



2014-15
SCHOOL COMPREHENSIVE EDUCATIONAL PLAN
(SCEP)

DRAFT – PENDING NYSED APPROVAL

DBN: (i.e. 01M001):	12X550
School Name:	HIGH SCHOOL OF WORLD CULTURES
Principal:	DR. RAMON NAMNUM

School Comprehensive Educational Plan (SCEP) Outline

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Section 1: School Information Page

School Information

School Name: High School of World Cultures School Number (DBN): 12X550
School Level: High School Grades Served: 9-12
School Address: 1300 Boynton Avenue
Phone Number: 718-860-8120 Fax: 718-893-7152
School Contact Person: Panagiota Melis Email Address: pmelis@schools.nyc.gov
Principal: Dr. Ramon Namnun
UFT Chapter Leader: Mr. Kenneth Couret
Parents' Association President: Ms. Mayra Garcia
School Leadership Team
Chairperson: Ms. Sionery Villar
Jose Fernandez
Student Representative(s): Carmyn Gomez

District Information

District: 12 Superintendent: Ms. Elaine Lindsey
Superintendent's Office Address: 1 Fordham Plaza Bronx, N.Y.
Superintendent's Email Address: ELindse@schools.nyc.gov
Phone Number: 718-741-5852 Fax: _____

Cluster and Network Information

Cluster Number: 5 Cluster Leader: Debra Maldonado
Network Number: 551 Network Leader: Marge Struk

Section 2: School Leadership Team (SLT) Signature Page

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

Directions:

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

Name	Position and Constituent Group Represented	Signature (Blue Ink)
Dr. Ramon Namnun	*Principal or Designee	
Mr. Kenneth Couret	*UFT Chapter Leader or Designee	
Ms. Mayra Garcia	*PA/PTA President or Designated Co-President	
	DC 37 Representative, if applicable	
Jose Fernandez Carmyn Gomez	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
	CBO Representative, if applicable	
Ms. Sionery Villar	Member/ Teacher	
Ms. Lucidenny Delgado	Member/ Teacher	
Mr. Francis Matos	Member/ Teacher	
Ms. Carmen Navarro	Member/ Title 1 parent	
Ms. Glenda Norales	Member/ Parent	
Ms. Sara Ruiz	Member/ Parent	
	Member/	

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

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

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

The Capacity Framework and SCEP Development

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



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

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

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

The Six Elements of the Capacity Framework	
1.	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.
2.	Supportive Environment: The school establishes a classroom and school culture where students feel safe, supported, and challenged by their teachers and peers.
3.	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.
4.	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.
5.	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.
6.	Trust: Everyone works toward the shared goal of improving student outcomes, preparing students for success in school and beyond. Across the school community, there is respect. School staff, parents, students and

administrators value each other.

Accountability Tools and the Capacity Framework

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

NYSED's Six DTSDE Tenets

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

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

NYCDOE's Quality Review (QR)

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

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

Next Steps for SCEP Development

School Leadership Teams should engage in the following steps:

7. **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.
8. **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.
9. **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.
10. **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.
11. **Step 5:** Update your school's AIS section. All Title I schools update the Parent Involvement Policy (PIP) and School-Parent Compact (SPC).
12. **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.
-
- The High School of World cultures has been very successful with graduating the students in 5 years. We currently have an 88% 5 year graduation rate, and continue to make academic gains with our English Language Learners. In addition, we have very high parent involvement and participation in school wide activities. Likewise, we have had success with both teacher and student attendance.
 - We were successful with our 13-14 CEP goals and would like to continue them into this school year.
 - Our school needs to work on its 4 year graduation rate.
 - As we are an entirely new arrival school, there are many challenges that we face when trying to get our students to acquire the skills necessary to pass Regents exams designed for English proficient students. In addition to this, we have had an influx of SIFE students and have set up specific programs within the 2014-2015 year to address these needs.

12X550 School Information Sheet Key

School Configuration (2014-15)				
Grade Configuration	09,10, 11,12	Total Enrollment	415	SIG Recipient
				N/A
Types and Number of English Language Learner Classes (2014-15)				
# Transitional Bilingual	N/A	# Dual Language	N/A	# Self-Contained English as a Second Language
				N/A
Types and Number of Special Education Classes (2014-15)				
# Special Classes	N/A	# SETSS	N/A	# Integrated Collaborative Teaching
				N/A
Types and Number of Special Classes (2014-15)				
# Visual Arts	1	# Music	N/A	# Drama
# Foreign Language	19	# Dance	1	# CTE
				N/A
School Composition (2013-14)				
% Title I Population	97.6%	% Attendance Rate	84.6%	
% Free Lunch	96.9%	% Reduced Lunch	0.8%	
% Limited English Proficient	90.0%	% Students with Disabilities	N/A	
Racial/Ethnic Origin (2013-14)				
% American Indian or Alaska Native	2.8%	% Black or African American	9.0%	
% Hispanic or Latino	80.9%	% Asian or Native Hawaiian/Pacific Islander	6.4%	
% White	0.8%	% Multi-Racial	N/A	
Personnel (2014-15)				
Years Principal Assigned to School (2014-15)	11.16	# of Assistant Principals (2014-15)	3	
# of Deans (2014-15)	N/A	# of Counselors/Social Workers (2014-15)	2	
Personnel (2013-14)				
% of Teachers with No Valid Teaching Certificate (2013-14)	3.8%	% Teaching Out of Certification (2013-14)	20.8%	
% Teaching with Fewer Than 3 Years of Experience (2013-14)	0.1%	Average Teacher Absences (2013-14)	6.29	
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	39.6%	Mathematics Performance at levels 3 & 4	40.1%	
Credit Accumulation High Schools Only (2013-14)				
% of 1st year students who earned 10+ credits	87.3%	% of 2nd year students who earned 10+ credits	75.5%	
% of 3rd year students who earned 10+ credits	75.5%	4 Year Graduation Rate	62.5%	
6 Year Graduation Rate	63.6%			
Overall NYSED Accountability Status (2014-15)				
Reward		Recognition		
In Good Standing		Local Assistance Plan		
Focus District	X	Focus School Identified by a Focus District		X
Priority School				
Accountability Status – Elementary and Middle Schools				
Met Adequate Yearly Progress (AYP) in ELA (2012-13)				
American Indian or Alaska Native	N/A	Black or African American	N/A	
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander	N/A	
White	N/A	Multi-Racial	N/A	
Students with Disabilities	N/A	Limited English Proficient	N/A	
Economically Disadvantaged	N/A			
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)				
American Indian or Alaska Native	N/A	Black or African American	N/A	
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander	N/A	
White	N/A	Multi-Racial	N/A	
Students with Disabilities	N/A	Limited English Proficient	N/A	
Economically Disadvantaged	N/A			
Met Adequate Yearly Progress (AYP) in Science (2012-13)				
American Indian or Alaska Native	N/A	Black or African American	N/A	
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander	N/A	
White	N/A	Multi-Racial	N/A	
Students with Disabilities	N/A	Limited English Proficient	N/A	
Economically Disadvantaged	N/A			
Accountability Status – High Schools				
Met Adequate Yearly Progress (AYP) in ELA (2012-13)				
American Indian or Alaska Native	N/A	Black or African American	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	NO	
Economically Disadvantaged	NO			
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	YES	Asian or Native Hawaiian/Other Pacific Islander	N/A	
White	N/A	Multi-Racial	N/A	
Students with Disabilities	N/A	Limited English Proficient	YES	
Economically Disadvantaged	NO			
Met Adequate Yearly Progress (AYP) in Graduation Rate (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	NO	
Economically Disadvantaged	NO			

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School Configuration (2014-15)				
Grade Configuration	09,10, 11,12	Total Enrollment	415	SIG Recipient
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# Transitional Bilingual	N/A	# Dual Language	N/A	# Self-Contained English as a Second Language
Types and Number of Special Education Classes (2014-15)				
# Special Classes	N/A	# SETSS	N/A	# Integrated Collaborative Teaching
Types and Number of Special Classes (2014-15)				
# Visual Arts	1	# Music	N/A	# Drama
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School Composition (2013-14)				
% Title I Population	97.6%	% Attendance Rate		84.6%
% Free Lunch	96.9%	% Reduced Lunch		0.8%
% Limited English Proficient	90.0%	% Students with Disabilities		N/A
Racial/Ethnic Origin (2013-14)				
% American Indian or Alaska Native	2.8%	% Black or African American		9.0%
% Hispanic or Latino	80.9%	% Asian or Native Hawaiian/Pacific Islander		6.4%
% White	0.8%	% Multi-Racial		N/A
Personnel (2014-15)				
Years Principal Assigned to School (2014-15)	11.16	# of Assistant Principals (2014-15)		3
# of Deans (2014-15)	N/A	# of Counselors/Social Workers (2014-15)		2
Personnel (2013-14)				
% of Teachers with No Valid Teaching Certificate (2013-14)	3.8%	% Teaching Out of Certification (2013-14)		20.8%
% Teaching with Fewer Than 3 Years of Experience (2013-14)	0.1%	Average Teacher Absences (2013-14)		6.29
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	39.6%	Mathematics Performance at levels 3 & 4		40.1%
Credit Accumulation High Schools Only (2013-14)				
% of 1st year students who earned 10+ credits	87.3%	% of 2nd year students who earned 10+ credits		75.5%
% of 3rd year students who earned 10+ credits	75.5%	4 Year Graduation Rate		62.5%
6 Year Graduation Rate	63.6%			
Overall NYSED Accountability Status (2014-15)				
Reward		Recognition		
In Good Standing		Local Assistance Plan		
Focus District	X	Focus School Identified by a Focus District		X
Priority School				

