELL Profile

A. School Information [i](#)

District 00	Borough Bronx	School Number 530
School Name Banana Kelly 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 Charlette Pope	Assistant Principal Marcellus Stovall
Coach type here	Coach type here
ESL Teacher Bahar Arsoy-Paulsen	Guidance Counselor Susan Bobb
Teacher/Subject Area Tahon Ross	Parent Ms. Cash
Teacher/Subject Area Patricia Trujillo	Parent Coordinator Margarita Brice
Related Service Provider Jacqueline Scott Greaves	Other type here
Network Leader(Only if working with the LAP team) type here	Other type here

C. Teacher Qualifications

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

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

D. Student Demographics

Total number of students in school (Excluding Pre-K)	371	Total number of ELLs	68	ELLs as share of total student population (%)	18.33%
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Part II: ELL Demographics

A. ELL Programs

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

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

This school offers (check all that apply):

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

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

ELL Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Tot #
Transitional Bilingual Education <small>(60%:40% → 50%:50% → 75%:25%)</small>														0
Dual Language <small>(50%:50%)</small>														0
Freestanding ESL														
self-contained										8	20	9	10	47
Pull-out										4	4	7	6	21
Total	0	0	0	0	0	0	0	0	0	12	24	16	16	68

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	68	Newcomers (ELLs receiving service 0-3 years)	27	ELL Students with Disabilities	23
SIFE	1	ELLs receiving service 4-6 years	14	Long-Term (completed 6+ years)	29

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

	ELLs by Subgroups									Total
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			
	All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD	
TBE										0
Dual Language										0
ESL	25	1	2	14	0	7	29	0	11	68

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	25	1	2	14	0	7	29	0	11	68
Number of ELLs who have an alternate placement paraprofessional: <u>1</u>										

C. Home Language Breakdown and ELL Programs

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

*EP=English proficient student

Dual Language (ELLs/EPs*)																				
K-8																				
Number of ELLs by Grade in Each Language Group																				
	K		1		2		3		4		5		6		7		8		TOTAL	
	ELL	EP																		
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										11	21	14	19	65
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic														0
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other										0	1	2	0	3
TOTAL	0	11	22	16	19	68								

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)										2	9	4	6	21
Intermediate(I)										5	5	5	6	21
Advanced (A)										4	10	4	8	26
Total	0	11	24	13	20	68								

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	13		2	
Integrated Algebra	32		3	
Geometry				
Algebra 2/Trigonometry				
Math _____				
Biology				
Chemistry	1		0	
Earth Science	5		0	
Living Environment	25		1	
Physics				
Global History and Geography	19		0	
US History and Government	9		0	
Foreign Language				
Government				
Other _____				
Other _____				
NYSAA ELA				
NYSAA Mathematics				
NYSAA Social Studies				
NYSAA Science				

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

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

- Describe what assessment tool your school uses to assess the early literacy skills of your ELLs (e.g., ECLAS-2, EL SOL, Fountas and Pinnell, DRA, TCRWP). What insights do the data provide about your ELLs? How will this data help inform your school's instructional plan? Please provide any quantitative data available to support your response.

To assess the early literacy skills of our ELLs we have administered the baseline pre-assessment provided by the NYC Department of Education. Scantron Series is also utilized in all content areas to identify students reading levels. Content Regent leveled classes also

administer baseline assessments to students in September to determine students current knowledge base and skill level. Thereafter, strategies include appropriate grouping and multiple entry points to support student learning.

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

The trends across grades show that most of our ELLs are in the 10th grade (22 students) and that most of the beginner (9 S's) and advanced level (8 S's) students are in the 10th grade. We have an equal number of intermediate level students (5 S's) in each grade. The trends across proficiency levels show that we have more advanced level students (25) and an equal number of students at the beginner (18) and intermediate (18) levels. According, to the RLAT report dated 11/5/13, there are 33 students who have NYSESLAT scores for the years 2012 and 2013. The comparisons of these scores indicate the following trends with respect to proficiency levels. School wide, out of these 33 students, a total of 6 moved to a higher proficiency level (1 from beginner to intermediate, 1 from beginner to advanced and 4 from intermediate to advanced level. There are also 2 additional students who moved from advanced to proficient level whose names are not listed on this report). Out of 33 students, a total of 25 students stayed at the same level (5 beginner, 10 intermediate and 10 advanced level ELLs) and 2 students reversed to a previous level (1 from intermediate to beginner and 1 from advanced to intermediate level). The trends across proficiency levels indicate that the majority of the students have not moved to a higher level of proficiency.

