



2014-15
SCHOOL COMPREHENSIVE EDUCATIONAL PLAN
(SCEP)

DRAFT – PENDING NYSED APPROVAL

DBN: (i.e. 01M001):

10x660

School Name:

GRACE DODGE CAREER AND TECHNICAL HIGH SCHOOL

Principal:

FRANK GIAIMO

School Comprehensive Educational Plan (SCEP) Outline

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Section 1: School Information Page

School Information

School Name: Grace Dodge Career and Technical High School School Number (DBN): 10x660
School Level: High School Grades Served: 9-12
School Address: 2474 Crotona Avenue
Phone Number: 718-584-2700 Fax: 718-584-7490
School Contact Person: Frank Giaimo Email Address: FGiaimo@schools.nyc.gov
Principal: Frank Giaimo
UFT Chapter Leader: Timothy Carraciolo
Parents' Association President: Ileana Figueroa
SLT Chairperson: Frank Giaimo
Student Representative(s): Eudy Arias, Yoamny Adams, and Lesley Pichardo

District Information

District: 10 Superintendent: Elaine Lindsey
Superintendent's Office Address: 1 Fordham Plaza, Room 842A, Bronx, New York 10458
Superintendent's Email Address: ELindse@schools.nyc.gov
Phone Number: 718-741-5852 Fax: 718-741-7098

Cluster and Network Information

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

Section 2: School Leadership Team (SLT) Signature Page

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

Directions:

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

Name	Position and Constituent Group Represented	Signature (Blue Ink)
Frank Giaimo	*Principal or Designee	
Timothy Carraciolo	*UFT Chapter Leader or Designee	
Ileana Figueroa	*PA/PTA President or Designated Co-President	
Anita Cruz	DC 37 Representative, if applicable	
Eudy Arias Yoamny Adams Lesley Pichardo	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
	CBO Representative, if applicable	
Laura Cueva	Member/ Teacher	
Ana Tavaréz	Member/ Teacher	
Gladis Osorio	Member/ Parent	
Ketty Tavaréz	Member/ Parent	
Denise Williams	Member/ Assistant Principal	
Chrencensio Dedios	Member/Community Associate	
	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) and complete the ELT program description.
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:

1. 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.
2. School strengths, accomplishments, and challenges.
3. 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.

Grace Dodge High School (GDHS) is a Career and Technical Education (CTE) school in the last year of phase out. GDHS maintains nursing assistant and EMT CTE programs in our final year. We have approximately 121 Cohort Q students and 59 post-Cohort students. Of the 170 students on register, 72 students have Individual Educational Plans (IEPs) and 53 are English Language Learners.

With respect to our academic performance, we have increased our weighted Regents pass rate for all Regents in all Regents. Additionally, we created effective structures, which enable a greater percentage of students to earn 10+ credits (with double-digit gains amongst students in the school's lowest third). While we have maintained certain successes and improved upon some of our growth areas, we recognize our need to further align our curriculum and instruction to the CCLS and the DOE Citywide Instructional Expectations.

As a community of professionals, we have made the most growth refining our curriculum documents to ensure that teachers are equipped with high-quality, viable curricular materials so that students can be engaged properly with CCLS-aligned instruction (3.2). We recognize that this work is ongoing, so under the direction of school leaders, teacher teams will continue to address the challenge of developing and refining curricula during departmental common planning meetings as well as part of whole-staff professional learning opportunities, where a major focus of the school's Professional Development Plan is alignment of units with selected Common Core standards and City-wide Instructional Expectations. School leaders oversee professional learning during common planning and after-school workshops. One assistant principal will be assigned to support math and science and another supports ELA and Social Studies.

This year we are focused on improving the quality and alignment of rubrics and assessments (3.5), making students active participants in the assessment process and using assessments to revise curriculum. Central to this work will be the careful, targeted support of teachers' instructional practice (4.2), specifically with regards to how teachers develop their lesson plans so that there is space for students to engage with rubrics as a vehicle for feedback and growth. As part of our work for this year, we are revising the focus of teacher teams. Teachers are committed to collaboration on the development and implementation of high quality, standards-aligned rubrics for both formative and summative assessments. In teams, they will be assessing student performance on said assessments and using the resulting data analysis to drive planning and instruction. This process represents a significant shift in the nature of the work of teacher teams when compared to previous years, which has centered on the revision of existing curriculum. Based on the moderate success we have experienced with curriculum development, we believe that an inquiry-based approach to periodically reviewing student work is the appropriate next step. We will know that we have been successful with this work when we see that teachers are employing common mechanisms for assessment (rubrics) across all courses to ensure continuity of learning and instruction.

For the work of teacher teams to have meaningful impact on the quality of the classroom experience, it will be critical for the administration to provide support and feedback aligned to key components of Danielson's *Framework for Teaching (Fft)*, specifically components related to planning (1e), engagement (3c), and assessment (3d). All teachers will receive meaningful formative feedback and next steps from short, frequent cycles of formative classroom. It is our target that by April 2015, 100% of teachers will receive six pieces of high quality feedback on assessment and feedback techniques via professional development, classroom visits and post-visit feedback from school administration and educational consultants.

10X660 School Information Sheet

School Configuration (2014-15)					
Grade Configuration	09,10,11,12	Total Enrollment	193	SIG Recipient	YES
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	37	# SETSS	2	# Integrated Collaborative Teaching	12
Types and Number of Special Classes (2014-15)					
# Visual Arts	4	# Music	N/A	# Drama	N/A
# Foreign Language	3	# Dance	N/A	# CTE	4
School Composition (2013-14)					
% Title I Population	71.0%	% Attendance Rate			69.9%
% Free Lunch	72.4%	% Reduced Lunch			0.5%
% Limited English Proficient	23.5%	% Students with Disabilities			32.4%
Racial/Ethnic Origin (2013-14)					
% American Indian or Alaska Native	0.2%	% Black or African American			29.0%
% Hispanic or Latino	68.7%	% Asian or Native Hawaiian/Pacific Islander			1.6%
% White	0.5%	% Multi-Racial			N/A
Personnel (2014-15)					
Years Principal Assigned to School (2014-15)	2.67	# of Assistant Principals (2014-15)			4
# 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)	N/A	% Teaching Out of Certification (2013-14)			21.9%
% Teaching with Fewer Than 3 Years of Experience (2013-14)	N/A	Average Teacher Absences (2013-14)			9.88
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	40.0%	Mathematics Performance at levels 3 & 4			30.6%
Credit Accumulation High Schools Only (2013-14)					
% of 1st year students who earned 10+ credits	N/A	% of 2nd year students who earned 10+ credits			N/A
% of 3rd year students who earned 10+ credits	47.7%	4 Year Graduation Rate			32.7%
6 Year Graduation Rate	53.3%				
Overall NYSED Accountability Status (2014-15)					
Reward		Recognition			
In Good Standing		Local Assistance Plan			
Focus District	X	Focus School Identified by a Focus District			
Priority School	X				
Accountability Status – Elementary and Middle Schools					
Met Adequate Yearly Progress (AYP) in ELA (2012-13)					
American Indian or Alaska Native	N/A	Black or African American			N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander			N/A
White	N/A	Multi-Racial			N/A
Students with Disabilities	N/A	Limited English Proficient			N/A
Economically Disadvantaged	N/A				
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)					
American Indian or Alaska Native	N/A	Black or African American			N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander			N/A
White	N/A	Multi-Racial			N/A
Students with Disabilities	N/A	Limited English Proficient			N/A
Economically Disadvantaged	N/A				
Met Adequate Yearly Progress (AYP) in Science (2012-13)					
American Indian or Alaska Native	N/A	Black or African American			N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander			N/A
White	N/A	Multi-Racial			N/A
Students with Disabilities	N/A	Limited English Proficient			N/A
Economically Disadvantaged	N/A				
Accountability Status – High Schools					
Met Adequate Yearly Progress (AYP) in ELA (2012-13)					
American Indian or Alaska Native	N/A	Black or African American			NO
Hispanic or Latino	NO	Asian or Native Hawaiian/Other Pacific Islander			N/A
White	N/A	Multi-Racial			N/A
Students with Disabilities	NO	Limited English Proficient			YES
Economically Disadvantaged	NO				
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)					
American Indian or Alaska Native	N/A	Black or African American			NO
Hispanic or Latino	NO	Asian or Native Hawaiian/Other Pacific Islander			N/A
White	N/A	Multi-Racial			N/A
Students with Disabilities	NO	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			NO
Hispanic or Latino	NO	Asian or Native Hawaiian/Other Pacific Islander			N/A
White	N/A	Multi-Racial			N/A
Students with Disabilities	NO	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.	D
3.4	The school leader and teachers ensure that teacher collaboration within and across grades and subjects exists to enable students to have access to a robust curriculum that incorporates the arts, technology and other enrichment opportunities.	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.	D

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

Strengths:

- Our school has a clear and uniform understanding of rigorous instruction and how it looks classrooms across grades and subjects.
- Our school has common planning time for teachers to develop curriculum across grades and subject areas, as well as receive targeted PD and conduct inquiry work.

Areas for improvement:

- While teachers can identify high-quality, rigorous teaching, work still needs to be done to align curriculum to CCLS and create appropriate scaffolds and entry points so that all students have access to rigorous instruction with supports.
- While student data is analyzed at the aggregate level, more effective systems need to be implemented in order to monitor disaggregated data as well as systems for using data to revise curriculum, units, and lessons.

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.