Accountability Status – Elementary and Middle Schools

Met Adequate Yearly Progress (AYP) in ELA (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	N/A			
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	N/A			
Met Adequate Yearly Progress (AYP) in Science (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	N/A			

Accountability Status – High Schools

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

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% of 3rd year students who earned 10+ credits	75.5%	4 Year Graduation Rate		62.5%
6 Year Graduation Rate	63.6%			
Overall NYSED Accountability Status (2014-15)				
Reward		Recognition		
In Good Standing		Local Assistance Plan		
Focus District	X	Focus School Identified by a Focus District		X
Priority School				
Accountability Status – Elementary and Middle Schools				
Met Adequate Yearly Progress (AYP) in ELA (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	N/A			
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	N/A			
Met Adequate Yearly Progress (AYP) in Science (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	N/A			
Accountability Status – High Schools				
Met Adequate Yearly Progress (AYP) in ELA (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		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		NO
Economically Disadvantaged	NO			
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	YES	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		YES
Economically Disadvantaged	NO			
Met Adequate Yearly Progress (AYP) in Graduation Rate (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		NO
Economically Disadvantaged	NO			

Section 5: Needs Assessment, Annual Goals and Action Plans

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

Part 1 – Needs Assessment

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

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

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

Part 1b. Needs/Areas for Improvement:

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

Based on the 2013 quality review, the following recommendation was made related to tenet 3. Ensure that teachers monitor and adjust curricula in English language instruction to support the CCLS instructional shifts and NYS content standards and ensure higher-order thinking skills are consistently present by providing necessary supports and extensions for all groups of students across core content areas and grades. [3.3]

Part 2 – Annual Goal

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

By June 2015, we will refine and cultivate our college readiness initiatives through teacher planning and collaboration on selected 6 inter-disciplinary units of six week studies utilized to foster critical thinking skills, evidence based discourse strategies, to produce higher order products aligned to the Common Core Learning Standards.

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</i>
<ul style="list-style-type: none"> Research-based instructional programs, professional 			

development, and/or systems and structures needed to impact change <ul style="list-style-type: none"> Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). Strategies to increase parent involvement and engagement Activities that address the Capacity Framework element of Trust 			<i>activity/strategy?</i>
Provide meaningful Professional Development that will fulfill teacher and student needs based on the expectation that instruction will be inter-disciplinary, rigorous, and consistent and higher order	Teachers	September-June	PD team, Teachers
Teachers will participate in external professional development opportunities that focus on the key areas mentioned above (critical thinking, evidence base discourse and higher order of students' products) and will turnkey their learning to our teaching community.	Teachers	September-June	PD team, Teachers
Consultants will lead in-house professional development to enhance teachers practice and performance and teachers will incorporate new learning into their Danielson based lesson plans.	Teachers	September-June	Administration, PD team

Part 4 – Resources Needed

Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc.
Ensure schedules that will allow for grade level collaboration on inter-disciplinary units and assessments.

Part 5 – Budget and Resource Alignment

Indicate using an "X" the fund source(s) that will be utilized to support achievement of the specified goal.												
	Tax Levy		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: <ul style="list-style-type: none"> 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. 				
At least 3 units of study will be modified and refined by February 2015.				
Part 6b. Complete in February 2015.				
<ul style="list-style-type: none"> Did the school meet the mid-point benchmark(s) in the timeframe specified? 		Yes		No
<ul style="list-style-type: none"> 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:

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

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

Part 1b. Needs/Areas for Improvement:

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

Based on the 2013 quality review, the following recommendation was made related to tenet 5. “Continue to use the “collaborative and inclusive approach to culture-building, discipline and social-emotional support results in a safe, nurturing and cohesive community where there is mutual respect amongst staff and students”(1.4; *Quality Review, 2013-2014, page 3-4*).

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.

Teachers and guidance counselors will regularly assess and develop students’ social and emotional health through bi weekly meetings to review background data such as home environment, fitness and health conditions, socialization norms, and educational history will be used to inform instruction and services, resulting in a 3% increased attendance rate and passing rate for the 2014-2015 school year.

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
<ul style="list-style-type: none"> • Research-based instructional programs, professional 			

development, and/or systems and structures needed to impact change <ul style="list-style-type: none"> Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). Strategies to increase parent involvement and engagement Activities that address the Capacity Framework element of Trust 			<i>activity/strategy?</i>
Departmental and grade-team planning and inquiry to develop and implement RTI strategies.	Teachers	September-June	Grade/Content team Leaders
Teacher teams will evaluate student progress, and the impact of activities through inquiry, informed by data from guidance counselors, interim assessments and collaborating teachers.	Teachers and Guidance Counselors	September-June	Teachers, Administrators
Innovative scheduling to ensure departmental meetings can occur on schedule, including the participation of guidance counselors and the applicable supporting staff members.	Teachers, guidance counselors	September-June	Content teams and Guidance counselors

Part 4 – Resources Needed

Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc.
Scheduling time for meeting dates, Parental outreach time scheduled in the day, Parent teacher conferences

Part 5 – Budget and Resource Alignment

Indicate using an "X" the fund source(s) that will be utilized to support achievement of the specified goal.												
	Tax Levy		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: <ul style="list-style-type: none"> 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. 				
<u>Student report cards, distributed at parent teacher visits, will have pass rates that indicate increased achievement. Reviewing scholarship reports and attendance data to measure anticipated increases in achievement, by February 23, 2015</u>				
Part 6b. Complete in February 2015.				
<ul style="list-style-type: none"> Did the school meet the mid-point benchmark(s) in the timeframe specified? 		Yes		No
<ul style="list-style-type: none"> 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:

7. 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.
8. For schools that did not receive an IIT School Review, or did not receive a HEDI rating for one or more SOPs: Self-rate your school for that SOP, informed by an analysis of student performance trends and any major findings/recommendations from your Quality Review (QR) or Alternative QR (AQR), and other relevant qualitative and quantitative data. Enter your HEDI self-rating(s) on the chart below.

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

Part 1b. Needs/Areas for Improvement:

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

Based on the 2013 quality review, the following recommendation was made related to tenet 4. "Improve the use of varied assessment data to inform instructional adjustments, analyze student performance, with ongoing checks for comprehension in order to apprise students of next learning steps" (2.2; *Quality Review, 2013-2014, page 6*).

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, teachers and guidance counselors will routinely analyze student data from diagnostic exams, standards-based performance tasks, and end of course exams in order to adjust their instruction to meet the students' needs. Teachers will use uniform, Common Core aligned rubrics to check for students' comprehension and apprise students of the next learning step required to make progress towards the standards-based outcome resulting in an increase in core subject pass rates by reviewing individual teacher scholarship reports by marking periods during departmental meetings and through reviewing school wide scholarship report of core areas at the Chancellor's Day meeting session.

Part 3 – Action Plan

Activities/Strategies: Detail below the actions, strategies, and activities your school will implement to achieve the identified goal	Target Group(s)	Timeline <i>What is the</i>	Key Personnel <i>Who is responsible</i>
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for this Capacity Framework element, including: <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Strategies to increase parent involvement and engagement • Activities that address the Capacity Framework element of Trust 	<i>Who will be targeted?</i>	<i>start and end date?</i>	<i>for implementing and overseeing the activity/strategy?</i>
Departmental and grade-team planning, inquiry, and development of curriculum and units;	Content Teachers	September-June	Content teams, Supervisors
Collaborative analysis of student work, evaluated with common, standards-based rubrics	Content Teachers	September-June	Content teams
Prompts and assessments to diagnose evidence of learning by individual students, as determined through uniform rubrics measuring students' class participation, home-works, projects, and tests/quizzes;	Content teachers	September-June	Content teams

Part 4 – Resources Needed

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

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Part 5 – Budget and Resource Alignment

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

	Tax Levy		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:

- 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.

Teachers will establish rubrics aligned to all assigned tasks to allow for better evaluation and feedback to students by February 2015

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

<ul style="list-style-type: none"> • Did the school meet the mid-point benchmark(s) in the timeframe specified? 		Yes		No
<ul style="list-style-type: none"> • 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:

11. 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.
12. 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:

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

Based on the 2013 quality review, the following recommendation was made related to tenet 2. “Develop and refine the use of evidence based systems, such as rubrics that are fully aligned with the common core learning standards and are interconnected [2.5]”

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.

