



2015-16
SCHOOL COMPREHENSIVE EDUCATIONAL PLAN
(SCEP)

DBN: (i.e. 01M001):

19K510

School Name:

WORLD ACADEMY FOR TOTAL COMMUNITY HEALTH HIGH SCHOOL

Principal:

CLAUDETTE CHRISTIE

School Comprehensive Educational Plan (SCEP) Outline

Section 1: School Information Page

Section 2: School Leadership Team (SLT) Signature Page

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

Section 4: SCEP Overview

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

- **Section 5A Framework for Great Schools Element - Rigorous Instruction**
- **Section 5B Framework for Great Schools Element - Supportive Environment**
- **Section 5C Framework for Great Schools Element - Collaborative Teachers**
- **Section 5D Framework for Great Schools Element - Effective School Leadership**
- **Section 5E Framework for Great Schools Element - Strong Family-Community Ties**

Section 6: Expanded Learning Time (ELT)

Section 7: Academic Intervention Services (AIS)

Section 8: Title I Program Information

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

Section 1: School Information Page

School Information

School Name: World Academy for Total Community Health (WATCH) School Number (DBN): 19K510

Grades Served: 9-12

School Address: 400 Pennsylvania Avenue

Phone Number: 718-922-0650 Fax: 718-922-0709

School Contact Person: Dana Doucet Email Address: ddoucet@schools.nyc.gov

Principal: Claudette Christie

UFT Chapter Leader: Chudy Okorom

Parents' Association President: Evelyn McLean

SLT Chairperson: David Rivera

Title I Parent Representative (or Parent Advisory Council Chairperson): Faustin Douglas

Student Representative(s): Shaneese Moore
Shadira Sabal

District Information

District: 19 Superintendent: Donald Conyers

Superintendent's Office Address: 335 Adams Street Brooklyn New York

Superintendent's Email Address: Dconyers@schools.nyc.gov

Phone Number: (718) 923-5124 Fax: 718-9235145

Borough Field Support Center (BFSC)

BFSC: Affinity Director: Mariano Guzman

Director's Office Address: _____

Director's Email Address: Mguzman16@schools.nyc.gov

Phone Number: 212-374-0876 Fax: 646-450-4107

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)
Claudette Christie	*Principal or Designee	
Chudy Okorom	*UFT Chapter Leader or Designee	
Evelyn McLean	*PA/PTA President or Designated Co-President	
Gerarda Harewood	DC 37 Representative (staff), if applicable	
	Title I Parent Representative (or Parent Advisory Council Chairperson)	
Shaneese Moore	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
Shadira Sabal	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
Ashley Cornett	CBO Representative, if applicable	
Charmaine Sinclair	Member/ Parent	
Latarsha Watson	Member/ Parent	
Michelle Darby	Member/ Parent	
Isabella Borketey	Member/ Teacher	
Nikole Miller	Member/ paraprofessional	
David Rivera	Member/ AP	

Name	Position and Constituent Group Represented	Signature (Blue Ink)
Evelyn McLean	Member/ Parent	
Chudy Okorom	Member/ 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.

1. World Academy for Total Community Health is a high school with 283 students from grade 9 through grade 12. The school population comprises 76% Black, 18% Hispanic, 1% White, and 2% Asian students. The student body includes 10% English language learners and 15% special education students. Boys account for 40% of the students enrolled and girls account for 60%. The average attendance rate for the school year 2013-2014 was 80.0%. The mission of WATCH is: To prepare our students to make healthy choices, lead healthy lives and advocate for the total health of their families, their communities, their nation and ultimately, their world; to expose students to all aspects of the health care field and variety of career options the industry offers; to create a socially supportive learning environment; to offer an academically rigorous curriculum that prepares students for higher education. WATCH High School has dealt with changing demographics over the last few years. The majority of students beginning at WATCH in the 9th grade come to the school with reading and math skills well below grade level. Many of these students fall in the lowest third category city-wide. Adding to this challenge is a lack of parental involvement despite our outreach programs. WATCH's mission is to educate all students and prepare all students for college and career. As a health-themed school, WATCH is also committed to teaching the seven aspects of health and well-being so that students are well-rounded intellectually, emotionally, and physically. Currently, WATCH is part of the SIG program and as such, we have many new programs in place. For example, WATCH now has an Extended Learning Time program that targets 100 at-risk students for credit recovery, on-time graduation, career and college prep, mental and emotional wellness and other services. WATCH is partnered with Brownsville Multi-Service Family Health Center (BMS) Lead Partner, and Brooklyn College Community Partnership (BCCP) to provide students with access to college programs, healthcare specialists and internships opportunities, and other support services.

2. Currently, a vast majority of our students are dealing with social and emotional problems: students living in shelters, teenage mothers, students living in homes where drugs and alcohol abuse are prevalent, gang violence, and a host of varying social and emotional challenges. WATCH also has a significant Special Education population and a growing English Language Learners (ELLs) population that is in need of differentiated support services. Special Education, ELLs, and Overage-Age/Under-Credited students are being targeted with Extended Learning Time, a program funded through the SIG that will support approximately 100 of our neediest students.

3. Effective school leadership and collaborative teacher practice are two areas of the Framework for Great Schools in which our school has made significant progress. Our principal has provided the school with stable leadership and has shifted the culture of the school towards a more positive direction. Teachers are working more frequently in collaborative content and grade inquiry teams facilitated by outside PD professionals, onsite coaches, and the administrative staff in order to improve instructional outcomes in the classrooms. We will continue working on improvements in these key areas of focus as well as continue the work of building Strong Family-Community Ties. Moving forward, our two main goals are :

a. To systematically target parent engagement, developing effective ways in which we can successfully bridge the gap between parents, students, and the entire school community.

b. To continue improving students' performance through credit-accumulation and on-time graduation among all populations within the school community.

19K510 School Information Sheet

School Configuration (2014-15)					
Grade Configuration	09,10,11,12	Total Enrollment	286	SIG Recipient	YES
Types and Number of English Language Learner Classes (2014-15)					
# Transitional Bilingual	N/A	# Dual Language	N/A	# Self-Contained English as a Second Language	N/A
Types and Number of Special Education Classes (2014-15)					
# Special Classes	N/A	# SETSS	2	# Integrated Collaborative Teaching	20
Types and Number of Special Classes (2014-15)					
# Visual Arts	7	# Music	1	# Drama	N/A
# Foreign Language	7	# Dance	N/A	# CTE	5
School Composition (2013-14)					
% Title I Population	80.9%	% Attendance Rate			80.4%
% Free Lunch	82.9%	% Reduced Lunch			3.6%
% Limited English Proficient	6.8%	% Students with Disabilities			19.4%
Racial/Ethnic Origin (2013-14)					
% American Indian or Alaska Native	1.6%	% Black or African American			79.0%
% Hispanic or Latino	16.2%	% Asian or Native Hawaiian/Pacific Islander			1.3%
% White	1.6%	% Multi-Racial			N/A
Personnel (2014-15)					
Years Principal Assigned to School (2014-15)	1.07	# of Assistant Principals (2014-15)			2
# of Deans (2014-15)	N/A	# of Counselors/Social Workers (2014-15)			2
Personnel (2013-14)					
% of Teachers with No Valid Teaching Certificate (2013-14)	N/A	% Teaching Out of Certification (2013-14)			N/A
% Teaching with Fewer Than 3 Years of Experience (2013-14)	0.2%	Average Teacher Absences (2013-14)			9.9
Student Performance for Elementary and Middle Schools (2013-14)					
ELA Performance at levels 3 & 4	N/A	Mathematics Performance at levels 3 & 4			N/A
Science Performance at levels 3 & 4 (4th Grade)	N/A	Science Performance at levels 3 & 4 (8th Grade)			N/A
Student Performance for High Schools (2012-13)					
ELA Performance at levels 3 & 4	47.9%	Mathematics Performance at levels 3 & 4			51.0%
Credit Accumulation High Schools Only (2013-14)					
% of 1st year students who earned 10+ credits	61.5%	% of 2nd year students who earned 10+ credits			72.5%
% of 3rd year students who earned 10+ credits	68.4%	4 Year Graduation Rate			57.9%
6 Year Graduation Rate	70.2%				
Overall NYSED Accountability Status (2014-15)					
Reward		Recognition			
In Good Standing	X	Local Assistance Plan			
Focus District	X	Focus School Identified by a Focus District			
Priority School					
Accountability Status – Elementary and Middle Schools					
Met Adequate Yearly Progress (AYP) in ELA (2012-13)					
American Indian or Alaska Native	N/A	Black or African American			N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander			N/A
White	N/A	Multi-Racial			N/A
Students with Disabilities	N/A	Limited English Proficient			N/A
Economically Disadvantaged	N/A				
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)					
American Indian or Alaska Native	N/A	Black or African American			N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander			N/A
White	N/A	Multi-Racial			N/A
Students with Disabilities	N/A	Limited English Proficient			N/A
Economically Disadvantaged	N/A				
Met Adequate Yearly Progress (AYP) in Science (2012-13)					
American Indian or Alaska Native	N/A	Black or African American			N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander			N/A
White	N/A	Multi-Racial			N/A
Students with Disabilities	N/A	Limited English Proficient			N/A
Economically Disadvantaged	N/A				
Accountability Status – High Schools					
Met Adequate Yearly Progress (AYP) in ELA (2012-13)					
American Indian or Alaska Native	N/A	Black or African American			NO
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander			N/A
White	N/A	Multi-Racial			N/A
Students with Disabilities	N/A	Limited English Proficient			N/A
Economically Disadvantaged	NO				
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)					
American Indian or Alaska Native	N/A	Black or African American			NO
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander			N/A
White	N/A	Multi-Racial			N/A
Students with Disabilities	N/A	Limited English Proficient			N/A
Economically Disadvantaged	NO				
Met Adequate Yearly Progress (AYP) in Graduation Rate (2012-13)					
American Indian or Alaska Native	N/A	Black or African American			YES
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander			N/A
White	N/A	Multi-Racial			N/A
Students with Disabilities	N/A	Limited English Proficient			N/A
Economically Disadvantaged	YES				

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>3.2 School’s administration and instructional teams are creating and implementing CCLS aligned curriculum across content areas. The curriculum is addressing the needs of our subgroups including ELLS and SWDs.</p> <p>The school's most recent Quality Review indicated the following:</p> <p>School leaders have partnered with an external vendor, Curricula21, to ensure the alignment of curricula to the Common Core Learning Standards. For instance, the faculty has engaged in professional development with Dr. Heidi Hays Jacobs specifically around connecting unit plans to the Common Core. Additionally, the school has partnered with Pearson and New Vision for Public Schools who provide instructional coach support for teachers in implementing the new curricula.</p> <p>In reviewing the school wide professional development calendar for the 2014-15 school year, it was observed that school leaders scheduled whole and small group sessions with content supervisor and coach to plan and refine curricula</p>		

and academic tasks. For instance, the professional development calendar notes that the first, second and third Tuesday of each month will be dedicated to developing pedagogical skills focused on improving academic task.

Planning of tiered tasks was integrated into unit and lesson plans. For instance, in an English language arts lesson plan, the teacher planned on using different texts and graphic organizers for specific groups of students including English language learners and students with disabilities. In a global history lesson plan, the teacher’s plans reflected different academic tasks to be completed via group work.

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.

1. By June 2016, WATCH High School will increase the quality of overall instruction in all content areas by creating and implementing CCLS aligned curriculum, including scaffolds and supports, as evidenced by 90% effective teacher ratings for components 1e and 3c on the Danielson Framework.

