



2015-16
SCHOOL COMPREHENSIVE EDUCATIONAL PLAN
(SCEP)

DBN: (i.e. 01M001):

17K489

School Name:

W.E.B. DUBOIS ACADEMIC HIGH SCHOOL

Principal:

CATHERINE HARTNETT

School Comprehensive Educational Plan (SCEP) Outline

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Section 1: School Information Page

School Information

School Name: W.E.B. Du Bois High School School Number (DBN): 17K489
Grades Served: 9-12
School Address: 402 Eastern Parkway Brooklyn, NY 11225
Phone Number: 718 773-7765 Fax: 718 773-7849
School Contact Person: Catherine Costa Email Address: chartne@schools.nyc.gov
Principal: Catherine Costa
UFT Chapter Leader: Patricia Panetta
Parents' Association President: Craig Fyffe
SLT Chairperson: Natalya Ratin
Title I Parent Representative (or
Parent Advisory Council
Chairperson): Craig Fyffe
Student Representative(s): Jon Morris
Bianca Gilmore

District Information

District: 17 Superintendent: LaShawn Robinson
Superintendent's Office Address: 65 Court Street Brooklyn, NY 11201
Superintendent's Email Address: LRobinson5@schools.nyc.gov
Phone Number: 917 822-2281 Fax: 718 778 7385

Borough Field Support Center (BFSC)

BFSC: Brooklyn South Director: Cheryl Watson-Harris
Director's Office Address: 4159 89th Street Brooklyn, NY 11209
Director's Email Address: Cwatson21@schools.nyc.gov
Phone Number: 718 759-4858 Fax: 718 759-3909

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

Directions:

1. List the names of each SLT member in the first column on the chart below.
2. Specify the constituent group represented, e.g., parent, staff, student, Community Based Organization (CBO), and any position held by the team member. Core mandatory SLT members are indicated by an asterisk*.
3. 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. Note: Signature of SLT member indicates participation in the development of the CEP, not approval.
4. 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)
Catherine Costa	*Principal or Designee	
Patricia Panetta	*UFT Chapter Leader or Designee	
Terra Vazqu	*PA/PTA President or Designated Co-President	
	DC 37 Representative (staff), if applicable	
	Title I Parent Representative (or Parent Advisory Council Chairperson)	
Jon Morris	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
Bianca Gilmore	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
	CBO Representative, if applicable	
Natalya Ratin	Teacher	
Makeba Deras	Parent	
Devante Dennis	Parent	
Wendy Gilmore	Parent	
Margaret Williams	Parent	
Kimberly Vick	Teacher	

Name	Position and Constituent Group Represented	Signature (Blue Ink)
James Smallman	Teacher	
	Member/	

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

The School Comprehensive Educational Plan (SCEP) 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 SCEP development informed by the new [Strong Schools, Strong Communities](#) initiative and [Framework for Great Schools](#).

Strong Schools, Strong Communities

The New York City Department of Education (NYCDOE) is committed to working collaboratively with parents, families, educators, and communities to improve student achievement and ensure that every child graduates from high school prepared for college, a career, and a future as a productive, critically-thinking adult.

The Department is establishing programs to strengthen ties between schools and communities, and is giving teachers and students the support they need to reach higher standards. These programs and supports are building a system of schools centered on student learning. Along with strengthened partnerships between parents, teachers, students, school leaders, and communities, these initiatives will ensure Strong Schools, Strong Communities, so that all students succeed. Additional information is available in a [report](#), entitled *Strong Schools, Strong Communities: A New Approach to Supporting New York City’s Public Schools and All of Our Students*.

The Framework for Great Schools and SCEP Development



The [Framework for Great Schools](#) encourages parents, educators, school communities, and external stakeholders to work together to improve student achievement and increase learning opportunities. 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 activities and strategies that improve outcomes for students.

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 Framework for Great Schools 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 (5) goals and action plans that align with the first five elements of the Framework for Great Schools (listed below). The sixth element, *Trust*, is foundational to all the other elements. A goal that reflects a holistic approach will often address more than one element, as the elements work together to support student achievement.

The Six Elements of the Framework for Great Schools

Rigorous Instruction: Instruction is customized, inclusive, motivating, and aligned to the Common Core. High standards are set in every classroom. Students are actively engaged in ambitious intellectual activity and developing critical thinking skills.

Supportive Environment: The school establishes a classroom and school culture where students feel safe, supported, and challenged by their teachers and peers.

Collaborative Teachers: Teachers are committed to the success and improvement of their classrooms and schools. They have the opportunity to participate in professional development within a culture of respect and continuous improvement.

Effective School Leadership: Principals lead by example and nurture the professional growth of teachers and staff, developing and delivering the instructional and social-emotional support that drives student achievement.

Strong Family-Community Ties: School leadership brings resources from the community into the school building by welcoming, encouraging, and developing partnerships with families, businesses, and community-based organizations.

Trust: Everyone works toward the shared goal of improving student outcomes, preparing students for success in school and beyond. Across the school community, there is respect. School staff, parents, students and administrators value each other.

Accountability Tools and the Framework for Great Schools

In order to address the six elements of the Framework for Great Schools, 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

To strengthen the existing system, the NYSED has developed a tool that captures the best practices from each of the current tools – they call it a Diagnostic Tool for School and District Effectiveness. This new tool encompasses multiple instruments such as interviews, classroom observations and surveys. The protocol will begin with a clear and cogent statement of the optimal conditions of an effective school and the instruments comprising the protocol will measure how close or far away a particular school is to the optimal conditions identified. Once reviewed, the school and district will create a strategic plan to address the areas in need of improvement. All Priority and Focus Schools and Focus Districts must use the new tool; and districts that are required to submit District Comprehensive Improvement Plans and Comprehensive Educational Plans also will use the tool.

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 2015-16 Quality Review (QR) Rubric has ten indicators within three categories as outlined below:

- I. Instructional Core Across Classrooms: Curriculum (1.1), Pedagogy (1.2), Assessment (2.2)
- II. School Culture: Positive Learning Environment (1.4), High Expectations (3.4)
- III. Structures for Improvement: Leveraging Resources (1.3), Goals and Action Plans (3.1), Teacher Support and Supervision (4.1), Teacher Teams and Leadership Development (4.2), Monitoring and Revising Systems (5.1)

Title I Requirements and Strengthening Title I Parent Involvement

Title I schools are subject to ESEA/NCLB requirements regarding school accountability, highly qualified teachers, professional development, and parent involvement.

To strengthen parent leadership in Title I schools, and increase the involvement of all parents of Title I eligible children in improving students' academic outcomes, all Title I schools will be expected to form a Title I Parent Advisory Council (PAC) during the 2015-16 school year. Each Title I PAC will have a minimum of three members, including a Chairperson and an alternate representative. The Title I PAC Chairperson (or alternate representative) shall be required to attend all regular meetings of the School Leadership Team (SLT). Guidance to support schools in forming their Title I PACs will be provided in September 2015.

Next Steps for SCEP Development

School Leadership Teams should engage in the following steps:

- **Step 1:** Ensure that a fully formed and functional School Leadership Team (SLT) exists and meets all the requirements of [Chancellor's Regulations A-655](#).
- **Step 2:** Conduct a comprehensive needs assessment informed by the school's updated NYSED accountability status and most current quantitative and qualitative data. Prioritize areas of focus for this school year.
- **Step 3:** 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 most recent Quality Review (QR) or Alternative QR (AQR), and other qualitative and quantitative data.
- **Step 4:** Revisit your school's current goals, modify existing goals, and/or strategically create new goals informed by the needs assessment and aligned with the Framework for Great Schools. Ensure the annual goals are SMART – Specific, Measurable, Achievable, Relevant, and Time-bound. Writing your goals as SMART will help you monitor progress against the qualitative or quantitative measures you've identified, and will help your school community know when you've reached your goal.
- **Step 5:** Build consensus around activities, strategies and programs to address students' needs in each action plan. Create action plans that translate into observable, effective strategies to improve student achievement.
- **Step 6:** Update your school's AIS section. Title I schools must also update the Parent Involvement Policy (PIP) and School-Parent Compact (SPC).
- **Step 7:** 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 activities and strategies outlined in the action plans are resulting in improved student performance. Adjust practices, when necessary.

Treat the plan as a living document. Adjust the plan 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. Any special student populations and what their specific needs are.
3. The elements of the Framework for Great Schools in which your school made the most progress over the past year, and your key areas of focus for this school year.

W.E.B. Du Bois High School is a transfer high school located in Crown Heights, Brooklyn serving a population of 130 over-aged, under-credited students. As a transfer high school we focus on creating a welcoming environment for students who have become disengaged from the educational process due to personal and/or academic obstacles. Our mission is to help students meet standards of personal and academic excellence in a supportive and caring environment. Through a strong partnership with students and their families, we further strive to empower and motivate our students to become productive members of society and lead fulfilling lives.

In order to meet the academic and social-emotional needs of our students W.E.B. Du Bois High School is supported by two institutions of higher education: Medgar Evers College and St. John's University. Medgar Evers' College Liberty Partnership Program provides academic tutoring and counseling to our students during the school day. St. John's University supports our students in the Achieve Now Academy after-school program by providing counseling, academic support, and video and music production enrichment classes.

W.E.B. Du Bois High School has established strategic partnerships to create pathways to graduation for the city's most at-risk and under-served adolescent populations. In September, 2013 the school partnered with the New York City Department of Probation and St. John's University to implement the Pathways to Excellence, Achievement, and Knowledge (PEAK) Program. Through this program court-involved youth who would have otherwise been remanded attend W.E.B. Du Bois High School during the day and receive counseling and support services through St. John's University after-school. In December 2013, the school welcomed the District 79 ReStart Academy program into the building. The ReStart Academy program serves middle-school students who have been retained for one or more years. The partnerships between ReStart and W.E.B. Du Bois High School provides over-aged middle school students the opportunity to earn high school credits while still in middle-school and upon promotion, ReStart students have the opportunity to immediately enroll in W.E.B. Du Bois High School.

Over the past few years we have transformed our academic program to provide students with individualized paths to graduation by offering students the opportunity to take a combination of traditional face-to-face, blended, and online classes depending on their academic needs. To ensure appropriate rigor and alignment with the Common Core Standards the majority of our blended and online courses have been created by our teachers. Through our house advisory structure all students are supported by an adult member of the school community as they work towards meeting the requirements for graduation.

Our instructional focus for the 2015-2016 school year is as follows:

All students will be able to effectively use evidence to support their thinking in writing, discussion, and problem solving across all content areas and demonstrate the communication and collaboration skills needed for college and career readiness.

During the 2014-2015 school year we made significant progress in strengthening collaborations among teachers through structured inquiry work, increasing instructional rigor through aligning curriculum with the Common Core standards and accompanying instructional shifts, and sustaining a supportive and caring learning environment. High levels of trust throughout the school community made this progress possible. During 2015-2016 we will build on our successes during 2014-2015 by focusing on the following areas aligned to the Framework for Great Schools:

- Developing teacher capacity to fully integrate assessment into instruction in order to diagnose evidence of learning, provide accurate and specific feedback to students to advance learning;
- Fostering resilience in students by teaching them specific strategies to employ when social and emotional obstacles threaten academic success;

- Promoting rigor in instruction across all classes by developing teacher capacity to use questioning and discussion techniques in order to provide scaffolded, student-centered opportunities for higher-order thinking in writing, conversation, and problem solving;
- Evaluating and improving school-wide practices identified in the SCEP through an evidence-based system.
- Improving our advisory program in order to foster high expectations, improve communication, and strengthen family and community ties.