During the 2014-2015 school year, administrators will include grade and content area leaders in leadership committee meetings to assist in leadership decisions and to distribute information and accountability. Develop and refine the use of evidence based systems that are fully aligned with the Common Core learning standards and are interconnected with school wide practices, to more effectively address the individual needs of students and to provide actionable feedback, resulting in an increase in the student pass rates for individual teachers by reviewing individual subject class list with grade reports and overall with the mark analysis reports by marking period.

Part 3 – Action Plan

Activities/Strategies: Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including: <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Strategies to increase parent involvement and engagement • Activities that address the Capacity Framework element of Trust 	Target Group(s) <i>Who will be targeted?</i>	Timeline <i>What is the start and end date?</i>	Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i>
Departmental and grade-team planning Teacher teams evaluate student progress, effectiveness, and impact of the above described strategies and activities through inquiry and portfolio assessment to document growth and needs for a student.	Teachers and students	September-January, January-June	Grade team leaders and Administrators
Teachers are involved in the decision-making regarding the use of academic assessments through teachers' self-assessment based on a selected component from the Danielson Framework for Teaching.	Teachers	September-January, January-June	Grade team leaders and Administrators

Part 4 – Resources Needed

Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc.
Scheduling to ensure departmental meetings can occur on schedule portfolio evaluation and panel reviews

Part 5 – Budget and Resource Alignment

Indicate using an "X" the fund source(s) that will be utilized to support achievement of the specified goal.												
	Tax Levy		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: <ul style="list-style-type: none"> • 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. 				
<u>Leadership Team meetings and PD schedules will reflect the goals set through the data analysis by February 23rd 2015</u>				
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:

15. 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.
16. 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:

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

Based on the 2013 quality review, the following recommendation was made related to tenet 6. Continue to support and refine the practice of individual goal setting through your student coaching model in order to proactively create diverse and meaningful opportunities for engaging students, families, and community stakeholders in the conversation regarding high expectations for student academic achievement and use multiple points of entry to provide tips and tools focused on student learning and development [6.2]

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 January 2015, a community coordinator will be hired to establishing relations with elected officials from the district area, colleges, and other partnerships with institutions for student internships. Additionally, to increase parental involvement in our school community by orienting and assisting the parents with college readiness goals and enrollment for their children. Also, through increasing parental involvement in the school at large and promoting a community of building trust and support, we will see more parents involved in school wide activities.

Part 3 – Action Plan

Activities/Strategies: Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including: <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Strategies to increase parent involvement and engagement • Activities that address the Capacity Framework element of Trust 	Target Group(s) <i>Who will be targeted?</i>	Timeline <i>What is the start and end date?</i>	Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i>
Departmental and grade-team planning to divide student into advisories, periodically monitor progress, and reach out to parents periodically.	Teachers	September-June	Teachers, parent coordinator, counselors, administrators
Parent/Teacher conferences	Teachers	September-June	Teachers, parent coordinator, counselors, administrators
Parent Engagement through contact and open house, events, and ESL classes to foster a welcoming environment and build trust	Teachers, Administration	September-June	Teachers, parent coordinator, counselors, administrators

Part 4 – Resources Needed

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

Scheduling to **ensure departmental meetings** can occur on schedule, including the participation of guidance counselors and the applicable supporting staff members

Part 5 – Budget and Resource Alignment

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

	Tax Levy		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.

Teacher teams evaluate student progress, effectiveness, and impact of the above described strategies and activities through inquiry, informed by data from guidance counselors and collaborating teachers. February 2015 increase in parent attendance at SLT meetings.

- Monthly PTA meetings
- Parent/teacher conferences each semester February 23rd 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)	Regent score below 65	Jigsaw reading methods, close text reading, paraphrase, textual citation and analysis, reflective journal writing, repetitive reading of documents, multimedia presentation and formatting of texts, interdisciplinary units	Tutoring, small class instruction, PM school, Saturday prep, regent class programming	During school hours as a pull out service, afterschool and weekend services
Mathematics	Regent score below 65	Baseline assessments, Comprehensive regent reviews,	Tutoring, small class instruction, PM school, Saturday prep, regent class programming	During school hours as a pull out service, afterschool and weekend services
Science	Regent score below 65	Comprehensive regent review of regent questions, inquiry based learning, lab practicums, multiple media source reference materials, interdisciplinary units	Tutoring, small class instruction, PM school, Saturday prep, regent class programming	During school hours as a pull out service, afterschool and weekend services
Social Studies	Regent score below 65	Essay writing through graphic organizers, political cartoon analysis, multiple source reference materials, Regentsprep.org, interdisciplinary units	Tutoring, small class instruction, PM school, Saturday prep, regent class programming	During school hours as a pull out service, afterschool and weekend services
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	Socio-emotional and academic intervention referrals from school staff	Ladder of referral process and intervention protocols, classroom visits	Pull out services, group counseling, one on one services, classroom push in teaching	During school day hours

Section 7: Title I Program Information

Directions:

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

Part 1: Title I Status

Indicate with an “X” your school’s Title I Status.			
X	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.

At the High School of World Cultures, High quality teachers are employed using the NYC DOE open market, hiring fairs, and through relationships built with educational institutions that train highly qualified teaching professionals. While employed at the High School of World Cultures, teachers are given opportunities to improve their craft through on-going professional development. These opportunities for professional development contribute to our teacher retention rates, as well as, ensure that the teachers employed are highly qualified. Teachers that show no growth over time, regardless of repeated efforts and individualized plans are counseled out.

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).

PD development will be based on the needs of our staff population and students’ needs. Some of the PDs planned are building reflective portfolios for students using common core rubric based assessments, questioning techniques, inquiry based learning and supporting the students through scaffold lesson planning. The PD planning committee will also model and/or invite guest speakers to demonstrate practices in the ESL strategies to help support our population. PD will also include planning time to develop common core aligned interdisciplinary units that will provide challenging and aligned projects for students to develop skills to meet the CCSS. Through the use of technology training and PD support, teachers and staff will become more fluent in using technology in the classroom to enable student engagement.

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.

As grade teams' teachers are able to design an interim assessment to set benchmark leveling and measures to assess student growth. Teachers collaborate and discuss the outcomes of the measures to plan strategic methods of instruction and develop a plan of support for the student population.

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	\$ 371,130	x	Pages 8-18
Title I School Improvement 1003(a)	Federal			
Title I Priority and Focus School Improvement Funds	Federal	\$ 88,927	x	Pages 8-18
Title II, Part A	Federal			
Title III, Part A	Federal	\$ 42,282		Pages 8-18
Title III, Immigrant	Federal	\$3,496	x	Pages 8-18
Tax Levy (FSF)	Local	\$ 2,318,859	x	Pages 8-18

¹Explanation/Background:

Title I Schoolwide Program schools are expected to use the flexibility available to them to integrate services and programs with the aim of enhancing the entire educational program and helping all students reach proficient and

advanced levels of achievement. In addition to coordinating and integrating services, Schoolwide Program schools may combine most Federal, State and local funds to provide those services. By consolidating funds from Federal, State, and local sources, a Schoolwide Program school can address its needs using *all* its available resources. This gives a school more flexibility in how it uses available resources to meet the identified needs of all its students.

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

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

1. 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.
2. 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:

3. **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).
4. **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.
5. **Title I Priority and Focus School Improvement Funding:** support implementation of school improvement plans that aims to improve instruction and address the identified needs
6. **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 K 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.
7. **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.
8. **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:

9. **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.

10. **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.
11. **IDEA:** To ensure that all children with disabilities have available to them a free appropriate public education designed to meet their individual needs.
12. **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)

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. **High School of World Cultures**, 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. **High School of World Cultures** 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)

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

II. Parent/Guardian Responsibilities:

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

III. Student Responsibilities:

- attend school regularly and arrive on time;
- complete my homework and submit all assignments on time;

- follow the school rules and be responsible for my actions;
- show respect for myself, other people and property;
- try to resolve disagreements or conflicts peacefully;
- always try my best to learn.