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](#))

As of 11/15/13 the ATS document RMNR is unavailable, therefore the date of NYSESLAT specifically for the modality combinations of Reading/Writing and Listening/Speaking is unavailable.

4. For each program, answer the following:

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

A- The ESL Teacher along with administration discovered during an analysis of the NYSELAT exam that students are more successful at reaching proficiency in the listening/speaking portion of the NYSELAT than they are on the reading/writing component. The current program is assisting our ELL students with making some gains in both content and language development. Although, the trends across proficiency levels show that we have more advanced level students (25) and an equal number of students at the beginner (18) and intermediate (18) levels.

According to the RLAT report dated 11/5/13, there are 33 students who have NYSESLAT scores for the years 2012 and 2013. The comparisons of these scores indicate the following trends with respect to proficiency levels.

School wide, out of these 33 students, a total of 6 moved to a higher proficiency level (1 from beginner to intermediate, 1 from beginner to advanced and 4 from intermediate to advanced level. There are also 2 additional students who moved from advanced to proficient level whose names are not listed on this report). Out of 33 students, a total of 25 students stayed at the same level (5 beginner, 10 intermediate and 10 advanced level ELLs) and 2 students reversed to a previous level (1 from intermediate to beginner and 1 from advanced to intermediate level).

B- Na-

C- Na-

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](#).)

Na-

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

We make sure that a child's second language development is considered in instructional decisions by preparing lessons and activities which are scaffolded and differentiated according to the proficiency levels of students. Teachers also use SIOP strategies for ELL's such as opportunities for clarification in native language as well as activities that integrate all language skills: listening, speaking, reading and writing

7. For dual language programs, answer the following:

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

Na-

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

Success is evaluated based on NYSESLAT scores reported in the RNMR report, credit accumulation and regents performance growth.

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](#).)

ep 1: Students attending New York City Public schools are required to complete an intake packet which includes the Home Language Identification Survey. When a student arrives to our school they are welcomed by our parent coordinator who notifies our Assistant Principal of Student Services. Our Assistant Principal assists families in completing the documents including the Home Language Identification Survey. The Assistant Principal interviews the family to determine whether or not the student may be an ELL.

Step 2: If the student is determined to be an ELL based on the Home Language Identification Survey, our ESL Teacher who is a licensed pedagogue administers the LAB-R exam to the student within 10 business days of the student being admitted to school.

Step 3: If the student tests out of the LAB-R exam, then he or she is not entitled for ESL services and is assigned a program accordingly. If the student does not test out of LAB-R exam, then the student is entitled to ESL services and is programmed for ESL classes.

Step 3B: Once the LAB-R exam is administered and the student is determined to be in need of ESL services, the ESL teacher notifies the Spanish teacher who in turn administers the Spanish Lab to the student.
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.

As soon as the LAB-R test is administered, the parents of ELLs whose children are found to be entitled to ESL services are invited to a DOE Parent Video Orientation and they are also presented with an entitlement letter. The entitlement letter which is both in English and in the parents' native language informs the parents of their child's score on the LAB-R exam and provides them with information about the types of programs that are available to ELLs within the schools in New York City. During the DOE Parent Video Orientation, the parents of ELLs are provided with further information about the ELL programs that are available within the schools in the New York City Department of Education and any questions that they have about these programs are answered. This orientation is provided by our ESL teacher who is a licensed pedagogue. If a translator is needed then one is provided that speaks the parents' native language. Furthermore, the parents of ELLs are provided with a copy of the "Guide for Parents of English Language Learners" pamphlet in English and in their native language. This pamphlet which is prepared by NYC Board of Education Office of Language Learners also provides information about the types of programs available to ELLs with the New York City public schools.
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 [\[see tool kit\]](#).)