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) <i>Who will be targeted?</i></p>	<p>Timeline <i>What is the start and end date?</i></p>	<p>Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy? (include school, educational consultants and/or CBO staff)</i></p>
<p>The school will continue our work with Dr. Heidi Jacobs and Curriculum 21, and Pearson Corporation using researched-based instructional strategies aligned to Common Core Standards and embedded in the Common Core Shifts. Curriculum maps and units will reflect a clear, coherent connection to the school’s</p>	<p>Heidi Hayes Jacobs: Humanities and Curriculum Development Grades: 9-12; Pearson Math, Science and</p>	<p>September, 2015 through June 2016</p>	<p>The work will be monitored by administrative staff, vendor coaches, Affinity Instructional Coaches, as well as the school’s Literacy and Math Coaches to boost classroom instructional practices.</p>

wellness theme. Teachers will engage in weekly differentiated and whole group professional development training opportunities based on needs assessments. Trainings will focus on effective strategies to support teachers in embedding daily differentiated reading, writing, and rigorous classroom discourse in their written plans and execution of their lessons.	curriculum development 9-12.		
Maps and units will be aligned to differentiated strategies for Students with Disabilities (SWDs) English Language Learners (ELLs), Bottom Third Population, and our Advanced Student Population. Units will be rooted in Common Core Learning Standards for Literacy grades 9-12, and will include small group formats (guided, independent, and interactive) base on students' strengths, needs, and/or interests. Units will also facilitate opportunities for rigorous evidence-based discussions, peer/shared activities, and individualized conferences and aligned assessments. Units will be reviewed at the end of each term and modifications implemented based on students' performance and needs. SWDs and ELLs will also be afforded additional support through strategy implementation via varying forms of ICT models.	All Student Groups: ELLs, SWDs, Bottom Third, & Advance Students.	September 2015 through June 2016	Instructional coaches and Administrative staff through observations and feedback using Danielson Rubric will ensure that units are effectively implemented to meet diverse student groups' needs.
Administrative staff members in collaboration with the parent coordinator, Lead partner outreach support staff, instructional coaches, and the school's professional development team will plan and facilitate at least 6 parent workshops that will focus on the school's instructional plan, goals, and instructional expectations. Pedagogues will utilize the contractual parent-engagement time-frame to engage in weekly outreach to parents regarding students' progress and instructional challenges. Parents will be provided with 6 week cycles of progress reports and next steps actions for their children.	School-wide Community: Students, parents, teachers	September 2015 through June 2016	Administrative Staff, Parent Coordinator, Lead Partner's Outreach Liaison, Professional Development Team, and Instructional Coaches

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.
Dr. Jacobs of Curriculum 21 and Pearson Corporation will work collaboratively with school's instructional team on a monthly basis in order to support school's instructional team with researched-based strategies for effective implementation. Schools instructional teams will engage in weekly professional development activities with content area teachers (individualized, small groups, and whole groups). Parent Coordinator and

Partner Outreach Liaison will conduct weekly parent outreach and implement dates and times for parent workshops. Curriculum Maps, monthly units, and person related common core texts and other supplemental instructional resources (paper and electronic) will be utilized to support to enhance the work. Funding sources include Title I and SIG.

Part 4b. Indicate using an "X" the fund source(s) that will be utilized to support achievement of the specified goal.

	Tax Levy	X	Title I SWP		Title I TA		P/F Set-aside		21st Century		C4E
	Title I 1003(a)	X	Title III		PTA Funded	X	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 15 2016, as a result of professional development and curricular adjustments, 85% of teachers will be rated effective in components 1e and 3c on the Danielson Framework.

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>5.2 We have created a school-wide PBIS program that has impacted our school in positive ways evidenced by decreased incidents reports.</p> <p>5.3 Our SBST works in conjunction with our instructional team to ensure that engaging lessons and experiences are part of our daily instruction in our school. At WATCH, we pay specific attention to the whole school environment, to ensure that we provide a nurturing climate with comprehensive supports to meet the social and emotional needs of our students.</p> <p>Parent satisfaction with school supports and culture have increase by over 10 % in the past school year. However, as the overall satisfaction is below the city average, the school is taking steps to improve this rating to one of above average for the 2015-2016 school year.</p>		

Part 2 – Annual Goal

<p>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–<u>S</u>pecific, <u>M</u>easurable, <u>A</u>chievable, <u>R</u>elevant, and <u>T</u>ime-bound.</p>
<p>By June 2016, through the implementation of social and emotional support mechanisms, WATCH will increase students’ attendance by 5% as measured by ATS.</p>

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 expanding their understanding of a supportive environment 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>The school has partnered with Brownsville Multispecialty Health Services and Brooklyn College Community Partnership (BCCP) to implement various/differentiated intervention programs, mentoring support, college advisory, college and career preparation support, and parent and family engagement activities. Our College Now program supports students in preparation for attending both two and four year colleges. Students may take college level courses for college credit and experience some sense of what it is like to be in a college setting.</p>	<p>Students and Families</p>	<p>September 2015 through June, 2016</p>	<p>Principal, Assistant Principal, Coaches, Teachers, SBST Members, Partner Liaisons</p>
<p>The Extended Programs (mentoring programs—peer and staff; early morning RTI, after-school activities, family engagement opportunities, etc.) will help to improve attendance as students begin to use these opportunities to bridge classroom gaps and begin to see themselves being more successful in their academic work. Our lead partner, BMS will work with subsidiary groups in providing internship opportunities such as medical clinics and hospitals in order to set up internship that will keep our students engaged. BCCP will continue to support students through writing skills workshops, conflict resolution, college tours, and work readiness programs. Community partners’ liaisons will either support students directly meeting with them individually or in small groups or collaborate with key staff members who spear-</p>	<p>The target populations will be students in the lowest third reading, ELLs, Special Education students, and advanced Regents diploma candidates.</p>	<p>September, 2015 through June, 2016</p>	<p>Principal, Assistant Principals, guidance counselors, parent coordinators, partner liaisons</p>

<p>head intervention programs. WATCH has incorporated an advisory component to our program in order to offer additional support to target students. Attendance teacher, parent coordinator, and guidance counselors will work collaboratively to identify over-aged students and offer them alternative career opportunities so that they can experience success.</p>			
<p>The Parent Coordinator will engage in ongoing outreach, alerting parents/guardians to the needs of our students. The PC will also liaise with guidance staff and key organizations in order to create parent workshops addressing issues/topics central to teens, college and career readiness. P C and BMS Liaisons will implement parent/students activities such as family nights, award ceremonies to recognize students showing improvements, efforts, etc. The attendance teacher will work collaboratively with guidance and support team to track and create action plans for those students who are frequently absent. Attendance teacher will also continue to engage in regular home visits to meet with parents/guardians and offer support for reentry or to offer alternative programs to fit students' needs. The guidance counselors will engage in weekly ongoing counseling with students who are particularly at-risk for attendance issues. Guidance counselors will create plans for managing student attendance and developing individualized interventions. The Attendance Team will engage in monitoring of at-risk students and recognition of students who work to improve their attendance. We will continue with our mentorship program assigning at-risk students to in house mentors as well as with mentors from partner organizations.</p>	<p>School-wide students' groups: Ells, SWDs, Bottom Third, Advance, parents/guardians</p>	<p>September 2015 through June, 2016</p>	<p>Parent Coordinator, Partner Liaisons, Guidance Counselors, Deans, Attendance Team, Administrators.</p>
<p>The principal will monitor implementation through weekly cabinet meetings, weekly data review of attendance/OORS trends, SIG leading indicator progress monitoring and weekly check-ins with guidance and service providers.</p>	<p>Administration, service providers</p>	<p>September 2015 through June, 2016</p>	<p>Principal, Assistant Principals, guidance counselors, parent coordinators, partner liaisons</p>

Part 4 – Budget and Resource Alignment

<p>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.</p>
<p>Parent Coordinator will work collaboratively with guidance/support staff as well as partners and subsidiaries in conjunction with the attendance team implement daily outreach and tracking mechanism to identify and address those students who are at-risk for attendance issues. Attendance teacher will engage in regular</p>

evening and Saturday home visits to meet and conference with parents/guardians of those students at-risk for attendance. Attendance teacher will meet on a weekly basis with attendance team members to offer feedback from home visit and modify/adjust action plan for improved attendance.

Part 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.

	Tax Levy		Title I SWP	X	Title I TA		P/F Set-aside		21st Century		C4E
	Title I 1003(a)	X	Title III		PTA Funded	X	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, the school will see a 2% increase in overall attendance as measured by ATS.

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.	D
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>D</u>eveloping and <u>I</u>neffective. 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>4.2: Our staff members are engaged in structured inquiry-based professional collaborations aligned to school goals.</p> <p>4.4 We have created distributive leadership structures and ongoing opportunities for all staff members/stake-holders to engage in key decision making.</p> <p>The most recent Quality Review indicated the following:</p> <p>Findings-School leaders embed high expectations in all aspects of school culture, in alignment with the citywide expectations and Danielson Framework for Teaching and ensure structures are in place for communicating student progress to families.</p> <p>Impact-Staff, students, and families are aware of the expectations of the school and the structures that support achieving these high expectations ensuring a clear outlet leading to increased student progress and college and career readiness.</p>		

Findings-The majority of teachers are engaged in structured inquiry-based professional collaborations aligned to school goals. Distributive leadership structures are in place to support the inclusion of teachers in key decisions.

Impact-The work of teacher teams has strengthened the instructional capacity of teachers resulting in teachers having built leadership capacity and a voice in key decisions.

Area for Improvement:

The most recent Quality Review indicated the following:

Teachers are in the process of developing key instructional strategies across classrooms. For instance, "Accountable Talk Stems" were placed on the corner of each student's desk in classrooms observed. However, teachers' use of the stems as an instructional strategy was inconsistent across classrooms. For instance, in a Career and Technical Education (CTE) class, the teacher instructed the students to refer to an accountable talk stem before sharing their response with the class. In a United States history class, a student looked down at the accountable talk stems and incorporated the one of them into their rebuttal statement to another student but struggled to do so in their response. The integration of these teaching strategies was inconsistent across classrooms.

- Across classrooms, teacher practices reflected some use of academic vocabulary to support student discussions. For instance, in an ELA class, students self-selected five out of eight work stations to engage and collect evidence to answer the question "What gives language its power?" The evidence was collected via text, posters, pictures, and video which led to a culminating peer to peer conversation. This level of peer to peer dialogue was inconsistent across classrooms as in many classrooms questioning appeared teacher directed.

- While administration and teachers indicated a willingness to ensure student thinking and participation, across classrooms teachers utilized low level Depth of Knowledge (DOK) questions. In addition, student generated questions were limited across classrooms. Furthermore, across classrooms, students were seated in pairs and/or groups but student to student group work or peer to peer discussion was limited or not observed.

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.

By June 2016, as a result of improved curricular and pedagogical supports identified through teacher team inquiry cycles, there will be a 5% increase in credit accumulation in the content areas.