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

Section 5A – Framework for Great Schools 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

<p>Part 1a. HEDI Rating (Highly Effective, Effective, Developing, or Ineffective) for DTSDE Tenet 3:</p> <ul style="list-style-type: none"> For schools that received an Integrated Intervention Team (IIT) School Review Report, consider the HEDI rating for each assessed Statement of Practice (SOP) and indicate 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 ensures and supports the quality implementation of a systematic plan of rigorous and coherent curricula appropriately aligned to the Common Core Learning Standards (CCLS) that is monitored and adapted to meet the needs of students.	E
3.3	Teachers develop and ensure that unit and lesson plans used include data-driven instruction (DDI) protocols that are appropriately aligned to the CCLS and NYS content standards and address student achievement needs.	E
3.4	The school leader and teachers have developed a comprehensive plan for teachers to partner within and across all grades and subjects to create interdisciplinary curricula targeting the arts, technology, and other enrichment opportunities.	E
3.5	Teachers implement a comprehensive system for using formative and summative assessments for strategic short and long-range curriculum planning that involves student reflection, tracking of, and ownership of learning.	E
<p>Part 1b. Needs/Areas for Improvement:</p> <ul style="list-style-type: none"> Reflect on your school’s HEDI ratings (or self-ratings) in Part 1a, particularly any ratings of <u>D</u>eveloping and <u>I</u>neffective. Summarize your school’s strengths and needs relative to this element of the Framework for Great Schools 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 trends and sources. 		
<p>Sources: Quality Review Report (April, 2015), Advance Rating Distribution Report (June, 2015), Advance Observation Reports (September 2014 through June 2015)</p> <p>Strengths: According to the 2014-2015 Quality Review report, “Across classrooms, teachers use or create assessments, rubrics, and grading policies that are aligned with the schools curricula. Teachers’ assessment practices consistently reflect the use of checks for understanding and student self-assessment. Across the school, students and teachers are provided with actionable feedback regarding student achievement. Thus, teachers make effective adjustments to meet all students learning needs.”</p> <p>Needs: An analysis of school-wide ADVANCE data on teacher performance in component 3d: Using Assessment in Instruction reveals that 14% of the ratings were highly effective; 50% were effective; 21% were developing; and 14% were ineffective.</p> <p>Priority Need (3.5): An analysis of feedback provided to teachers in observation reports reveals that while most teachers are using ongoing checks for understanding to assess student learning and provide feedback, students would benefit from a greater emphasis on the use of assessment data to differentiate instruction to address individual students’ misunderstanding.</p> <div style="border: 1px solid black; height: 20px; width: 100%; margin-top: 10px;"></div>		

Part 2 – Annual Goal

Indicate your school’s 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–Rigorous Instruction. Your goal must be responsive to the identified priority need(s) indicated in Part 1b, and be written as SMART–Specific, M measurable, Achievable, Relevant, and Time-bound.

By June 2016, 100% of teachers will receive ratings of effective or higher in component 3d: Using Assessment in Instruction of Danielson’s Framework for Teaching by demonstrating the ability to use ongoing assessments to diagnose students’ understanding of concepts and ability to use evidence to support their thinking and adjust instruction to address individual student needs.

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Part 3 – Action Plan

<p>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <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). • Engaging families and supporting their understanding of Rigorous Instruction and the Common Core in order to support their children at home. 	<p>Target Group(s) Who will be targeted?</p>	<p>Timeline What is the start and end date?</p>	<p>Key Personnel Who is responsible for implementing and overseeing the activity/strategy? (include school, educational consultants and/or CBO staff)</p>
<p>Teachers will receive ongoing professional development on the effective use of formative and summative assessment in instruction in order to diagnose students’ ability to support their thinking in writing, discussion, and problem solving across all content areas and demonstrate the communication and collaboration skills needed for college and career readiness.</p>	<p>Teachers</p>	<p>September 15 – November 2015</p>	<p>Teachers, Principal, Assistant Principals</p>
<p>Teachers will meet weekly to engage in cycles of inquiry analyzing the results of assessments in order to assess the impact of our curriculum and instruction on student</p>	<p>Teachers, Administration</p>	<p>September 2015- June 2016</p>	<p>Teachers, Principal, Lead Teachers</p>

learning and make adjustments to curriculum and instruction so that all learners acquire the skills and knowledge outlined in our instructional focus.			
Administrators will conduct a minimum of 2 observations per semester of each teacher using the Danielson Framework and provide actionable feedback on teacher performance in component 3d: Using Assessment in Instruction in order to strengthen teacher practice.	Teachers	October 2015 – May 2016	Teachers, Principal, Assistant Principal
Teachers and administrators will collaborate on the development and implementation of a school-wide assessment plan in order to establish a clear portrait of student mastery and provide actionable and meaningful feedback to students regarding their achievement . School-wide assessments will be administered quarterly.	Teachers, Administration	September 2015- June 2016	Teachers, Principal, Assistant Principal
Teachers will use the results of assessments to plan daily for multiple points of entry to meet the needs of students with disabilities, ELL’s and other high needs sub groups	Special Education and ELL students	September 2015 – June 2016	Teachers, Principal, Assistant Principal
Teachers will use Family Engagement time 6 times during the year to share the results of assessments with families in a way that is easily understood and provide specific suggestions for how families can work with their children to improve future results	Families	October 2015 – May 2016	Teachers, Assistant Principal Parent Coordinator
Each quarter, students will receive the results of assessments including actionable feedback for improvement. Teachers will receive ongoing professional development and actionable feedback as they worked towards mastering their skills in using assessment in instruction.	Teachers, Students, Families	October 2015 June 2016	Teachers, Principal, Assistant Principal

Part 4 – Budget and Resource Alignment

Part 4a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.											
Implementation of this action plan will require the cooperation of teachers, administrators, the family coordinator, and network personnel. Teachers participate in professional development 1 hour per week after school and receive additional one-on-one support during the school day. Professional development is provided by the Borough Field Support Center, school-based administrators and lead teachers, and outside vendors. Teachers meet in inquiry teams 1 hour per week before school in order to analyze assessments results and plan for differentiated instruction. Teachers conduct outreach to families 1 hour per week before school to share assessment results.											
Part 4b. 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 SWP		Title I TA		P/F Set-aside		21 st Century	X	C4E
	Title I 1003(a)		Title III		PTA Funded		SIG or SIF Grant		School Success Grant		Other

Part 5 – Progress Monitoring

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

By October 2015 100% of the school wide-assessment plan will be developed.

By February 2016, at least 50% of all the combined teacher ratings in the area of using assessment in instruction will be effective of higher.

Part 5b. In **February 2016**, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

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

Section 5B – Framework for Great Schools 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

<p>Part 1a. HEDI Rating (Highly Effective, Effective, Developing, or Ineffective) for DTSDE Tenet 5:</p> <ul style="list-style-type: none"> For schools that received an Integrated Intervention Team (IIT) School Review Report, consider the HEDI rating for each assessed Statement of Practice (SOP) and indicate on the chart below. For schools that did not receive an IIT School Review, or did not receive a HEDI rating for one or more SOPs: Self-rate your school for that SOP, informed by an analysis of student performance trends and any major findings/recommendations from your Quality Review (QR), or Alternative QR (AQR), and other relevant qualitative and quantitative data. Enter your HEDI self-rating(s) on the chart below. 		
Tenet 5 Statement of Practice (SOP) Addressed		HEDI Rating
5.2	The school leader establishes overarching systems and understandings of how to support and sustain student social and emotional developmental health and academic success.	E
5.3	The school articulates and systematically promotes a vision for social and emotional developmental health that is aligned to a curriculum or program that provides learning experiences and a safe and healthy school environment for families, teachers, and students.	E
5.4	All school stakeholders work together to develop a common understanding of the importance of their contributions in creating a school community that is safe, conducive to learning, and fostering of a sense of ownership for providing social and emotional developmental health supports tied to the school’s vision.	E
5.5	The school leader and student support staff work together with teachers to establish structures to support the use of data to respond to student social and emotional developmental health needs.	E
<p>Part 1b. Needs/Areas for Improvement:</p> <ul style="list-style-type: none"> Reflect on your school’s HEDI ratings (or self-ratings) in Part 1a, particularly any ratings of <u>D</u>eveloping and <u>I</u>neffective. Summarize your school’s strengths and needs relative to this element of the Framework for Great Schools 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 trends and sources. 		
<p>Strengths: There is a structure in place so that every student is known well by at least one staff member who helps them stay focused on goals and coordinates social-emotional supports. Teachers, students, and parents have a voice in decision-making processes and work together to create a positive school culture. A range of data is regularly gathered and analyzed in order to respond to the social and emotional health needs of students.</p> <p>Needs: An analysis of qualitative and quantitative data on the social and emotional health needs of students reveals that many students are experiencing social and emotional obstacles that are interfering with their ability to attend school on a regular basis and focus on their education. The average daily attendance rate for the 2014-2015 school year was 63%. It is therefore necessary to identify resources to address the needs of students and further develop staff capacity to respond to the social and emotional needs of students.</p> <p>Priority Need (5.3): It is essential that we foster resilience in students by teaching students specific strategies to employ when social and emotional obstacles threaten academic success.</p>		

Part 2 – Annual Goal

Indicate your school’s 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools –Supportive Environment. Your goal must be responsive to the identified priority need(s) indicated in Part 1b, and be written as SMART–Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 2016, 70% of students will engage in mindfulness practices so that they become more resilient through acquiring positive strategies that facilitate a stronger focus on their education as evidenced by a 3% increase in the average daily attendance rate from 62% during the 2014-2015 school year to 65% during the 2015-2016 school year

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Part 3 – Action Plan

Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools 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). • Engaging families and expanding their understanding of a supportive environment in order to support their children at home. 	Target Group(s) Who will be targeted?	Timeline What is the start and end date?	Key Personnel Who is responsible for implementing and overseeing the activity/strategy? (include school, educational consultants and/or CBO staff)
Participating teachers will receive professional development once per month on how to teach about and lead students through mindfulness practices in order to successfully lead students in guided meditation.	Teachers, Administrators, and Support Staff	November 2015- January 2016	Teachers, Principal, Educational Consultant
We will revise and strengthen our interdisciplinary “Contemplative Science curriculum” in order to align the curriculum to the Common Core standards and differentiate instruction to meet the needs of students with disabilities and English language Learners	Lead Teachers, Administrators	September 2015- January 2016	Principal, Assistant Principals, Lead Teachers
Students in participating classes will practice mindfulness for 10 minutes per day by participating in guided mediation in order to become more focused on their education.	Selected Teachers and Administrators, Students	September 2015 – June 2016	Teachers, Principal, Assistant Principals
Students in the “Contemplative Science” course will learn about the science of mindfulness in order to conduct research on how mindfulness affects the academic performance and social well-being of students participating in the study.	Selected Teachers and Administrators, Students	September 2015 – June 2016	Teachers, Principal, Assistant Principals

Parents and families will receive ongoing information on the mindfulness curriculum and be invited to participate in mindfulness training workshops in order to understand the benefits of this practice.	Parent Coordinator, Families	September 2015 - May 2016	Teachers, Assistant Principal
Staff, students, and families will work together to establish and adhere to norms of behavior in order to ensure a safe and supportive environment where all members of the school community feel comfortable acquiring new strategies to promote well building and academic resilience.	Students, Staff, and Families	September 2015 - May 2016	Principal