Entitlement letters are both mailed to parents' homes and given to students to give to their parents and a copy is available during the parent orientation. Our school support team calls home to ensure parents have received this letter and to invite them to the DOE Parent Video Orientation. Parent Survey and Program selection forms are distributed and collected during parent video orientation. Parents who do not attend orientation are contacted via telephone. Their options are presented to them and the parent program selection form is first given to a student to take to their parent and if not returned to the ESL teacher within 3 days, mailed to the parent. Copies of entitlement letters, program selection forms and placement letters are kept in a secure location.
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.

After the HLIS determines that a student is LAB-R eligible, the ESL teacher administers the LAB-R. If a student scores below proficiency, the student is an ELL. If a student is determined to be an ELL an entitlement letter and a placement letter introducing the

program is issued to the family both in English and in their native language. During the DOE Parent Video Orientation which is provided in the parents' native language, parents are provided with information about the different types of programs available to them within New York City and within our school. Currently, our school offers a Freestanding ESL Program, therefore students who are entitled to ESL services based on their LAB-R scores are programmed for ESL classes according to their proficiency levels.

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.

All ELLs are scheduled to take the NYSELAT exam. Prior to the administration of the test, a NYSELAT Committee consisting of the Principal, Assistant Principal, Testing Coordinator and ESL Teacher decide on the logistics of the test. The speaking portion of the test is administered in a separate room on a one-to-one basis by a team of trained teachers who are not the students' ELL or ELA teachers. The listening, reading and writing sections of the test are administered in a group and each test is administered on a different day in classrooms reserved for the test. The listening, reading and writing sections of the test are administered to students with IEPs in a separate location according to their IEPs. Each sub-component of the test is given to 9th and 10th graders in the morning and to 11th and 12th graders in the afternoon. The students are provided with permission slips and on the days of the test, they are escorted to the exam by the school support staff. After each sub-component of the test is administered school wide, students who were absent from a sub-component of the exam are given make-up tests in groups in classrooms reserved for the make-up tests. Make-up tests for each sub-component of the exam are administered in the morning and afternoon at least two or three times on various dates to ensure that the students complete all portions of the test until the designated deadline. The make-up tests for students with IEPs are administered in a separate location according to their IEPs.

6. After reviewing the Parent Survey and Program Selection forms for the past few years, what is the trend in program choices that parents have requested? (Please provide numbers.) Are the program models offered at your school aligned with parent requests? If no, why not? How will you build alignment between parent choice and program offerings? Describe specific steps underway. [①](#)

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])?

ur school offers all ELLs stand-alone ESL instruction.

b. Our school offers an ungraded heterogeneous program model aligned to students proficiency levels.

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)?

Our assistant principal collaborates with our programmer to highlight students' proficiency levels and properly program them for stand-alone ESL classes to meet the mandated number of instructional minutes. All Beginner level ELLs are programmed for three, forty-five minute, stand-alone ESL classes that meet 5 times per week. All Intermediate level ELLs are programmed for two, forty-five minute, stand-alone ESL classes that meet 5 times per week. All advanced level ELLs are programmed for one, forty-five minute stand-alone ESL classes that meet 5 times per week.

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

Content Area teachers use the SIOP Model to provide ESL Strategies within their content area. Teachers use the workshop model, which consist of the mini-lesson followed by independent practice and back to whole group share out. The teachers differentiate lessons and activities. They design assessments and scaffold to gauge and improve student learning. Uniform practices such as taking notes using the Cornell Note Taking Style and incorporating different levels of depth of knowledge questions is incorporated in content area lessons to make content comprehensible. Even though the language of instruction may be in English most of the time, lessons include vocabulary instruction and students are provided with reference materials in their native language.

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

When students are initially enrolled in our school, our Spanish teacher administers the Spanish Lab to students. Based on their level students are enrolled in the appropriate Spanish class and receive native language instruction.