**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 12	Borough Bronx	School Number 550
School Name The High School of World Cutlures		

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 Dr. Namnun	Assistant Principal Ms. Pappas
Coach	Coach
ESL Teacher Ms. Maehlum	Guidance Counselor Ms. Rosado
Teacher/Subject Area Lucidenny Delgado	Parent
Teacher/Subject Area Kathy Luke	Parent Coordinator Maria Rondon
Related Service Provider	Other
Network Leader(Only if working with the LAP team)	Other

C. Teacher Qualifications

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

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

D. Student Demographics

Total number of students in school (Excluding Pre-K)	398	Total number of ELLs	304	ELLs as share of total student population (%)	76.38%
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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 checked="" type="checkbox"/>	No <input type="checkbox"/>	If yes, indicate language(s): Spanish

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>										1	1	1	1	4
Freestanding ESL														
Discrete ESL class										3	3	3	3	12
SELECT ONE														0
Total	0	0	0	0	0	0	0	0	0	4	4	4	4	16

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	304	Newcomers (ELLs receiving service 0-3 years)	267	ELL Students with Disabilities	0
SIFE	178	ELLs receiving service 4-6 years	35	Long-Term (completed 6+ years)	2

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

	ELLs by Subgroups									Total
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			
	All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD	
TBE	0	0	0	0	0	0	0	0	0	0
Dual Language	25	15	0	10	5	0	0	0	0	35
ESL	81	146	0	9	11	0	0	2	0	90

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	106	161	0	19	16	0	0	2	0	125
Number of ELLs who have an alternate placement paraprofessional: <u>0</u>										

C. Home Language Breakdown and ELL Programs

Transitional Bilingual Education														
Number of ELLs by Grade in Each Language Group														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
SELECT ONE														0
SELECT ONE														0
SELECT ONE														0
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 Spanish	21	0	25	0	21	0	14	0	81	0
SELECT ONE									0	0
SELECT ONE									0	0
TOTAL	21	0	25	0	21	0	14	0	81	0

This Section for Dual Language Programs Only

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

Freestanding English as a Second Language

Number of ELLs by Grade in Each Language Group

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish										47	94	78	28	247
Chinese												2		2
Russian														0
Bengali										7	11	2	4	24
Urdu														0
Arabic										3	3	1		7
Haitian														0
French										3	6	1	1	11
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other										7	3	3		13
TOTAL	0	67	117	87	33	304								

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)										27	31	23	5	86
Intermediate(I)										35	60	41	13	149
Advanced (A)										2	21	21	15	59
Total	0	64	112	85	33	294								

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	165		31	
Integrated Algebra	288	122	64	
Geometry	40	0	14	
Algebra 2/Trigonometry	5		1	
Math _____				
Biology				
Chemistry				
Earth Science	71	26	13	
Living Environment	151	68	61	
Physics	1		1	
Global History and Geography	159	110	41	
US History and Government	106	73	38	
Foreign Language				
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)	5	8	9	7	1	5	7	7
Chinese Reading Test								

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

- Describe what assessment tool your school uses to assess the early literacy skills of your ELLs (e.g., ECLAS-2, EL SOL, Fountas and Pinnell, DRA, TCRWP). What insights do the data provide about your ELLs? How will this data help inform your school's instructional plan? Please provide any quantitative data available to support your response.
The school uses the Lab R exam, interim assessment in ELA, and teacher prepared assessments, NYSESLAT and NYS Regents scores to assess the students. Based on the data analyzed the Inquiry/Data Team and Curriculum Writing Team make recommendations on instruction, materials, and curriculum writing. For example, our ELA interim assessment in the Fall of 2013 illustrated that students

performed significantly better on questions related to inference, cause/effect, and author's purpose than on questions on detail and vocabulary related to inference. Therefore, the Inquiry team has recommended that the curriculum writing team develop performance tasks that help develop vocabulary and scaffolding activities that will develop students' understanding of vocabulary when related to inference questions. In addition, the assessment of the NYSESLAT scores illustrate some disparity with regard to ability in writing and reading and speaking and listening. It has been recommended that all students be encouraged to write responses in classes and share out as a daily practice in order to develop both skills simultaneously

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

Although there are students that illustrate a disparity in their listening/speaking and writing/reading scores on the NYSESLAT and Lab R, the majority of the students score similarly in these sections. There is also a higher number of students scoring intermediate and advanced in the 11th and 12th grades on the NYSESLAT.

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

Since the analysis of the NYSESLAT scores illustrate some disparity with regard to ability in writing and reading and speaking and listening. It has been recommended that all students be encouraged to write responses in classes and share out as a daily practice in order to develop all skills simultaneously. Instruction will include daily formative assessments throughout the lessons. Differentiated instruction is an important tool for the teachers to use to improve student performance in helping to develop these skills.

4. For each program, answer the following:

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

4. a. Students initially do better when taking tests in their native languages. It seems that in the higher grades more of them perform equally on English tests.

4. b. The school leadership and the teachers use the results from the periodic assessment to drive instruction and make curriculum decisions as described above, by making recommendations to the Curriculum Writing Team and in Faculty and departmental meetings. At these meetings, administrators share and discuss the statistical analysis completed on all tests. Together, all stakeholders engage in shared-decision-making about how to drive instruction. Differentiated Instruction is discussed and developed and new resources are assessed.

4. c. The trends have indicated that there is a need to focus on the language objectives and the communication arts. In addition the writing skills improve after the speaking and listening skills. The Native language is always used to support the development of English and to present content information. All students are issued word-to-word translation dictionaries in an attempt to develop vocabulary in the Native language as well as English, as some of our SIFE students also are in need of native language development.

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](#).)

We guide instruction for ELLs with response to intervention by organizing our students into instructional blocks- consistent with student need. For example, students who are SIFE (have an interrupted formal education) are placed in a SIFE block. In these blocks, students receive Native language support as well as a variety of remedial and supplementary instruction

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

Students are placed in blocks that are dependent upon their native languages. We have four instructional blocks 1) mixed, advanced English 2) Mixed (non-Spanish speakers) 3) Dual Language, and 4) SIFE. Teachers use native language to build background knowledge and help students to excel in English.

7. For dual language programs, answer the following:

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

7. a. In the dual language program, students are assessed in English in all classes except the Advance Placement Spanish Literature Class. They are always encouraged to use their native language with the use of classroom resources.

7. b. Our dual language students are excelling in their second language. By the 12th grade, they are able to pass the NYS Regents exams in English and take College Now classes in preparation for college.

7. c. Our 12th grade dual language students have all passed all required NYS Regents exams. They are excelling academically and are currently applying for college scholarships, as their GPA's are admirable.

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

We rate the success of our programs on our students' ability to achieve academically in school as well as on city and state assessments. We continuously analyze the results of these and recommend changes as necessary. Our graduation rate, attendance,

and school spirit are a testament to the effort that the school places on high standards for all our students, especially because of the linguistic obstacles they have had to overcome.

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](#).)

Since High School of World Cultures (HSWC) is a 100% English Language Learner school, all students who are referred to us are screened as possible ELLs. Therefore, the steps of the identification process described below apply to all new students. First, the school secretary (Blanca Torres) checks the student's referral letter and introduces the student and their parents to the principal (Ramón Namnun). Next, the principal conducts the informal home language interview with the student. After that, the student and parents are sent to the parent coordinator (María Rondón), who begins a CUM file containing the following documents: ATS Registration/Transfer form, McKinney/Vento Act, ethnic identification form, Consent to Photograph/Videotape, and Emergency Contact. One of two pre-identified ESL teachers (Mrs. Andrade or Ms. Luke) is notified of the new student. The teacher administers the Home Language Identification Survey (HLIS) and conducts an informal oral interview to assess the student's level of speaking and listening proficiency in English. The ESL teacher, Assistant Principal or Principal (based on availability) shows the Program Placement video and answers any questions that the parents have about bilingual or ESL programs. At that point, parents are asked to complete a program selection form. They are advised that they can change or void their selection based on the results of their student's initial assessment(s). HLIS, program selection, and parent survey forms are kept in both the CUM and in an intake binder. The LAB-R is administered within ten days of registration on a rolling, bi-weekly basis starting in the beginning of August. Due to the large volume of new ELL students, the Reading, Writing, and Listening tests are administered in large groups, if possible. The Speaking test is administered individually. Mrs. Andrade and Ms. Luke are responsible for conducting the initial screening and administering the HLIS and LAB-R. Both are licensed ESL teachers.

A pre-identified Spanish teacher (Mrs. Delgado) is responsible for administering the Spanish LAB.

In April and May, all students are evaluated using the New York State English as a Second Language Achievement Test (NYSESLAT). Students take the Reading, Writing, and Listening sections in their self-contained ESL classroom, where it is administered by a licensed ESL teacher (Kathy Luke, Isabel Andrade, Emilia Perlwitz, Kimberly Hunter, Vhianna Boncy, and Bertrand Fils-Aimé). The Speaking test is administered by these same teachers to individual students over several consecutive days.

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.

In order to ensure that the parents understand the three program choices (Transitional Bilingual, Dual Language, and Freestanding ESL) they are shown the video. Further explanations are given by the principal during the interview process. The ESL teacher, assistant principal, and guidance counselor are available during the intake process to make any clarifications. Further, parents are encouraged to continue their inquiry with the parent coordinator.

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

The parent survey and program selection forms are returned to the ESL pedagogue who completes the intake process. They are kept on file in the CUM and AP Intake binder with the HLIS. In order to ensure that parents return these, they are given appointments by the Parent Coordinator, Mrs. Rondon. She, along with the Principal, Assistant Principal or ESL teacher (depending on availability) meets with the parents, keeps a copy of the surveys and selections in her office and a copy is kept with the assistant principal. Upon the completion of the LAB-R and Spanish Lab tests, parents are mailed entitlement letters.

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.