Part 4 – Budget and Resource Alignment

Part 4a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.											
In order to implement this action plan the Principal will work closely with the educational consultant on curriculum development and training for teachers in mindfulness practices. The educational consultant will work with participating teachers once per week for 2 hours a day. Priority Funding will be used to hire the educational consultant to support the development of the curriculum. The school’s schedule will be adjusted so that time is allotted during the day for students and staff to engage in mindfulness activities. The mindfulness course will remain a part of the school’s master schedule.											
Part 4b. 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 SWP		Title I TA	X	P/F Set-aside	X	21 st Century	X	C4E
	Title I 1003(a)		Title III		PTA Funded		SIG or SIF Grant		School Success Grant		Other

Part 5 – Progress Monitoring

Part 5a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.
By September, 2015 participating teachers will be identified and students will be scheduled for the mindfulness class.
By October 2015, the mindfulness curriculum will be revised.
By February 2016 35% of classes will be practicing mindfulness.
Part 5b. In February 2016 , review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

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

Section 5C – Framework for Great Schools 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

<p>Part 1a. HEDI Rating (Highly Effective, Effective, Developing, or Ineffective) for DTSDE Tenet 4:</p> <ul style="list-style-type: none"> For schools that received an Integrated Intervention Team (IIT) School Review Report, consider the HEDI rating for each assessed Statement of Practice (SOP) and indicate on the chart below. For schools that did not receive an IIT School Review, or did not receive a HEDI rating for one or more SOPs: Self-rate your school for that SOP, informed by an analysis of student performance trends and any major findings/recommendations from your Quality Review (QR), or Alternative QR (AQR), and other relevant qualitative and quantitative data. Enter your HEDI self-rating(s) on the chart below. 		
Tenet 4 Statement of Practice (SOP) Addressed		HEDI Rating
4.2	School and teacher leaders ensure that instructional practices and strategies are organized around annual, unit, and daily lesson plans that address all student goals and needs.	E
4.3	Teachers provide coherent, and appropriately aligned Common Core Learning Standards (CCLS)-based instruction that leads to multiple points of access for all students.	E
4.4	Teachers and students work together to implement a program/plan to create a learning environment that is responsive to students’ varied experiences and tailored to the strengths and needs of all students.	E
4.5	Teachers inform planning and foster student participation in their own learning process by using a variety of summative and formative data sources (e.g., screening, interim measures, and progress monitoring).	E
<p>Part 1b. Needs/Areas for Improvement:</p> <ul style="list-style-type: none"> Reflect on your school’s HEDI ratings (or self-ratings) in Part 1a, particularly any ratings of <u>Developing</u> and <u>Ineffective</u>. Summarize your school’s strengths and needs relative this element of the Framework for Great Schools 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 trends and sources. 		
<p>Sources: Quality Review Report (April, 2015), Advance Rating Distribution Report (June, 2015), Advance Observation Reports (September 2014 through June 2015)</p> <p>Strength: According to the 2014-2015 School Quality Review Report, “School leaders and faculty ensure that the curricula are aligned to Common Core Learning Standards. It is evident curricula and academic tasks consistently emphasize rigorous habits and higher order skills across grades, subjects, and all students. An array of learning experiences support rigorous student learning, promote critical thinking, college and career readiness. School-wide teaching practices were evident across classrooms and reflect the schools beliefs of how students learn best. There are consistent classroom practices which result in high levels of student thinking and participation which is demonstrated in work products.”</p> <p>Need: An analysis of school-wide ADVANCE data on teacher performance in component 3b: Using Questioning and Discussion Techniques Assessment reveals that 7% of the ratings were highly effective; 52% were effective; 26% were developing; and 15% were ineffective.</p> <p>Priority Need (4.3): An analysis of feedback provided to teachers in observation reports reveals that while teachers are using a variety of questions to challenge students and promote higher order thinking, students would benefit from instruction that develops their abilities to formulate their own questions, challenge one another's thinking, and enforce discussion norms .</p>		

Part 2 – Annual Goal

Indicate your school’s 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–Collaborative Teachers. Your goal must be responsive to the identified

priority need(s) indicated in Part 1b, and be written as SMART—Specific, Measurable, Achievable, Relevant, and Time-bound.

Teachers will engage in ongoing professional development on embedding questioning and discussion techniques in instruction in order to support students in acquiring the ability to use evidence to support their thinking, formulate their own questions, and challenge each other’s thinking. Teachers will engage in ongoing professional development on embedding questioning and discussion techniques in instruction in order to support students in acquiring the ability to use evidence to support their thinking, formulate their own questions, and challenge each other’s thinking.

By June 2016, 100% of teachers will receive ratings of effective or higher in component 3b: Using Questioning and Discussion Techniques of Danielson’s Framework for Teaching by demonstrating the ability to embed questioning and discussion techniques so that students are able to use evidence to support their thinking, formulate their own questions, challenge one another’s thinking, and ensure all voices are heard.

Part 3 – Action Plan

<p>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <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 promote teacher-parent collaborations to improve student achievement. 	<p>Target Group(s) Who will be targeted?</p>	<p>Timeline What is the start and end date?</p>	<p>Key Personnel Who is responsible for implementing and overseeing the activity/strategy? (include school, educational consultants and/or CBO staff)</p>
<p>Teachers will engage in ongoing professional development on embedding questioning and discussion techniques in instruction in order to support students in acquiring the ability to use evidence to support their thinking, formulate their own questions, and challenge each other’s thinking.</p>	<p>Teachers</p>	<p>September 2015- January 2016</p>	<p>Teachers, Principal, Assistant Principal,</p>
<p>Administrators will conduct a minimum of two observations of each teacher per term and provide teachers with actionable feedback in order to support teachers in improving their questioning and discussion facilitation skills.</p>	<p>Administrators, Teachers</p>	<p>October 2015- May 2016</p>	<p>Teachers, Principal, Assistant Principals</p>
<p>Teachers will engage in professional development on creating multiple points of entry into classroom discussions in order to meet the needs of students with disabilities and English Language Learners.</p>	<p>Teachers</p>	<p>October 2015- January 2016</p>	<p>Teachers, Principal, Assistant Principals</p>

Parents will be informed of our prioritized instructional strategies during parent-teacher conferences and parent association meetings and through written communications sent by the teachers in order to support their children in acquiring the skills needed for college and career success.	Parents	October 2015 – June 2016	Parent Coordinator, Teachers
Norms for classroom discussion will be established and implemented school-wide. Students will become increasingly comfortable participating in classroom discussions as discussion techniques will be embedded across all classrooms. Teachers will receive ongoing professional development and actionable feedback as they work towards mastering their skills in questioning and discussion	Students, Staff, and Parents	October 2015 – June 2016	Teachers, Principal, Assistant Principals

Part 4 – Budget and Resource Alignment

Part 4a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.											
Implementation of this action plan will require the cooperation of teachers, administrators, and Network personnel. Administrators and consultants will provide professional development; teachers will use what they learned through professional development to embed questioning and discussion strategies in their lessons, and administrators will conduct frequent observations and provide teachers with actionable feedback to support them in improving their practice.											
Part 4b. 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 SWP		Title I TA	X	P/F Set-aside	X	21 st Century	X	C4E
	Title I 1003(a)		Title III		PTA Funded		SIG or SIF Grant		School Success Grant		Other

Part 5 – Progress Monitoring

Part 5a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.
By February 2016, at least 50% of all the combined teacher ratings in the area of using questioning and discussion techniques will be effective of higher.
Part 5b. In February 2016 , review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

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

Section 5D – Framework for Great Schools 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

<p>Part 1a. HEDI Rating (Highly Effective, Effective, Developing, or Ineffective) for DTSDE Tenet 2:</p> <ul style="list-style-type: none"> For schools that received an Integrated Intervention Team (IIT) School Review Report, consider the HEDI rating for each assessed Statement of Practice (SOP) and indicate on the chart below. For schools that did not receive an IIT School Review, or did not receive a HEDI rating for one or more SOPs: Self-rate your school for that SOP, informed by an analysis of student performance trends and any major findings/recommendations from your Quality Review (QR), or Alternative QR (AQR), and other relevant qualitative and quantitative data. Enter your HEDI self-rating(s) on the chart below. 		
Tenet 2 Statement of Practice (SOP) Addressed		HEDI Rating
2.2	The school leader ensures that the school community shares the Specific, Measurable, Ambitious, Results-oriented, and Timely (SMART) goals/mission and long-term vision inclusive of core values that address the priorities outlined in the School Comprehensive Educational Plan (SCEP).	E
2.3	Leaders make strategic decisions to organize programmatic, human, and fiscal capital resources.	E
2.4	The school leader has a fully functional system in place aligned to the district's Annual Professional Performance Review (APPR) to conduct targeted and frequent observation and track progress of teacher practices based on student data and feedback.	E
2.5	Leaders effectively use evidence-based systems and structures to examine and improve critical individual and school-wide practices as defined in the SCEP (student achievement, curriculum and teacher practices; leadership development; community/family engagement; and student social and emotional developmental health).	E
<p>Part 1b. Needs/Areas for Improvement:</p> <ul style="list-style-type: none"> Reflect on your school's HEDI ratings (or self-ratings) in Part 1a, particularly any ratings of <u>D</u>eveloping and <u>I</u>neffective. Summarize your school's strengths and needs relative to this element of the Framework for Great Schools 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 trends and sources. 		
<p>Strengths: The entire school community shares a long-term vision of creating a learning environment in which students are supported in acquiring the skills and knowledge needed for post-secondary success. The goals and action plans present in the school's SCEP are aligned to this vision. Programs, fiscal resources, staffing and partnerships address the immediate needs of the school community and effectively promote student well-being and college and career readiness for students who attend regularly. The entire staff works to gather in conducting a comprehensive needs assessment by analyzing a range of school data through the lens of the Framework for Great Schools. and evaluating the progress that was made in meeting the goals set forth in the 2014-2015 SCEP. While conducting this needs assessment it was discovered that there are strong systems in place for evaluating teacher performance and providing actionable feedback. As a result progress towards the associated SCEP goals was closely monitored and adjustments were made as needed.</p>		
<p>Needs: There are strong systems in place for evaluating teacher performance and providing actionable feedback. As a result progress towards the associated SCEP goals was closely monitored and adjustments were made as needed. During the 2014-2015 Quality Review, the school received a score of Proficient in the indicator 3.1: Establish a coherent vision of school improvement that is reflected in short list of focused, data-based goals that are tracked for progress.</p>		

Therefore evidence-based systems need to be further developed in order to monitor progress towards all of the goals stated in the SCEP.

Priority Need (2.5): Develop and implement evidence-based systems and structures to examine and improve all critical individual and school-wide practices as defined in the SCEP.

Part 2 – Annual Goal

Indicate your school’s 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–Effective School Leadership. Your goal must be responsive to the identified priority need(s) indicated in Part 1b, and be written as SMART– Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 2016, all school-wide practices identified in the SCEP will be evaluated and improved through the use of a fully functioning evidence-based system as measured by a rating of “well-developed” in indicator 3.1 of the Quality Review Rubric.