During the 2014-15 school year, teacher teams will work together to produce CCLS-aligned units and performance tasks which will result in a 5% increase in the overall Regents passing rate.

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>
Strategically program teacher teams to meet daily and weekly for common planning.	Teachers	September 2014 – June 2015	School Program Chairperson, Principal and Assistant Principals
Teachers will use the inquiry process during weekly meetings to identify student needs and monitor their progress by looking at student work. Teachers will also make necessary curricular adjustments based on this body of work.	Teachers	September 2014 – June 2015	Principal, Assistant Principals, Network Achievement Coach and all teachers
Create individualized action plans based on for at-risk students, such as ELLs and students with disabilities.	Teachers	September 2014-June 2015	Principal, Assistant Principal, ESL Coordinator and all teachers
<p>All teachers will receive training in team teaching and the use of paraprofessionals in the classroom to better serve the needs of ELLs and students with disabilities</p> <p>Establish school-wide system to modify instruction across all subject areas, based on the student learning outcomes of targeted subgroups to ensure even progress towards instructional goals</p>	Teachers	September 2014- June 2015	<p>Principal, Assistant Principals, Network Achievement coach, educational consultants and teachers.</p> <p>Educational paraprofessionals will be invited to attend targeted training.</p> <p>Principal, Assistant Principal and all teachers</p>

Part 4 – Resources Needed

Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc.
<p>Per diem and prep period coverages will be arranged as needed.</p> <p>Per session costs as needed for teachers from all core subject areas, special education and ESL.</p> <p>Daily rate for educational consultants from Generation Ready , Classlink, and CAL (Center for Applied Linguistics)</p>

Per diem and prep period coverages will be arranged as needed.

Per Diem service: 3 days/3 per diem teachers @ \$ 155 Prep Period : 10 coverages @ \$ 35

Daily rate for educational consultants from Generation Ready , Classlink, and CAL (Center for Applied Linguistics)

Part 5 – Budget and Resource Alignment

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

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

Title I ARRA SIG

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.

By February 2015, 2% of juniors and seniors who must pass math and ELA Regents exams will have earned a 65+% on mock Regents exams in ELA and math.

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

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

Section 5: Needs Assessment, Annual Goals and Action Plans

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

Part 1 – Needs Assessment

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.

Strengths:

- Supports around the social-emotional needs of students are extensive. We have a YD team that consists of counselors, social workers, CBOs, community coordinators, a parent coordinator, deans, administrators and teachers. They meet regularly in a variety of forums to discuss the social and emotional needs of our students.

Area in needs of improvement:

- School leaders must improve systems that facilitate how to use data to improve social-emotional support to at-risk students and monitor said students’ progress.

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.

During the 2014-15 school year, the school will implement a positive behavior program with socio-emotional counseling, in collaboration with our YD team and The Committee for Hispanic Children. This will result in a 20% reduction in OORS infractions.

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>

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 	Who will be targeted?	start and end date?	for implementing and overseeing the activity/strategy?
Student data will be tracked by guidance counselors and parent outreach; intervention measures will be entered into Ilog accordingly.	Students	August 2014- June 2015	Principal, Assistant Principals, guidance counselors, related service providers and parent coordinator
Outreach via mail, telephone and home visits will be made to LTAs and students with attendance issues in an effort to increase their attendance or to find appropriate placement.	Students	September 2014- June 2015	Assistant Principal, attendance teacher, family assistant, attendance consultants, parent coordinator, and community assistant. Classroom teachers will engage in outreach as well
School leaders will designate a social worker whose caseload will include those targeted students in greatest need of social-emotional and academic interventions	Students	September 2014- June 2015	F-Status Social Worker and Assistant Principal
Students will be recognized on a monthly basis via awards, special activities, trips, and other incentives targeting attendance improvement and academic achievement. An additional incentive, will include employment opportunities at external locations and internal school offices	Students	September 2014 – June 2015	Principal, Assistant Principals, teachers and support staff

Part 4 – Resources Needed

Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc.
<p>An F-Status social worker will be hired and attendance consultants will be procured through the School Professionals contract with the New York City Department of Education.</p> <p>The SW and consultants are being paid with tax levy funds (76 days x \$321.83 = \$24,459)</p> <p>Attendance consultants are being paid with tax levy funds (\$6,588)</p> <p>Per session rate for guidance counselors, deans, and family assistant for attendance outreach as needed. Funding needed to procure certificates, incentive materials and trips. Coop student aide salaries will be funded.</p> <p>GC – 1 GC (\$45.13) x 15 weeks x 3 days x 2 hrs = \$4,062</p> <p>Student aides – 5 students (\$7.25) x 15 wks x 3 x 3 hrs = \$980</p>

Part 5 – Budget and Resource Alignment

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

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

Title I ARRA SIG

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.

By February 2015, there will be a 10% decrease in OOPRS reports

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

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

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Section 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.	D
4.3	Teachers provide coherent, appropriately aligned Common Core Learning Standards (CCLS)-based instruction that leads to multiple points of access for all students to achieve targeted goals.	D
4.4	Teachers create a safe environment that is responsive to students’ varied experiences, tailored to the strengths and needs of all students, and leads to high levels of student engagement and inquiry.	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.	D

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.

Strengths:

- We have created a safe space for children to learn, grow, and succeed, regardless of their academic and social-emotional needs.

Areas in need of improvement:

- Teachers must scaffold lessons and provide multiple entry points for students so that they can access rigorous materials with the necessary supports.
- Teachers must continue to work with educational consultants, CFN coaches, and administrators to further align curriculum, units, and lessons to CCSS.

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.

During the 2014-15 school year, the professional development plan will focus on developing more coherent and rigorous instruction via questioning, checks for understanding and student engagement. This plan will result in a 5% increase in core content course pass rates from the previous 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: 1. Research-based instructional programs, professional development, and/or systems and structures needed to impact change 2. Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). 3. Strategies to increase parent involvement and engagement 4. Activities that address the Capacity Framework element of Trust	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>
All subject area departments will generate a writing rubric that is fully aligned to the content and CCLS standards.	Teachers	September 2014 – January 2015	Principal, Assistant Principals, teachers and educational consultants
Teachers will provide students with clear and specific feedback that is aligned to rubrics, noting areas for improvement in writing. This will enable students to measure next steps to improve their work products.	Teachers	September 2014- January 2015, February - June 2015	Principal, Assistant Principals and teachers
School leaders and teachers will continue to develop curricula and conduct item analysis of standardized summative assessments from past Regents and MOSL examinations to inform instruction	Teachers	September 2014 – February 2015	Principal, Assistant Principals, Network Achievement coach, educational consultants, and teachers
Professional development in creating assessment tools and examination of student data will be made available on a semi-monthly basis. Establish uniform protocols for creating assessments and analyzing data from these assessments to ensure continuity of learning and instruction.	Teachers	Semi-monthly September 2014 – June 2015	Principal, Assistant Principals, Network Achievement coach, educational consultants, and teachers

Part 4 – Resources Needed

Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc.
Per diem and prep period coverages will be arranged as needed. Per session costs as needed for teachers from all core subject areas, special education and ESL. Per diem and prep will be paid with tax levy funds. 4 teachers (\$41.98) x 15 wks x 3 x 2 hrs = \$15,113
Daily rate for educational consultants from Generation Ready and Claslink)

Part 5 – Budget and Resource Alignment

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

Part 6 – Progress Monitoring

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

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

By February 2015, there will be a 3% increase in fall semester course pass rates as compared to the 13-14 school year.

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

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

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Section 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.

Strengths:

- School community stakeholders articulate and understand a clear vision of the school, along with the necessity for reaching instructional focus goals.
- School leaders have systems in place to encourage teachers to use data to inform critical areas such as curriculum development and social-emotional support.
- School leaders conduct frequent observations and give targeted and timely feedback to teachers.

Areas in need of improvement:

- While school leaders give targeted feedback, they must improve systems that allow for one-to-one coaching and peer mentoring.
- School community stakeholders must implement systems to monitor progress towards goals more frequently and throughout the year.

Part 2 – Annual Goal

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

During the 2014-15 school year, improved communication systems will be implemented so that all stakeholders are aware of school's instructional focus, as well as students' progress towards said focus. As a result, there will be a 5% increase in the US history passing rate for June 2015.

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: <ol style="list-style-type: none"> 1. Research-based instructional programs, professional development, and/or systems and structures needed to impact change 2. Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). 3. Strategies to increase parent involvement and engagement 4. Activities that address the Capacity Framework element of Trust 	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>
100 % of teachers will receive detailed feedback on multiple parts of entry, questioning and discussion techniques, the implementation of more rigorous tasks, as well as on unit and lesson plans. Detailed feedback will include specific actionable next steps, expectations and a clearly defined timeline of when support will be provided and by whom. Teachers directed to conduct inter-visitations and logs of assistance will receive explicit expectations. Educational consultants from Generation Ready, Classlink, CAL (Center for Applied Linguistics) and CFN coaches will assist school leaders in delivery of detailed feedback and action plans.	Teachers	September 2014 – May 2015 following formal and informal observations	Principal, Assistant Principals, Network Achievement Coach, Talent Coach and educational consultants
100 % of teachers will be invited to participate in teacher inquiry team including all core subject areas and CTE. Teacher inquiry team will be comprised of a minimum of five team members. Teams will evaluate student assessments and pedagogical shifts demanded by the CCSS.	Teachers	January 2015 – meeting semi-monthly	Teachers and Assistant Principals
Supervisors will ensure delivery of instructional materials for teachers and students.	Teachers	August 2015-June 2015	Principal, Assistant Principals and support staff (Procurement Secretary and School Aide)
Supervisors will review updates provided by teachers regarding student progress.	Teachers	September 2014 – June 2015	Principal, Assistant Principals and Network Achievement coach

Part 4 – Resources Needed

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

Daily rate for educational consultants from Generation Ready, Classlink, and CAL (Center for Applied Linguistics)
 Inquiry Team comprised of 5 teachers will meet on a semi-monthly basis from December – June (2 x 7 months for 3 hour session at the per session rate

Part 5 – Budget and Resource Alignment

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

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

Title I ARRA SIG and TL Citywide Instructional Expectations and TL MOSL

Part 6 – Progress Monitoring

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

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

By 2/15, 75% of the students will pass a mock Regents in U.S. History

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.