Using the results from the LAB-R exam, students are identified as beginners, intermediate or advanced students. If students are beginners, they are programmed for three units (540 minutes a week) of ESL, intermediate students are programmed for two units (360 minutes a week) of ESL and advanced students are programmed for one unit (180 minutes) of ESL instruction. This information is communicated to the parents by our parent coordinator, Ms. Rondon. Ms. Rondon is bilingual Spanish, therefore, she is able to communicate to all the Spanish-speaking parents. For parents speaking French, we use one of our French speaking staff members, Mr. Fils-Aime or Mr. Sow. If parents speak other languages, we use available translators in the building.

The assistant principal compiles and analyzes the data on program choice in an Excel spreadsheet. This spreadsheet is updated continuously and shared with staff. During the enrollment period of summer and fall 2013, there was a total of 122 parents/guardians that completed the program selection. Of these parents, eight selected the Dual Language option while 45 selected the Freestanding ESL program

The program models offered at our school are aligned with parent requests. Since the majority of parents have chosen the Freestanding ESL program, this program is the largest. We also offer the Dual Language program for the small group of parents that have made that choice. We track the number of parents that want a Bilingual Program, so that when a cohort of 20 is reached, we can begin that program. So far, we have not reached that number, therefore, we do not have the bilingual program offered as of yet.

5. Describe the steps taken to administer all sections of the New York State English as a Second Language Achievement Test (NYSESLAT) to all ELLs each year.

The NYSESLAT will be administered by our ESL teachers. The total student population will be divided and dispersed based on the total number of ESL teachers divided by the number of students to be tested. We will keep track of the student tested via a live Excel spreadsheet.

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. 

Since all our students are English Language Learners, all our parents enjoy full access to all parent activities. Parents are involved in numerous ways in the school community. They participate in Parent Association Meetings which are usually held on the third Thursday of every month in the 5th floor cafeteria from 5:30 to 8:00 PM. The meetings boast high attendance due to the enthusiasm and participation of the parent coordinator (Mrs. Maria Rondon), and our community associate (Mr. Cruz), who provide the parents with refreshments and Metrocards. The meetings are conducted in Spanish and English and translators are made available for parents that may require translations in other languages.

In addition, parents participate in the School Leadership Team meetings which are held the third or fourth Wednesday of every month in the conference room 526 from 4 to 7:00PM. As with the other meetings, parents are also provided with refreshments and Metrocards.

The school provides English classes to the parents on Saturdays in order to provide parents with the tools they need to become more involved in their children's academic success. When services are needed in the area of healthcare, we refer parents to Montifiore Medical Center, as well as other social needs (as career and economic opportunities) are referred to SoBro, South Bronx Overall Economic Development Corporation.

The needs of parents are assessed with surveys that are given during Parent Association meetings, Parent-Teacher Conferences, Saturday classes and the DOE Parent surveys. Their needs are assessed by administration and decisions are therefore made based on the findings. For example, in order to best service the parents with classes, a survey was taken during the Parent Association meeting regarding the best time for the classes. The information illustrated that most parents preferred classes on Saturday afternoons. Moreover, during the classes, parents were asked what their needs for classes were and based on their feedback; the curriculum was written for the parent classes.

The activities provided for the parents are based on the needs of the community as illustrated in the surveys conducted.

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])?

Students are also put into blocks, or instructional groups based on their English proficiency levels and native languages. These blocks include Students are placed in blocks: 1) mixed, advanced English 2) Mixed (non-Spanish speakers) 3) Dual Language, and 4) SIFE. Teachers use native language to build background knowledge and help students to excel in English.

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)?

Using the results from the LAB-R exam, students are identified as beginners, intermediate or advanced students. If students are beginners, they are programmed for three units (540 minutes a week) of ESL, intermediate students are programmed for two units (360 minutes a week) of ESL and advanced students are programmed for one unit (180 minutes) of ESL instruction.

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.

Instruction is delivered in Self Contained Classes. ESL Classes are constructed around a 90 minute block, with students receiving a third class in ESL writing. All content area subjects are taught with ESL methodology and strategies. All classroom teachers are trained in QTEL (Quality Teaching of English Learners). Program models consist of Homogenous grouping based upon ESL level. The guidance counselor receives yearly training and directions to program the students according to the mandated number or instructional minutes. Student programs are reviewed by the pupil personnel team to ensure compliance. Explicit minutes are delivered through a double period block with a supporting singleton. Content area teachers deliver material through scaffolding and ESL strategies and techniques

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

Students are placed in blocks that are dependent upon their native languages. We have four instructional blocks 1) mixed, advanced English 2) Mixed (non-Spanish speakers) 3) Dual Language, and 4) SIFE. Teachers use native language to build background knowledge and help students to excel in English.
5. How do you ensure that ELLs are appropriately evaluated in all four modalities of English acquisition throughout the year?

Teachers' are expected to produce unit plans that specifically highlight how the Common Core Learning standards will be infused with the various teaching modalities. These unit plans are reviewed by the designated departmental Assistant Principal.
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. SIFE students receive additional tutoring and support through block 4 classes. In addition, there are Saturday SIFE classes available. Specific teachers are trained in SIFE strategies through the office of English Language Learners.
- b. Newcomers receive Academic Intervention Services in the form of Prep courses to enhance success on the Regents examinations. Long term Ell's and Ells receiving service for 4-6 years are placed in tutoring, assigned a mentored and scheduled for Saturday School Academy.
- c. Students who are identified as 4-6 year ELLs are placed in after school tutoring classes. In addition to these after school classes, these students also receive supplementary instruction on Saturdays.
- d. Long term ELLs are also offered after school and Saturday tutoring. In addition to these efforts, Teachers have been trained in data analysis, helping them to identify these ELLs, as well as how to move them forward.
- e. Students who become "proficient" are placed in Dual language and/or honors classes. These classes allow them to excel in their language, as well as content abilities. In addition, students are encouraged to participate in college level and after school classes *Note: these advanced programs are also available to our ELLs.
- **The PM School for SIFE and long-term ELL's will continue to run Monday through Thursday from 4:15-6:15 pm. Students will use, in addition to current classroom resources, ebooks, SRA reading labs, and Operation Exito to promote reading and content comprehension. Rosetta Stone will also be used to develop verbal fluency and to improve writing across all grade levels. Students will also have access to computers (IPads) in order to facilitate their learning and to better educate them in using technology.
- 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?
N/A
 - 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?
N/A

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:	4		NLA	Spanish
Social Studies:				
Math:				
Science:				

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

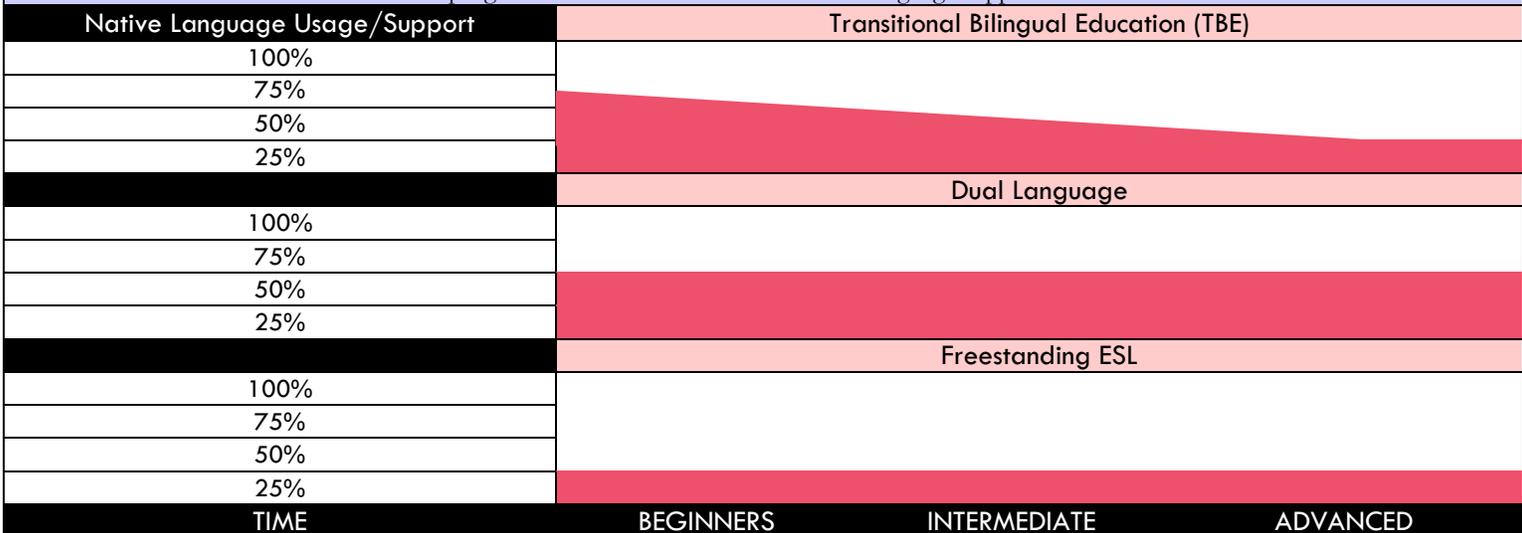
	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS: Native Language Arts	45 minutes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

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

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

Native Language Usage and Supports

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



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

B. Programming and Scheduling Information--Continued

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

Teachers at the HSWC meet on a daily basis to discuss and work with the target population. These meetings are dedicated to professional development and student-centered activities, including a SIFE committee and inquiry groups. HSWC has a weekly allotment of 3 hours and 45 minutes embedded in the school week for collaborative planning/professional development focused on the entire student population of ELLs. A school-based planning team will meet weekly to discuss and plan the implementation and execution of grant activities. In addition, this committee will track professional development growth and will also redirect the focus when it is needed.