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) <i>Who will be targeted?</i></p>	<p>Timeline <i>What is the start and end date?</i></p>	<p>Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy? (include school, educational consultants and/or CBO staff)</i></p>
<p>The school has created four data teams that will work collaboratively across core contents and the four grade levels. The school will support the work of the data teams through facilitation of teacher leaders and key administrative support staff. In order to build capacity within teams, the professional development committee will regularly assess team needs, strengths, and weaknesses and make determinations as to necessary professional development opportunities and support strategies. The work of the data teams will be instrumental in strengthening the instructional capacity of the teachers which will result in improved best practice within all classrooms. The teams will continue to adopt/utilize research-based readings such as “The Power of Protocols” as base for our inquiry structures in data gathering and analysis to identify gaps in and strengths in the implementation of Common Core Curriculum.</p>	<p>Heidi Hayes Jacobs, Pearson Cooperation: Curriculum maps across contents; all content area pedagogues, team leaders and lead teachers and/or instructional coaches, data specialist</p>	<p>September 2015 through June 2016</p>	<p>Principal, Assistant principals, lead teachers, coaches, data specialists, professional development coaches.</p>
<p>Data specialist will engage in data gathering, and then provide team members with baseline and other data sources; data will be analyzed and disaggregated by content team members with support of instructional team. Data trends and patterns will inform next steps, not just for targeted students, but also for individual teachers. Information gathered from data analysis will also be used to determine modifications to maps and units, learning gaps, re-teaching strategies, instructional grouping, target</p>	<p>Student populations: ELLs, SWDs, Bottom Third, Advance, individual content area teachers.</p>	<p>September 2015 through June 2016</p>	<p>Administrative Staff, Data Specialist, Curriculum specialist: dr. Jacobs, Pearson Coaches, Lead teachers, and instructional support staff.</p>

individuals students for differentiated activities and additional supports.			
Team meeting minutes will be used for information sharing amongst key constituencies within the school community. Parent-teacher conferences and open-school forums will be utilized to offer parents feedback on what data reveals regarding their child's performance and progress. Parent Coordinator, guidance counselors, and school instructional team will work collaboratively with content area teachers to support them in information sharing and workshops so that parents/guardians can better understand what the data is revealing.	All student population, parents and guardians, teachers.	September 2015 through June 2016	Administrative staff, coaches, parent coordinator, guidance counselors, data specialist.
The school will continue with the implementation of extended learning time in order to provide individualized support as an outgrowth of student needs assessments through early morning sessions and 9 th period instruction, Saturday Academy, Spring and Winter sessions for regents prep and subject class reviews, as well as the utilization of APEX online courses. Our inquiry team will engage in ongoing weekly analysis of students' transcripts, programs, and schedules; our data specialist, guidance team, and administrative team will convene meetings with senior staff on regularly basis (weekly or by-weekly depending on the urgency of the matter to address). We will impact the credit accumulation process through credit recovery methods using the extended learning time spear-headed/supervised by additional administrative support to address students' credit gaps amongst our varying students' populations. We will refine/modify our units as we revise and determine students' needs and gaps in order that strategies and assessments are aggressively implemented to address instructional gaps.	All students	September 2015 through June 2016	Administrative staff, teachers, coaches, parent coordinator, guidance counselors, data specialist.

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.
The data specialist and instructional team will play an integral part in the gathering, sharing, and analyzing the data in order to support team members. Researched-based literature will be used to support our inquiry protocols. The parent coordinator, guidance, and administrative staff will serve as conduits to parents and guardians. Coaches will support teacher teams in realigning maps to Common Core to address needs/gaps in the instruction. Per session funds will be utilized to support the ELT program, where students receive individualized support.
Part 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.

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

Part 5 – Progress Monitoring

<p>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.</p>
<p>By February, 2016, as a result of improved scaffolds and supports, there will be a 5% increase in the number of students passing content area classes.</p>
<p>Part 5b. In February 2016, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.</p>

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).	D
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).	D
<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>2.2 The school is developing and implementing common assessment practices across all classrooms in order to build coherency and impact students' progress.</p> <p>2.5: We are implementing structures that will build consistent practice in effectively implementing checks for understanding and adjust instruction to support learning gaps amongst targeted populations.</p> <p>The latest Quality Review indicated the following:</p> <p>Findings-The school is developing in their use of common assessments across classrooms. Teachers' use of ongoing checks for understanding and student self-assessment is inconsistent.</p> <p>Impact-Results of teacher practice are inconsistent in its use to adjust instruction. The inconsistent use of ongoing checks for understanding and student self-assessment limits teacher's ability to meet student learning needs.</p>		

Supporting Evidence

Teachers use baseline assessments and mock Regents data to identify students' strengths and challenges across content and grade. For instance, during the team meeting, teachers identified students who struggled in math and isolated the struggling students by grade. The team meeting discussed the adoption of a new math course that would support the skill gaps of students. However, the discussion did not lead to a review of strategies for struggling students in order to evaluate their progress over time.

- When observing an ELA classroom the teacher during a mini lesson asked students to review the use of allegory in, "Dr. Heidegger's Experiment", the teacher asked, "What abstract quality does each character represent?" When students were unable to answer the question, the teacher did not take advantage of the teachable moment nor did the teacher make instructional adjustments. The teacher answered the question for students and moved on with the lesson.

The review of lesson plans provided as documentation revealed that teachers incorporate exit slips, self-assessment questions, and some mentioned rubrics as a structure to ensure ongoing checks for understanding and student self-assessment. For example, during the observation of an United States History class, teachers and students used a "Stop and Jot" method using post-its to self-assess their individual development of a claim and counter claim to a question "Does President Andrew Jackson deserve to be on the twenty dollar bill?". During the observation of a math class, one student engaged in "Stop and Jot" to respond to a math equation in the front of the room via the Smart board. However, the use of ongoing checks for understanding and adjustment of instruction such as those mentioned was observed in only three out of eight classes.

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, as a result of professional development implementation, 90% of teachers will be rated effective in 3d, Using Ongoing Assessment, on the Danielson Framework. .

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>. Teachers will engage in weekly differentiated and whole group professional development training opportunities based on needs assessments. Trainings will focus on effective ongoing assessment in order to differentiate instructional strategies dealing with literacy, critical reasoning, and discussion protocols. ILET reading program will aid in the supporting of students with access to multiple entry points of understanding. Ongoing assessment strategies will also support our strong ICT co-teaching models that serve as a support mechanism for our special education and ELLs students in that they will result in small group structures, modified, individualized forums (conferences), as well as through direct teaching and vocabulary support. Teachers will also be able to more effectively target daily reading and writing tasks in their lessons and engage students in rigorous, meaningful classroom discourses. Using data provided by the inquiry teams and teacher formative assessments, teachers will incorporate daily and weekly assessment strategies and corresponding instructional strategies aligned with the needs of their student population.</p>	<p>Teachers</p>	<p>September 2015 through June 2016</p>	<p>Principal, Assistant principals, lead teachers, coaches, data specialists, professional development coaches.</p>
<p>WATCH will continue to support the implementation of the ILIT reading program with the assistance of the Pearson Coach. The school will continue to purchase high interest readers in both traditional and electronic formats to further the student engagement in active reading and writing. In order to increase the involvement of the school community in our mission to engage students, the school is expanding the Drop Everything and Read (DEAR) program. The number of classes outside of English Language Arts involved will increase, as well as the amount of time devoted to sustained silent reading and rigorous discussion and writing. Teachers will engage in weekly differentiated and whole group professional development training opportunities based on needs assessments. Trainings will focus on effective ongoing assessment in order to differentiate instructional strategies</p>	<p>Teachers</p>	<p>September 2015 through June 2016</p>	<p>Principal, Assistant principals, lead teachers, coaches, data specialists, professional development coaches.</p>

dealing with literacy, critical reasoning, and discussion protocols			
The principal will monitor implementation through weekly cabinet meetings, weekly data review of attendance/OORS trends, SIG leading indicator progress monitoring and weekly check-ins with guidance and service providers.	School Staff	September 2015 through June 2016	Principal, Assistant Principals, lead teachers, coaches, data specialists, professional development coaches, Affinity, Parent Coordinator

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.											
Coaches and instructional team/professional development team will collaborate on a weekly basis in order to maximize opportunities offered to both teachers and parents in order for them to support students’ learning and progress. Parent coordinator will liaise with vendor coaches, lead partner support personnel in an effort to outreach to parents and facilitate parent workshops and information sessions. Inquiry team spearheaded by the data specialist will support teachers and parents with ongoing data, training in data sorting, analysis information gathering and sharing.											
Part 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.											
	Tax Levy	X	Title I SWP		Title I TA		P/F Set-aside		21st Century		C4E
	Title I 1003(a)	X	Title III		PTA Funded	X	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, as a result of professional development implementation, 80% of teachers will be rated effective in 3d, Using Ongoing Assessment, on the Danielson Framework. .
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>Parent satisfaction with school supports and culture have increase by over 10 % in the past school year. However, as the overall satisfaction is below the city average, the school is taking steps to improve this rating to one of above average for the 2015-2016 school year.</p> <p>6.2: School engages in weekly parent outreach, student mentorship programs with in-house staff as well as community partners support personnel in order to ensure that parents and students are kept informed as to the necessary requirements for on-track, timely graduation.</p> <p>6. 4: The school’s administrators and Lead partner (BMS) are collaborating with the Shils Dental Foundation and other post-secondary institutions in order to promote career and college opportunities for students upon graduation.</p>		

Part 2 – Annual Goal

<p>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–<u>S</u>pecific, <u>M</u>easurable, <u>A</u>chievable, <u>R</u>elevant, and <u>T</u>ime-bound.</p>
<p>By June, 2016, WATCH will increase the graduation rate for cohort 2016 by 5% over the graduation rate of 2015</p>

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>Administrative staff members in collaboration with the parent coordinator, Lead partner outreach support staff, instructional coaches, and the school’s professional development team will plan and facilitate at least 6 parent workshops that will focus on the school’s instructional plan, goals, and instructional expectations. Pedagogues will utilize the contractual parent-engagement time-frame to engage in weekly outreach to parents regarding students’ progress and instructional challenges. Parents will be provided with 6 week cycles of progress reports and next steps actions for their children.</p>	<p>Parents/Community members</p>	<p>September 2015 – June 2016</p>	<p>Administrative Staff, Guidance Counselor, Coaches</p>
<p>The school will work with students and families in the 12th and 11th grade cohorts reviewing transcripts and discussion of future college and career plans through small groups and individual conferences. The inquiry team and guidance counsellors will conduct frequent, ongoing conferences with families of students who are at-risk for graduating in a timely manner. We will continue to work with our in-house data specialist and our Affinity support team to use the data source to inform our programming and scheduling of students, especially students in our senior cohort, our SWDs, ELLs and our bottom third population. The school will also ensure through grade meetings, assemblies, and parent/students conferences that all incoming 9th grade students are aware of graduation requirements, college readiness criteria, and expectation for timely graduation.</p>	<p>All students in the 11th and 12th grade cohorts</p>	<p>September 2015 – June 2016</p>	<p>Administrative staff, guidance counsellors, data and inquiry teams</p>

We will continue to foster a positive learning environment with periodic events for the community that celebrate student achievement.	School community	September 2015 – June 2016	Parent Coordinator, Administration, PTA, Teachers, students

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.											
School’s administrators and data specialist will work collaboratively with the Affinity supported data team on a by-weekly basis in order to stay abreast of students’ credit needs and gaps. Dr. Jacob and Pearson coaches will support the school instructional program/plan through monthly and by-monthly facilitation of professional development intended to build teacher capacity around instructional gaps. Administrators, parent coordinator, guidance counselors, and partner liaisons will work collaboratively with instructional staff in order to disseminate information to both students and parents. Curriculum maps, monthly units, Common Core aligned texts, along with other supplemental instructional materials will be utilized to support students’ progress. The Parent Coordinator and PA will utilize funds to implement parent workshops.											
Part 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.											
	Tax Levy	X	Title I SWP		Title I TA		P/F Set-aside		21st Century		C4E
	Title I 1003(a)	X	Title III		PTA Funded	X	SIG or SIF Grant		School Success Grant	X	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, 90% of students on track to graduate will have accumulated needed credits in the fall for timely graduation in June.											
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.
By June 2016, as a result of improved supports identified through ELT, there will be a 5% increase in credit accumulation in the content areas.
By June, 2016, WATCH will increase the graduation rate for cohort 2016 by 5% over the graduation rate of 2015.