Part 3 – Action Plan

<p>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <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 promote parent leadership and engagement as a key lever for school improvement. 	<p>Target Group(s) Who will be targeted?</p>	<p>Timeline What is the start and end date?</p>	<p>Key Personnel Who is responsible for implementing and overseeing the activity/strategy? (include school, educational consultants and/or CBO staff)</p>
<p>The cabinet along with members of the School Leadership team will develop and implement a data-driven plan including multiple benchmarks in order to closely monitor the progress being made in meeting SCEP goals. These goals will be tracked for progress and thoughtfully adjusted to leverage changes that link to accelerated student learning and social-emotional growth.</p>	<p>Principal, Assistant Principals, School Leadership Team</p>	<p>September 2015 through June 2016</p>	<p>Principal, Assistant Principals, School Leadership Team</p>
<p>Data will be disaggregated in order to analyze the progress of our special education and ELL population in making in relation to the goals set forth in the SCEP in order to make adjustments to action plans to accelerate their performance.</p>	<p>Special Education and ELL students</p>	<p>September 2015 through June 2016</p>	<p>Principal, Assistant Principals, School Leadership Team</p>

Progress monitoring of SCEP goals and action plans will be conducted each month at the School Leadership Team Meeting in order to engage parents as partners for school improvement	School Leadership Team	September 2015 through June 2016	School Leadership Team
Enhancing the transparency of the school's goal-setting and monitoring process and inviting the entire community to take part will increase trust and collaboration	Students, Staff, and Parents	September 2015 through June 2016	Principal, Assistant Principals, School Leadership Team

Part 4 – Budget and Resource Alignment

Part 4a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.											
Implementation of this action plan will require the cooperation of teachers, administrators, and the School Leadership Team. School Leadership Team meeting and cabinet meeting agendas will be revised to include monthly monitoring of progress towards SCEP goals. The data specialist scope of responsibilities will be revised to include the collection and analysis of data relevant to each goal.											
Part 4b. 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 SWP		Title I TA		P/F Set-aside		21 st Century		C4E
	Title I 1003(a)		Title III		PTA Funded		SIG or SIF Grant		School Success Grant		Other

Part 5 – Progress Monitoring

Part 5a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.
By February 2015, the school will be performing at a “Proficient” level in Quality Review Indicator 3.1 as evidenced by a school-based evaluation conducted by the School Leadership Team.
By February 2016 progress made towards reaching the goals set forth in the SCEP will have been evaluated a minimum of two times.
Part 5b. In February 2016 , review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

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

Section 5E – Framework for Great Schools 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

<p>Part 1a. HEDI Rating (Highly Effective, Effective, Developing, or Ineffective) for DTSDE Tenet 6:</p> <ul style="list-style-type: none"> For schools that received an Integrated Intervention Team (IIT) School Review Report, consider the HEDI rating for each assessed Statement of Practice (SOP) and indicate on the chart below. For schools that did not receive an IIT School Review, or did not receive a HEDI rating for one or more SOPs: Self-rate your school for that SOP, informed by an analysis of student performance trends and any major findings/recommendations from your Quality Review (QR) or Alternative QR (AQR), and other relevant qualitative and quantitative data. Enter your HEDI self-rating(s) on the chart below. 		
Tenet 6 Statement of Practice (SOP) Addressed		HEDI Rating
6.2	The school leader ensures that regular communication with students and families fosters their high expectations for student academic achievement.	E
6.3	The school engages in effective planning and reciprocal communication with family and community stakeholders so that student strength and needs are identified and used to augment learning.	E
6.4	The school community partners with families and community agencies to promote and provide training across all areas (academic and social and emotional developmental health) to support student success.	E
6.5	The school shares data in a way that promotes dialogue among parents, students, and school community members centered on student learning and success and encourages and empowers families to understand and use data to advocate for appropriate support services for their children.	E
<p>Part 1b. Needs/Areas for Improvement:</p> <ul style="list-style-type: none"> Reflect on your school’s HEDI ratings (or self-ratings) in Part 1a, particularly any ratings of <u>D</u>eveloping and <u>I</u>neffective. Summarize your school’s strengths and needs relative to this element of the Framework for Great Schools 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 trends and sources. 		
<p>Source: <i>Quality Review Report (April, 2015)</i></p> <p>Strengths: According to the 2014-2015 Quality Review report, “School leaders consistently communicate high expectations that are connected to a path of college and career readiness. The principal and staff provide ongoing feedback and guidance which prepares students for the next level.”</p> <p>Needs: According to the 2014-2015 Quality Review report, “families are unclear of Common Core Learning Standards and the schools vision for successful students.”</p> <p>Priority Need (6.4): During the 2014-2015 school year, the average daily attendance rate was 62% and students earned, on average, 6 credits during the school year. In order to support student success and strong family and community ties, it will be necessary to match each student with an adult member of the school community who will be responsible for fostering positive relationships between the school, families, and the community, and encourage and support post-secondary readiness.</p>		

Part 2 – Annual Goal

Indicate your school’s 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–Strong Family and Community Ties. Your goal must be responsive to the identified priority need(s) indicated in Part 1b, and be written as SMART–Specific, M measurable, Achievable, Relevant, and Time-bound.

By June 2016, all students will participate in an advisory program in order to improve academic achievement as evidenced by 20% increase in the school-wide average credit accumulation will from 6 credits during the 2014-2015 school year to 7.2 credits during the 2015-2016 school year.

Part 3 – Action Plan

<p>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <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 promote stronger family and community ties and to increase parent involvement in support of improved student outcomes. 	<p>Target Group(s) Who will be targeted?</p>	<p>Timeline What is the start and end date?</p>	<p>Key Personnel Who is responsible for implementing and overseeing the activity/strategy? (include school, educational consultants and/or CBO staff)</p>
<p>All students will be assigned an advisor. Advisors will meet with their advisory groups once per month to engage in workshops on team-building, leadership, goal-setting, and conflict-resolution. Advisors will meet monthly with individuals and small groups to set goals for academic achievement and monitor progress towards those goals.</p>	<p>Students</p>	<p>August 2015-June 2016</p>	<p>Principal, Assistant Principals, Guidance Counselor, Support Staff</p>
<p>All advisors will be trained in Motivational Interviewing and Restorative Justice in order to assist students in overcoming obstacles to academic success.</p>	<p>Students</p>	<p>August 2015-June 2016</p>	<p>Principal, Assistant Principals, Guidance Counselor, Support Staff</p>
<p>During monthly advisory meetings students will engage in team-building, leadership, goal-setting, and conflict-resolution activities in order to acquire the skills and habits needed for college and career readiness.</p>	<p>Students</p>	<p>August 2015-June 2016</p>	<p>Principal, Assistant Principals, Guidance Counselor, Support Staff</p>
<p>Students will participate in college and career tours in order to inform their post-secondary plans.</p>	<p>Students</p>	<p>August 2015-June 2016</p>	<p>Principal, Assistant Principals, Guidance Counselor, Support Staff</p>
<p>Advisors will closely monitor the progress of special education and ELL students and act as a liaison between these students and their teachers in order to ensure academic success.</p>	<p>Students</p>	<p>September 2015-June 2016</p>	<p>Principal, Assistant Principals, Guidance Counselor, Support Staff</p>

Advisors will form strong relationships with the families of the students in their advisory; keeping them abreast of progress in order to partner with them to support academic success.	Families	September 2015-June 2016	Principal, Assistant Principals, Guidance Counselor, Support Staff
Ensuring that every student is known well and supported by a staff member will strengthen relationships and increase trust.	Students and Families	September 2015-June 2016	Principal, Assistant Principals, Guidance Counselor, Support Staff

Part 4 – Budget and Resource Alignment

Part 4a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.											
Implementation of this action plan will require the cooperation of administration, guidance counselor, and support staff. Professional Development will be provided by the school-based St. John’s University PEAK program. Priority funding will be used to partner with community agencies to provide training across all areas (academic and social and emotional developmental health) to support student success support the work of the advisories.											
Part 4b. 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 SWP		Title I TA	X	P/F Set-aside	X	21 st Century		C4E
	Title I 1003(a)		Title III		PTA Funded		SIG or SIF Grant		School Success Grant		Other

Part 5 – Progress Monitoring

Part 5a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.
By September 2015, all advisors will be trained in Motivational Interviewing and Restorative Justice.
By November 2015, all students will be assigned to an advisory group.
By February 2016, all advisory groups will have met at least 4 times and have participated in at least 2 group activities.
Part 5b. In February 2016 , review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

Section 6: Expanded Learning Time (ELT) Program Description

Directions: Expanded Learning Time activities are directly aligned to the elements of the Framework for Great Schools, Rigorous Instruction, Supportive Environment, and Strong Family and Community Ties. ELT provides enriching educational experiences that happen outside of the traditional school day and blend skill acquisition, relationship-building and fun to foster academic and social-emotional growth. 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. Effective ELT models will blend school staff with community partners, and will provide a balanced curriculum that can include ELA, Math, STEM, arts, physical activity, and leadership development. Complete the sections on this page to demonstrate how the school will meet these requirements.

Part 1 – ELT Program Goal(s)

Describe the summative goal(s) of the ELT program for the 2015-2016 school year. Be sure to construct the goal to be SMART – <u>S</u> pecific, <u>M</u> easurable, <u>A</u> chievable, <u>R</u> ealistic, and <u>T</u> ime-bound.
<ul style="list-style-type: none"> • By June 2016, at least 50% of students who failed Regents Examinations during the 2014-2015 school year will earn passing grades as a result of participating in Expanded Learning Time Regents Preparation classes. • By August 2016, the average credit accumulation for students who began the year over-aged and under-credited will increase by 10% as compared to the average credit accumulation of this group of students during the 2014-2015 school year as a result of participating in Expanded Learning Time programs.

Part 2 – ELT Program Type

Is the ELT program voluntary or compulsory?	X	Voluntary		Compulsory
If the ELT program is voluntary, indicate how you will actively encourage the participation of all students, with the goal of serving at least 50% of students.				
Regents preparation classes will target all students who failed a Regents Examination during the 2014-2015 school year. ELT credit-bearing classes will target all students who began the 2015-2016 school year designated as over-aged, under-credited. The enrichment programs will be offered to all students attending the school.				

Part 3 – ELT Program Description

The ELT program will be offered to all students eligible for Academic Intervention Services (AIS), with the goal of serving a minimum of fifty percent of AIS-eligible students.
<p>Describe how the school will meet the following SED requirements for an ELT program in a Priority School:</p> <ul style="list-style-type: none"> • 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, reduce risk for retention or drop out, and increase 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. • Engage in outreach activities made to families.
Our ELT program will include Common Core-aligned project-based courses, Common Core-aligned Blended-Learning content-area courses, Regents Preparation courses, and counseling. We will integrate academics, enrichment, and skill development through a Documentary film-making course that is aligned with the Common Core literacy standards. Through this course students will develop research and writing skills and learn the art of videography, interviewing, and film-making. Students will apply these skills in the making of an original documentary focusing on an

issue of importance to their community. To meet the varied credit needs of our students, students will have the opportunity to take Common-Core aligned courses in the core subject areas. Students will work at their own pace under the supervision and direction of subject-area certified teachers. We will offer a music production enrichment course where students will learn how to write, produce, and record original music in our school's music production studio. Finally, students participating in the ELT program will meet with an ELT guidance counselor bi-weekly to set goals and monitor progress. The ELT counselor will conduct outreach to families at least once per month to share information about student progress.

The Documentary film-making class is designed to capture student interest by providing them with hands-on opportunities to investigate and report on an area of importance to them. The blended learning classes provide multiple points of entry and are designed so that students can work at their own pace towards mastering course concepts and skills. The music production course will capture student interest through providing them with hands-on opportunities to learn how to write, record, and produce original music and express themselves in positive, creative ways. The Regents Preparation courses will provide students with the additional support they need to meet graduation requirements.

The Schedule for ELT courses is as follows:

Documentary-Film-Making: Tuesday and Thursday from 3:00 p.m. until 5:00 p.m.

Blended-Learning Content-Area Courses: Monday-Thursday 3:00 p.m. until 5:00 p.m.

Music Production: Monday-Thursday 3:00 p.m. until 5:00 p.m.

Regents Preparation: Saturday 10:00 a.m. until 1:00 p.m.

Part 4 – ELT Program Implementation and Oversight

Part 4a. 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.
3. Explain how you will evaluate the program to assess impact on student achievement.