*HSWC will train the entire staff during PD sessions. Teachers will be trained in SIFE and ESL strategies at workshops both on and off site.

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

Since the analysis of the NYSESLAT scores illustrate some disparity with regard to ability in writing and reading and speaking and listening. It has been recommended that all students be encouraged to write responses in classes and share out as a daily practice in order to develop all skills simultaneously. Instruction will include daily formative assessments throughout the lessons. Differentiated instruction is an important tool for the teachers to use to improve student performance in helping to develop these skills

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

HSWC has a significant population of SIFE students who have expressed a desire to learn the English language and to go to college. Currently, HSWC has several programs that address these students. First, in addition to offering our students 90 minutes of ESL instruction, students are also provided with differentiated writing instruction. These classes equip students with accelerated opportunities to build their English literacy skills. Secondly, students are also offered a variety of enrichment college prep and college level classes. HSWC has paired up with Bronx Community College to provide our students with these opportunities.

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

No programs have been discontinued at this time. We have added supplementary programs to align to the Common Core Learning Standards and College Readiness.

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

N/A 100% ESL

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

Spanish and French native speaking students are also programmed to receive additional instruction in their first languages. This allows students the opportunities to build and enrich their primary languages so that they may transfer their learning over to English. Furthermore, students speaking other languages are given native language support through heterogeneous classroom groupings and access to various instructional supports in their native languages. For example, HSWC has a very strong partnership with Operation Exitó. This program delivers high level thinking questions to students in their native languages. Students are offered incentives through this program to master content objectives that include an opportunity to travel to Puerto Rico and possibly win a 100,000 college scholarship.

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

Native language support is available for students in the SIFE block, block 4. Students in other blocks can receive additional language instruction afterschool and on Saturdays.

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

9th & 10th Graders are blocked in 4 classes per grade: 1 class of Dual Language (English -Spanish), 1 class of SIFE students (Spanish), 1 class of non-Spanish Speaking students and 1 class of mixed language students with some level of English. All students in addition to the mandated instruction receive an extra hour of writing. Students who failed a class will repeat it in PM program unless the student failed more than 4 credits then those students will repeat all classes during the morning program. We have Regents Preparations during Saturdays throughout the school year. 11th and 12th graders have double period of transitional ESL/ELA afternoon ELA Regents Preparations The HSWC has a school-wide grade nine through twelve ESL program. The students are given three 40-minute periods of ESL, two of those classes are double period English classes and the third is an English Writing class. Classes are taught in accordance with the language allocation policy. The entire staff has been trained in ESL methodology. ESL methodologies are used in all academic areas. The minutes of instruction are in accordance with CR Part 154 mandated units of

service. Students are given the Lab-R within the first ten days of arrival and the NYSESLAT exam annually. The identification of ELL students begins with an entrance interview and evaluation including well-structured parent and student orientation sessions. Parents and students complete the home language survey. The Lab R results are used to determine if a student should be placed in an ELL program. The NYSESLAT exam is used to determine the level of English language proficiency. Students are considered General Education, Advanced, Intermediate or Beginners as a result of the NYSESLAT Exam. There is a dual language component to our program where students are taught part of the day in English and Spanish for the remainder of the day. The HSWC uses a DYO Design Your Own interim assessment in Mathematics and ESL/ELA, which is used by the respective departments, the teachers and the school for planning instruction. Two Assistant Principals and one Principal supervise the ELL Program.

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.

When students enter the school they meet with Dr. Namnun. During this meeting students review their transcripts with the principal and talk about the next steps. Students also meet with their bilingual guidance counselor to select the appropriate block and classes needed to succeed academically.

18. What language electives are offered to ELLs?

At our school, students are given the option of talking either Spanish or French classes. In addition to this, they are also offered music and swimming classes.

19. For schools with dual language programs:

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

a. For our dual language program, students receive instruction in Spanish and English at a 50/50 ratio.

b. English Proficient Students and ELLs are not separated, but rather receive integrated instruction dependent upon their block.

Students needing remedial services are assigned to our after school program while students needing supplementary instruction are moved into our honors program and given college preparatory classes.

c. Students receive instruction in all of their content area classes in English. These classes are taught using ESL strategies and target various learning modalities. Students also receive Native Language classes and foreign language classes.

d. We use a self-contained model.

e. Both English and Spanish are taught simultaneously.

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. All classroom teachers are trained in QTEL (Quality Teaching of English Learners). Program models consist of Homogenous grouping based upon ESL level. The guidance counselor receives yearly training and directions to program the students according to the mandated number or instructional minutes. Student programs are reviewed by the pupil personnel team to ensure compliance. Explicit minutes are delivered through a double period block with a supporting singleton. Content area teachers deliver material through scaffolding and ESL strategies and techniques. Our licensed ESL teachers are Kathy Luke, Isabel Andrade, Emilia Perwitz, Kimberly Hunter, Yhianna Boncy, and Bertrand Fils-Aimé).

2. Teachers meet on a weekly basis during a common prep to align and improve their implementation of the Common Core Learning Standards.

3. As we are a 100% new arrival school, we have supports in place to help our students succeed- especially our SIFE students. These instructional supports were detailed in the Instructional section. Teachers receive professional development with regards to providing quality instruction through weekly workshops offered to the staff.

4. Teachers meet on a daily basis to discuss and work with the target population. These meetings are dedicated to professional development and student-centered activities, including a SIFE committee and inquiry groups. HSWC has a weekly allotment of 3 hours and 45 minutes embedded in the school week for collaborative planning/professional development focused on the entire student population of ELLs. A school-based planning team will meet weekly to discuss and plan the implementation and execution of grant activities. In addition, this committee will track professional development growth and will also redirect the focus when it is needed.

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?

Since all our students are English Language Learners, all our parents enjoy full access to all parent activities. Parents are involved in numerous ways in the school community. They participate in Parent Association Meetings which are usually held on the third Thursday of every month in the 5th floor cafeteria from 5:30 to 8:00 PM. The meetings boast high attendance due to the enthusiasm and participation of the parent coordinator (Mrs. Maria Rondon), and our community associate (Mr. Cruz), who provide the parents with refreshments and Metrocards. The meetings are conducted in Spanish and English and translators are made available for parents that may require translations in other languages.

In addition, parents participate in the School Leadership Team meetings which are held the third or fourth Wednesday of every month in the conference room 526 from 4 to 7:00PM. As with the other meetings, parents are also provided with refreshments and Metrocards.

The school provides English classes to the parents on Saturdays in order to provide parents with the tools they need to become more involved in their children's academic success. When services are needed in the area of healthcare, we refer parents to Montifiore Medical Center, as well as other social needs (as career and economic opportunities) are referred to SoBro, South Bronx Overall Economic Development Corporation.

The needs of parents are assessed with surveys that are given during Parent Association meetings, Parent-Teacher Conferences, Saturday classes and the DOE Parent surveys. Their needs are assessed by administration and decisions are therefore made based on the findings. For example, in order to best service the parents with classes, a survey was taken during the Parent Association meeting regarding the best time for the classes. The information illustrated that most parents preferred classes on Saturday afternoons. Moreover, during the classes, parents were asked what their needs for classes were and based on their feedback; the curriculum was written for the parent classes.

The activities provided for the parents are based on the needs of the community as illustrated in the surveys conducted.

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.

School Name: _____

School DBN: _____

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Ramon Namnun	Principal		11/14/13
Themis Papas	Assistant Principal		11/14/13
Maria Rondon	Parent Coordinator		11/14/13
Lindsey Maehlum	ESL Teacher		11/14/13
	Parent		11/14/13
Lucidenny Delgado	Teacher/Subject Area		11/14/13
Kathy Luke	Teacher/Subject Area		11/14/13
	Coach		11/14/13
	Coach		11/14/13
Moraydda Rosado	Guidance Counselor		11/14/13
	Network Leader		11/14/13
	Other _____		11/14/13

LANGUAGE TRANSLATION AND INTERPRETATION 2013-2014 TO 2014-2015

Requirement under Chancellor's Regulations – for all schools

DBN: 550 School Name: The High School of World Cultures

Cluster: 5 Network: 550

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.