Part 2 – ELT Program Type

Is the ELT program voluntary or compulsory?		Voluntary	X	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.				
NA				

Part 3 – ELT Program Description

Target Population: The ELT program will be offered to all students in the school , with the goal of serving a minimum of fifty percent of students.
Describe how the school will meet the following SED requirements for an ELT program in a Priority School: <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.
In order to fulfill SED requirements of the ELT program: <ol style="list-style-type: none"> 1. Staff will continue to work collaboratively with Dr. Heidi Hayes Jacobs of Curriculum 21 and Pearson Cooperation to leverage current researched-based practices and programs in order to enhance our curriculum maps and unit as well as strengthen teachers’ practice. This will carry through to ELT, where teachers will be expected to utilize student data to provide individualized support

2. Students are offered a range of support and enrichment classes based on what they are succeeding with or struggling with during the day. As student skill levels improve through ELT, there will be a reduction in frustration resulting in students who are motivated to come to school.
3. Teachers will continue to utilize the practices and support strategies learned in PD during the school day. Teachers will also utilize data inquiry to provide the most individualized supports possible for students in ELT.
4. The school will provide differentiated professional development for teachers.
5. The ELT staff will convene monthly meetings to determine instructional gaps and modification strategies.
6. The administration will conduct ongoing informal observation of teachers' practice to determine effective implementation of units, strategies, and differentiation support for target groups.
7. Teachers will be using the Danielson Rubric to create and implement teacher self-assessment rubric for improved practice.

In order to fulfill the requirements of Goal 2, the school will:

8. We will continue to fund an attendance teacher for outreach and home visits to support school-wide attendance initiatives.
9. The parent coordinator along with the lead partner attendance support personnel will work collaboratively to keep families engaged in school's activities whereby increasing parental involvement and community building that will enhance students' participation and attendance.
10. The school will conduct monthly attendance ceremonies and incentives to boost attendance.
11. The school will engage the student government body in peer-to-peer attendance interventions.
12. There will be the addition of a mental health counselor to support students experiencing severe mental and emotional challenges.
13. We will offer training for guidance and support staff in peer mediation and crisis intervention strategies.

In order to fulfill SED requirements of goal 3, the school will:

1. Ensure that grade teams will be implemented across content and grades; teams will engage in weekly meetings to evaluate the progress of the lowest third students in each grade.
2. Team members will meet regularly to develop both academic and social and emotional interventions in order to address the needs of targeted students.
3. Grade teams will meet regularly to work with students as part of a mentoring program to help develop the study skills and habits of students who historically have not been successful in school. The teams will engage in transcript reviews and students work to develop appropriate intervention strategies.
4. The school will gather, aggregate, and disseminate data on a school-wide level in order to plan and drive instruction.
5. We will utilize a part time data specialist will support community and analysis and distribution.
6. the school will invest in high interest reading programs and materials (electronic and paper) that address the reading skill sets of struggling readers as well as fluency building for on grade and advance readers.
7. Targeted students will be instructed by license content area teachers in small groups and individual settings.
8. There will be direct instruction, vocabulary instruction, and skill focus instruction for ELLs and SWDs to prepare them for success on the NYSESLAT and regents exams.
9. There will be ongoing collaboration with lead partner and subsidiary CBOs to facilitate enrichment programs that will involve tutoring, individual mentoring opportunities for students.
10. the school will engage in strategic planning, programming, and scheduling to ensure that all students are placed in required courses necessary for timely graduation.
11. We will implement state approved credit recovery program for those students who have failed courses prior semester.
12. We will implement rigorous additional instructional sessions in order to offer additional courses for those students who are under-credited as well as to accelerate those students who have been identified for advance regents diplomas.
13. We will facilitate ongoing collaboration between data specialist, guidance counselors, and parent coordinator to monitor, track, and students' progress as well as to support teachers with modification of remediation and interventions.
14. We will engage in college trips and multiple opportunities for work- based learning where students can be exposed to various colleges and career choices, ultimately entering into sound decision making regarding choices for post high school.

15. We will support students with internship opportunities through our lead partner BMS and CTE program.
 16. We will continue implementation of advisory and mentor ship.

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.

WATCH High School’s two Assistant Principals will be responsible for implementing and supervising the ELT program. The Literacy and Math Coaches will work with the administration and teachers to implement and modify programs. The target populations will be students in the lowest third, ELLs, Special Education students, and those students identified to graduate with an Advanced Regents diploma. Attendance is compulsory for these groups. There are two main community partners involved with ELT programs. BMS and BCCP; BMS our Lead Partner, will be working with more advanced students; connecting students with their partnerships, such as medical clinics and hospitals in order to set up internship programs and other educational opportunities. BCCP will support student in building their writing skills, core subject skills, conflict resolution, college visits, and work readiness programs. These community partners will either support students directly in classes or support teachers leading these programs and classes. Another component of ELT is the Saturday Academy that will occur every Saturday from 9am-12pm. Students who will attend Saturday Academy are students who are under credited or in need of taking Regents exams (these students have often failed these exams multiple times). Saturday Academy will be overseen by the principal of the school. Program strength will be evaluated based on the number of students accumulating credits in a timely manner, the number of students who successfully complete program requirements, i.e. number of college applications & acceptance, post-high school admissions, students’ writing progress, and performance on unit and regents exams.

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

These programs will start in September 2015 and end June 2016. Programs will be held on all dates except for school holidays.

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.

The ELT program will take place on Tuesdays, Wednesdays, and Thursday during a newly designed Ninth Period. Approximately 75% of in-house pedagogues will be involved in conducting small group instruction, individualized tutoring during these periods. Teachers will implement units from curriculum maps and both teachers and students will need laptops, iPads, or other purchased software technologies for this 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		Tax Levy	X	Title I SWP		Title I TA		P/F Set-aside		C4E
	Title I 1003(a)	X	Title III		PTA Funded	X	SIG or SIF Grant		School Success Grant		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, there will be a 10% increase in the number of students receiving credit for Fall, 2015.

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)	Baseline Assessments; IEP Goals; Credit Accumulation; Regents Exams needed; Classroom Progress Reports; Students whose GPA falls below 65 average	High interest reading; interactive writing; annotation of texts; citing from annotated texts; Read aloud; shared reading with teachers and students; Language Program for ELLs and SWDs; Castle Learning; APEX for Credit Recovery; Close Reading	Small group instruction, one to one tutoring, whole class instruction	Ninth period – Extended Day; Saturday Academy; Before School Prep; Lunch-time Prep
Mathematics	Baseline Assessments; Diagnostics; IEP guidelines and goals; Credit Accumulation; Regents Exams needed; Students whose GPA falls below 65 average; Classroom progress	Castle Learning; Barons’ Regents Prep; Agile Mind program for Geometry and Algebra; APEX Credit Recovery	Small group instruction, one to one tutoring, whole class instruction	Ninth period – Extended Day; Saturday Academy; Before School Prep; Lunch-time Prep
Science	Baseline Assessments; Diagnostics; IEP guidelines and goals; Credit Accumulation; Regents Exams needed; Students whose GPA falls below 65 average; Classroom progress	High interest reading, interactive writing, annotation of texts, citing from annotated texts, Read aloud, shared reading with teachers and students; lab experiments and hands on activities; Castle Learning; Review of Past Exams	Small group instruction, one to one tutoring, whole class instruction	Ninth period – Extended Day; Saturday Academy; Lunch-time Prep
Social Studies	Baseline Assessments; Diagnostics; IEP	High interest reading, interactive writing, annotation of texts,	Small group instruction, one to	Ninth period – Extending Saturday Academy; Lunch

	guidelines and goals; Credit Accumulation; Regents Exams needed; Classroom Progress	citing from annotated texts, Read aloud, shared reading with teachers and students, reading with primary and secondary resources	one tutoring, whole class instruction	Prep; Before School Prep ; CBO Additional Argument Writing prep classes
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	Attendance Rates, IEP Guidelines; Credit Accumulation; Behavioral Incidents; Classroom Progress; Teachers and Mentor’s Recommendations	Outreach and Weekly Home Visits conducted by Attendance Teacher; Guidance Interventions; Mentors – in-house and CBO’s Advisory; Attendance incentives; Enrichments Activities including trips, school-wide, and classroom activities	Small Group and Individual meetings; Additional CBO Onsite Mentoring and Counseling Interventions; Home Visits	School Day; Before Day; Ninth Period; After –school; Saturday Academy

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.
<p>WATCH High School Administrators always seek to hire highly qualified teachers. Administrators attend teacher recruitment fairs and retain teacher resumes for times when vacancies become available. Once teachers become staff members at WATCH, they can expect high quality and differentiated professional development opportunities that address members who are always looking to professionally grow and adapt. The principal utilizes Pearson, Dr. Heidi Hayes Jacobs, Assistant Principals, and Professional Development committee members to collaboratively create and implement the professional development plan for the year. Additionally, SIG funding allowed the hiring of two part time coaches, one Math and one English coach. These coaches (members of the PD committee) also work with teachers to conduct inter-visitations, peer observations, and meetings to further develop teachers' abilities. The school maintains a comprehensive professional development calendar available to all staff members that details topics and methodologies for all given sessions. Teachers are surveyed each semester and are asked to reflect on their own individual development goals to offer input into WATCH's calendar. This way, teachers and administrators can work together to create professional development that benefits all teachers for the year. These activities are meant to support teachers in strengthening their practice. Maintaining this kind of professional environment allows WATCH to find and maintain a strong staff that strives for constant improvement.</p>

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).
<p>Professional development sessions are held every Monday for eighty minutes each session. Generally a topic is introduced, such as Backwards Design for Unit Plans, and teachers are given the opportunity to apply the material to their content areas. Teachers work in both content area teams and grade level teams to unpack the content delivered during these sessions.</p> <p>Leadership teams designed PDs aligned with Danielson rubric and the teacher evaluation system. A needs analysis was completed in order to develop a process to aggregate data for future planning and usage. Interdisciplinary content meetings were established to strategically train teachers for the year and evaluate Regents scores, Danielson implementation, and moving our bottom third students. PD is offered around the use of baseline and periodic assessment to gauge student progress and inform instructional objectives on the part of teachers. In order to reach Common Core Learning Standards, teachers conduct lesson plan conversations in which teachers look at one another lessons with content teams and coaches to examine how instructional objectives connect with Common Core Learning standards. Coaches (in-house and vendor agencies) will conduct non-evaluative classroom visits that analysis and made determinations as to how well teachers are meeting these instructional objectives. At professional</p>

development meetings, teachers, coaches, and administrators will seek ways in which to improve instruction to meet these high new standards.

With the support of Dr. Heidi Hayes Jacobs and Pearson Corporation, the school will continue to address curriculum writing that is in alignment with the Common Core Standards and authentic assessments, vocabulary instruction, writing across content, collaborative planning, and the effective implementation of the Danielson Framework. The UFT contracted PD time-frame will allow effective use of these differentiated activities so that teachers can hone their skills in implementing effective standards-based instruction and assessments.

Part 3: TA Schools Only

3a. Use of Program Resources

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

NA

3b. TA Coordination with the Regular Program

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

NA

Part 4: SWP Schools Only

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

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

NA

4b. Measures to Include Teachers in Decisions Regarding Assessments

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

Teachers are part of the decision-making process in multiple ways. The teachers who commit to leadership roles meet with the principal to discuss matters of assessments. This team includes APs, Coaches, Content Team Leaders and/or Grade Team Leaders, as well as the UFT Chapter Leader. At times, the decision making involves the UFT Consultation committee, who is representative of the whole staff, as well as key members from our lead partnership.

Currently, teachers use periodic assessments and past regents exams in various content areas to assess student learning at three points throughout the year. Students take these assessments in September (baseline), January, and May. Teachers also have the flexibility to design their own formal and informal assessments given throughout the year. During PD times, teachers may examine students' work in groups to analyze what is working in terms of instructional modalities and delivery practices. Looking at student work is an insightful process that is led by teacher teams. This process allows teachers to examine instructional practices, resources, and assessments, and use the data to inform their next-steps implementations. With the support of instructional leaders, coaches and the data specialist, the school provides ongoing professional development opportunities to support teachers; professional development on the topic of analyzing students' work in a meaningful way and using the information to improve instruction.

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	210,832.00	X	Pg. 11, 14, 17, 20, 23,27
Title I School Improvement 1003(a)	Federal			
Title I Priority and Focus School Improvement Funds	Federal			
Title II, Part A	Federal	0		
Title III, Part A	Federal	11,200.00		
Title III, Immigrant	Federal	0	X	Pg. 11, 14, 17, 20, 23, 27
Tax Levy (FSF)	Local	1,685,263.00	X	Pg. 11, 14, 17, 20, 23,27

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.