- NYCDOE teachers who are certified in high school ELA, Math, Social Studies, and Science will provide instruction for the Regents preparation classes. NYC DOE teachers who are certified in high school ELA, Math, Social Studies, Science, and Foreign Language will provide instruction for the credit-bearing Blended-Learning courses. NYCDOE teacher certified in English will provide instruction for the Documentary Film-Making class. The Assistant Principal will supervise the ELT program.

The New York City WEB Center will provide after-school instruction in music production.

Part 4b. Timeline for implementation and completion, including start and end dates.

Credit-bearing ELT classes: November 2015 through May 2016

Regents preparation classes: January 2016 and May 2016 through June 2016

Enrichment Activities: November 2015 through June 2016

Part 5 – ELT Budget and Resource Alignment

Part 5a. Indicate resources needed including human resources, instructional resources, and schedule adjustments to implement the ELT program.

Part 5b. Indicate using an “X” the fund source(s) that will be utilized to support the ELT Program.
Note: If the program is funded by 21st Century Community Center Learning Funds, it must be offered in conjunction with a high quality, high capacity community partner.

	21st Century	X	Tax Levy		Title I SWP		Title I TA		P/F Set-aside		C4E
	Title I 1003(a)		Title III		PTA Funded		SIG or SIF Grant		School Success Grant	X	Other

Part 6 – ELT Progress Monitoring

Part 6a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.

- By February 2016, at least 25% of students who failed Regents Examinations during the 2013-2014 school year will earn passing grades as a result of participating in Expanded Learning Time Regents Preparation classes.
- By February 2016, the average credit accumulation for students participating in ELT credit-bearing courses will increase by 5% as compared to the previous semester.
- By February 2016, at least 30% of students enrolled at W.E.B. Du Bois High School will participate in ELT enrichment activities.

Part 6b. In **February 2016**, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

Section 7: 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)	Over-aged, under-credited students Students who have not passed the Regents	Reading comprehension, basic writing, Regents preparation	Small group instruction One-to-one tutoring	During the day and after school
Mathematics	Over-aged, under-credited students Students who have not passed the Regents	Foundations of Algebra, Regents preparation	Small group instruction One-to-one tutoring	During the day and after school
Science	Over-aged, under-credited students Students who have not passed the Regents	Content-area literacy, Regents preparation	Small group instruction One-to-one tutoring	During the day and after school
Social Studies	Over-aged, under-credited students Students who have not passed the Regents	Content-area literacy, Regents preparation	Small group instruction One-to-one tutoring	During the day and after school
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	Students who have been identified for ongoing counseling	Counseling for pregnant/parenting teens Anger management Substance abuse counseling	Group counseling Individual counseling	During the day and after school

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 section where the response can be found [for example, Section 5A-Part 4]
- 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.
<ul style="list-style-type: none"> • Administrative staff regularly attend hiring fairs to identify and recruit highly-qualified teachers in all subject-areas. • Administrative staff will work closely with the network HR point person to ensure that non-HQT meet all required documentation and assessment deadlines. • Mentors are assigned to support struggling and un-qualified teachers.

2b. High Quality and Ongoing Professional Development

Describe the strategies and activities for high quality professional development for teachers, principals, staff, and paraprofessionals that enable all students to meet Common Core State Standards (CCSS).
All teachers, administrators, and paraprofessionals receive high quality, on-going professional development on the Common Core Learning Standards, Universal Design for Learning, Webb's Depth of Knowledge, Using Data to Inform Instruction, and Meeting the Social/Emotional Needs of Students . This professional development is delivered by in-house experts and district-level specialists on a weekly basis.

Part 3: TA Schools Only

3a. Use of Program Resources

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

3b. TA Coordination with the Regular Program

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

Part 4: SWP Schools Only

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

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

N/A

4b. Measures to Include Teachers in Decisions Regarding Assessments

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

Teachers will receive ongoing professional development on the effective use of formative and summative assessment in instruction in order to diagnose students’ ability to support their thinking in writing, discussion, and problem solving across all content areas and demonstrate the communication and collaboration skills needed for college and career readiness. Teachers and administrators will collaborate on the development and implementation of a school-wide assessment plan in order to establish a clear portrait of student mastery and provide actionable and meaningful feedback to students regarding their achievement . School-wide assessments will be administered quarterly. Teachers will meet weekly to engage in cycles of inquiry analyzing the results of assessments in order to assess the impact of our curriculum and instruction on student learning and make adjustments to curriculum and instruction so that all learners acquire the skills and knowledge outlined in our instructional focus

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 '16 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> , section references where a related program activity has been described in this plan.	
			Column A Verify with an (X)	Column B Section Reference(s)
Title I Part A (Basic)	Federal	133,955.00	X	11-13, 14-16, 17-19, 20-22, 23-25
Title I School Improvement 1003(a)	Federal			
Title I Priority and Focus School Improvement Funds	Federal	\$23,723	X	14-16, 17-19, 23-25
Title II, Part A	Federal	0		
Title III, Part A	Federal	0		
Title III, Immigrant	Federal	0		

Tax Levy (FSF)	Local	1,059,615.00	X	11-13, 14-16, 17-19, 20-22, 23-25
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¹Explanation/Background:

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

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

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

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

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

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

- **Title III Immigrant:** Supplementary and enhanced services to LEP/ELL immigrant students, in the areas of English language acquisition and content area achievement.

Important Note: The following funds may not be consolidated:

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

Section 9: Parent Involvement Policy (PIP) and School-Parent Compact (SPC)
(Required for All Title I Schools)

Directions: All Title I schools are required to have a Title I Parent Advisory Council (PAC) that develops a **Parent Involvement Policy (PIP)** in collaboration with the School Leadership Team 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's Title I Parent Advisory Council (PAC) 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.

W.E.B. Du Bois High School 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. W.E.B. Du Bois High School, in compliance with the Section 1118 of Title I, Part A of the No Child Left Behind (NCLB) Act, is responsible for creating and implementing a parent involvement policy to strengthen the connection and support of student achievement between the school and the families. The school's policy is designed to keep parents informed by actively involving them in planning and decision-making in support of the education of their children. Parents are encouraged to actively participate on the School Leadership Team, Parent Association, and Title I Parent Committee as trained volunteers and welcomed members of the school community. W.E.B. Du Bois High School will support parents and families of Title I students by:

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

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

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

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

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

- holding an annual Title I Parent Curriculum Conference;
- hosting educational family events/activities during Parent-Teacher Conferences and throughout the school year;
- encouraging meaningful parent participation on School Leadership Teams, Parent Association (or Parent-Teacher Association) and Title I Parent Committee;
- supporting or hosting Family Day events;
- establishing a Parent Resource Center/Area or lending library; instructional materials for parents;
- encouraging more parents to become trained school volunteers;
- providing written and verbal progress reports that are periodically given to keep parents informed of their children's progress;
- developing and distributing a school newsletter or web publication designed to keep parents informed about school activities and student progress;
- providing school planners/folders for regular written communication between /teacher and the home in a format, and to the extent practicable in the languages that parents can understand.

W. E. B. Du Bois High School School-Parent Compact (SPC)

W.E.B. Du Bois High School, in compliance with the Section 1118 of Title I, Part A of the No Child Left Behind (NCLB) Act, is implementing a School-Parent Compact to strengthen the connection and support of student achievement between the school and the families. Staff and parents of students participating in activities and programs funded by Title I, agree that this Compact outlines how parents, the entire school staff and students will share responsibility for

improved academic achievement and the means by which a school-parent partnership will be developed to ensure that all children achieve State Standards on assessments.

I. School Responsibilities

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

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

Support home-school relationships and improve communication by:

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

Provide parents reasonable access to staff by:

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

Provide general support to parents by:

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

II. Parent/Guardian Responsibilities:

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

III. Student Responsibilities:

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

DEPARTMENT OF ENGLISH LANGUAGE LEARNERS AND STUDENT SUPPORT
GRADES K-12 LANGUAGE ALLOCATION POLICY
SUBMISSION FORM

2015-16 AND 2016-17 SCHOOL YEAR

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 high quality programs for English language learners (ELL). 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 Comprehensive Educational Plan (CEP). Note: this is a living document; any schoolwide changes involving serving ELLs, such as the addition or expansion of a transitional bilingual education (TBE) or dual language (DL) program should be updated in this form. Note new terminology based on CR Part 154.2 and 154.3. Agendas and minutes of LAP meetings should be kept readily available on file in the school. 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, refer to the *English Language Learner Policy & Reference Guide*.

Part I: School ELL Profile

A. School Information

District 17	Borough Brooklyn	School Number 489
School Name W.E.B. Du Bois High School		

B. Language Allocation Policy Team Composition

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 ENL teacher, and one parent.

Principal Catherine Costa	Assistant Principal Maryanne Douglass-French
Coach	Coach
ENL (English as a New Language)/Bilingual Teacher	School Counselor Omar Doyle
Teacher/Subject Area Patricia Panetta, English	Parent Makeba Deras
Teacher/Subject Area Natalya Ratin, Science	Parent Coordinator Selen Adams-Thomas
Related-Service Provider	Borough Field Support Center Staff Member Jo Ann Benoit
Superintendent LaShawn Robinson	Other (Name and Title)

C. Teacher Qualifications

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 ENL teachers currently teaching in the ENL program	0	Number of certified bilingual teachers not currently teaching in a bilingual program	0	Number of teachers who hold both content area/common branch and TESOL certification	0
Number of certified bilingual teachers currently teaching in a bilingual program	0	Number of certified foreign language/world language teachers providing home language arts (HLA) to students in bilingual programs [applicable to grades 7–12]	0	Number of teachers who hold both a bilingual extension and TESOL certification	0
Number of certified ENL teachers not currently teaching in the ENL program	0	Number of teachers currently teaching a self-contained ENL class who hold both a common branch license and TESOL certification [applicable to grades K–6]	0	Number of special education teachers with bilingual extensions	0

D. Student Demographics

Total number of students in school (excluding pre-K)	91	Total number of ELLs	0	ELLs as share of total student population (%)	0.00%
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Part II: ELL Demographics

A. ELL Programs

This school serves the following grades (includes ELLs and non-ELLs) Check all that apply	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 checked="" type="checkbox"/> 10 <input checked="" type="checkbox"/> 11 <input checked="" type="checkbox"/> 12 <input checked="" type="checkbox"/>

This school offers (check all that apply):

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

Provide the number of bilingual programs for each grade at your school. Each language within the bilingual program is considered a separate program. Count ICT bilingual classes, bilingual special classes, and general education bilingual classes within one grade as separate programs;

Bilingual Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Tot #
Transitional Bilingual Education														0
Dual Language														0
Total	0	0	0	0	0	0	0	0	0	0	0	0	0	0

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	0	Newcomers (ELLs receiving service 0-3 years)	0	ELL Students with Disabilities	0
SIFE	0	Developing ELLs (ELLs receiving service 4-6 years)	0	Long-Term (ELLs receiving service 7 or more years)	0

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

	ELLs by Subgroups									Total
	Newcomer ELLs (0-3 years of service)			Developing ELLs (4-6 years of service)			Long-Term ELLs (receiving 7 or more years of service)			
	All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD	
TBE										0
DL										0
ENL										0
Total	0	0	0	0	0	0	0	0	0	0

Number of ELLs who have an alternate placement paraprofessional: _____

C. Home Language Breakdown and ELL Programs

Transitional Bilingual Education

Number of ELLs by Grade in Each Language Group

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
SELECT ONE														0
SELECT ONE														0
SELECT ONE														0
TOTAL	0	0	0	0	0	0	0	0	0	0	0	0	0	0

**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	ELL	EP																
SELECT ONE																			0	0
SELECT ONE																			0	0
SELECT ONE																			0	0
TOTAL	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0