The High School of World Cultures provides parents with translations and interpretation needs through the utilization of multilingual staff members and DoE translators.

First off, we offer to parent orientation classes in September and in April. These orientations include breakfast with the principal where he explains the schools policies regarding Regents diploma requirements, discipline code, uniform, and opportunities for students to attend after school, College Now, and other extracurricular activities.

For parent and teacher conferences, DoE translators are hired to relay important information to parents. In addition, parents are encouraged to attend Saturday school where they can learn English.

We will follow the No Child Left Behind Mandate and Children First by involving families by sharing parent-school accountability, offering parent the information for their children's educational options and for the parent to have the capacity to improve their children's achievement.

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

Approximately 76% of HSWC students are ELLs. The students and their parents need translation services and oral interpretation in the following major languages Spanish, Arabic, Bengali, and French. This population needs translation and interpretation with grades, foreign transcripts, 103 failing senior letters, department progress report letters, NYSESLAT notifications about testing, locations and decisions, LAB-R Testing, Automated telephone messages, attendance outreach calls, guidance conferences, suspension conferences, class trips and parent workshops. These finding were discussed in school leadership meetings and parent association meetings.

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.

1. The Parent/Guardian Home Language is determined by the Home Language Identification Survey. Students who are new to the NYC Schools and those who have been out of the NYC Schools for at least 6 months will have their parents fill out the HLIS at admission. The data on the HLIS will be inputted on ATS by the admissions department and kept in the permanent record.

2. All of our families' home languages are not English. Using PARU + RPOB reports and ARIS, we see the families that need written translation of our documents and oral interpretation services for meetings, parent conferences, and parental outreach. We make sure our written outreach is translated and sent home in a timely manner. The major languages that our families need translation and interpretation services are: Spanish, Bengali, Arabic, and French. These findings were discussed in school leadership meetings, parent association meetings, faculty meetings, and Small Learning Communities

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.

HSWC will provide the following services for oral interpretation:

- a. Parent meetings (one-on-one and large group)
- b. Class trips
- c. Parent Workshops

We will use school staff and parent volunteers for a majority of these services. When we are not able to, we will use the translation unit. The majority of these services will be provided in house by school staff or parent volunteers.

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>.

HSWC will fulfill Section VII by informing parents about our services at the time of registration by our counselors and bilingual staff. In addition, we will have posters hanging up in our school and our website will contain in the different languages the rights to translation and interpretation services and how to access them in our school.



Department of English Language Learners and Student Support

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

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

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

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

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

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

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

Part A: School Information	
Name of School: High School of World Cultures	DBN: 12x550
This school is (check one):	
<input checked="" type="checkbox"/> conceptually consolidated (skip part E below) <input type="checkbox"/> NOT conceptually consolidated (must complete part E below)	

Part B: Direct Instruction Supplemental Program Information
The direct instruction component of the program will consist of (check all that apply):
<input type="checkbox"/> Before school <input checked="" type="checkbox"/> After school <input checked="" type="checkbox"/> Saturday academy
Total # of ELLs to be served: 275
Grades to be served by this program (check all that apply):
<input type="checkbox"/> K <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5

Part B: Direct Instruction Supplemental Program Information

6 7 8 9 10 11 12

Total # of teachers in this program: 11
of certified ESL/Bilingual teachers: 5
of content area teachers: 6

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: To maximize the effectiveness of the funds provided, we will be combining these allocated funds with our already awarded Title 3 LEP funds. Below is a description of how the funds will work together to service our English Language Learners.

HSWC is a new arrival school with a student population that have been in the country 6 months or less. They have a limited proficiency in English and are being prepared through direct instruction in many ways.

The HSWC services grades nine through twelve through ESL programs and pedagogies. The students are given two 45-minute periods of ESL, one of these classes is ESL, while the other incorporates ESL writing and literacy strategies. Classes are taught in accordance with the language allocation policy. The entire staff has been trained in ESL methodology. ESL methodologies are used in all academic areas. The minutes of instruction are in accordance with CR Part 154 mandated units of service. Students are given the NYSITELL within the first ten days of arrival and the NYSESLAT exam annually. The identification of students for the ELL begins with the entrance interview and evaluation including well-structured parent and student orientation sessions. New students are also given the NYC LENS exam to determine their appropriate class placements. Parents and students complete the home language survey. The NYSITELL results are used to determine if a student should be placed in an ELL program. The NYSESLAT exam is used to determine the level of English language proficiency. Students are considered General Education, Advanced, Intermediate or Beginners as a result of the NYSESLAT Exam. There is a dual language component to our program where students are taught part of the day in English and Spanish for the remainder of the day. During class periods there is a push in or pull out academic intervention, done by an ESL teacher, for students who have been identified as needing extra support in learning English or their content area material. The HSWC uses a DYO Design Your Own interim assessment in Mathematics and ESL/ELA, which is used by the respective departments, the teachers and the school for planning instruction. Two teachers, who are teaching classes and Assistant Principal and one Principal to supervise the ELL Program paid from other funds.

The Title III program is serving many ELL students. ESL teachers involved with Title III are all properly certified with bilingual or ESL licenses and q-tel training. The purpose of the Title III program is to supplement the regular instructional program for Ells. Teachers will help the students with core

Part B: Direct Instruction Supplemental Program Information

curriculum content reading and comprehension by developing their language skills and fluency in order to become a more proficient reader and speaker. Through the services in the afterschool program the content area teacher along with ESL/Bilingual teachers help students to build and support their vocabulary and reading skills. Students are provided individualized support to strengthen study skills through ESL teacher push in supports, and computer-assisted instruction to help monitor their progress. This will be used for the Title III program and will be supplemental instruction to our day program. Students that are invited to participate in these programs are identified in one of three ways. Their teachers, and guidance counselor either recommends them because they are struggling with the material, they self-identify, or administrators upon review of academic records recommend them. In addition, all students eligible for the NYSESLAT (98 percent of our total population) will be invited to participate in our Raising the Bar After School Program.

This After School program is a continuing supplemental instructional day of two sequential time periods that are providing an extension of the daily instruction to giving the students' added practice, support, and practice to raise the proficiency levels of the ELL learners. It runs for three hours on Wednesday and Thursdays (beginning on October 15th and lasting 15 weeks). Two sessions are given during this time (session 1= 3-4:30pm, session 2= 4:30-6:00pm). The sessions run for 15 weeks from September to January for a total of 60 hours. There will be 8 groups during the first session and 6 groups during the second session. There are between ten and fifteen students per group with a mix of grade level who need the added support in language acquisition and comprehension to pass the mandated assessments and become proficient speakers and writers. They are taught by eleven certified ESL and bilingual teachers and content area teachers. The ESL teachers will push in to Content Area teachers that do not have a Bilingual Extension to support the ELLs in the content area for approximately 25 minutes in each of these groups during both sessions. This program provides an opportunity for students to participate in enrichment activities in The core subject areas Algebra, Geometry, English, ESL, and English for SIFE, Global history, U.S. History, Spanish for SIFE and Living Environment, and to further their language development.

Schedule as follows:

SY 2014-2015 (Fall Semester Academic support PM program)

Monday	Tuesday	Wednesday	Thursday	Friday
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Session 1 :

3:00-4:30pm

ELA EES11QX- Sow (ESL HS)

ELA ESS11PX/3-Fils-Aime-(ESL HS)

Global HGS11QX- Jedele- (Social Studies Content HS)

US HUS11QX-Garves-(Spanish Content HS)

Part B: Direct Instruction Supplemental Program Information

Econ HES11QX- Joslyn-(Social Studies Content HS)

Living SLS11QX-Garcia- (Biology and General Science Content HS)

Living SLS11PX/3-Entenza-(Chemistry-General Science Content HS)

Algebra MES11QX-Matos-(Bilingual Mathmatics-Spanish HS)

Algebra MES11PX/3-Lu - (Mathmatics Content HS)

Geometry MGS11QX- Rodriguez- (Mathematics Content HS)

Session 2 (4:30-6:00) (Is the teacher Physics and Algebra 5 the same teacher? If so how can he/she do two classes in session 2? Please clarify)

ELA EESQX11- Fils-Aime -(ESL HS)

Global HGS11QX- Jedele-(Social Studies Content HS)

Living SLS11QX-Entenza-(Chemistry Content HS)

Physics SPS21QX- Lu- (Mathematics Content HS)

Algebra MES11QX-Matos-(Bilingual Mathematics Spanish HS)

Algebra MES11PX/4-Diaz- (Spanish Content HS)

Algebra MES11PX/5-Lu-(Mathematics Content HS)

The Saturday program provides supplementary enrichment classes providing instruction helping to deepen their learning of the common core state standards and the application of the standards to their weekly instruction. It runs for 3 hours, 9-12pm and will be run by four ESL/Bilingual certified and four content area teachers (Social Studies, Science, Math, English) and approximately 75 students in grades 9-12, (there will be 7 groups of 10 to 15 students), all students are able to take any of the sessions listed as needed (up to two) during the Saturday schedule. The program is scheduled to run 11 days in the fall (beginning on October 25th and ending on January 17, 2015: 11 Saturdays). There are two session periods (of one hour and 30 minutes each), which enable students to participate in two different subject areas to develop their content and literacy skills. The ESL teacher will support the Content Area teachers by pushing in for 22 minutes to support the ELLS in the class. The sessions are for extra support in providing additional opportunities to enrich their learning. The activities include group activities, response to movies, instructional support in content areas, language development, and the use of technology to assess student understanding. Various modalities are used to enrich understanding of ELL students in the content area.