Strengths:

- Numerous activities and initiatives have led to a significant increase in parental involvement in the school. This includes home visits to encourage parents to be more vested in the school community. We recently held a holiday breakfast and several parent dinners. We also held Rosetta Stone classes ELL parents and a financial aid workshop was conducted at the school for parent and students.

Areas in need of improvement:

- We must establish a system that allows school leaders to assess the activities' and events' efficacy by surveying families and using the data to make strategic changes and adjustments to the parental involvement plan.

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.

During the 2014-15 school year, there will be increased opportunities for parent engagement within the school, so that parents and families feel welcome and encouraged to engage with the school. This will result in a 5% increase in students earning 80% or higher on their Regents examinations for June 2015.

During the 2014-15 school year, the school will utilize parent engagement opportunities, such as parent breakfasts and

on-line learning opportunities, to promote dialogue and provide resources to support student learning and success. As a result of this work, there will be a 10% increase from the baseline assessment to the final performance series assessment in April 2015.

Part 3 – Action Plan

<p>Activities/Strategies: Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including:</p> <ol style="list-style-type: none"> 1. Research-based instructional programs, professional development, and/or systems and structures needed to impact change 2. Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). 3. Strategies to increase parent involvement and engagement 4. Activities that address the Capacity Framework element of Trust 	<p>Target Group(s) <i>Who will be targeted?</i></p>	<p>Timeline <i>What is the start and end date?</i></p>	<p>Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i></p>
<p>Systems for additional parental outreach for struggling students. Phone outreach to parents to schedule guidance conferences to address student needs. Translation of all critical school documents and interpretation provided during meetings and events as needed</p>	<p>Student and Family and Community</p>	<p>August 2014 – June 2015</p>	<p>Principal, Assistant Principals, School program chairperson, and Attendance consultants</p>
<p>Development of a monthly calendar for students listing important events and notifications.</p>	<p>Student and Family and Community</p>	<p>January 2015 – June 2015</p>	<p>Principal, Assistant Principals, Coordinator of Student Activities and Parent Coordinator</p>
<p>Parent workshops in college and career readiness, financial planning, literacy, computer skills, ESL and positive communication skills will take place on a regular basis. Language Access Coordinator will provide support by monitoring parent language needs, assist in identifying school staff who are qualified and available to provide interpretation assistance. Funds will be allocated to provide language assistance and parents will be informed of the availability of language assistance services.</p>	<p>Student and Family and Community</p>	<p>September 2014 – June 2015</p>	<p>Principal, Assistant Principals, Parent Coordinator, Teacher, School Secretary, and contracted vendor ENACT</p>
<p>Community-based organization – Committee of Hispanic Children will provide onsite support to at-risk students and their families through attendance intervention, and tutoring services.</p> <p>A school-based health center will be opening at the Dodge Campus to serve all students and community members.</p>	<p>Student and Family and Community</p>	<p>March 2015 – June 2015</p> <p>October 2014- June 2015</p>	<p>Principal and contracted vendor, Committee of Hispanic Children and Families</p> <p>The Office of School Health (OSH), NYCDOE, and the New York City Department of Health and Mental Hygiene (DOHMH) staff</p>

Part 4 – Resources Needed

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

OTPS expenditures will include procurement of paper, postage, Rosetta Stone licenses and the cost of ENACT workshops.

Attendance consultants will be obtained through School Professionals contract with the NYCDOE. \$ 1,500.00
Per Session costs for teacher, family assistant, parent coordinator, and secretary as needed.

Part 5 – Budget and Resource Alignment

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

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

Title I ARRA SIG

Part 6 – Progress Monitoring

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

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

By 2/15, 40% of the students will improve 30% on the midterm compared to the baseline assessment

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

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

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

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

Type of Academic Intervention Service (AIS)	Criteria for determining AIS services	Type of Program or strategy (e.g. repeated readings, interactive writings, etc.)	Method for delivery of service (e.g. small group, one-to-one, tutoring, etc.)	When the service is provided (e.g. during the school day, before or after school, etc.)
English Language Arts (ELA)	Failed Regents and/or course or total credits earned	Blended on-line learning, Student Projects, Laboratories, Writing Editing and Revision, Teacher Inquiry Projects	1:1, Small Group, Tutoring, Peer-led, Special Programs, Clubs	Afterschool and Saturday program
Mathematics	Failed Regents and/or course or total credits earned	Blended on-line learning, Student Projects, Laboratories, Writing Editing and Revision, Teacher Inquiry Projects	1:1, Small Group, Tutoring, Peer-led, Special Programs, Clubs	Afterschool and Saturday program
Science	Failed Regents and/or course or total credits earned	Blended on-line learning, Student Projects, Laboratories, Writing Editing and Revision, Teacher Inquiry Projects	1:1, Small Group, Tutoring, Peer-led, Special Programs, Clubs	Afterschool and Saturday program
Social Studies	Failed Regents and/or course or total credits earned	Blended on-line learning, Student Projects, Laboratories, Writing Editing and Revision, Teacher Inquiry Projects	1:1, Small Group, Tutoring, Peer-led, Special Programs, Clubs	Afterschool and Saturday program
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	As needed, specific referrals and requests, and identified by specific data sources	Individual and small group counseling	1:1, 1:5, and 1:10	Every day during the school day and afterschool

10X660 School Information Sheet Key

School Configuration (2014-15)			
Grade Configuration	09,10, 11,12	Total Enrollment	193 SIG Recipient YES
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	37	# SETSS	2 # Integrated Collaborative Teaching 12
Types and Number of Special Classes (2014-15)			
# Visual Arts	4	# Music	N/A # Drama N/A
# Foreign Language	3	# Dance	N/A # CTE 4
School Composition (2013-14)			
% Title I Population	71.0%	% Attendance Rate	69.9%
% Free Lunch	72.4%	% Reduced Lunch	0.5%
% Limited English Proficient	23.5%	% Students with Disabilities	32.4%
Racial/Ethnic Origin (2013-14)			
% American Indian or Alaska Native	0.2%	% Black or African American	29.0%
% Hispanic or Latino	68.7%	% Asian or Native Hawaiian/Pacific Islander	1.6%
% White	0.5%	% Multi-Racial	N/A
Personnel (2014-15)			
Years Principal Assigned to School (2014-15)	2.67	# of Assistant Principals (2014-15)	4
# 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)	N/A	% Teaching Out of Certification (2013-14)	21.9%
% Teaching with Fewer Than 3 Years of Experience (2013-14)	N/A	Average Teacher Absences (2013-14)	9.88
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	40.0%	Mathematics Performance at levels 3 & 4	30.6%
Credit Accumulation High Schools Only (2013-14)			
% of 1st year students who earned 10+ credits	N/A	% of 2nd year students who earned 10+ credits	N/A
% of 3rd year students who earned 10+ credits	47.7%	4 Year Graduation Rate	32.7%
6 Year Graduation Rate	53.3%		
Overall NYSED Accountability Status (2014-15)			
Reward		Recognition	
In Good Standing		Local Assistance Plan	
Focus District	X	Focus School Identified by a Focus District	
Priority School	X		
Accountability Status – Elementary and Middle Schools			
Met Adequate Yearly Progress (AYP) in ELA (2012-13)			
American Indian or Alaska Native	N/A	Black or African American	N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander	N/A
White	N/A	Multi-Racial	N/A
Students with Disabilities	N/A	Limited English Proficient	N/A
Economically Disadvantaged	N/A		
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)			
American Indian or Alaska Native	N/A	Black or African American	N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander	N/A
White	N/A	Multi-Racial	N/A
Students with Disabilities	N/A	Limited English Proficient	N/A
Economically Disadvantaged	N/A		
Met Adequate Yearly Progress (AYP) in Science (2012-13)			
American Indian or Alaska Native	N/A	Black or African American	N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander	N/A
White	N/A	Multi-Racial	N/A
Students with Disabilities	N/A	Limited English Proficient	N/A
Economically Disadvantaged	N/A		
Accountability Status – High Schools			
Met Adequate Yearly Progress (AYP) in ELA (2012-13)			
American Indian or Alaska Native	N/A	Black or African American	NO
Hispanic or Latino	NO	Asian or Native Hawaiian/Other Pacific Islander	N/A
White	N/A	Multi-Racial	N/A
Students with Disabilities	NO	Limited English Proficient	YES
Economically Disadvantaged	NO		
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)			
American Indian or Alaska Native	N/A	Black or African American	NO
Hispanic or Latino	NO	Asian or Native Hawaiian/Other Pacific Islander	N/A
White	N/A	Multi-Racial	N/A
Students with Disabilities	NO	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	NO
Hispanic or Latino	NO	Asian or Native Hawaiian/Other Pacific Islander	N/A
White	N/A	Multi-Racial	N/A
Students with Disabilities	NO	Limited English Proficient	NO
Economically Disadvantaged	NO		