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. **World Academy for Total Community Health 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. **WATCH High School** will support parents and families of Title I students by:

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

School-Parent Compact (SPC)

World Academy for Total Community Health 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.

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

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

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

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

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

Part A: School Information	
Name of School: <u>World Academy fot total WATCH</u>	DBN: <u>19K510</u>
This school is (check one):	
<input type="checkbox"/> conceptually consolidated (skip part E below)	<input checked="" type="checkbox"/> NOT conceptually consolidated (must complete part E below)

Part B: Direct Instruction Supplemental Program Information
The direct instruction component of the program will consist of (check all that apply):
<input type="checkbox"/> Before school <input checked="" type="checkbox"/> After school <input checked="" type="checkbox"/> Saturday academy
Total # of ELLs to be served: <u>30</u>
Grades to be served by this program (check all that apply):
<input type="checkbox"/> K <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 <input checked="" type="checkbox"/> 9 <input checked="" type="checkbox"/> 10 <input checked="" type="checkbox"/> 11 <input checked="" type="checkbox"/> 12
Total # of teachers in this program: <u>4</u>
of certified ESL/Bilingual teachers: <u>2</u>
of content area teachers: <u>2</u>

Part B: Direct Instruction Supplemental Program Information

Describe the direct instruction supplemental program here and include the

- rationale
- subgroups and grade levels of students to be served
- schedule and duration
- language of instruction
- # and types of certified teachers
- types of materials

Begin description here: _____ The objective of the after school program is to provide additional support to the ELL population to promote their academic success throughout the curriculum. The ELL population consists primarily of students of Hispanic origin, along with a few Haitian students and a Yemeni student. The majority of the students are long term ELLs, with a subgroup of new comers. They span across grades 9 to 12.

- The foundation academy program will seek to address the specific needs of new comers to allow them to build basic language foundations to engage in literacy activities across the curriculum. Activities will focus on building basic vocabulary and grammar, listening and reading instructions in academic settings, pronunciation and interactive dialogues. It will be taught by a certified ESL teacher, using an elearning platform (Schoology) to support differentiated instructions and data collection to monitor and evaluate students' progress. It will be provided by a certified ESL teacher for three weekly 1hour 15mn sessions from Wednesday to Friday between 2:25 and 3:35 pm.

- The NYSESLAT - Regents preparation programme will focus on reading and writing skills, areas where most students need to further develop according to data collected through the LAB-R/NYSITELL and the NYSESLAT results. It will be taught by an externally hired certified ESL teacher in collaboration with a Global Studies teacher and an ELA teacher.

Part C: Professional Development

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

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

Begin description here: _____
Professional development activities will be provided to all teachers serving ELLs and focus on strategies to address the needs of ELL students, including scaffolding and differentiating instruction for ELL

- Specific professional development activities for teachers will focus on the following areas:

Using technology in the ESL classroom

Strategies for teaching new comers

Developing writing skills for longterm ELL

Test taking strategies for ELL

Curriculum Development

- Providers:

Curriculum 21

New Visions

Lehman College

Part D: Parental Engagement Activities

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

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

Begin description here: _____ Parents of ELLs need to be provided with appropriate information so that they can make informed decisions and choices regarding their children's education, as well as support their children toward achieving academic success.

A Parent Teacher meeting will be held during each marking period to review progress of their students and discuss upcoming milestones. Translators will be available in Spanish, Haitian Creole and Arabic. Parents will be encouraged to sign up on the elearning platform Schoology to follow their children's work and progress. Technical guidance will be provided.

Part E: Budget

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

Allocation Amount: \$11200

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Professional salaries (schools must account for fringe benefits) <ul style="list-style-type: none"> • Per session • Per diem 	_____	<u>Teachers per session for teaching, attending professional development and parental outreach</u> <u>Paraprofessional per session for translation in Spanish and Haitian Creole for parental outreach</u> <u>Translator per session for translation in Arabic</u>
Purchased services <ul style="list-style-type: none"> • High quality staff and curriculum development contracts. 	_____	<u>To support staff development activities</u>
Supplies and materials <ul style="list-style-type: none"> • Must be supplemental. • Additional curricula, instructional materials. • Must be clearly listed. 	<u>\$2,240</u> <u>- text books</u> <u>- folders</u> <u>- notebooks</u> <u>- chart papers</u> <u>- pen and highlighters</u> <u>- dictionaries</u> <u>- headphones</u> <u>- mp3 player with speakers</u>	<u>To support the after school and intensive programs, materials will be purchased to help students grow academically</u>
Educational Software (Object Code 199)	_____	_____
Travel	NA	_____

Part E: Budget**FOR SCHOOLS NOT CONCEPTUALLY CONSOLIDATED ONLY.** Ensure that your Title III budget matches your Title III Plan.Allocation Amount: \$11200

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Other	<u>\$250</u> <u>Refreshment for parental outreach events</u>	_____
TOTAL	<u>11,200</u>	_____

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 19	Borough Brooklyn	School Number 510
School Name World Academy for Total Community Health		

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 Claudette Christie	Assistant Principal David Rivera
Coach Denise Palmer	Coach Isabella Borketey
ENL (English as a New Language)/Bilingual Teacher Paul Aboulafia	School Counselor Edwidge Dejoie, Chanal Jackson
Teacher/Subject Area Chudy Okorom - Math	Parent Jacqueline Almonte
Teacher/Subject Area Donna Dawson - ELA	Parent Coordinator Patrice White
Related-Service Provider Sean Johnson	Borough Field Support Center Staff Member Samuel Rodriguez (Affinity)
Superintendent Donald Conyers	Other (Name and Title) type here

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	1	Number of certified bilingual teachers <u>not</u> 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]	1	Number of teachers who hold both a bilingual extension and TESOL certification	0
Number of certified ENL teachers <u>not</u> 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]	1	Number of special education teachers with bilingual extensions	0

D. Student Demographics

Total number of students in school (excluding pre-K)	257	Total number of ELLs	26	ELLs as share of total student population (%)	0.00%
--	-----	----------------------	----	---	-------

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	26	Newcomers (ELLs receiving service 0-3 years)	10	ELL Students with Disabilities	6
SIFE	8	Developing ELLs (ELLs receiving service 4-6 years)	16	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	0	0	0	0	0	0	0	0	0
DL	0	0	0	0	0	0	0	0	0	0
ENL	10	2	0	16	6	6	0	0	0	0
Total	0	0	0	0	0	0	0	0	0	0

Number of ELLs who have an alternate placement paraprofessional: 1

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	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										4	1	7	1	0
Chinese														0
Russian														0
Bengali												1		0
Urdu														0
Arabic											2	1		0
Haitian										1	2	4		0
French										1			1	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)											2	1		0
Emerging (Low Intermediate)											1	1	1	0
Transitioning (High Intermediate)											1	4		0
Expanding (Advanced)										2	1	6	1	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													5	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												1	1	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	4		0	
Integrated Algebra/CC Algebra	13		2	
Geometry/CC Algebra				
Algebra 2/Trigonometry				
Math _____				
Chemistry				
Earth Science				
Living Environment	12		2	
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	14		2	
Geography				
US History and Government	4		1	
LOTE		1		0
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.
 To assess early literacy skills of ELL students, our school uses the NYSITELL exam. Students are administered this exam at the beginning of each year to determine their listening, reading, writing and speaking levels. The NYSITELL exam is designed to determine where to place students so they get the required number of minutes of ENL instruction. The NYSITELL exam is used as a guide for ELL instructions. According to the data collected from the NYSITELL and the NYSESLAT results, there shows a consistent pattern of students testing orally proficient, yet at a much lower level in reading and writing across all grades. However WATCH has had an influx of beginner 9th and 10th grade students.
- What is revealed by the data patterns across performance levels (on the NYSITELL and NYSESLAT) and grades?
 According to the data collected from the NYSITELL and the NYSESLAT results, data shows a consistent pattern of students testing orally proficient, yet at a much lower level in reading and writing across all grades. However WATCH has had an influx of beginner 9th and 10th grade students who are not proficient in English.
- How does your school use information about Annual Measurable Achievement Objectives? What does the data reveal? (see [SED memo](#) and [AMAO tool](#))
 The ENL program is mainly geared toward improving Reading and Writing, since these are the weakest areas for our students. At the same time, it is recognized that Listening and Speaking are pathways to improved Reading and Writing, so these instructional areas are not neglected. Rather, the ENL teacher uses Listening and Speaking as a scaffold to more accurate expression in Writing and deeper comprehension in Reading. At the time of the report the AMAO #1 data was not available. However based on NYSESLAT 2014 and 2015, 10 students proficiency level advanced to the next level, 3 students regressed and 4 students remained at the same level. The data this year revealed that WATCH reached 58% of improvement in English as measured by the NYSESLAT. The 6 students who did not improve are ELL-SWD students.
- 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.

- c. What is the school learning about ELLs from the periodic assessments? How is the home language used?

The program is a Free-Standing ENL program. Native language is used primarily between students to provide peer support at various times in classes. Where applicable, ties between English and the native language are made by the ENL teacher. Content area glossaries from the DOE are made available to students who are actually literate in their native languages. ELLs are also encouraged to make individual word banks or dictionaries, for specific content area material. State regents exams are also offered to our ELL students. ELL Periodic Assessments illustrate student growth throughout the year, outside of the NYSESLAT. For the stand alone ENL class, teacher-made assessments are given to students at the beginning of the fall term and then again at the beginning of spring to determine if their level of English is on par with NYSESLAT data results. Additionally, all content area teachers administer Baseline assessments to all students at the beginning of the school year.

5. 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

6. How do you make sure that a student's new language development is considered in instructional decisions?
The use of a child's second language in instructional decisions is based on the child's educational history as reported by parents at the initial interview, and the literacy level of the student in their L1. Content teachers meet with the ENL teacher regularly to discuss how to best implement bilingual/ENL strategies in the classroom to develop English language skills for ELLs.

7. 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).
To evaluate the success of the ENL program, our school examines the instructional model and student data based on the NYSESLAT, and Regents Scores. Throughout the year, we examine student progress on exams, class grades, credits and attendance. We look for trends amongst various populations of students, including the lowest third, ELL's, and Special Education students. Additionally, teachers evaluate if students are placing out of ENL or graduating from high school in a timely manner. Teachers, administrators, grade level inquiry teams, and the school wide inquiry team constantly review school programs, adjust curriculum, units and analyze students' progress to determine the success of our programs.

Part IV: ELL Identification Process

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

- 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.
During the intake process, parents are to meet with school staff. A translator will be present if needed. Furthermore, all documents will be translated into the parent's home language. Parents will be requested to submit any questions in their home language via email and their questions will be answered by a staff member who can communicate in that language if needed. If there is not such person available, the Language Proficiency Team (LPT) will contact the Translation and Interpretation Unit for assistance. The informal oral interview is broken into four levels. The first level is beginner. Students will be asked a series of questions. They will range from basic personal information questions about themselves and about their interest. If said student handles these question well, the next level (low intermediate) student will be shown three pictures and complete the sentence prompts which goes with the pictures. If the student handles this task well, the next level (high intermediate) of pictures will require the student to view three more pictures and answer two questions relating to each picture. Finally, for an advanced student, this individual will be asked to examine a series of pictures and create a story relating to the pictures.
- 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).

Students with Interrupted Formal Education ("SIFE") are placed into ENL programs in accordance with most recent NYSITELL results or NYSESLAT Results. In addition to ENL, students have access to support services that help transition into high school (i.e. Academic Intervention Services or Counseling).

After the intake process, the LPT will administer tests to determine the literacy and numeracy skills of the SIFE labeled student. The guidance counselor along with the ENL teacher, identify students as SIFE by examining their report cards and transcripts from their

home countries, administering assessments, and having conversations with the students about their educational background, parents and other classroom teachers. Students also complete the Academic Language and Literacy Diagnostic (ALLD) for testing the literacy and numeracy knowledge of the SIFE students.