The schedule is as follows:

Saturday Program 2014-2015

Part B: Direct Instruction Supplemental Program Information

Teacher	Room	Subject	Language
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Crespo	415	Geometry	English
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Diaz	432	Algebra	Spanish
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Entenza	434	Sci	English
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Garves	417	US H	Spanish
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Jedele	428	Glo H	English
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Lu	426	Algebra	English
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Matos	430	Algebra	Spanish
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Sow	419	ELA/ESL	English
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Total in attendance for Pd 1: 34 Pd 2: 34

Teacher	Room	Subject	Language
---------	------	---------	----------

Crespo	415	Geometry	English
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Diaz	432	Algebra	Spanish
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Entenza	434	Sci	English
---------	-----	-----	---------

Garves	417	US H	Spanish
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Jedele	428	Glo H	English
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Lu	426	Algebra	English
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Matos	430	Algebra	Spanish
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Sow	419	ELA/ESL	English
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Total in attendance for period 1: 41 for period 2: 53

Part B: Direct Instruction Supplemental Program Information

Part C: Professional Development

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

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

Begin description here:

Teachers will be given ongoing professional development through their interactions with their peers and with the administration. By infusing instruction with the Danielson TFFT and providing opportunities for collaboration, teachers will work in teams to improve and sustain the progress of their students. Moreover, teachers will meet periodically with administrators to evaluate the implementation of the CCSS. During these meetings, student progress will also be evaluated

Furthermore, teachers will engage in sharing best practices and will participate in curriculum writing. This curriculum will be aligned to the CCSS and to the Danielson TFFT framework. Through the analysis of student work and progress, teachers and administrators will create action and research based next steps that can be measured by using the benchmarks described previously.

In accordance with the new UFT contract, we have a committee of teachers who work on a professional development team, surveying the teachers and meeting the needs of the group as well as individuals. The Professional Development Workshops take place every Monday from 2:40-4:00pm and Tuesday from 2:40-3:15pm. The PD schedule is created by the UFT Professional Development Committee along with the administration. This schedule is flexible and dependent on staff and student need. The Participants running the workshops are: Mr. Couret, Ms. Hunter, Ms. Joslyn, Mr. Lu, Ms. Melis, Mr. Richardson, & Mr. Saad. When applicable, representatives from the 551 Network/ Fordham will also facilitate Professional Development

PROFESSIONAL DEVELOPMENT PLAN

Audience & Presenter	Intended Outcomes	Content/Activities	Timeframe
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All Faculty	Parent-Teacher Night PPT		
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- Portfolio distribution and expectations
- Leveling Libraries, distribution and purpose (scholastic book wizard)
- Parent Teacher Night Schedule
- Outcomes posted, learning reflected in and out of the classroom (BBs) Language of Instruction Monday, September 15th, 2014

Part C: Professional Development

2:40-4:00pm

All Faculty

Presented by: P.Melis Introduction to The Jane Schaffer essay model as a “formulaic” way of writing an essay

- Presentation of Jane Schaffer outline
- Department groups – how to use the formula in groups

Monday, September 22nd, 2014

2:40-4:00pm

All Faculty

Presented by:

PD Committee Survey teachers on professional development needs

- Teachers complete survey on needs within professional development for committee to use in future planning

Monday, September 29th, 2014

2:40-4:00pm

All Faculty

Presented by: P.Melis Common understanding of the rationale for a portfolio binder

- 4 corners activity
- Written reflection
- QFT statement on portfolios
- Graffiti Activity
- Anticipation guide & check list

Monday, October 6th, 2014

2:40-4:00pm

All Faculty

Presented by: P.Melis Portfolio Part 2 Agenda: Developing the Portfolio: structure and layout

Part C: Professional Development

- Grade teams: outcome: Develop a student friendly contract for the opening of the portfolio
- Content standard sheets: Modeled ELA
- Content area teams: Outcome: Developing the standard sheets for content area

Monday, October 20th , 2014

2:40-4:00pm

All faculty

Presented by Roser Salavert IMPROVING ACADEMIC LANGUAGE THROUGH RUBRICS

- Context: Academic Language in the CCLS and the needs of ELL students
- Modeling – How to incorporate Language Arts criteria into student rubrics
- Practice--- Reviewing current rubrics to add an academic language criteria in response to task and student needs
- Group Discussion
- Reflection and Next Steps

Monday, October 27th , 2014

2:40-4:00pm

All Faculty

Presented by Dr. Namnun

- Teacher passing rate
- Student reports
- Regents requirements Amendment

Monday, November 3rd , 2014

2:40-4:00pm

All Faculty

Presented by:

K. Joslyn Getting Started in Collaborative Inquiry

- Introduction of Inquiry Templates

Part C: Professional Development

- Team Meeting #1
- Completion of template a: looking at regents data

Monday, November 10th , 2014

2:40-4:00pm

All Faculty

Presented by:

K. Hunter Requesting Academic Intervention for SIFE students, Part 2

- How can we document the need & request appropriate support for struggling students?
- Guided Practice with Q&A
- Group/Independent work: make requests

Monday, November 17th , 2014

2:40-4:00pm

All Faculty

Presented by:

Milady Baez Department of ELL's (DELLS)

Monday, November 24th , 2014

2:40-4:00pm

All Faculty

Presented by:

PD Committee Collaborative Inquiry Part 2

- Identifying a focus group of students
- focusing curriculum to reach focus group

Monday, December 1st , 2014

2:40-4:00pm

All Faculty

Presented by:

Part C: Professional Development

PD Committee Preparing Danielson Lesson Plans - Departmental

- creating a Danielson check list for lesson planning
- Using checklist to plan in department teams

Monday, December 8th , 2014

2:40-4:00pm

All Faculty

Presented by:

PD Committee Collaborative Inquiry Part 3

- reflection
- identifying progress within focus group

Monday, December 15th , 2014

2:40-4:00pm

All Faculty

Presented by:

PD Committee Preparing Danielson Lesson Plans - Grade Level/Interdisciplinary

Using checklist to plan in department teams

Monday, December 22nd , 2014

2:40-4:00pm

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

Part D: Parental Engagement Activities

Begin description here:

The HSWC wishes to promote family literacy and educational experiences. To do so, we offer enrichment classes not only to our students, but parents as well. Parent ESL classes will be offered on Saturdays, starting on December 2014-June 2015, for 20 weeks and for two hours. The classes are taught by an ESL staff member (Ms. Boncy). We are still recruiting Parents at this time but the workshop should include 12-15 parents for a session from 9:00-11:00am on Saturdays. Parents wishing to improve or learn the English language will be welcome to attend these free classes. This will also allow parents to be more involved in our community and to get to know the teachers. Our goal is to strengthen relationships and to promote literacy and success throughout the community.

Class agenda and daily lessons will be determined by the teacher but a tentative program will be based on 4 units of 5 weeks each will include: Basic Grammar and Writing, Speaking and Conversational Language, Reading Documents and non fiction, and Writing to Communicate with Proficiency.

These classes will take place throughout the school year and parents are notified via meetings, mailings, and phone calls. The topics covered in class are conversational skills as well as skills needed to determine directions, gain information, and help their students with mutual learning goals.

Saturday (February) Parent Breakfasts with the Principal provide translated (French, Spanish, Bangla, Chinese, Arabic) informational sessions to advise parents of our grading system, student's Transcript, ARIS, Skedula, Discipline code of conduct, Regents and Diploma Requirements, understanding of NYC DOE system, and to meet some of the school's faculty and staff.

Parents are welcomed to participate in the annual "World Cultures" Day that is held each year in May. All facets of the World Cultures family (students, teachers, support staff, administration and parents) are invited to spend the day engaging in fun team-building activities at an off-site venue. This successful day has proven to be a great opportunity for all to bond.

1-September 17, 2014 "Meet The Teacher's Night" 5:30p.m.-8:00p.m. All Administration, Teachers and Staff

2-November 7, 2014 "Parent-Teacher Conferences" 12:30-3:00p.m. and 5:30p.m.-8:00p.m. All Administration, Teachers and Staff

3-February 2015 "Breakfast with the Principal" (8:00AM -9:00 AM). Administration

4- March 2015 "Helping Your Child Succeed in College" (5:00-7:00 PM) Counselors

5- May 2015 " World Cultures Day" (9:00 AM- 1:00 PM) All Administration, Teachers and Staff

Part E: Budget

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

Allocation Amount: \$42288

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