10X660 School Information Sheet Key

School Configuration (2014-15)			
Grade Configuration	09,10, 11,12	Total Enrollment	193 SIG Recipient YES
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	37	# SETSS	2 # Integrated Collaborative Teaching 12
Types and Number of Special Classes (2014-15)			
# Visual Arts	4	# Music	N/A # Drama N/A
# Foreign Language	3	# Dance	N/A # CTE 4
School Composition (2013-14)			
% Title I Population	71.0%	% Attendance Rate	69.9%
% Free Lunch	72.4%	% Reduced Lunch	0.5%
% Limited English Proficient	23.5%	% Students with Disabilities	32.4%
Racial/Ethnic Origin (2013-14)			
% American Indian or Alaska Native	0.2%	% Black or African American	29.0%
% Hispanic or Latino	68.7%	% Asian or Native Hawaiian/Pacific Islander	1.6%
% White	0.5%	% Multi-Racial	N/A
Personnel (2014-15)			
Years Principal Assigned to School (2014-15)	2.67	# of Assistant Principals (2014-15)	4
# 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)	N/A	% Teaching Out of Certification (2013-14)	21.9%
% Teaching with Fewer Than 3 Years of Experience (2013-14)	N/A	Average Teacher Absences (2013-14)	9.88
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	40.0%	Mathematics Performance at levels 3 & 4	30.6%
Credit Accumulation High Schools Only (2013-14)			
% of 1st year students who earned 10+ credits	N/A	% of 2nd year students who earned 10+ credits	N/A
% of 3rd year students who earned 10+ credits	47.7%	4 Year Graduation Rate	32.7%
6 Year Graduation Rate	53.3%		
Overall NYSED Accountability Status (2014-15)			
Reward		Recognition	
In Good Standing		Local Assistance Plan	
Focus District	X	Focus School Identified by a Focus District	
Priority School	X		
Accountability Status – Elementary and Middle Schools			
Met Adequate Yearly Progress (AYP) in ELA (2012-13)			
American Indian or Alaska Native	N/A	Black or African American	N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander	N/A
White	N/A	Multi-Racial	N/A
Students with Disabilities	N/A	Limited English Proficient	N/A
Economically Disadvantaged	N/A		
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)			
American Indian or Alaska Native	N/A	Black or African American	N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander	N/A
White	N/A	Multi-Racial	N/A
Students with Disabilities	N/A	Limited English Proficient	N/A
Economically Disadvantaged	N/A		
Met Adequate Yearly Progress (AYP) in Science (2012-13)			
American Indian or Alaska Native	N/A	Black or African American	N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander	N/A
White	N/A	Multi-Racial	N/A
Students with Disabilities	N/A	Limited English Proficient	N/A
Economically Disadvantaged	N/A		
Accountability Status – High Schools			
Met Adequate Yearly Progress (AYP) in ELA (2012-13)			
American Indian or Alaska Native	N/A	Black or African American	NO
Hispanic or Latino	NO	Asian or Native Hawaiian/Other Pacific Islander	N/A
White	N/A	Multi-Racial	N/A
Students with Disabilities	NO	Limited English Proficient	YES
Economically Disadvantaged	NO		
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)			
American Indian or Alaska Native	N/A	Black or African American	NO
Hispanic or Latino	NO	Asian or Native Hawaiian/Other Pacific Islander	N/A
White	N/A	Multi-Racial	N/A
Students with Disabilities	NO	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	NO
Hispanic or Latino	NO	Asian or Native Hawaiian/Other Pacific Islander	N/A
White	N/A	Multi-Racial	N/A
Students with Disabilities	NO	Limited English Proficient	NO
Economically Disadvantaged	NO		

Section 7: Expanded Learning Time (ELT) Program Description

(Required for All Priority Schools)

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

Part 1 – ELT Program Goal(s)

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

Increase average credit accumulation by 10%

Raise pass rate on Regents and RCTs by 10%

Part 2 – ELT Program Description

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

1. Over Aged and Under Credited students, including ELLs

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

Integrate academics, enrichment, and skill development through hands-on experiences that make learning relevant and engaging.

Offer a range of activities that capture student interest and strengthen student engagement in learning so as to promote higher attendance, reduces risk for retention or drop out, and increases the likelihood of graduation.

Actively address the unique learning needs and interests of all types of students, especially those who may benefit from approaches and experiences not offered in the traditional classroom setting.

Contain components designed to improve student academic, social, and emotional outcomes, including opportunities for enrichment programs such as in music and art.

Ensure instruction in any core academic subject offered in the program will be delivered under the supervision of a teacher who is NYS certified in that particular content area.

Based on the data analysis of the students who will be participating in ELT, we will provide Inquiry-based activities in the content areas that utilize specific identified skills that need to be supported. As literacy will be a key to the teaching in the ELT, we will utilize activities that promote group/class discussion that lead to writing activities. All writing activities are specifically supported by pre-writing activities including the use of graphic organizers and templates to collect, organize, and construct written responses. Essential to the discussions, will be an open-ended, higher order question that allows students to take positions and debate ideas while identifying specific claims and counterclaims from lexile appropriate texts.

There will be times in the class that students need to work alone using computer technologies to collect and review materials or self-assess themselves, while there will also be times that students will form groups based on specific criteria – which of course means they will be in different groups based on the purpose of the activity. There will be opportunities for students to select learning activities and tasks based on preference and interest, yet, still accomplish the same objectives regardless of the group they are in. During after school extended learning time (MTWR-2 hour classes), students will be assigned projects related to credit accumulation/recovery. The projects consist of a series of assignments aligned to the school's instructional focus that give students the opportunity to develop verbal and written arguments. Each assignment/activity is evaluated, giving students the opportunity to improve and resubmit/redo, if warranted. Students will also be evaluated on the overall product they submit for the project. In addition, constant assessments of different types will be used for students to demonstrate their understanding and build a positive

attitude learning in which they can be successful. The ELT program also offers elective-type classes such as sports, arts, and technology to provide students with rewards and incentives to express themselves. Additional opportunities include The English Theatre Arts Project which requires students to both write and speak about their experiences and develop performances to enhance their social and emotional growth. Some students work on mural painting within the school, while others work in a classroom with subject area teachers focusing on core skills needed to create and develop more sophisticated projects.

Through extensive data analysis, the learning needs of all the ELT students have been identified and grouped. Learning activities that are offered reflect these learning needs, yet offer students a variety of methods to collect, organize, and analyze information and then offer them a variety of formats to present their ideas and/or conclusions. The blending learning opportunities offers the students the best of both worlds for the learning, presentation, and assessment processes; the use of different ratios of students to teachers often allows students to find their optimum learning experience and build skills towards areas they struggle in.

The ELT contains a physical education component at the beginning to engage the students and allow them to enjoy and relax so they can go back to work afterwards. And within our 3 session afternoon, one of the sessions will be an arts or music session to further explore an area of interest. While student success and coping strategies will be developed in all sessions, students will receive specific feedback to enhance socio-emotional development and ability to replicate success models and strategies.

All teachers will be certified in the content area of instruction they are providing. And all CBO partners will be teamed with licensed teachers in that content area (i.e. Physical Education, Arts, Technology, Music)

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

Part 3 – ELT Program Implementation and Oversight

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

Assistant Principals, teachers of special education, ESL, and subject area teachers.

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

Per session costs for afterschool and Saturday for supervisors, teachers and support staff.
WE NEED THESE NUMBERS

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

Part 4 – Budget and Resource Alignment

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

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

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

Title I ARRA SIG and Citywide Instructional Expectations

Part 5 – Progress Monitoring

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

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

By February 2015, we will increase average credit accumulation by 5%

By February 2015, we will raise pass rate on Regents and RCTs by 5%

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

- Did the school meet the mid-point benchmark(s) in the timeframe specified?

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

Section 8: Title I Program Information

Directions:

- 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.
In order to recruit highly-qualified teachers, we attend NYCDOE hiring fairs and partner with programs such as New York City Teaching Fellows and Teach for America. We offer targeted PD that includes one-to-one coaching, and we offer seasoned teachers the opportunity to mentor teachers who need support and coaching.

2b. High Quality and Ongoing Professional Development

Describe the strategies and activities for high quality professional development for teachers, principals, and paraprofessionals, and staff that enable all students to meet Common Core State Standards (CCSS).
Ongoing professional development will occur during common planning times with an emphasis on creating rigorous tasks that are aligned to CCSS; also, CFN coaches and educational consultants assist teachers via one-to-one coaching and targeted workshops.

Part 3: TA Schools Only

3a. Use of Program Resources

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

3b. TA Coordination with the Regular Program

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

Part 4: SWP Schools Only

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

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

na

4b. Measures to Include Teachers in Decisions Regarding Assessments

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

Teacher groups that reflect both grades and departments select, modify, and sometimes design assessments relative to the standards being taught in a given unit plan. A “backwards design” model of planning, beginning with the standards to be taught, is implemented, which is followed by curricular assessments that reflect said standards. Additional resources are culled and applied to consistently deliver sound assessments specifically addressing standards being taught. After the implementation of assessments in a given unit, teacher teams examine the results of student output and determine if the assessments were sound, if the pedagogical methodology is effective in practice, and if further modifications must be made to future assessments to ensure targeted efficacy.