* EP=English proficient student

**Dual Language (ELLs/EPs)
9-12**

Number of ELLs by Grade in Each Language Group

	9		10		11		12		TOTAL	
	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP
SELECT ONE									0	0
SELECT ONE									0	0
SELECT ONE									0	0
TOTAL	0	0	0	0	0	0	0	0	0	0

This Section is for Dual Language Programs Only

Number of students (students fluent in both languages): _____	Number of students who speak three or more languages: _____
--	---

Freestanding English as a New 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														0
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic														0
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other														0
TOTAL	0													

Part III: Assessment Analysis

Assessment Breakdown

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

OVERALL NYSESLAT* PROFICIENCY RESULTS (*NYSITELL FOR NEW ADMITS)

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Entering (Beginning)														0
Emerging (Low Intermediate)														0
Transitioning (High Intermediate)														0
Expanding (Advanced)														0
Commanding (Proficient)														0
Total	0	0	0	0	0	0	0	0	0	0	0	0	0	0

FORMER ELLS BASED ON REVISED EXITING CRITERIA

GRADES 3-8: EXPANDING ON NYSESLAT AND TEST AT LEVEL 3 OR 4 ON THE ELA
 GRADES 9-12: EXPANDING ON THE NYSESLAT AND TEST 65 OR HIGHER ON THE ENGLISH REGENTS

	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
Total														0

FORMER ELLS THAT TESTED OUT WITHIN PREVIOUS TWO YEARS AND CONTINUE TO REMAIN ENTITLED TO ENGLISH AS A NEW LANGUAGE

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Total														0

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					0

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	HL	English	HL	English	HL	English	HL	
3									0
4									0
5									0
6									0
7									0
8									0
NYSAA									0

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	HL	English	HL	English	HL	English	HL	
4									0
8									0
NYSAA Bilingual (SWD)									0

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Home Language	English	Home Language
Comprehensive English/Common Core ELA				
Integrated Algebra/CC Algebra				
Geometry/CC Algebra				
Algebra 2/Trigonometry				
Math _____				
Chemistry				
Earth Science				
Living Environment				
Physics				

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Home Language	English	Home Language
Global History and Geography				
Geography				
US History and Government				
LOTE				
Government				
Other _____				
Other _____				
NYSAA ELA				
NYSAA Mathematics				
NYSAA Social Studies				
NYSAA Science				

Home Language Assessments								
	# of ELLs scoring at each quartile (based on percentiles)				# of EPs (DL 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., EL SOL, Estrellita, Fountas and Pinnell, DRA, TCRWP, teacher-created assessments). What insights does the data provide about your ELLs? How will this data help inform your school's instructional plan? Provide any quantitative data available to support your response.
N/A
- What is revealed by the data patterns across performance levels (on the NYSITELL and NYSESLAT) and grades?
N/A
- How does your school use information about Annual Measurable Achievement Objectives? What does the data reveal? (see [SED memo](#) and [AMAO tool](#))
N/A
- For each program, answer the following:
 - What are the patterns across performance levels and grades? How are ELLs faring in tests taken in English as compared to the home language?
 - Describe how the school leadership and teachers are using the results of the ELL periodic assessments.
 - What is the school learning about ELLs from the periodic assessments? How is the home language used?
 N/A
- Describe how your school uses data to guide instruction for ELLs within the Response to Intervention (RtI) framework (for grades K-5). [Refer to [ELL Policy and Reference Guide](#), Support Services for ELLs (RTI and AIS) section and [RtI Guide for Teachers of ELLs](#).]
N/A
- How do you make sure that a student's new language development is considered in instructional decisions?
N/A
- For dual language programs, answer the following:
 - How are the English-proficient students (EPs) assessed in the target language?
 - What is the level of language proficiency in the target language for EPs?
 - How are EPs performing on State and other assessments?
 N/A

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

N/A

Part IV: ELL Identification Process

Describe how you identify English language learners (ELLs) in your school.

1. Describe the steps followed for the initial identification of ELLs. These steps must include administering the K–12 Home Language Identification Survey (HLIS) which includes the student and parent interviews in English and/or the parent's preferred language of communication, and the formal initial assessments (i.e., NYSITELL, Spanish LAB, and LENS). Identify the person(s) responsible, including their qualifications. Refer to [ELL Policy and Reference Guide, ELL Identification](#) section.

Since we are a transfer high school, all prospective students are interviewed by either a guidance counselor or school administrator prior to acceptance to the school. Students who may possibly be English Language Learners are identified during the interview process. At this time the Home Language Identification Survey is administered by a licensed pedagogogue. ALL HLIS's are retained in students' permanent records. If the HLIS determines that the the Home Language is English, the ELL Identification Process terminates. For students whose home language is not English, a more in-depth interview with the student and parent in English and their home language and a review his/her school work (if available) is conducted by the Language Proficiency Team to determine NYSITELL eligibility. The team is comprised of an English teacher, the Guidance Counselor, and Assistant Principal. When is determined that a student is eligible to take the NYSITELL, the exam is administered within 10 school days of admission to the school. All new entrants whose HLIS responses indicate a home language of Spanish and who are newly identified as ELLs based on NYSITELL results will be administered the Spanish LAB at the time of initial enrollment (or reenrollment) during the same 10-day testing window. Both the NYSITELL and the Spanish LAB will be administered by an Assistant Principal.

2. Describe how assessments are used to identify SIFE (Students with Interrupted/Inconsistent Formal Education) within 30 days of enrollment (e.g., LENS, SIFE questionnaire, student work).

As stated above, all prospective students are interviewed prior to acceptance. A SIFE questionnaire is administered during the interview process. For those students who have a home language of Arabic, Bengali, Chinese, Haitian Creole, or Spanish, the Literacy Evaluation for Newcomer SIFE (LENS) is administered.

3. Describe the identification for newly enrolled students with IEPs. Include titles of the Language Proficiency Team (LPT) members (refer to [ELL Policy and Reference Guide, ELL Identification](#) section).

When a student is enrolled who has an IEP and a Home Language other than English the Language Proficiency Team is convened. The team is comprised of an the Director of Special Education, English teacher, the Guidance Counselor, Assistant Principal and parent or gaurdian of the student. The team reviews evidence of the student's English language development including course grades, standardized test scores, and school-based literacy assessments. The team then makes a recommendation. If the team recommends that the student takes the NYSITELL to determine ELL status, the ELL Identification process continues as with all students. If the team recommends that the student should not take the NYSITELL, the recommendation is sent to the principal for review. If the principal determines that the students should take the NYSITELL, the student takes the NYSITELL and the ELL Identification process continues as with all students. If the principal agrees with the team's recommendation that the student does not take the NYSITELL the principal's determination is sent to the superintendent or designee for review. If the superintendent determines that the student should take the NYSITELL, the student takes the exam and the ELL Identification process continues as with all students. If the superintnent determines the student should not take the NYSITELL the ELL Identification Process terminates. The timeline to accept or reject the LPT recommendation is 20 days. Appendix EPRG will be used to identify SIFE students. Service placement will be made within 5 days of the parents' receipt of the program selection form.

4. Describe how your school ensures that entitlement and non-entitlement parent notification letters are distributed within five school days after the NYSITELL is scanned and score is determined.

Entitlement letters and Program Selection forms are distributed and completed during the intial intake interview. A copy of the form is placed in the students cumulative record. All correspondence is conducted in the parents' home laguage.

5. Describe how parents are informed that they have the right to appeal ELL status within 45 days of enrollment (refer to [ELL Policy and Reference Guide, Re-Identification of ELL Status](#) section).

A student who has undergone the ELL Identification Process (as the result of first time entry or reentry) may go through the ELL Re-identification Process. The Re-identification Process allows schools, parents, and students who believe a student may have been misidentified as an ELL or non-ELL to request (within 45 school days of enrollment only) that the ELL Identification Process be administered a second time. The Assisnat Principal will coordinate requests fro an appeal. During the interview process, all prospective students and their families will be informed of their right to request that the ELL Identification process be administered a

second time. All correspondence will be conducted in the parents' home language. Requests will be kept in the students' permanent record.

6. What structures are in place at your school to ensure that parents understand all three program choices (transitional bilingual education, dual language, and freestanding ENL) through the mandated parent orientation within the specified timeframe? Describe the process, outreach plan, and timelines.

When an ELL student is seeking a transfer, the guidance counselor or school administrator informs the parents/guardians of the three program choices available to them during the interview. We then schedule a second meeting for parents and students to give them information about the ELL programs that are available in New York City. The information and materials are in the parent's home language. Translation services ensures parents are provided with information in their native language. We review the ELL program choices. At the meeting we show a video available in 13 languages to further highlight the program options. The choices described are Transitional Bilingual, Freestanding ESL, and Dual Language programs. At the meeting, we go over and collect the Parent Survey and Program Selection form. If a parent survey is not returned, the student will be placed in a free-standing ESL program.

7. Include how your school reaches out to parents to ensure Parent Surveys and Program Selection forms are returned in a timely manner and how your school monitors parent program choice. As per CR Part154.2, if a form is not returned, the default program for ELLs is bilingual education.

After parents are informed of all three program models at the parent orientation, they are provided with a Parent Survey & Program Selection Form (in the parents' preferred language), where parents can indicate their program choice. The parents are asked to return the completed and signed form within 5 school calendar days. The Assistant Principal will reach out to families within the 5 day window to remind them to complete and return the form and answer any questions. If the parent does not return the form within 5 school calendar days, the student will be placed in a bilingual program if one exists at the school; otherwise, the student is placed in ENL. Parent choice indicated on the Parent Survey & Program Selection Form will be entered in the designated screen in ATS (ELPC) as forms are completed. The parent's first choice will be entered as noted on the selection form, regardless of whether that choice is currently offered at the school. Additionally, the Parent Survey & Program Selection Form will be retained in the student's permanent record. All written and oral communication will be conducted in the parents' home language.

8. Describe how your school monitors the *Parent Survey and Program Selection* forms that have not been completed and returned.

The Assistant Principal will continue to conduct outreach to the parent until the form is completed and returned and will keep written documentation of all attempts to gather initial parent selection preference. All written and oral communication will be conducted in the parents' home language.

9. Describe how your school ensures that placement parent notification letters are distributed.

Once the student's program has been determined the Assistant Principal will send parents a placement letter (in the parents' preferred language) indicating the program in which their child has been placed. A copy of the letter will be placed in the student's permanent record.

10. Describe how your school retains all ELL documentation for each child (i.e., HLIS, non-entitlement, and entitlement letters).

All original ELL-related documents (including but not limited to those listed below) must be kept in the student's cumulative record. Critical ELL documents include the following: Dated and signed copies of each student's o Home Language Identification Survey, Parent Survey and Selection Form, Program Placement Letter, Entitlement letter (newly identified ELLs), Continued entitlement letter (continuing ELLs). The Assistant Principal is responsible for ensuring the maintenance of records.

11. 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.

NYSESLAT eligible students are identified through ATS reports. They are scheduled to take the exam over a two-day period every spring. The testing coordinator conducts outreach to the students and their families to inform them of the dates, times, and locations of the exam. If students are absent, the testing coordinator arranges alternate dates and times.

12. Describe how your school ensures that continued entitlement and transitional support parent notification letters are distributed.

The Assistant Principal will send Continued Entitlement Letters and transitional support parent notification letters to parents based on the NYSESLAT scores. Letters will be sent to parents before the beginning of the school year but no later than September 15th. All written and oral communication will be conducted in the parents' home language.

13. 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? 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 as per Aspira Consent Decree? Describe specific steps underway. (Refer to question six).

We have not enrolled any ELL students over the past few years.