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

ELL students are provided multiple entry points into the lesson. Student grouping, scaffolded questioning and multi-media are used to support ELL achievement. Formative (Tests /quizes) and summative (Teacher conferences/exit tickets/student work) assessments are used to evaluate all of the four modalities of English Acquisition throughout the year. Technology/Blended Learning is used to support students for writing/Write to Learn and regents prep support (Write To Learn/Novanet & Ellis)

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

a/b. Our teachers create differentiated lessons and activities for ELL subgroups.. Additionally, SIFE students, beginner level and new comers participate in the ELLIS Program to increase their vocabulary, to lower their affective filter and to help them improve their grammar as well as their listening and speaking skills.

 - c. Students receiving 4 to 6 years of service are one of the two target groups created by our ESL Department. We look closely at these students NYSESLAT testing patterns alongside their regents' performance and classroom performance in developing action plans for these individual students. These action plans may involve participating in extended day school, afterschool tutoring and/or in class reading and writing conferences with a licensed ESL teacher.
 - d. Long term ELL students are the second target group of the ESL Department. For this group again, we look closely at these students' NYSESLAT testing patterns alongside their regents' performance and classroom performance in developing action plans for these individual students,which are used to support classroom instruction.
 - e. As for our former ELLs, we develop individual action plans based on their regents' performance and classroom performance, which are used to support classroom instruction.

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?

The teachers of ELL-SWDs choose materials that are appropriate to the instructional level of their students based on the results of the New York City Performance series. Instruction is delivered using the workshop model and all lessons include vocabulary development, teacher differentiated lessons and activities based on the needs of their students.

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?

The ESL teacher along with the general teaching staff examines the IEPs of ELLs identified as having special needs in order to determine how students can achieve their IEP goals in their classrooms. The teachers differentiate their lessons according to the needs of these students. Furthermore, these students participate in the ELLIS Program, extended school-day and/or after school regents prep.

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
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

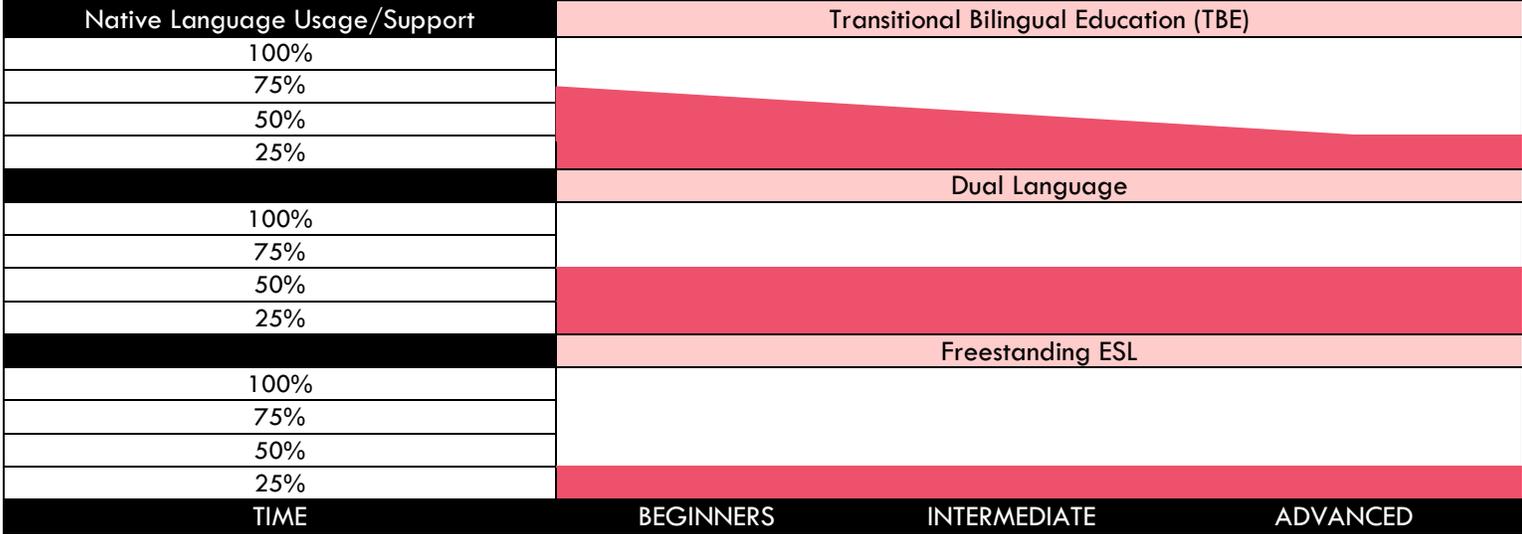
	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	540 minutes per week	360 minutes per week	180 minutes per week