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	\$ 292,252.53	x	10-25
Title I School Improvement 1003(a)	Federal			
Title I Priority and Focus School Improvement Funds	Federal	\$ 70,033.00	x	10-25
Title II, Part A	Federal			
Title III, Part A	Federal	\$ 23,096.00	x	10-25
Title III, Immigrant	Federal			
Tax Levy (FSF)	Local			

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 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. **Grace Dodge**, 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. **Grace Dodge** will support parents and families of Title I students by:

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

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

school's Title I program. This information will be maintained by the school.

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

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

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

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

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

School-Parent Compact (SPC) Template

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

I. School Responsibilities

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

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

Support home-school relationships and improve communication by:

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

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

Provide parents reasonable access to staff by:

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

Provide general support to parents by:

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

II. Parent/Guardian Responsibilities:

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

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

III. Student Responsibilities:

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



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 as well as reduced class-size, and/or push-in services.
 - 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.

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: Grace Dodge High School	DBN: 10X660
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 type="checkbox"/> Saturday academy <input type="checkbox"/> Other: _____
Total # of ELLs to be served: 51
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 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 <input type="checkbox"/> 9 <input type="checkbox"/> 10 <input type="checkbox"/> 11 <input checked="" type="checkbox"/> 12
Total # of teachers in this program: 4
of certified ESL/Bilingual teachers: 2
of content area teachers: 2

Part B: Direct Instruction Supplemental Program Information

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: 2

In an effort to improve the English proficiency and academic achievement of our English Language Learners (ELLs), the students in grade 12 will have the opportunity to attend after school tutoring 3 times a week. Tutorial services in Social Studies, Math, Science and English will be available. This program will be offered the entire school year and offered to all ELLs as well as former ELLs. This program was chosen in order to provide ELLs with additional support they need to improve their English language skills with a specific focus on the four language modalities. Additionally, content area instruction will be provided in English and Spanish. Services will be provided by certified teachers through a coteaching modality. There will be improvement of the instructional program for ELLs by continuously upgrading the curricula and engaging in professional development.

SUBGROUPS & GRADE LEVELS

- These supplemental services are offered to our remaining students and according to need. The program will seek to group ELLs in the 0-3 year subgroup, as well as long term ELLs that are in the 4-6 year subgroup. The students will focus on developing skills in reading, writing, listening and speaking.

SCHEDULE & DURATION

- The after school tutorial program is offered to students Monday through Thursday. 3 teachers provide tutoring services to the students. There is one supervisor who oversees the 90 sessions of the program. There is one licensed Math teacher, one licensed Social Studies teacher, one bilingual licensed Science teacher and one licensed English as a Second Language teacher providing tutorial services pushing in to the content area classes. The time frame for the program is November through June.

Social Studies Tutorial - 1 day a week on Thursdays for 2 hours each session

Math Tutorial - 1 days a week on Mondays for one and half hours each session

Science Tutorial - 1 days a week on Tuesdays for 2 hours each session

The ESL program meets Wednesdays from 2:30– 4:00 p.m. The focus will be in developing academic language as well as developing their skills in reading, writing, listening and speaking as well as preparing them for the NYSESLAT. There will also be sessions that focus on NYSESLAT prep from March to April.

The ESL teacher will meet with the content area teachers one hour a week to discuss planning and to review the needs of the students, at no cost to Title III. The Math and Social Studies teacher have had some SIOP training so the ESL teacher will help to reinforce and maintain those strategies in the

Part B: Direct Instruction Supplemental Program Information

afterschool tutoring program. The ESL teacher will assist the students with strategies to improve their ELA Regents scores. The ESL teacher will work with the Social Studies teacher to align their strategies of writing well-written paragraphs and essays. The ESL students have the most trouble passing the ESL and Social Studies Regents due to the extensive writing required on the exam. Both teachers will work to align their lessons and have a similar writing strategies and writing structure so that the students can them on both Regents exams. The ESL teacher will also push into the content area classes 1-2 times per month to assist the teachers and the students.

AND TYPES OF CERTIFIED TEACHERS

-The after school tutorial program is offered to students Monday through Thursday. 4 teachers provide tutoring services to the students. There is one licensed Math teacher, one licensed Social Studies teacher, one certified bilingual Science teacher and one licensed English as a Second Language teachers providing tutorial services through a coteaching, push in modality. Additionally esl teacher overseeing instruction and planning, at no cost to Title III , by using ESL strategies, as well as to maintain a safe environment.

LANGUAGE OF INSTRUCTION

-The content area instruction will be provided in English and supplementally in Spanish. There will be materials or oral instruction in their native language. There will also be English dictionaries as well as English-Spanish glossaries to use as aides. The focus for the program is skills development in English, Math, Social Studies and Science and Regents preparation. The objective is to give the students the skills they need to pass their classes and the State Examinations.

TYPES OF MATERIALS

-There will also be a computer based program, Achieve 3000, to encourage students to exercise the four modalities of speaking, reading, writing and listening. Bilingual Glossaries, Bilingual Translation dictionaries, and regents' preparation materials, Multicultural Libraries, Content Area Libraries, regents' preparation materials and Supplies will be purchased with Title III funds for the program.

As a culminating activity, the students will be invited to attend a Broadway play. Through this play, the students will be exposed to various modern day social issues and cross-cultural values. The issues portrayed in the play are important themes which are studied in Social Studies as well as in English classes. In addition, a literacy component requiring listening, speaking, reading and writing skills will be incorporated in the activity.

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

Part C: Professional Development

- topics to be covered
- name of provider

Begin description here:

1) CAL - We have consultants from Center of Applied Linguistics who assist the teachers in using the SIOP (Sheltered Instruction Observation Protocol) model in their lesson planning to create entry ways of learning for students who are English Language Learners. The SIOP Model supports teachers in planning and delivering high-quality instruction for all students. The strategies are geared to increase student achievement, improve academic content skills and language skills, deliver results aligned to the Common Core Learning Standards, and prepare students to become college and career ready.

Friday January 30, 2015 - 8:00am-2:50pm
Monday February 2, 2015 - 8:00am-2:50pm

2) Achieve3000- At no cost to Title III, We have training for the teachers who are assisting the English Language Learners in developing their literacy skills by deepening differentiation and infusing rigor into the lessons. By using the program the students will improve their reading comprehension, writing skills and vocabulary acquisition so that they are college and career ready.

Tuesday, October, 16, 2014 - 8:00am-2:00pm
Thursday, December 11, 2014 - 8:00am - 2:00pm

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

Begin description here:

During the Fall Parent Teacher Conference evening, at no cost to Title III, there is a parent orientation meeting with the parents of ELLs to inform them of the academic programs available to their students for additional support and to address any concerns/questions they have about their children's education.

Part D: Parental Engagement Activities

There are workshops designed to educate parents about the different programs available in their communities. We build relationships between the parents and the Committee for Hispanic Children and Families which offer services about immigration, educational courses in ESL, informative courses that build awareness about HIV, and health awareness programs (ie. nutrition etc.)

There are English as a Second Language courses available to the parents on Saturdays. This instruction is conducted using the computer program, Rosetta Stone. They are assisted by a bilingual instructor. There is a course available from 9:00am - 10:30am and another section from 10:30am - 12:00pm.

There are monthly Parent Association meetings that the parents are encouraged to be involved in to familiarize them with the needs of their children and students in the school. These meetings are scheduled every Wednesday from 4:30pm- 6:30pm with refreshments.

There is an annual family dinner that is organized to reach out to the families to create a warm and supportive environment at Grace Dodge High School. There is a bilingual guest speaker that will emphasize the importance of the parents' role in their children's education.

All written communication from the school are written in the parents' preferred language. Copies of translated letters are posted outside the parent coordinator's office. Follow up phone calls are made by the parent coordinator to make sure parents' are aware of important events that parents are invited to. The parent meetings are provided with translation services by the Parent Coordinator.

Part E: Budget

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

Allocation Amount: \$ _____

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Professional salaries (schools must account for fringe benefits) <ul style="list-style-type: none"> • 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, 	_____	_____

Part E: Budget

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

Allocation Amount: \$ _____

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
instructional materials. • Must be clearly listed.		
Educational Software (Object Code 199)	_____	_____
Travel	_____	_____
Other	_____	_____
TOTAL	_____	_____

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

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

Part I: School ELL Profile

A. School Information [i](#)

District 10	Borough Bronx	School Number 660
School Name Grace Dodge Career & Tech High School		

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

Principal Frank Giaimo	Assistant Principal Alvin Simpson
Coach	Coach
ESL Teacher Lesley Lighty	Guidance Counselor Martin Deas
Teacher/Subject Area Meryl Fishman/ Special Ed	Parent
Teacher/Subject Area	Parent Coordinator Luisa DeJesus
Related Service Provider Harold Stillman	Other type here
Network Leader(Only if working with the LAP team) type here	Other type here

C. Teacher Qualifications

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

Number of certified ESL teachers currently teaching in the ESL program.	2	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	1	Number of certified NLA/foreign language teachers	1	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)	442	Total number of ELLs	99	ELLs as share of total student population (%)	22.40%
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Part II: ELL Demographics

A. ELL Programs

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

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

This school offers (check all that apply):

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

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

ELL Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Tot #
Transitional Bilingual Education <small>(60%:40% → 50%:50% → 75%:25%)</small>														0
Dual Language <small>(50%:50%)</small>														0
Freestanding ESL														
SELECT ONE														0
SELECT ONE										10	31	24	34	99
Total	0	0	0	0	0	0	0	0	0	10	31	24	34	99