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).

ELL students who are also identified as having special needs receive services from a special education teacher through collaboratively taught and pull-out classes. Special Educators work closely with the ENL teacher to ensure that the needs of ELL students with special needs continue to be met. ELLs with IEPs are scheduled the same as every other mandated ENL students in an all-inclusive classroom. The ENL teacher works closely with the Special Education Department to ensure that ELLs with IEPs are able to achieve their IEP goals, in addition to their required ENL services. Language Proficiency Team:

- a. Simone Clarke, Assistant Principal of Special Education
- b. Denise Palmer, ELA Coach
- c. Isabella Borketey, Math Coach and Data Specialist
- d. Yanique Bunsie, Science Teacher
- e. Paul Aboulafia, ENL Teacher
- f. Jean Dejoie, Guidance Counselor
- g. Gregory Balckman, Special Education Teacher

The timeline to accept or reject the LPT recommendation is 20 days.

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.

Each ELL parent/guardian whose student was in the ENL program the prior year receives an entitlement letter at the beginning of the school year. In addition to mailing directly to the home, a copy of letter is also backpacked; letter is constructed in the appropriate home language. For students new to the New York City school system, the entitlement letter is mailed and backpacked to the home based on the results of the LAB-R; for existing students the letters are mailed and backpacked to the home based on results of the NYSESLAT exam that indicates continued entitlement. WATCH does not offer TBE or DL support. Should a parent request such options, they are referred to the DOE placement office where the student can be assigned and appropriately linked to those services. In the event that Parent Survey's or Program selection forms are not returned, school personal reach out to parents. The primary individuals responsible for reaching out to parents are the members of our Language Acquisition Team and Inquiry Team members consisting of ENL teacher, school social worker, parent coordinator, school administrator, and guidance counselor. All entitlement letters are stored safely in a locked file cabinets in the records office.

Within the five day period after the NYSESLAT score is scanned, parents will be mailed and emailed (if possible) entitlement and non-entitlement notifications. All letters will be translated into the student's home language. Additionally, a follow-up will follow the mailing of the letter. Once the letter is signed and returned to the school, the letter will be placed in the student's individual cumulative folder.

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).

The ENL teacher is usually the point person who informs parents of their right to appeal ELL status. The ENL teacher reaches out to families. If ENL teacher is unavailable, then the school administrator or parent coordinator with the support of translation (from staff members proficient in parents' language) usually reaches out to parents.

All correspondence with parents will occur in the parent's home language. If the school cannot provide this service the school will make plans to use the Translation and Interpretation Unit for assistance.

Parents and students age 18+ will be notified of their right to appeal in the entitlement or non-entitlement letter. In the letter it will clearly state whether the student is eligible or not eligible for NYSITELL testing. If not eligible student will be given the option to request re-identification within 45 days. If after the 45 days of evaluation by the LPT the student is determined to be (or not) eligible for ENL classes a letter will be sent to the parent or the 18+ student to notify them of the LPT's results. Once the letter is signed and returned to the school, the letter will be placed in the student's individual cumulative folder.

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 a student is admitted to the NYC school system, parents are actively involved in the decision making process. This multi-step process ensures the identification, the appropriate placement, and educational services for every child in the New York City educational system. Parents are given a HLIS to identify the home language of each child. If the child is identified as an eligible candidate for ENL instructional services, an informal interview is given to the candidate by a pedagogical staff member and the NYSITELL is administered to identify the child as either an ELL or English Proficient. An entitlement letter is provided to parents to

inform them about the child's identification and the child is enrolled in the appropriate program within ten days. In order to enable parents to make sound educational decisions as to which program best meets the needs of their child, parents participate in several activities before they make a decision. Parents participate in an orientation that describes various programs for ELLs. At this time, parents view a parent information CD where program placement options are presented with clarity and objectivity. The parent orientation CD is available in multiple languages. Parent brochures are distributed in their native language to assure understanding of each available program. World Academy for Total Community Health (WATCH) High School offers a Small Group ENL Instructional program to conform to the parental choice selections. WATCH HS offers three periods of Stand alone ENL instruction with three periods of push-in instruction. The teacher in charge of explaining this program and the other programs offered by the DOE to parents is Paul Aboulafia a certified ENL teacher.

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.

The Parent Coordinator and ENL teacher reach out to parents to ensure that Parent Surveys and Program Selection forms are returned in a timely manner. Each ELL parent/guardian whose student was in the ENL program the prior year receives an entitlement letter at the beginning of the school year. Letters are mailed and backpacked directly to the students' home of record in the appropriate home language. For students new to the New York City school system, the entitlement letter is mailed and backpacked to the home based on the results of the LAB-R; for existing students the letters are mailed to the home based on results of the NYSESLAT exam that indicates continued entitlement. WATCH does not offer TBE or DL support. Should a parent request such options, they are referred to the DOE placement office where the student can be assigned and appropriately linked to those services. In the event that Parent Survey's or Program selection forms are not returned, school personal reach out to parents. The primary individuals responsible for reaching out to parents are the members of the LAngauge Aquistion Team and Inquiry Team members consisting of ENL teacher, school social worker, administrator, Parent Coordinator, and guidance counselor. All entitlement letters are stored safely in a locked file cabinet in the Record's office.

8. Describe how your school monitors the *Parent Survey and Program Selection* forms that have not been completed and returned. The Parent Coordinator alerts the Language Acquisition Committee about students and families who do not return the Parent Survey and Program Selection forms. The Parent Coordinator and ENL teacher then follows up with the families.

Before reaching out to parents, school staff will see that all parent correspondence occur in the parent's home language. If there is no one on staff to correspond all school related information to the parents, all involved staff will contact the Translation and Interpretation Unit for assistance. The Parent Coordinator and ENL teacher reach out to parents to ensure that Parent Surveys and Program Selection forms are returned in a timely manner. Each ELL parent/guardian whose student was in the ENL program the prior year receives an entitlement letter at the beginning of the school year. Letters are mailed and backpacked directly to the students' home of record in the appropriate home language. For students new to the New York City school system, the entitlement letter is mailed and backpacked to the home based on the results of the NYSITELL; for existing students the letters are mailed to the home based on results of the NYSESLAT exam that indicates continued entitlement. WATCH does not offer TBE or DL support. Should a parent request such options, they are referred to the DOE placement office where the student can be assigned and appropriately linked to those services. In the event that Parent Survey's or Program selection forms are not returned, school personal reach out to parents. The primary individuals responsible for reaching out to parents are the members of the LAngauge Aquistion Team and Inquiry Team members consisting of ENL teacher, school social worker, administrator, Parent Coordinator, and guidance counselor. All entitlement letters are stored safely in a locked file cabinet in the Record's office.

9. Describe how your school ensures that placement parent notification letters are distributed. The Parent Coordinator and school secretary ensure that placement parent notification letters are distributed through the mail and backpacked home.
10. Describe how your school retains all ELL documentation for each child (i.e., HLIS, non-entitlement, and entitlement letters). The school retains all ELL documentation for every child and this is coordinated by the ENL teacher who works with the pupil personnel secretary. All records are maintained in the school's records room in an organized manner.
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.

Students are placed in the ENL instructional program based on the scores from the or NYSITELL and NYSESLAT examinations. The scores indicate the level of proficiency: Beginner/Entering, Low Intermediate/Emerging, Intermediate/Transitioning, Advanced/Expanding, Proficient/Commanding ENL. If possible, consultations and communications with parents are handled by bilingual personal employed at the school. In the event that no school personal is able to translate, translators are sought through the New York City Department of Education.

12. Describe how your school ensures that continued entitlement and transitional support parent notification letters are distributed. The ENL teacher ensures that continued entitlement and transitional support parent notification letters are distributed. This teacher works with the Parent Coordinator to distribute the letters. Before reaching out to parents, school staff will see that all parent correspondence occurs in the parent's home language. If there is no one on staff to correspond all school related information to the

partents, all involved staff will contact the Translation and Interpretation Unit for assistance. The ENL teacher ensures that continued entitlement and transitional support parent notification letters are distributed. This teacher works with the Parent Coordinator to distribute the letters.

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).

The majority of our parents (85% approximately) express an interest in the Free Standing ENL program utilizing the extended program with one-to-one support and small group instruction. The ENL teacher will conduct a survey to collect information monitoring parents knowledge of their student's ENL program. This will be used to refresh parents' knowledge on their student's ENL program and testing updates and parent's overall rating of the ENL program. Collected information will go into the students individual folder. Before reaching out to parents, school staff will see that all surveys are written in the parent's home language. If there is no one on staff to translate this survey, school staff will contact the Translation and Interpretation Unit for assistance. In addition to collecting data on parents, periodic check-ups with content area teacher will occur.

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.
WATCH implements a Small Group ELL Instructional Program/Freestanding ENL from 9th -12th grade. Students are organized by proficiency level (beginner, intermediate, advanced) and receive ENL services in pull-out/push-in classes. The primary goal of our ENL program is to foster full English Proficiency in a supportive risk-free classroom environment as well as to: expand literacy and academic language and provide students with skills that will allow them to perform at city and state grade level in all subject areas.
The ENL program at WATCH provides courses that meet the state requirements for ENL programs. Students are grouped for their ENL classes homogeneously according to their proficiency and grade levels as indicated on either the LAB-R or NYSESLAT examination.
Freestanding ENL programs are offered in a self-contained environment as well as an integrated classroom setting. The ENL teacher has a separate room and meets with pull-out ELL students. ELL students who are also identified as special needs students receive Co-Integrated Teaching services for core-subjects. Beginner students receive additional literacy instruction in a pull-out class. ELLs are also offered additional support two days per week (one hour each) during Extended Learning (ELT) Program.
- b. TBE program. *If applicable.*
Paste response to questions here: 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)?

Free-standing ESL programs are offered in a Block Schedule. Beginner/Entering ELL's receive 540 minutes a week, low intermediate/emerging ELLs receive 360 minutes of service a week and intermediate/transitioning and advanced/expanding ELLs Receive 180 minutes per week.

Beginner/Entering ELLs will receive 260 minutes of stand alone ENL and 180 minutes of intergrated ENL. Low intermediate/Emerging studetns will receive 90 minutes stand alone ENL and 180 minutes integrated ENL/ELA and 90 minutes intergrated ENL with social studies. Intermediate/Transitioning ELLs will receive 90 minutes ELA and 90 minutes integrated ENL with social studies. Advanced/Expanding ELLs will receive 180 integrated ENL/ELA instruction. Proficient/Commanding ELLs will receive 90 minutes of ENL/ELA integrated ENL. Students

are grouped in homogenous classes based on proficiency levels. Students are graded individually based on New York State Standards in conjunction with a teacher designed grading scale.

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.

Content is delivered mainly in English to immerse students in their new language. Students use texts that are modified or supported with graphic organizers and other learning tools in order to aid in comprehension. ENL students read the same texts as native speakers when appropriate in order to foster language development and meet the demands of the Common Core Learning Standards. Our ENL students have the support of the ENL teachers as well as general education teachers. Multiple modalities within instruction such as audio books, flashcards, tactile manipulatives, and sentence starters are used to enhance instruction and prepare students for the rigors of the Common Core. Students receiving ENL services use Language! and EDGE. Language! is a comprehensive literacy program by Sopris West. The program focuses on phonemic awareness, morphology, reading comprehension, spelling, grammar and writing skills. Pearson's Ilet is also used to support fluency building. In addition, computers are available in the ENL classroom for students use. Laptop carts and Smartboards are also available for classroom use. Students often use computers and iPads to help translate words or phrases directly. The ENL teacher also works collaboratively with the teachers in each discipline using an accommodation log to keep track of individual students instructional needs, learning style areas requiring remediation as well as class successes.