Part V: ELL Programming

A. Programming and Scheduling Information

1. How is instruction for ELLs delivered in the following programs? Include how integrated and standalone ENL are implemented as per CR Part 154.2 as well as how students are grouped (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]).
 - a. Freestanding ENL program.
The freestanding ENL program includes two components: The daily ENL class and the double-period English class. All ELL students, regardless of grade or Native Language participate in the daily ENL class. Students are programmed for the double-period English class based on grade level in ELA.
 - b. TBE program. *If applicable.*
N/A
 - c. DL program. *If applicable.*
N/A
2. How does the school ensure the mandated number of instructional minutes is provided according to proficiency levels in each program model?
 - a. How are explicit ENL, ELA, and HLA instructional minutes delivered in each program model (see charts 5.1 and 5.2 below)?
The single period ENL teacher consults regularly with the double period English teacher to ensure that the mandated number of instructional minutes are delivered.
3. Describe how core content is delivered in each program model. 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 our free-standing model, content area teachers employ the following approaches to make content comprehensible and enrich language development: differentiated instruction, leveled texts, frequent assessment of learning, and reduced class-size.
4. How do you ensure that ELLs are appropriately evaluated in their home languages throughout the year?
While we currently do not have any English Language Learners, if we did we would assess students during the school year in students' native language utilizing teacher diagnostic evaluation tools to examine language and literacy skills. Students, upon enrollment, would also respond in their native language to a Department of Education Performance Assessment to gain further knowledge of students' language and writing skills.
5. How do you ensure that ELLs are appropriately evaluated in all four modalities of English acquisition throughout the year?
While we do not have an ELL students if we did they would be evaluated throughout the academic year in all four modalities (reading, writing, listening and speaking). Our teachers would design assessments that look at student work in all four modalities, and analyze student responses to assessments during common planning time to ensure that students are successful in all four modalities that they are tested on in the spring NYSESLAT.
6. How do you differentiate instruction for each of the following ELL subgroups?
 - a. SIFE
 - b. Newcomer
 - c. Developing
 - d. Long Term
 - e. Former ELLs up to two years after exiting ELL statusNewcomers Plan – Students who arrive and are newcomers to either NYC or the United States will be evaluated using the LAB-R exam. Results of this exam will be reported to the Department of Education and to the school's admission team. A parent student interview will be conducted with the parent coordinator, ESL Coordinator and the guidance counselor. Parents will be provided with the same ESL information that was stated above, and will be given the option of choosing the most appropriate program for their child.
SIFE/ELL - Support and instructional programs are available for SIFE/ELL students. Within this program, parents, guidance counselors, related service providers, content-area teachers and the ESL Coordinator collaboratively work toward providing the identified student with the instruction and educational support necessary to be successful within the ESL and Regents curriculum. Some strategies include academic intervention services, one-on-one tutoring, counseling and collaborations among all content teachers.
Developing - ELL's who are working towards proficiency will be provided with support beyond the mandated ESL instructional

hours through small-group instruction and one-on-one tutoring. Content-area teachers will differentiate instruction to focus on developing the English literacy skills of these students.

Long Term ELLs and Extension of Services - Although we did not have students listed as in need of extended services, our plan is to address these students with specific academic and social support. ELL students in need of extended services will be provided with individual counseling from our guidance staff and one-on-one tutorial assistance from both the ESL Coordinator as well as a certified English Language Arts instructor. These services will be provided via a PM school support program. Students Achieving Proficiency – English Language Learners who achieve proficiency and may still require additional support services. These students will be monitored by both the ESL coordinator and the Guidance Counselor. Additional Academic Intervention Services will be supplied both during the regular school day as well as after school.

7. For students re-identified as ELL or non-ELL, based on an approved re-identification appeal within 45 days of student enrollment, describe how the school ensures the student's academic progress has not been adversely affected by the re-identification (within 6–12 months after the re-identification has been established). Refer to [ELL Policy and Reference Guide, Re-Identification of ELL Status](#) section.

Between 6 and 12 months (from the date of the superintendent's notification to the principal, parent, guardian, and/or student), the principal, will review the Re-identification Process decision to ensure that the student's academic progress has not been adversely affected by the determination. The principal will consult with a qualified staff member in the school, the parent/guardian, and the student. If the principal, based on the recommendation of qualified personnel and consultation with the parent/guardian believes that the student may have been adversely affected by the determination, the principal will provide additional support services to the student as defined in CR Part 154-2.3(j) and may reverse the determination within this same 6-to-12 month period. If the principal's decision is to reverse the ELL status, she will consult with the superintendent or his/her designee. Final decision notification will be in writing to the parent, guardian, and/or student in the parent's preferred language within 10 school calendar days.

8. 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?

When an ELL-SWD student needs to be served, the special education teacher works with the ESL teacher to modify lessons and instructional materials to meet the needs of the ELL-SWD student.

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

N/A. We do not have any ELL-SWDs. However, if we did, we would identify students' areas of strength and program students in the least restrictive environment - the general education classroom.

Chart

Part 154-2 (K-8) English as New Language (ENL) Units of Study and Staffing Requirements

All ENL classes, including Integrated and Stand-alone offer home language support.

ENGLISH PROFICIENCY LEVEL	ENTERING (Beginning)	EMERGING (Low Intermediate)	TRANSITIONING (Intermediate)	EXPANDING (Advanced)	COMMANDING (Proficient)
ENL INSTRUCTIONAL TIME (MINIMUM)	2 units of study <i>per week</i> (360 min.)	2 units of study <i>per week</i> (360 min.)	1 unit of study <i>per week</i> (180 min.)	1 unit of study <i>per week</i> (180 min.)	Former ELLs must continue to receive services for an additional two years
STAND-ALONE ENL	1 unit of study in ENL (180 min.)	.5 unit of study in ENL (90 min.)			
INTEGRATED ENL	1 unit of study in ENL/ELA (180 min.)	1 unit of study in ENL/ELA (180 min.)	.5 unit of study in ENL/ELA (90 min.)	1 unit of study in ENL/ELA or other Content Area (180 min.)	
FLEXIBILITY		.5 unit of study can be STAND-ALONE ENL <i>or</i> INTEGRATED ENL/Content Area (90 min.)	.5 unit of study can be STAND-ALONE ENL <i>or</i> INTEGRATED ENL/Content Area (90 min.)		.5 unit of study per week of INTEGRATED ENL in ELA <i>or</i> Content Area, <i>or</i> other approved services*
TOTAL	360 minutes per week	360 minutes per week	180 minutes per week	180 minutes per week	
STAFFING/ PERSONNEL	STAND-ALONE ENL K-12 Certified ESOL teacher		INTEGRATED ENL – 1 Dually Certified Teacher ESOL and Common Branch (K-6) or Content Area (7-8) teacher who holds both certifications INTEGRATED ENL – 2 INDIVIDUALLY CERTIFIED TEACHERS (CO-TEACHING) A certified ESOL teacher and a K-6 certified elementary school teacher A certified ESOL teacher and a 7-8 certified content area teacher (ELA, Math, Science, or Social Studies)		
The maximum allowable grade span for grouping instruction in grades K-12 English as a New Language or Bilingual Education classes is two contiguous grades, except for English Language Learners in a special education class, as defined by section 200.1(uu) of this Title. All programs must be provided during the school day.					

*Other services that are approved by the NYS Commissioner, that monitor and support the student’s language development and academic progress. Core Content Area shall mean ELA, Math, Science, and Social Studies. One unit of study = 180 minutes of instruction per week per year.



*Note “other approved services” does not apply to New York City at this time.

Chart

CR Part 154-2 (9-12) English as New Language (ENL) Units of Study and Staffing Requirements

All ENL classes, including Integrated and Stand-alone offer home language support.

ENGLISH PROFICIENCY LEVEL	ENTERING (Beginning)	EMERGING (Low Intermediate)	TRANSITIONING (Intermediate)	EXPANDING (Advanced)	COMMANDING (Proficient)
ENL INSTRUCTIONAL TIME (MINIMUM)	3 units of study <i>per week</i> (540 min.)	2 units of study <i>per week</i> (360 min.)	1 unit of study <i>per week</i> (180 min.)	1 unit of study <i>per week</i> (180 min.)	Former ELLs must continue to receive services for an additional two years
STAND-ALONE ENL	1 unit of study in ENL (180 min.)	.5 unit of study in ENL (90 min.)			
INTEGRATED ENL	1 unit of study in ENL/ELA (180 min.)	1 unit of study in ENL/ELA (180 min.)	.5 unit of study in ENL/Content Area (90 min.)	1 unit of study in ENL/Content Area (180 min.)	
FLEXIBILITY	1 unit of study can be STAND-ALONE ENL instruction <i>or</i> INTEGRATED ENL in Content Area (180 min.)	.5 unit of study can be STAND-ALONE ENL <i>or</i> INTEGRATED ENL/Content Area (90 min.)	.5 unit of study can be STAND-ALONE ENL <i>or</i> INTEGRATED ENL/Content Area (90 min.)		.5 unit of study per week of INTEGRATED ENL in ELA/Content Area, <i>or</i> other approved services*
TOTAL	540 minutes per week	360 minutes per week	180 minutes per week	180 minutes per week	
AWARDING CREDITS	STAND-ALONE ENL Elective credit is awarded upon passing each corresponding STAND-ALONE ENL unit of study		INTEGRATED ENL Content Area credit is awarded upon passing each corresponding ENL unit of study in ELA, Math, Science, or Social Studies		
STAFFING/ PERSONNEL	STAND-ALONE ENL K-12 Certified ESOL Teacher		INTEGRATED ENL – 1 Dually Certified Teacher ESOL or Content Area (7-12) teacher who holds both certifications INTEGRATED ENL – 2 INDIVIDUALLY CERTIFIED TEACHERS (CO-TEACHING) A certified ESOL teacher and a 7-12 certified Content Area teacher		
The maximum allowable grade span for grouping instruction in grades K-12 English as a New Language or Bilingual Education classes is two contiguous grades, except for English Language Learners in a special class, as defined by section 200.1(uu) of this Title. All programs must be provided during the school day.					

*Other services that are approved by the NYS Commissioner, that monitor and support the student’s language development and academic progress. Core Content Area shall mean ELA, Math, Science, and Social Studies.

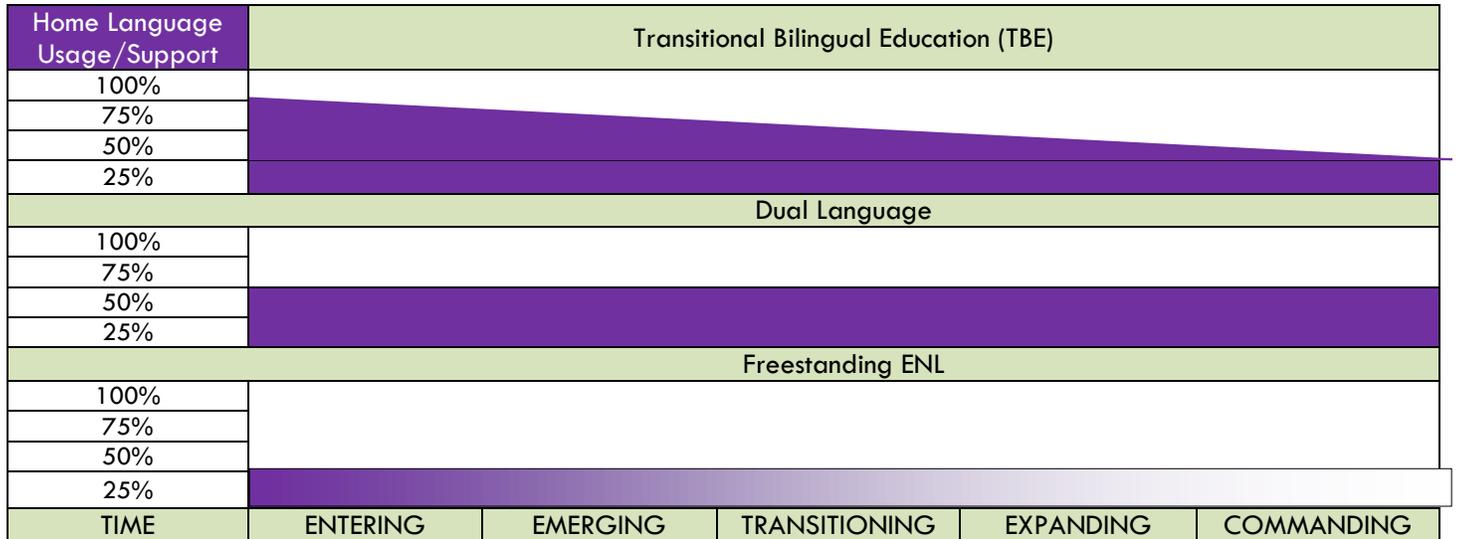


*Note “other approved services” does not apply to New York City at this time.