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	99	Newcomers (ELLs receiving service 0-3 years)	25	ELL Students with Disabilities	40
SIFE	26	ELLs receiving service 4-6 years	32	Long-Term (completed 6+ years)	42

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

	ELLs by Subgroups									Total	
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)				
	All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD		
TBE											0
Dual Language											0
ESL	25	6	0	32	7	2	42	12	46	99	

ELLs by Subgroups										
ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			Total	
	All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD	
Total	25	6	0	32	7	2	42	12	46	99
Number of ELLs who have an alternate placement paraprofessional: <u>2</u>										

C. Home Language Breakdown and ELL Programs

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

*EP=English proficient student

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

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

This Section for Dual Language Programs Only

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

Freestanding English as a Second Language

Number of ELLs by Grade in Each Language Group

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish										14	28	21	33	96
Chinese														0
Russian														0
Bengali												1		1
Urdu														0
Arabic														0
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other												1	1	2
TOTAL	0	14	28	23	34	99								

Part III: Assessment Analysis

Assessment Breakdown

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

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

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Beginner(B)										3	14	8	5	30
Intermediate(I)										5	9	6	17	37
Advanced (A)										2	8	10	12	32
Total	0	10	31	24	34	99								

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	36		3	
Integrated Algebra	31	16	3	
Geometry				
Algebra 2/Trigonometry				
Math _____				
Biology				
Chemistry				
Earth Science				
Living Environment	54	0	3	
Physics				
Global History and Geography	58	5		2
US History and Government	34	12	3	
Foreign Language				
Other _____				
Other _____				
NYSAA ELA	2		2	
NYSAA Mathematics	2		2	
NYSAA Social Studies	2		2	
NYSAA Science	2		2	

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

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

- Describe what assessment tool your school uses to assess the early literacy skills of your ELLs (e.g., ECLAS-2, EL SOL, Fountas and Pinnell, DRA, TCRWP). What insights do the data provide about your ELLs? How will this data help inform your school's instructional plan? Please provide any quantitative data available to support your response.
Our school uses NYSESLAT, Pearson Periodic Assessment, Data Tool, ARIS, and Acuity to get insight about the ELLs literacy in the modalities of speaking, reading, writing and listening. This information helps us to identify the students' strengths and weaknesses as they progress toward English proficiency. The data reveals the our ELLs greatest area of deficiency are in the language modalities of

Reading and Writing. Teachers use this knowledge to drive instruction by providing ELLs with enhanced access to literacy skills through vocabulary development, activating prior knowledge, scaffolding, using level set texts as well as differentiation of instruction.

2. What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?
The data reveals that many of the students that enter high school as a beginner need more time to acquire the academic language. They need more time to make significant advancement toward proficiency. The data also shows that by the time most students reach 12th grade, they are in the Advanced level. As students move up the grades, they improve on the NYSESLAT and progress to the intermediate and advanced categories as it is shown by the small number of students (5) who have remained at the beginning level in the 12th grade.
3. How will patterns across NYSESLAT modalities—reading/writing and listening/speaking—affect instructional decisions? How does your school use information about Annual Measurable Achievement Objectives? What does the data reveal? (see [SED memo](#) and [AMAQ tool](#))
Since the RNMR report does not have the 2013 data, this question can not be accurately answered.
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?In an effort to address literacy, all the ELLs partake in the reading program Achieve 3000. This program has been expanded to include beginners, intermediate, and advanced students. The ESL teachers received PD on how to effectively use the program. The program provides native language support for the beginners. The instructions and vocabulary words are in Spanish while the main article is in English (or in Spanish depending on the need). The ESL teachers work with the English department to adapt and include ELL strategies to ensure the inclusion of all modalities, reading, writing, listening, and speaking. ELLs have simultaneous access to content-area Regents exams in both English, and the native language in order to ensure they are receiving the necessary support in the native language.
5. Describe how your school uses data to guide instruction for ELLs within the Response to Intervention (RtI) framework (for grades K-5). (see [RtI Guide for Teachers of ELLs](#).)
N/A
6. How do you make sure that a child's second language development is considered in instructional decisions?
The ESL teachers plan closely with the English department to align their content objectives and language objectives. The teachers incorporate strategies and activities that target the four modalities: speaking, listening, reading and writing. The students are provided glossaries in their native language to use during classtime. The ESL coordinator makes classroom visits to different content teachers to evaluate the progress of the ELLs and discusses with the teachers different strategies that can be beneficial for the ELLs.
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?N/A
8. Describe how you evaluate the success of your programs for ELLs (e.g. meeting AYP for ELLs, etc.).
To determine the success in our program we look at the NYSESLAT data to see how many ELLs test out every year and to see how many students are advancing to the next level, progressing toward proficiency. The Achieve 3000 reading program produces monthly reports to show improvement in reading/increased lexile levels. There are also periodic reports to show the growth in student reading comprehension based on the results of their multiple choice scores. There is also inquiry data done to evaluate the progress on Regents exams of those students that participated in the ELL Tutoring program after school.

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](#).)

10x660's initial identification process is guided by the NYS LEP Identification Process as outlined in CR Part 154. Conducted by the ESL coordinator, Mrs. Lighty, who is a certified ESL teacher, along with trained staff, this process starts at the beginning of the school year is on-going. Parents of all students who are newly admitted to the New York City public school system and those students coming from Parochial or private schools complete the Home Language Identification Survey (HLIS). The HLIS is administered in the parents' native language. All oral communication and printed materials are offered in English as well as the parents' native language. In conjunction with administering the HLIS, an informal interview is conducted by a certified pedagogue, in English, along with a formal initial assessment (LAB-R) is conducted by the English as a Second Language (ESL) coordinator. If necessary, an informal interview is also conducted in the native language with the ESL coordinator. Depending on the results of the HLIS and the interview, the LAB-R is given to those students who are eligible. The Spanish speaking students who score below proficient also take the Spanish LAB. The ESL Coordinator, Mrs. Lighty, ensures that all the ELLs are evaluated annually by taking the NYSESLAT. The ATS reports that assist in identifying all those eligible are the RNMR as well as the RLER. The NYSESLAT is then used to track progress as well as identifying strengths and weaknesses.

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.

Once a student has been identified as an ELL, the student's parent/guardian is given an informational guide in their home language about the important points of selecting a program for students learning English as a second language. Next, parents attend an orientation session facilitated by the ESL Coordinator - Mrs. Lighty and Parent Coordinator - Ms. DeJesus. The facilitators show the Orientation Video for Parents of English Language Learners, in the parents' native language, that describes the three language program models that the DOE offers: Transitional Bilingual Education (TBE), Dual Language (DL) and Freestanding English as a Second Language (ESL). They answer any questions that the parents may have about program selection and assist with the completion of the Parent Survey and Program Selection Forms. The forms are provided in the parents' native language. We explain the importance of parent choice and we honor the parents' program selection. Identified ELLs are placed in either Transitional Bilingual Education or Freestanding ESL based on the response of the Parent Survey and Program Selection Forms. If the Parent Selection form is not returned, the default program is TBE. Pedagogues are carefully trained to ensure attentive engagement with parents during the student intake procedures, and the Parent Orientation sessions. Throughout the school year, the ESL coordinator routinely monitors the NYSESLAT and LAB-R results to evaluate student progress and to ensure appropriate placement.

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 ESL Coordinator, Mrs. Lighty, uses the RLAT report in ATS to identify which students are eligible for continued ESL services. Continued Entitlement letters are sent to those parents. Copies of the letters of kept in the ESL Coordinator's office organized by school year, accessible to the administration. The parents of newly identified ELLs immediately after the LAB-R is administered and scored as per the Memo#2 scores and the student is eligible for ELL services. This is done within 10 days. A meeting with parents is scheduled to complete the Parent Survey and Program Selection Form, a copy of these forms are filed in the ESL Coordinator's office. A copy of the entitlement letters for new ELLs are kept on file and organized by the school year in which the students were tested and placed.

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.

The criteria used to place identified ELLs in instructional programs is based on parent choice. ELLs are placed in either Transitional Bilingual Education or Freestanding ESL based on the response of the Parent Survey and Program Selection Form. Upon receiving the form, a letter is sent to the parents indicating the program their child will be placed in. In addition, every year the ESL coordinator, Mrs. Lighty, communicates with the parents of existing ELLs to advise them that the student will continue to receive ESL services (based on the NYSESLAT scores). If there are students that tested proficient on the NYSESLAT, those parents are sent a letter stating their child no longer needs ESL services. A copy of all the letters sent are filed with the ESL coordinator.

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.

Every year there is a letter that is created and given to the students and parents. The letter includes a schedule of when the 4 parts of the NYSESLAT exam will be administered and where the location is. The ESL teachers administer each part of the exam to their students during classtime on the scheduled date. There are 2-3 other teachers that are trained so they can administer the exam during makeup dates.

6. After reviewing the Parent Survey and Program Selection forms for the past few years, what is the trend in program choices that parents have requested? (Please provide numbers.) Are the program models offered at your school aligned with parent requests? If no, why not? How will you build alignment between parent choice and program offerings? Describe specific steps underway. **①** Since 2011, there have been 8 new admits that either transferred from other states or came from other countries. The parents of all 8 students requested bilingual programs as their first choice. All of the students were placed in bilingual classes. As we continued to downsize, the bilingual program has diminished and the students are mostly in an ESL only setting with supplemental after school services.

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])?