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

N/A

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

ENL students are given a baseline assessment in all four modalities at the beginning of the year. Their progress is monitored through formal and informal assessments throughout the year, culminating in the NYSELAT. All data and assessments are analyzed, compared, and used for planning and next step support for students. The ENL teacher uses various instructional models, including the SIOP model, to target all four modalities in each lesson. The ENL teacher gives a midterm and final every marking period to assess reading and writing modalities. These modalities are also assessed throughout each semester via projects and various in-class reading and writing assignments. Students are able to show progress in listening skills through listening exercises, responding to video and discussions. Student speaking skills are evaluated informally when they lead class discussions or activities, and formally when they give graded oral presentations. The NYSELAT assesses all four modalities once a year.

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 status

6. a. Students with Interrupted Formal Education ("SIFE") are placed into ENL programs in accordance with most recent NYSITELL results or NYSELAT Results. In addition to ESL, students have access to support services that help transition into high school (i.e. Academic Intervention Services or Counseling). Additionally, all lessons are taught to activate background knowledge with brainstorming and graphic organizers. Teacher instructs students how to use graphic organizers and strategies. Lessons are designed to develop interest and use predictable English in coordination with the student's home language. Lessons are adjusted to students' level and are created to challenge them in moving towards academic growth.

b. Beginner ELLs receive 540 minutes of ESL services per week. Beginner ELLs (1-3 years) are provided three 90 minute ESL classes per day. Beginner ELLs are taught in small self-contained classes, homogeneously grouped according to proficiency level. Instruction for Beginner ELLs is aligned with Common Core ELA Standards and New York State ESL Standards. Students are provided instruction in reading, speaking and writing from the certified ENL teacher. To incorporate the Common Core State Standards for ELA content, the ENL teacher meets with ELA teachers in a Professional Learning Community and for common planning three days a week. Teacher instructs students how to use graphic organizers and strategies. Lessons are designed to develop interesting and predictable English vocabulary in coordination with the student's home language. Additionally, students are moved incrementally from concrete to abstract concepts. Emphasis is placed on high frequency words and vocabulary is explicitly taught. Lessons are adjusted to students' level and are created to challenge students to move towards academic growth.

c. Intermediate ELLs (4-6 years) receive 360 minutes of ESL instruction per week. Students are placed in 90 minute block classes that meet daily in a self-contained setting. Students are programmed for small group instruction and are placed in homogenous groupings based on proficiency level. Instruction for ELLs is aligned with Common Core ELA Standards and New York State ESL Standards. Teacher instructs students how to use graphic organizers and strategies. Lessons are designed to develop interest in predictable English in coordination with the student's home language. Additionally, students are moved incrementally from concrete to abstract concepts. Emphasis is placed on high frequency words and vocabulary is explicitly taught. Teacher instructs students how to use graphic organizers and strategies. Lessons are designed to develop interesting and predictable English vocabulary in coordination with the student's home language. Additionally, students are moved

incrementally from concrete to abstract concepts. Emphasis is placed on high frequency words and vocabulary is explicitly taught. Familiar information is taught in a new context. Related information taught in class is then related to the student's real life experiences. Lessons are adjusted to students' levels and are created to challenge them to move towards academic growth.

d. Long Term ELLs (6+ years) receive 180 minutes of ESL services per week. Students are programmed for 1 45 minute class each day. Instruction is delivered in a small group from a certified ENL teacher. Students are placed into homogenous groups based on proficiency level. Teacher instructs students how to use graphic organizers and strategies. Lessons are designed to develop interest in predictable English in coordination with the student's home language. Additionally, students are moved incrementally from concrete to abstract concepts. Emphasis is placed on high frequency words and vocabulary is explicitly taught. Teacher instructs students how to use graphic organizers and strategies. Lessons are designed to develop interest and predictable English vocabulary in coordination with the student's home language.

e. Students who have placed out of ESL as per their NYSESLAT results are integrated into general education classes. Students have access to support from the ENL teacher or other school personnel as needed. All former ELLs will receive .5 units or its equivalent of integrated ENL in ELA Core Content Area. Lessons will be designed to meet their language needs, to build on background knowledge and strategies learned in previous standing ENL classes.

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.

Accreditation committee and Language Acquisition Team engage in transcript revision for necessary scheduling/programming and instructional planning to close instructional gaps. Extended Learning (ELT) time is used to repair or close credit gaps. Additionally, for students who are going through a re-identification appeal, classroom teacher will be requested to track student's progress during classroom activities and report findings to the LPT. Teachers are to track the student's Listening, speaking, reading and writing abilities to see if ENL service is needed on progress sheets established by the school protocols. Every ten days teachers will meet to see if the students are eligible for ENL services by the 40th day a final report will be written and by the 45th day and the LPT will make their final assessment known.

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?

ELL students who are also identified as having special needs receive services from a special education teacher through collaborative taught and in pull-out classes. Special educators work closely with the ENL teacher to ensure that the needs of ELL students with special needs continue to be met. Lessons are then adapted: for example, language is simplified, checking in for comprehension, periodic summaries and reviews, tasks are broken into easier steps and learning is connected to students' experiences. Additionally interactive whiteboards are used for presenting multimedia lessons. Also the utilization of the learning management system Schoology is used. Students can use this platform to review lessons and upload assignments. Material used for all groups include dictionaries, postits, highlighters, iPad for translations. Additionally modified graphic organizers to meet the needs of each student's learning abilities.

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?

The ENL teacher works closely with the Special Education Department to ensure that ELLs with IEPs are able to achieve their IEP goals. We use differentiation, guided notes, scaffolding of material to support ELL-SWDs in meeting their IEP goals. Collaboration between Special Education teacher, general education teachers and the ENL teacher create an effective network for our students.

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.

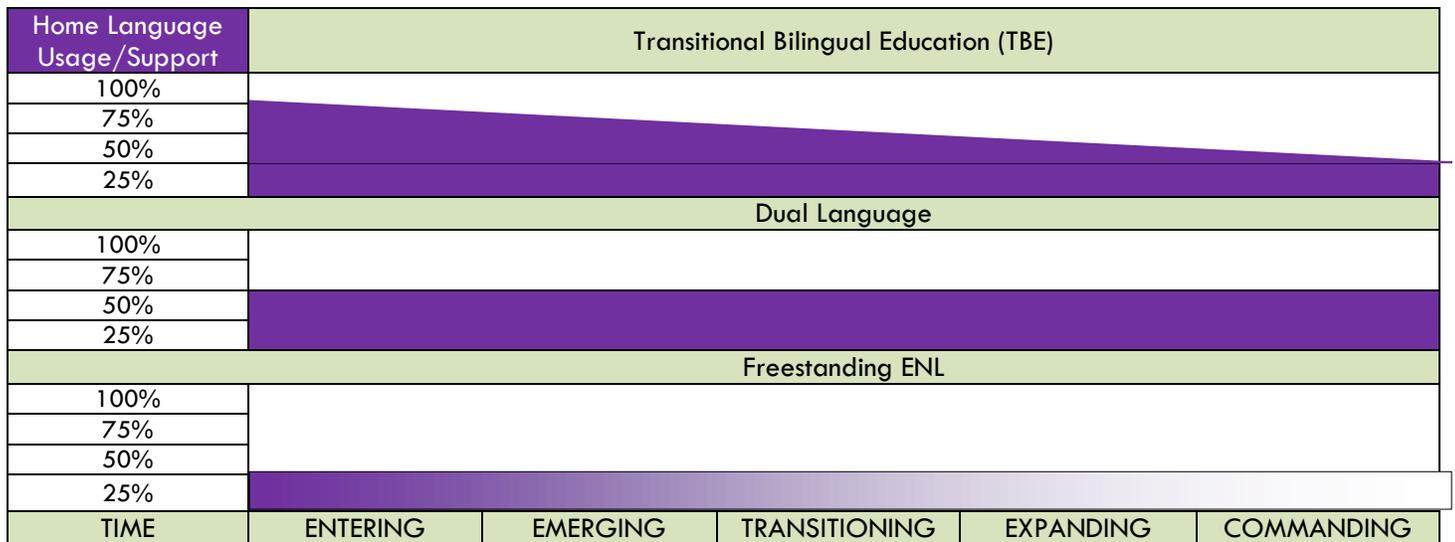


*Note “other approved services” does not apply to New York City at this time.

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.
WATCH provides a range of services for our ELLs population. There is extended learning program that provides Academic Intervention Services, with the additional assistance they may need in any of the content areas. This service is provided in English. WATCH provides all beginner ELLs with 1.5 hours a week of instruction in the program Foundations Learning which is phonics based learning program. Additionally, students are provided with intervention through APEX, which allows them to acquire knowledge in content areas in Spanish, French, or Haitian-Creole. Students' ENL curriculum is linked to what students are learning in ELA, Global and American Government, intended to support their capacity in the content area classes. Students are able to participate in Saturday Schools, which focuses on Math, ELA, Social Studies and Science content areas. The school is also making iLIT available to target specific gaps in reading skills. Several of the ELLs take advantage of the afterschool tutoring offered by the ENL teacher as well as content area teachers.
11. Describe the effectiveness of your current program and how it is meeting the needs of your ELLs in both content and language development.
The effectiveness of the current program varies by student. The majority of newly arrived students are able to meet the targets, yet long term ELLs struggle to improve in areas such as reading and writing. The data also shows that many ELLs continue to struggle with Regents exams in all content areas. In all ENL classes, the teacher continues to support ELLs to acquire competency in English and to be prepared for college and careers by aligning instruction with the Common Core Standard. We continue to use authentic, high-interest age-appropriate texts to strengthen English language skills in listening, reading and writing for understanding and information, note-taking, analyzing, interpreting and evaluating a wide range of texts from different genres, and producing extended writing pieces in a variety of formats. Students are familiarized with Regents tasks from the beginning levels of instruction. They are also trained in the function and use of rubrics for evaluation.
12. What new programs or improvements will be considered for the upcoming school year?
Depending on the needs assessment of the ELLs we have curricula 21, a pearson coach to engage in curricula and units modification and align assessment to fortify existing program. Existing programs have been assessed and are working well in order to address students' needs.
13. What programs/services for ELLs will be discontinued and why?
None
14. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
Students receiving ENL services are afforded equal access to all school programs. Students receiving ENL are mandated to attend the Extended Learning program after school and/or Saturdays. Students also are provided equal access to all elective courses. Additionally, students are encouraged to participate in school's extracurricular activities, including sports teams and clubs. These programs include but are not limited to: AIS, Online Music Courses, APEX, Career and Financial Management, Regents Prep Classes, Saturday School, Clubs, Soccer, Football, and Baseball.
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.
Students receiving ENL services uses the Language! and EDGE program. Language! is a comprehensive literacy program by Sopris West, as well as llet by pearson, a fluency building program. Language! and EDGE focuses on phonemic awareness, morphology, reading comprehension, spelling, grammar and writing skills. In addition, computers are available in the ENL classroom for students use. Laptop carts and Smartboards are also available for classroom use. Students often use computers and iPads to help translate words or phrases directly.
16. How is home language support delivered in each program model (DL, TBE, and ENL)?
In the ENL classroom all handouts are written in English and translated into the student's home language. Additionally, all reading are translated. If translation is not available students can use computers to translate needed text. Furthermore, students are require to use English as well as their home language dictionaries.
17. Explain how the school ensures all required services/resources support and correspond to ELLs' ages and grade levels.
All mandated services meet the emotional, social, academic-grade and age level- needs of all ELL students. In addition, students engage in check-in sessions with guidance counselors to determine how students are assimilating to the school's culture. School engages in ongoing outreach to keep parents abreast of how students are handling the new transition and also to get support in terms of how students are doing at home. The school has also created a shared space where students can go to and engage in games and other social activities with their peers; shared space houses reading materials/literature in multiple languages and leveled texts. The LPT utilizes the all of the student's information found on IEPs and other assessments to create a plan to meet the needs of the student. Once this information is assess, teachers work on simplifying language, breaking tasks in to easier steps, highlighting critical learning strategies, responding to student's progress positively, pacing lessons according to student's needs. Reducing the number of concepts needed to be learned. ELL-SWDs will also work with their special education teacher and paraprofessional (if assigned). ELL-SWD will be placed in their required academic courses in the secondary level.