Chart 5.3

Home Language Usage and Supports

The chart below is a visual representation designed to show the variation of home language usage and supports across the program models. Note that home language support is never zero. TBE and dual language programs have both home language arts and subject areas taught in the home language; ENL has home language supports.



A. Programming and Scheduling Information--Continued

10. Describe your targeted intervention programs for ELLs in ELA, math, and other core content areas (specify ELL subgroups targeted). 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. ELL students who have been identified as needing intervention receive small group instruction before school and have the opportunity to receive after-school tutoring.
11. Describe the effectiveness of your current program and how it is meeting the needs of your ELLs in both content and language development.
Currently we do not have any ELLs. If we did, we would design a unique program, self-paced program to meet the individualized needs of each student. We would utilize assessment information to build on students' strengths and address their areas of need. Their content needs would be addressed by scheduling students according to the courses that they need to graduate. We would embed scaffolds to support student needs into lessons and units. Student language development would be addressed through a focus on vocabulary and language development to help learn academic vocabulary.
12. What new programs or improvements will be considered for the upcoming school year?
No new programs are being considered.
13. What programs/services for ELLs will be discontinued and why?
No programs will be discontinued.
14. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
ELL students are afforded equal access to all school programs. Translated information about these programs is sent home so that the families of these students are aware of the programs offered and can encourage their participation.
15. What instructional materials, including technology, are used to support ELLs? Include core content area as well as language materials; list ELL subgroups if necessary.
All subgroups receive differentiated instruction based upon a frequent assessment of skills. Instructional materials and methods are tailored to meet the needs of individual learners regardless of the length of time they have been classified as ELLs.
16. How is home language support delivered in each program model (DL, TBE, and ENL)?
N/A
17. Explain how the school ensures all required services/resources support and correspond to ELLs' ages and grade levels.
Our guidance counselors provide counseling around career goals that includes college considerations. We also have students who require counseling to prepare them directly for the workforce upon graduation. All students participate in weekly College and Career Readiness Workshops and develop CCR portfolios.
18. Describe activities in your school that assist newly enrolled ELLs before the beginning of the school year. Include activities for new ELLs who enroll throughout the school year. Include titles of school staff involved in such activities (e.g., school counselor, parent coordinator).
When ELLs are newly enrolled in our school they receive translation support from one of our staff. In addition they interact with other students for an academic group that is run by our guidance counselor. Our parent coordinator assists parents and students with the transition to our school during an orientation. Finally, through our Community Based partners, every student is assigned a mentor.
19. What language electives are offered to ELLs?
N/A
20. For schools with dual language programs:
 - a. What dual language model is used (e.g., side-by-side, self-contained)? Explain how much of the instructional day (percentage) EPs and ELLs are integrated.
 - b. In which language(s) is each core content area taught?
 - c. How is each language separated for instruction?
 - d. Is emergent literacy taught in the child's home language first (sequential), or are both languages taught at the same time (simultaneous)?

N/A

B. Professional Development and Support for School Staff

1. Describe the professional development plan for all ELL personnel at the school. (Include all teachers of ELLs.)
Paste response to question here:
2. What professional development is offered to teachers of ELLs (including ENL and bilingual teachers) in supporting ELLs as they engage in the Common Core Learning Standards?
Paste response to question here:
3. What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?
Paste response to question here:
4. Describe how your school meets the professional development requirements as per CR Part 154.2: 15% of total hours for all teachers and 50% of total hours for bilingual education/ENL teachers receive ELL-specific professional development. Include how records are kept for professional development activities (e.g. agendas, attendance). Refer to [ELL Policy and Reference Guide, Professional Development](#) section.
Paste response to question here:

C. Parental Involvement

1. How does the school provide annual individual meetings with parents of ELLs to discuss goals of the program, language development progress, language proficiency assessment results, and language development needs in all content areas? Include provisions for interpretation and translation as needed. Note these meetings do not include mandated parent orientation meetings and DOE-scheduled parent-teacher conferences?
Paste response to question here:
2. Include how records are kept for annual individual meetings with ELL parents as well as outreach to ensure parent needs are accommodated (e.g., in person meetings, phone calls, letters). Refer to [ELL Policy Reference Guide, Parent Selection and Program Placement](#) section.
Paste response to question here:
3. Describe ELL parent involvement in your school. Include specific activities that foster parental involvement for parents of ELLs.
Paste response to question here:
4. Does the school partner with other agencies or Community Based Organizations to provide workshops or services to ELL parents?
Paste response to question here:
5. How do you evaluate the needs of the parents?
Paste response to question here:
6. How do your parental involvement activities address the needs of the parents?
Paste response to question here:

D. Additional Information

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

Paste response here:

Part VI: LAP Assurances

School Name: <u>W.E.B. Du Bois High School</u>		School DBN: <u>17K489</u>	
Signatures of LAP team members certify that the information provided is accurate. Names listed in Part A, should align with this section.			
Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Catherine Costa	Principal		1/1/01
Maryanne Douglass-French	Assistant Principal		1/1/01
Selen Adams-Thomas	Parent Coordinator		1/1/01
	ENL/Bilingual Teacher		1/1/01
Makeba Deras	Parent		1/1/01
Patricia Panetta/ English	Teacher/Subject Area		1/1/01
Natalya Ratin/Science	Teacher/Subject Area		1/1/01
	Coach		1/1/01
	Coach		1/1/01
Omar Doyle	School Counselor		1/1/01
LaShawn Robinson	Superintendent		1/1/01
Jo Ann Benoit	Borough Field Support Center Staff Member _____		1/1/01
	Other _____		1/1/01
	Other _____		1/1/01
	Other _____		1/1/01

2015-2016 LANGUAGE TRANSLATION AND INTERPRETATION PLAN

Requirement under Chancellor's Regulations – for all schools

DBN: **17K489**

School Name: **W.E.B. Du Bois High School**

Superintendent: **L**

Before you begin, please check the following:

- Principal has designated a Language Access Coordinator (LAC) in Galaxy
- The LAC has attended an in-person or online training (www.learnndoe.org/tiu/lac) by the Translation and Interpretation Unit
- The LAC is involved in the development of this Translation and Interpretation Plan

School Goal: To ensure that parents whose preferred language is other than English are provided with meaningful opportunities to participate in and have access to programs and services critical to their child's education ([Chancellor's Regulation A-663](#)).

By developing each of the following components, your school will have a comprehensive plan to provide translation and interpretation services for all parents who require such services.

Part A: Identification and Assessment of Limited-English-Proficient Parents

1. Describe the data and methodologies used to assess language preferences of the parent community for both written and oral communication. Include pertinent information culled from Part III of the Home Language Identification Survey (HLIS), ATS reports, Student Emergency Contact cards, and any surveys conducted by your school.

Upon admission, each family is asked to complete a home language survey. The results of the survey are entered into ATS. All staff members are provided with ATS reports indicating which families require translation and interpretation services.

2. List parents' preferred languages for both written and oral communication. Include all languages, even if only a limited number of parents indicate a language.

The results of the Home Language Identification Survey reveal the following preferred languages for written and oral communication: Spanish, Haitian-Creole, and Arabic

Part B: Creating a Communications Calendar

1. List the documents your school typically disseminates every year that require translation and when they will be distributed to families. (The following contain critical information about educational programs and services and must be translated – annual handbooks, newsletters, calendars, parent-teacher conference announcements, after-school program information, New York State testing dates, general overview of student curriculum, letters from the school leadership.)

Parent Handbook: September
Newsletters: Monthly
Calendars: Monthly
Parent-Teacher Conference Announcements: September, November, March, May
After-School Program Information: September, February
New York State Testing Dates: December, May
Progress Reports: November, February, April, June
School Leadership Team Letters: Monthly

2. List the formal face-to-face meetings your school will typically have with parents throughout the school year, such as parent-teacher conferences or curriculum nights, and when they will occur. As much as possible, also indicate any anticipated informal interactions, such as attendance teacher or guidance counselor calls to parents.

Parent-Teacher Conferences will be held on the following dates: September 30th, November 19th, November 20th, March 10th, March 11th, May 10th. Attendance outreach will be conducted weekly and guidance conferences will be scheduled on an as-needed basis.

Part C: Providing Language Assistance Services

1. Describe how your school will meet identified translation needs indicated in Part B. Include procedures to ensure timely provision of translated documents to parents. Indicate whether written translation services will be provided by the Translation & Interpretation Unit, an outside vendor or in-house by school staff.

In order to meet the translation needs described in Part B the school will access centrally produced translated documents which are distributed to students throughout the Department of Education. In-house school staff and the Translation and Interpretation Unit will be used to translate school-based documents.

2. Describe how your school will meet identified interpretation needs indicated in Part B. Indicate whether interpretation services will be provided by over-the-phone interpreters via the Translation and Interpretation Unit, on-site interpreters provided by an outside vendor or in-house by school staff.

In-house staff will provide interpretation services in Spanish and Haitian Creole. The Translation and Interpretation Unit will be used for over-the-phone interpreters for all other languages.

Part D: Training Staff on Policies and Procedures

Describe how your school will ensure that all staff members are aware of how to use translation services and the over-the-phone interpretation service. (e.g., T&I Brochure, Language ID Guide, Language Palm Card distributed at staff meetings, via email, etc.)

The Translation and Interpretation Brochure will be distributed and reviewed to all staff in September and February.

Part E: Providing Notice of Language Assistance Services

Describe how your school will fulfill parental notification requirements for translation and interpretation services, as per Section VII of Chancellor's Regulation A-663. Note: The full text of Chancellor's Regulations A-663 (Translations) is available at <http://schools.nyc.gov/RulesPolicies/ChancellorsRegulations>

Checklist of Notification Requirements

- Welcome Poster
- Parents' Bill of Rights
- Parents' Guide to Language Access
- Language ID Guide at security desk and main office

We will provide each parent whose primary language is a covered language and who require language assistance services with a copy in their home language of the Bill of Parent Rights and Responsibilities which includes their rights regarding translation and interpretation services. We will post in a conspicuous location at or near the primary entrance to such school a sign in each of the covered languages, or most prominent covered languages, indicating the availability of interpretation services. Our safety plan will contain procedures for ensuring that parents in need of language access services are not prevented from reaching the school's administrative offices solely due to language barriers.

Part F: Monitoring and Quality Control

Describe mechanisms your school will use to gather feedback from parents on the quality and availability of services. (e.g., parent survey)

We will administer a survey in the parent's home language twice a year in order to gather feedback from parents on the quality and availability of services.