Instruction is delivered using the following organizational models: self-contained Freestanding ESL classes and 1 Transitional Bilingual Education class is offered. As Grace Dodge Career and Technical High School phases out, our bilingual program has downsized. Freestanding ESL classes are homogeneous, ungraded and are offered at the beginning, intermediate and advanced levels.
2. How does the organization of your staff ensure that the mandated number of instructional minutes is provided according to proficiency levels in each program model (TBE, Dual Language, ESL)?
 - a. How are explicit ESL, ELA, and NLA instructional minutes delivered in each program model as per CR Part 154 (see table below)?

Teachers of beginning-level ELLs provide the mandated 540 minutes per week of ESL instruction (three units of study). Teachers of intermediate level ELLs provide the mandated 360 minutes per week of ESL instruction (two units of study). Teachers of advanced-level ELLs provide 180 minutes per week of ESL instruction (one period of instruction). Advanced-level ELLs also receive ELA instruction for 180 minutes per week (one unit of study). Initially, the students are placed according to LAB-R scores and NYSESLAT scores.
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.

In the free standing ESL program, students receive instruction in the following content: ESL, English, Social Studies, Science, Art, Music or Physical Education and vocational major. Each ESL class is a self-contained class with students who have the same English language proficiency level. The content courses are instructed in English. Students are placed according to NYSESLAT scores, and placement tests. Instruction is delivered by licensed ESL teachers using English as a Second Language Methodologies as well as native language support. Native language materials are provided for students. ELLs are placed homogenously according to NYSESLAT scores. In an effort to ensure that the mandated number of instructional minutes is provided, a review of students' schedules is conducted and mandated minutes of instruction in each student program are verified. Changes are made in students' programs if required. Instructional approaches and methods used to make content comprehensible to enrich language development include: the infusion of ESL methodologies in content area instruction, infusion of all four language modalities, listening, speaking, reading, and writing in all classes, use of cooperative groups, analyzing assessment data to inform and improve instruction, utilization of appropriate instructional materials, the use of native language support, and native language materials.

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

We ensure that ELLs are appropriately evaluated in their native language by using the data from the Spanish LAB-R. In addition, ELL's have the option to participate in alternative assessments in their native language. This is facilitated in all content areas as all ELL students are provided with the opportunity to sit in class assessments as well as the NYS Regents examination in their native language. ELL students have the option of testing in their native language in class assessment as well as on State assessments. The rationale behind this approach is that we believe that proficiency in the native language supports efficiency in the second language acquisition process.

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

The ELLs are administered the Pearson Periodic Assessment in the Fall which focuses on the reading, writing, and listening modalities. Throughout the year the ELL teachers incorporate the four modalities in their lessons by having student centered activities. These activities focus on the students reading outloud, which focuses on listening and speaking. The ESL teacher also focuses on dictating to strengthen their listening skills. In addition, the students' writing is evaluated by means of entrance tickets, exit slips, exams, and essays.

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).

6a. SIFE students receive intensive English language development instruction in both social and academic language. Students receive content instruction with native language support as well as explicit instruction in studying skills. In order to ensure that teachers of these students are providing the best possible instruction for them, the ESL and ELA teachers have all been collaborating to align the ELA and ESL curricula with a focus on improving academic literacy skills, specifically concentrating on infusing ESL methodologies such as scaffolding and activating and building schema in the classroom settings. We provide intensive English language development instruction, teaching social as well as academic language across all content areas. Instructions include explicit studying skills, notetaking skills, intensive vocabulary study, graphic organizers, audio/visual presentations, and authentic materials coupled with native language support. Furthermore, these students attend the "Achieve 3000" reading program in their ELA classes. SIFE students are invited to attend tutoring after school as well as the Regents Preparation tutorials to further ensure their access to literacy development, English acquisition and content knowledge in small group or one-to-one setting.

6b. ELLs in US schools less than three years (newcomers) are placed in a program based on the Parent Survey and Program Selection Form. These students are then placed in the appropriate Transitional Bilingual Education class and freestanding ESL classes based on their LAB-R scores and initial assessment. Newcomers requiring beginning-level ESL courses, also receive bilingual content-area instruction to support their native language skills. In an effort to accelerate language acquisition, these students partake in the Achieve 3000 reading program. These students also have an ESL class everyday that uses the Rosetta Stone program which encourages technology use as well as focusing on the four modalities.

6c. ELLs in schools receiving 4-6 years of ESL service are exposed to intensive instruction that builds their reading and writing skills as well as intensive vocabulary building within the content areas. They are also programmed for the mandated units of ESL instruction based on their proficiency levels based on their NYSESLAT scores. These students are encouraged to attend the after school academic intervention services. Furthermore, ELLs receiving 4-6 years of service participate in the Achieve 3000 reading program. There is focus in building stamina in all four modalities- listening, speaking, reading and writing- and strengthening reading and writing skills.

6d. There is a special effort targeting the Long-term ELLs (completed 6 years). The NYSESLAT data is used in identifying which modalities are weak. This is fundamental in designing lessons that strength their language acquisition so they can attain English proficiency. Teachers utilize the following instructional strategies: differentiated instruction, scaffolding of instructional materials, QTEL strategies, note-taking strategies, graphic organizers, modeling of exemplary work and small group instruction in order to improve learners' linguistic and academic abilities so that they become English proficient and meet State standards and graduation requirements. Teachers concentrate on teaching the Writing Process (prewriting, drafting, revising, peer-editing and proofreading) in order to support students with their academic literacy skills with a specific focus on higher-order thinking, essay-writing skills and recognizing and analyzing literary elements and techniques. Instruction also includes explicit studying skills, notetaking skills, intensive vocabulary study, use of graphic organizers, audio/visual presentations, and authentic materials, specifically concentrating on infusing ESL methodologies such as scaffolding and activating and building schema in the classroom settings. In addition, the long-term ELLs take advantage of the Achieve 3000 web-based differentiated-instruction reading program. Learners are given the opportunity to receive tutoring after school in all content areas and on Saturdays in English and math. These students are strongly encouraged to attend tutoring sessions in order to improve their English language skills. ELLs identified as having special needs receive their mandated minutes of English as a Second Language instruction according to their Individualized Educational Program.

6e. The ESL Coordinator informs the content teachers of any ELLs that have tested out, making them aware that these students might need additional classroom support. The ESL Coordinator will conference with the former ELLs to monitor their academic progress in their monolingual courses. Glossaries in their native language are provided in their content area courses. Former ELLs are encouraged to attend and ELL tutoring through out the year. In addition, the former ELLs are given all the testing modifications during their Regents Exams.

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?

Data from the students' IEP are used in conjunction with the goals of the Common Core Learning Standards to create tasks and assignments that are rigorous as well as cognitively challenging. Some of the instructional strategies that teachers use for ELLs-SWDs are using graphic organizers, books/ passages on audio, video clips of literature the students are erading, picture/ flash cards to recall and retell, modified versions of text that the grade level is using, readers theater, and frontloading of vocabulary. Teachers across all subject areas share best strategies and practices to meet the academic goals of the students. The ESL teachers have consistent communication with the special education teachers to collaborate on how to meet the needs of ELLs-SWD. The ESL teachers, ESL coordinator and Assistant Principal increase their communications with the parents of ELL-SWD.

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?

To meet the diverse needs of ELL-SWDs we provide the students with native language support, the use of glossaries in their native language, multicultural literature that reinforces the value of native language growth and multicultural awareness as well as having an ESL teacher that speaks a language other than English. The schedules of the ESL teachers are flexible where they can provide supplemental support to ELL-SWD during the school day - during lunch or their free periods.