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

	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

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.
- SIFE and new comer students receive pull out support in any course they take that terminates in a regents examination in the content areas of Social Studies, ELA, Math and Science. SIFE and new comers have also been identified for extended day and after-school regents prep.
10. Describe the effectiveness of your current program and how it is meeting the needs of your ELLs in both content and language development.
- The current program is assiting our ELL students with making some gains in both content and language development. Although,the trends across proficiency levels show that we have more advanced level students (25) and an equal number of students at the beginner (18) and intermediate (18) levels.
- According to the RLAT report dated 11/5/13, there are 33 students who have NYSESLAT scores for the years 2012 and 2013. The comparisons of these scores indicate the following trends with respect to proficiency levels.
- School wide, out of these 33 students, a total of 6 moved to a higher proficiency level (1 from beginner to intermediate, 1 from beginner to advanced and 4 from intermediate to advanced level. There are also 2 additional students who moved from advanced to proficient level whose names are not listed on this report). Out of 33 students, a total of 25 students stayed at the same level (5 beginner, 10 intermediate and 10 advanced level ELLs) and 2 students reversed to a previous level (1 from intermediate to beginner and 1 from advanced to intermediate level).
11. What new programs or improvements will be considered for the upcoming school year?
- We have added the ELLIS program as well as the ILLit and WRITE To Learn program
12. What programs/services for ELLs will be discontinued and why?
- None
13. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
- All ELL students are offered extra support during extended day and after-school. Teachers of ELL students invite ELL students and their families to participate in school activities. Our ELLs participate in our blended learning programs and regents preparation programs offered during extended day and in after-school. Additionally, we provide extracurricular activities, which include varisty basketball, Soccer Club, Creative Writing, Build-on, Wrestling, Year Book Club, Art Club and Varsity Baseball .
14. What instructional materials, including technology, are used to support ELLs (include content area as well as language materials; list ELL subgroups if necessary)?
- All of the ELLs are provided with glossaries in the content areas. All the ESL classes have a set of dictionaries, and if any other teacher in the building wants dictionaries for their ELLs ,it will be provided. We have also purchased the ELLIS and ILit/Write To Learn Software.
15. How is native language support delivered in each program model (TBE, Dual Language, and ESL)?
- We have offered native language supports by purchasing dictionaries and downloading glossaries in our students' native languages. In addition, we also have books in students native language.
16. Explain how the required services support, and resources correspond to ELLs' ages and grade levels?
- Using NYS ESL performance indicators as an anchor, our ESL department in consultation with our content area department strive to create relevant curricula that speaks to students' age and grade levels and is also align to the general education courses students are programmed for.
17. Describe activities in your school that assist newly enrolled ELL students before the beginning of the school year. Please include activities for new ELLs who enroll throughout the school year.
- The activities that we provide for newly enrolled ELL Students before the beginning of the school year is a parent/student orientation that is hosted in June. School leadership , the ESL Teacher along with the Parent Coordinator speak with students & parents about the ESL Program and school offerings.
18. What language electives are offered to ELLs?
- All Banana Kelly Students are offered Spanish electives.
19. For schools with dual language programs:
- How much time (%) is the target language used for EPs and ELLs in each grade?
 - How much of the instructional day are EPs and ELLs integrated? What content areas are taught separately?
 - How is language separated for instruction (time, subject, teacher, theme)?
 - What Dual Language model is used (side-by-side, self-contained, other)?
 - Is emergent literacy taught in child's native language first (sequential), or are both languages taught at the same time

(simultaneous)?