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).

Newly enrolled ELL students have the opportunity to receive support during school in Extended Learning (AIS) facilitated by ENL teacher. Students may attend AIS Tuesdays through Thursdays during lunch (lunch and learn). AIS instruction is delivered in small group and focuses on Regents Prep or any other academic needs of students in attendance on an individual basis.

19. What language electives are offered to ELLs?

Spanish is offered as an elective for all students at our high school. Spanish instruction is offered for levels 1 -6. Instruction is provided by a native Spanish speaker who is also fluent in English.

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.)

The ENL provider attends professional development workshops offered by the New York City Department of Education as well as our other outside organizations and school's Affinity Group. In addition on-site, school based professional development is offered to teachers the third Monday of every month from 2:25 p.m. - 3:35p.m. Administrators, teachers, and support personnel deliver professional development on various instructional and social topics. PDs for ELL personnel also include posted PDs offered by the DOE, UTF, and Affinity Group. It is an ongoing and comprehensive plan consisting of interdisciplinary teacher academies. Teachers, Guidance Counselors and Assistant Principals share research-based Bilingual/ENL methodologies and practices in order to enhance English Language Learners' performance in ENL, ELA and ENL content-area classes (as mandated by Federal Legislation) and their performance on the NYSESLAT and Regents Examinations. In accordance with the New York City Department of Education's Children First guidelines, the interdisciplinary teams of teachers collaborate to incorporate six main types of scaffolding. We ensure that ELLs benefit from strong instruction in English through a rigorous core academic curriculum. We focus on sharing practices that accelerate language acquisition and content-area skills mastery, focusing on skills that are especially challenging for ELLs. We ensure continuity of initiatives by using specialized curricula developed over the years. Interdisciplinary teacher teams meet to share ENL methodologies and practices and to be trained in assessment methodologies. Professional development efforts have also been focused on the development of training packets for English Language Learners to familiarize them with the terminology of the ELA Regents Tasks.
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?

ELL students transitioning from middle to high school receive instruction in small pull-out and interactive push-in classes. The small setting increases the instructional intensity offered to incoming ELL students. Additionally, WATCH is a small school with an extremely supportive staff. ELL students receive on-going support from the ENL provider outside of regular class time as needed. Students (and parents) also have access to language support from bilingual personnel including a bilingual school aide and foreign language teacher. The school offers guidance counselors ongoing training in ensuring that ELLs are transitioning smoothly. We offer a wide range of professional development opportunities to teachers of ELLs in supporting ELLs as they engage in the Common Core Learning Standards. In Department Meetings and teacher team meetings we continually revise and update curricula to reflect alignment with the Common Core and UDL Guidelines. We work on lesson planning through Backward Design and train teachers in infusing the CCLS and the UDL Guidelines into their lessons. We train teachers in designing effective questioning techniques to strengthen their lessons by infusing academic rigor in accordance with the CCLS. In teacher teams we examine student work and develop protocols for assessing student work in light of the CCLS and the UDL Guidelines. Through Faculty Meetings, Department Meetings and Professional Development Workshops teachers share best practices for implementing the CCLS across the disciplines. We will use data from the ELA predictive for the Common Core ELA Regents to inform instruction in terms of empowering students to formulate and defend arguments based on the reading and interpretation of informational text. In Title III Professional Development workshops interdisciplinary teacher teams share methodologies for assessing student work in light of the CCLS.
3. What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?

The pedagogue responsible for ENL services provides at the beginning of each semester Professional Development intended to inform staff of the needs and progress of ELL students. The ENL service provider also is a part of Professional Learning Communities (English Department), Language Acquisition Committee and Grade Level Inquiry Teams. Records are maintained in a locked file and updated as required per DOE request
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.

Records of PD attendances are kept in the personal files of any teacher or staff who attend PDs. we continue to conduct ongoing training for all staff through teacher teams, department meetings, staff development days and other staff trainings throughout the school year. There are four two-hour trainings scheduled in the Fall Semester of 2015.

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?
PTA meeting, ELLs Parent Conferences (2 times in a year), SPEDS Parent Meeting, Annual Reviews for SPEDs, Parent Messages and Personel Outreach; staff members proficient in student home language support parents with translation. Translation unit is usually utilized to provide written communication.
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 here:
3. Describe ELL parent involvement in your school. Include specific activities that foster parental involvement for parents of ELLs. Upon entrance into the school system, ELL Parents are given the HLIS. If students are eligible for ENL services, parents are informed of instructional models for ENL. Parents of students already receiving ENL instruction are contacted by the school establish communication and describe what services will continue to be delivered. Twice a year, WATCH hosts a parent-teacher night. Parents are able to conference with teachers and administrators during this time. Invitations for conferences are available for parents in native language. Bilingual staff members are available to translate at parent teacher conferences. Additionally, all parents are also invited to attend school PTA meetings. To provide full disclosure of student performance, WATCH uses Datacation. Parents, teachers and students have access to information on Datacation. Teachers post attendance, grades, assignments and anecdotal accounts that are available to parents and students; the school also provides training for all parents on effectively navigating the system. The Parent Coordinator has also set up New York City Schools Accounts for all students and parents. Bilingual staff members are available to translate and communicate information to parents. Throughout the school year, teachers maintain ongoing communication with parents to ensure that students' needs are met. Bilingual staff members are available for translations at both informal parent/teacher meetings and IEP conferences for students who are receiving additional services in Special Education. Parents of ELLs are invited and encouraged to attend all schoolwide activities including workshops and engagement activities. ELLs parents are also strongly encouraged to join the school leadership team and actively participate in school decision makings.
4. Does the school partner with other agencies or Community Based Organizations to provide workshops or services to ELL parents?
WATCH is a partnered with New Visions Affinity Group and Brownsville Family Services. New Visions Affinity provides professional development for teachers and consultative services. As apart of the relationship with Brownsville Health Services, students are encouraged to explore internships and career opportunities in the medical profession. Students have access to health services from the clinic within the school building. WATCH also partners with the STAR program that provides academic and social support to at-risk students. Parents of ELL students are invited to take part in any supportive services provided by these organizations.
5. How do you evaluate the needs of the parents?
The needs of ELL parents are evaluated through the School Survey and the Home Language Instruction Survey. Additionally, the school's guidance counselor, social worker, parent coordinator, teachers and service providers maintain ongoing communication with parents to ensure their needs are being met. Bilingual staff members are available to provide translations as necessary. If translation needs cannot be met within the school, outside services are sought and paid for by the schools funded Language Translation Line.
6. How do your parental involvement activities address the needs of the parents?
Parents are given ample opportunities to communicate with teachers, administrators, related service providers and support staff through various outreach programs at our school. Parents are invited to Parent Teacher Conferences each semester. In addition, parents are invited to express their concerns and needs at PTA meetings. Parents are a part of both the PTA and School Leadership Team. Additionally, school personnel including teachers, parent coordinator, grade advisors, the school guidance counselor, and school social worker maintain ongoing communication with parents of ELL students.

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:

School Name: <u>WATCH</u>		School DBN: <u>19K510</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)
Claudette Christie	Principal		11/12/15
David Rivera	Assistant Principal		11/12/15
Patrice White	Parent Coordinator		11/12/15
Paul Aboulafia	ENL/Bilingual Teacher		11/12/15
Jacqueline Almonte	Parent		11/12/15
Donna Dawson	Teacher/Subject Area		11/12/15
Tracey Neiman	Teacher/Subject Area		11/12/15
Denise Palmer	Coach		11/12/15
Isabella Borketety	Coach		11/12/15
Edwidge Dejoie	School Counselor		11/12/15
Donal Conyers	Superintendent		11/12/15
Samuel Rodriquez	Borough Field Support Center Staff Member <u>_____ Affinity</u> <u>Group</u>		11/12/15
Sean Johnson	Other <u>Related Service Prov</u>		11/12/15
	Other _____		1/1/01
	Other _____		1/1/01

2015-2016 LANGUAGE TRANSLATION AND INTERPRETATION PLAN

Requirement under Chancellor's Regulations – for all schools

DBN: 19K510 School Name: WATCH
Superintendent: Conyers

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.

Once the parents or guardians of a child enter our school, the teachers at the school start the assessment process by discussing the home language with the family. Upon an initial meeting, parents are given the New York City Department of Education Parent/Guardian Home Language Identification Survey. During the enrollment process, a trained pedagogue will administer the home language survey. Currently, we have five basic language groups that we service: Spanish, Arabic, Haitian Creole, French and Bengali. This process also includes interviews with parents in their home language if translators are available. Upon reading the parents' answers, the school will provide written information to the parents in the home language. Additionally the school will provide the parents with a person who can communicate in their home language

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.

Spanish
Haitian Creole
Arabic (Yemeni)
Bangladeshi
French

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.)

Annual handbooks (first day of school)
Newsletters (monthly)
Calendars (monthly)
Parent-teacher conference announcements (September 30 November 19 November 20 March 10 and March 11 May 10)
After-school program information
New York State testing dates
Parent/Guardian Home Language Identification Survey
NYSITELL Eligibility Survey
Entitlement Letter
Non Entitlement/Transition Letter
Parent Survey and Program Selection Form
Placement Letter
Default Program Placement Letter/Letter Not Returned From Parent

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.

Formal Meetings
September 30th WATCH Family Night
October 26th ENL Parent Meeting 6:00pm -7:30 pm
November 19th (night) Parent-teacher conference
November 20th (afternoon) Parent-teacher conference
March 10th (night) Parent-teacher conference
March 11th (afternoon) Parent-teacher conference
May 10th (night) Parent-teacher conference
Face-to-face Annual Meeting with Parents TBA
Attendance, guidance and/or Academic reach-out meetings will occur two weeks before the end of each marking period.
Re-identification Meet with Parents TBA

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.

Translation for all documents that are disseminated to families are translated in-house by staff members through parent volunteers, and our Lead Partner support personnel.

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.

Many of our parents speak a language other than English. Therefore they will need material translated and services in their home language. It is important that the school utilizes the Translation and Interpretation Unit. As such for Spanish speaking parents, informational and question-and-answer sessions and documents will be translated into Spanish. For all other languages, the school will contact external services for assistance i.e. vendors. Additionally, parent coordinators and other staff will work closely with the ELL specialist and administrators to find individuals who can communicate in the language of the parent as there are several staff members who speak languages other than English. The school ensures that these staff members are made available to support parents with translation whenever the need arises.

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.)

Signs in multiple languages are posted in key locations within the school that alert staff, students, and parents/guardians as to school personnel they can see to acquire a copy of Parent Bill of Parents' Rights in their spoken language. Additionally, in order to communicate effectively with parents who do not speak English, it is important that as per Chancellor's Regulation A-663, the school provides meaningful opportunity to participate and have access to programs and services critical to their child's education. One way of doing this is by professional development opportunities where teachers and staff know where to go for language assistance for languages other than English. For example, teachers and staff are guided in how to contact the Translation and Interpretation Unit of the NYDOE, how to use the Language ID Guide and Language Palm Card. Additionally, follow up emails will be sent throughout the year to remind teachers and staffs of the translation and interpretation services provided.

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

The school will provide interpretation services in Spanish by pedagogue or staff member who can speak this language. For parents who speak Arabic, Haitian Creole and Bengali, the school will contact the Translation and interpretation unit for further assistance, to the maximum extent possible within the budget of the school for the services during regular business hours for parents whose primary language is not English

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)

The school will implement parent surveys and feedback documents where parents will be able to voice their satisfaction, concerns, and recommendations for improved support. Parent Coordinator will engage in ongoing outreach and action plan for next step improved support for parents. Pedagogues will continue to use the contractual outreach time to communicate with parents/guardians.