Courses Taught in Languages Other than English ⓘ

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

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

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

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

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

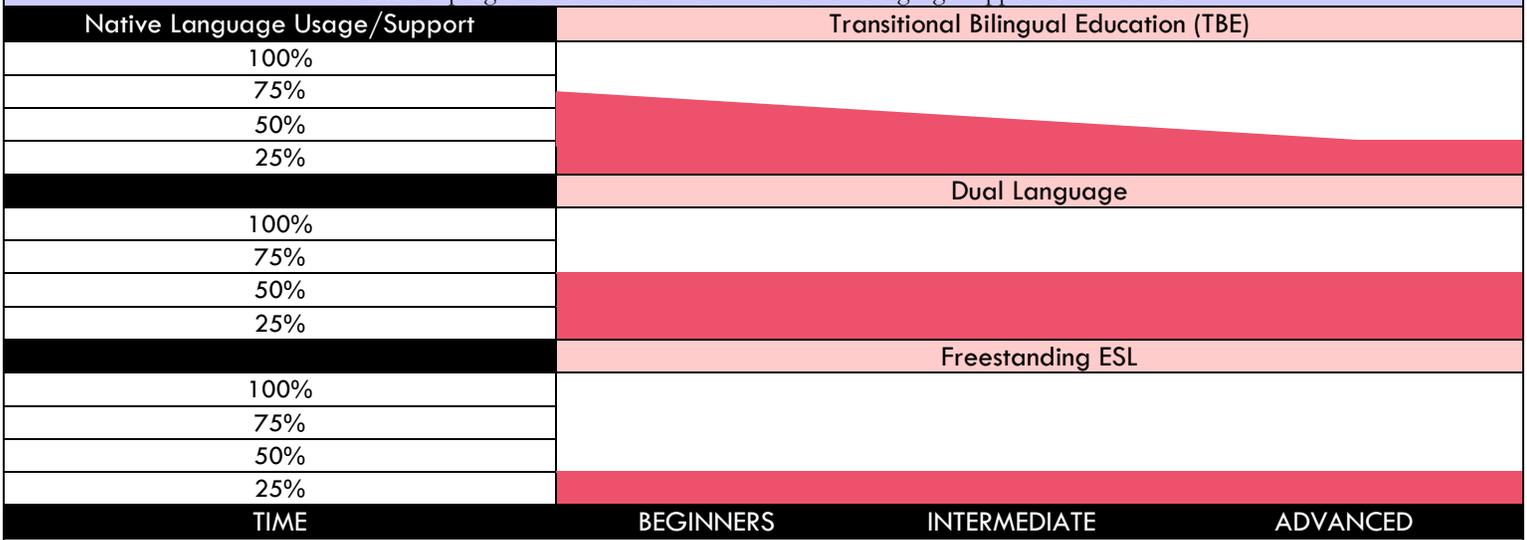
	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS: Native Language Arts	45 minutes 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.
- In an effort to accelerate English Language acquisition for long-term ELLs, they receive one period of instruction using the Achieve 3000 reading program. Because of the strong focus on improving ELLs' academic-literacy skills, the emphasis for targeted inquiry work has been on English language development in the ESL and ELA classrooms. The inquiry team, which included the ESL and ELA teacher of these students, analyzed previous Regents exams taken by the students and focused specifically on the Controlling Idea essay. It was noted that meaning and development were two major areas of weakness for these students. The team collaborated to develop strategies in order to support these students with their critical thinking and academic-essay writing skills. As a result of the success of this inquiry team, the team has chosen to continue their work this year, focusing on the Critical Lens essay of the English Regents Exam. This team is focusing on how to best support students with improving their analytical skills along with continuing to support their academic-essay writing skills.
10. Describe the effectiveness of your current program and how it is meeting the needs of your ELLs in both content and language development.
- The ESL program has assisted in having 11 students test out of the program and has 23 students move up a level, from beginner to intermediate and from intermediate to advanced. As the students attend afterschool tutoring, there is an overall improvement in their writing, which benefits them in their English, Global History and U.S. History classes. There has been overall improvement in the students' report card grades.
11. What new programs or improvements will be considered for the upcoming school year?
- An improvement to our program is adding a Credit Accumulation program. This is an increased effort to ensure that courses with ELLs are either taught by a teacher who speaks and understands Spanish or are supported with a paraprofessional. Students who are on track to graduate, credit-wise, but have not been successful in passing their Regents are being targeted for after-school tutoring. In addition, the HAI program has expanded its efforts to recruit ELL students.
12. What programs/services for ELLs will be discontinued and why?
- No programs are being discontinued.
13. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
- ELLs are offered equal access to all school programs during and after the regular school day. Students are offered the opportunity to select a major. ELLs are also included in this process. ELLs are offered after school tutoring from Monday through Thursday; the students have the opportunity to attend tutoring in ELA, Science and Social Studies. There are after school programs, i.e. HAI, that focuses on theater which ELLs are encouraged to participate in as it will strengthen their language skills- oral and written or speaking, listening, writing. Notifications, flyers, letters are posted around the school and distributed to students and their families in English and in the students' native language, as appropriate.
14. What instructional materials, including technology, are used to support ELLs (include content area as well as language materials; list ELL subgroups if necessary)?
- Promethean boards have been installed in numerous classrooms as a way to increase technology in the content areas. Textbooks which help to develop the four language modalities, reading, writing, listening, and speaking are used in class - such as the Visions collection, Keystone and Northstar. Other texts that are incorporated into the curriculum to native language use are Cool Salsa (a collection of poems of poems in English and Spanish), The Achieve 3000 reading program has been being implemented in order to help students improve their English language skills with a specific focus on reading and comprehension. The program has the ability to provide partial native language support as well as full support in the students' native language. The Rosetta Stone program is being utilized to diversify the delivery of ESL services.
15. How is native language support delivered in each program model (TBE, Dual Language, and ESL)?
- Native language support is delivered in multiple ways. ELLs who are in the Transitional Bilingual class receive one period a day of content in their native language. Other content teachers support instruction with the use of the native language. ELLs in freestanding ESL are encouraged to use their knowledge and understanding of their native language to support their learning of English and the content areas.
16. Explain how the required services support, and resources correspond to ELLs' ages and grade levels.
- Resources and required services correspond to each ELLs age and grade level. Native language support in the form of bilingual glossaries, bilingual textbooks, bilingual classroom libraries, and computer language 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.

N/A

18. What language electives are offered to ELLs?

Language electives that are offered to ELLs is selecting Spanish as an elective in their regular program.

19. For schools with dual language programs:

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

Paste response to questions here:

C. Professional Development and Support for School Staff

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

1. Professional development is ongoing for all personnel who work with ELLs to include: Assistant Principals, content area teachers, special education teachers, secretaries and the parent coordinator. The professional development plan for ELL personnel includes the following: Teachers will be strongly encouraged to attend various Quality Teaching for English Language Learners (QTEL) workshops. The school schedules multiple ESL workshops throughout the year and the summer with CAL (The Center for Applied Linguistics) which teaches the teachers to use the SIOP model and strategies in their classrooms. There are a variety of Prometheus board workshops to help use technology in the classroom. The ESL Coordinator is apart of a committee that focuses on the needs of students with learning disabilities and communicates any necessary ELL procedures that are new, i.e. ELAND.

2. The ESL coordinator works closely with the ELA department to identify ELLs and discuss teaching strategies that can be implemented in the classroom to help support ELLs. There is ongoing Professional Development from CAL (Center for Applied Linguistics) that all content area teachers are able to readily apply in their teaching practice. This helps content area teachers in developing the literacy skills of the ELLs and expanding their academic vocabulary. This involves acquiring and accurately using general and specific academic words/ phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level. In line with the CCLS, the school wide focus is to strengthen argumentative writing, using texts to support arguments, and annotating texts. There are weekly opportunities to sit with consultants from ClassLink to help infuse the CCLS into existing curriculum. There are consultants scheduled from Aussie/ Generation Ready that sit with teachers to review their current curriculum and lesson plans to align them to the CCLS. The staff was taught how to use Data Tool to look at the student academic and test profile data to analyze the students strengths and weakness so they could better adapt their teaching to the needs of the students.

3.N/A

4. Documentation of ELL training for all staff is maintained in the school file by the school secretary as per Jose P. The school provides full day professional development days through out the year in addition to smaller 45minute sessions that address the needs of ELLs. The full day sessions include all content area teachers where some of the sessions might be specifically for the ESL and Bilingual teachers.

D. Parental Involvement

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

Parents are involved in a number of ways:

The parent coordinator provides translation services when needed. Parents are invited to attend monthly parent association meetings and school leadership meetings. The parent coordinator is present to translate and address any questions they may have. The parents are encouraged to accompany the students on class trips, plays and musical performances. They are invited to participate in school dances, field trips, assemblies, and award ceremonies. The school has two parent dinners (one in the beginning of the year and one toward the end) where the parents are encouraged to meet each other and network.

2. A number of workshops have been schedule for this coming year. These workshops are provided by the Parent Coordinator, Good Shepard, and Leap.

3. Each year parents complete a Parent Survey which is reviewed by the Parents Association and the School Leadership Team. The parent coordinator takes the lead in communicating with parents to establish relationships between the school and the community. The parent coordinator discerns the needs and concerns of the families and provides assistance or re-direct them to the appropriate school personnel.

4. As a result of the feedback received from the survey, a Parent Inquiry Team has been formed in order to better serve parents' needs. In addition, we will continue to offer computer classes as well as English as a Second Language classes for parents. These classes are offered at times convinient for parents to take advantage of. A school newsletter has been specifically created for parents in order to inform them of the happenings that are taking place at the school. Furthermore, parents have access to the use Daedelus in order to provide them with up-to-date inofrmation regarding their child(ren).

E. Additional Information

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

Paste response to question here:

Part VI: LAP Assurances

School Name: Grace Dodge Career & Tech HS

School DBN: 10X660

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Frank Giaimo	Principal		1/7/14
Alvin Simpson	Assistant Principal		1/7/14
Luisa DeJesus	Parent Coordinator		1/7/14
Lesley Lighty	ESL Teacher		1/7/14
	Parent		
Meryl Fishman	Teacher/Subject Area		1/7/14
	Teacher/Subject Area		
	Coach		
	Coach		
Martin Deas	Guidance Counselor		1/7/14
	Network Leader		
Harold Stillman	Other <u>Related Services</u>		1/7/14
	Other _____		
	Other _____		
	Other _____		

LANGUAGE TRANSLATION AND INTERPRETATION 2013-2014 TO 2014-2015

Requirement under Chancellor's Regulations – for all schools

DBN: 10x660 School Name: Grace Dodge Career and Technical HS

Cluster: 6 Network: 610

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

Part A: Needs Assessment Findings

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

We use Parent Surveys, Tittle III data and feedback from Parent Organization meetings to gather data and assess our needs. We translate important memos (information that is time sensitive), so parents/families' are aware of activities in our school.

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.

Some major findings of our school's interpretation needs are that families would like to be more aware of information that affects their child's life in preparation for college/workforce.

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.

All translation services will be provided by the L.A.C.. Any and all parent notifications/PA meeting notices, etc, will be translated in-house. The Administration, Parent Coordinator or any other party will usually allow one - three business days to provide the translation.

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

Oral interpretation services are available from many staff members at Dodge. These services will be provided in-house.

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

The L.A.C. will provide all written and /or oral interpretation services in a timely manner, so that all parents have access to bilingual (Spanish/English information. In the event that others languages become necessary, the L.A.C. will contact the Translation/Interpretation Unit.