NA-

C. Professional Development and Support for School Staff

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

1- The ESL teacher meets with the content area teachers biweekly during grade & department meetings to discuss student progress and curricular design. School Leadership receives periodic updates of OELL professional development trainings relating to ELL students at the high school level.

2-We encourage staff to examine students academic data in the ARIS system. Additionally, ESL teachers work with content area teachers to develop strategies (SIOP Model) to improve the academic performance of ESL students within the content area.

3- This year we plan to have the ELL teacher conduct two all school wide workshop focusing on ELL assessment data to share promising practices when working with ELL students. A sign-in sheet and a reflection sheet will be used to record staff participation in these workshops.

D. Parental Involvement

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

1- Currently, our school is working to improve parental involvement within the school. We hope to improve parental involvement through hosting during and afterschool showcases of student work. All parents will be invited for these events and the parents of ELL students will receive specialized invitations to attend these events. Within these events we will have conversations on important information pertaining to student achievement including regents performance, student credit accumulation, new programs and curricula etc.

2- We are working with our CBO's to develop foster stronger ELL partnership for our parents.

3-Our parent coordinator along with the PTA hold monthly meetings in which, she is responsible for eliciting parent needs. There is a yearly night of elegance activity where 80 of our parent including our ELL parents attend with their children. Yearly parent surveys are also distributed to parents by the Department of Education, which we use to determine parent satisfaction.

4- Our parent meetings will be integrated into our PTA and SLT meetings. The school will ensure that translation services are provided either by a staff member or through the translation services.

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: Banana Kelly High School

School DBN: 08x530

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Charlette Pope	Principal		1/1/01
Marcellus Stovall	Assistant Principal		1/1/01
Margarita Brice	Parent Coordinator		1/1/01
Bahar Arsoy-Paulsen	ESL Teacher		1/1/01
Ms. Cash	Parent		1/1/01
Tahon Ross	Teacher/Subject Area		1/1/01
Patricia Trujillo	Teacher/Subject Area		1/1/01
	Coach		1/1/01
	Coach		1/1/01
Susan Bobb	Guidance Counselor		1/1/01
	Network Leader		1/1/01
	Other _____		1/1/01

LANGUAGE TRANSLATION AND INTERPRETATION 2013-2014 TO 2014-2015

Requirement under Chancellor's Regulations – for all schools

DBN: **08530** School Name: **Banana Kelly High School**

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

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.

Written translation and oral interpretation needs for our school are assessed using data that is collected from the Home Language identification Survey (HLIS), which is completed upon a child's admission to a New York City public school; parents' biographical information provided in students' cumulative record folders and on students' emergency cards; and feedback offered by parents at Parent Association meetings and during parent workshops and open school conferences/school meetings.

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.

According to the language surveys the majority of our students who speak languages other than English speak Spanish. In planning for open school night and parent teacher conferences this has been communicated to our school community in writing and at staff meetings. Additionally, the parent coordinator and school administrators are aware of the diversity and make the appropriate accommodations for communicating with our families.

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.

The school will use the DOE translated parent letters in regards to Parent-Teacher conferences, promotion in doubt and summer school. For all other letters, we will use staff and/or DOE translation services to communicate with parents.

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

Oral translations in Spanish will be provided by the DOE translation services and or by staff fluent in the specific native language, when available. These services are offered during all of our meetings, school functions, and registration process. The purpose of offering language services is to facilitate and increase meaningful communication and access to school programs, curriculum, activities, and educational opportunities.

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>.

We will fulfill the Chancellor's Regulation A-663 by using the translation services provided by the DOE. We will request the services at least weeks in advance of school mailings. Moreover, there are always translators available on staff during all school activities and information sessions about their children's academic performance. We also have a sign posted at the primary entrance, by the security desk, in the main office, and at the ELL and Parent coordinator's offices indicating the availability of translation and interpretation services. We will also continue to use all resources available from The Translation and Interpretation Unit.

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: Banana Kelly High School

DBN: 08x530

This school is (check one): conceptually consolidated (skip part E below)

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):

Before school After school Saturday academy

Total # of ELLs to be served: 47

Grades to be served by this program (check all that apply):

K 1 2 3 4 5

Part B: Direct Instruction Supplemental Program Information

6 7 8 9 10 11 12

Total # of teachers in this program: 3
of certified ESL/Bilingual teachers: 1
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: The English Language Learner Department has reviewed all NYSESLAT data looking for patterns and trends. After having carefully reviewed and compared the NYSESLAT data and student's areas of focus, we have determined that our English Language Learners and new immigrants to the country need to work on developing their writing, reading, speaking and listening skills, which are needed to achieve graduation requirements as well as making progress towards acquiring English language, as measured under the title III AMAO accountability. These opportunities will be offered during our extended day (9th Period) program. Our English Language Learners and new immigrant students in grades 9-12 will be attending extended day (9th Period) instructed by an ESL Teacher and two content area teachers. Direct instruction will be provided with a focus on language acquisition and skill building. All 47 English language learners will be organized in a 15:1 student/teacher group for 17 weeks (Fall & Spring). The program will operate during the day from Wednesday-Friday from 2:40PM-4:00PM.

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: Banana Kelly's professional development programs involve on-going, in house and off site professional development opportunities. Under the school leadership we have created opportunities for both ESL teachers and content area teachers to receive in house and offsite professional development. English Language Learner Title III Program teachers will be provided with two professional development sessions. SIOP Training will be offered on October 27, 2014. This training will be conducted by the ESL Coordinator, Ms. Bahar Arsoy during our Monday professional development sessions from 2:45PM-4:00PM. Teachers of this program will also be provided with data training (November 4, 2014) during the Chancellor's Professional Development Day . This training will be conducted by our instructional coach, Mr. Ahmed Duwaik.

Part D: Parental Engagement Activities

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:

The parents of our English Language Learners and new immigrants, grades 9-12, will be provided with a meeting twice per year (Fall & Spring). Students and parents are expected to attend both of these events, bringing our total number of participants to approximately 60 people. Our initial meeting, was held on September 24, 2014 , which is an outreach and orientation for parents regarding their course of study and academic expectations. This meeting is also a way to re-introduce parents to our administration, LAP program and Title III rights and programs. The purpose of these parent meetings is to inform parents of ways and opportunities to support their children. Food and Metro Cards were provided in order to maximize attendance. Our second meeting, to be held April 15, 2015, will be a meeting where parents can meet one-on-one with our licensed ESL teachers to discuss students' literacy progress as evidenced using a combination of New York City Department of Education Base Line Assessments and classroom summative and formative assessments. At this meeting parents and students will also collaboratively create short term goals for the end of the year and longer term goals for the 2014-2015 school year. We will request DOE translation services to provide interpretation for parents for all parental meetings.

Part E: Budget

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

Allocation Amount: \$11200

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Professional salaries (schools must account for fringe benefits) <ul style="list-style-type: none"> • Per session • Per diem 	\$10,508.04	Teacher per session pay for Extended Day Program 9th PD(Fall/Spring) for English Language Learners. Wednesday - Friday 2:40PM-4:00PM 3 Teachers (Eng/ESL , Math & Hist) @ 51.51/hr X 4hrs X 17 weeks = \$10,508.04
Purchased services <ul style="list-style-type: none"> • High quality staff and curriculum development 	_____	_____

Part E: Budget

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

Allocation Amount: \$11200

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
contracts.		
Supplies and materials <ul style="list-style-type: none"> • Must be supplemental. • Additional curricula, instructional materials. • Must be clearly listed. 	679.00	14 Audio Books & Ear Buds @ \$48.50= \$ 1,940
Educational Software (Object Code 199)	_____	_____
Travel	_____	_____
Other	_____	_____
TOTAL	_____	_____