



2015-16
SCHOOL COMPREHENSIVE EDUCATIONAL PLAN
(SCEP)

DBN: (i.e. 01M001):

17K528

School Name:

THE HIGH SCHOOL FOR GLOBAL CITIZENSHIP

Principal:

MICHELLE ROCHON

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Section 1: School Information Page

School Information

School Name: The High School for Global Citizenship School Number (DBN): 17K528
Grades Served: 9-12
School Address: 883 Classon Ave
Phone Number: 718-230-6300 Fax: 718-230-6301
School Contact Person: Marsha Gordon Email Address: Mgordon11@schools.nyc.gov
Principal: Michelle Rochon
UFT Chapter Leader: Jeremy Bucaria
Parents' Association President: Malcolm Hayes
SLT Chairperson: Kabeya Mbuyi
Title I Parent Representative (or
Parent Advisory Council
Chairperson): Malcolm Hayes
Student Representative(s): Keya Gill
Shavonne Campbell

District Information

District: 17 Superintendent: Michael Prayor
Superintendent's Office Address: 6565 Flatlands Ave., Rm 112 Brooklyn NY 11221
Superintendent's Email Address: mprayor@schools.nyc.gov
Phone Number: 718-968-4100 Fax: _____

Borough Field Support Center (BFSC)

BFSC: Brooklyn South Field Support Center Director: Cheryl Watson-Harris
415 89th Street – 4th Floor – Room 407
Director's Office Address: Brooklyn, NY 11209
Director's Email Address: cwatsonharris@gmail.com
Phone Number: (718)759-4932 Fax: (718)935-3909

Section 2: School Leadership Team (SLT) Signature Page

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

Directions:

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

Name	Position and Constituent Group Represented	Signature (Blue Ink)
Michelle Rochon	*Principal or Designee	
Jeremy Bucaria	*UFT Chapter Leader or Designee	
Malcolm Hayes	*PA/PTA President or Designated Co-President	
	DC 37 Representative (staff), if applicable	
	Title I Parent Representative (or Parent Advisory Council Chairperson)	
Shavonne Campbel I	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
Keya Gill	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
Alex Lord	CBO Representative, if applicable	
Kabeya Mbuyi	CSA	
Princess Francois	UFT	
Michelle Gaul	PA	
Joselyn Alexander	PA	
	Member/	
	Member/	

Name	Position and Constituent Group Represented	Signature (Blue Ink)
	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.

THE HIGH SCHOOL FOR GLOBAL CITIZENSHIP

Located in the Prospect Heights area of Brooklyn, the High School for Global Citizenship is a small school with a big vision. Our motto is "Bridging the gap between the classroom and the world."

MISSION STATEMENT

The High School for Global Citizenship is a community of active learners and problem solvers who are engaged participants in a multidisciplinary and experiential approach to learning both in and outside of the classroom. Our school is committed to both academic achievement at the highest standards and to the promotion of diversity, justice, human rights, and the democratic process.

WHAT IS GLOBAL CITIZENSHIP?

Global Citizenship describes individuals who share an awareness of and a concern for the health and well-being of humanity and our planet. Global Citizens recognize that certain current issues and problems require global attention and action.

5 TENETS OF GLOBAL CITIZENSHIP

These priorities include the promotion of:

- PEACE – the non-violent resolution of conflict;
- JUSTICE– the guarantee of a standard of living above poverty and basic human rights for all;
- SUSTAINABILITY – the responsible development and protection of our natural environment and resources;
- DIVERSITY – tolerance of and respect for differences across humanity; and,
- DEMOCRATIC PARTICIPATION – the right to participate and express an opinion in one's government and political process.

GLOBAL CITIZENS

- Recognize that these goals have not yet been universally achieved in today's world.
- Understand the connections between their local actions and experiences and what is happening in the rest of the world.
- Use this awareness and understanding to effect positive change in the world.

OUR STUDENTS WILL

- Develop skills and attitudes necessary for success in college and in the 21st century economy, including constant and active learning, effective communication, problem-solving skills, and effort/perseverance.
- Acquire specific content knowledge and skills, will be able to meet New York State Commencement Learning Standards and requirements for graduation, and will demonstrate academic readiness for competitive colleges/universities.
- Gain a heightened awareness of current issues facing our global community and will develop a global perspective (which includes a foundation of knowledge about global conditions and events, empathy/concern for condition of others, and recognition of their power to effect positive change in the world).

HSGC ACHIEVES ITS MISSION BY

- Creating a school culture based on high expectations for student learning and behavior;
- Designing our curriculum and core learning experiences around problems and questions;
- Making the curriculum interdisciplinary, interconnected, and focused on global issues;
- Providing opportunities for students to learn and experience their learning inside and outside the classroom;
- Offering multiple layers of support to our students

THREE GUIDING PRINCIPLES of HSGC

- ONE MIC: One person speaks at a time. Give full attention to the speaker. Listen actively and wait patiently to speak.
- SAFE SPACE: Help create a space in which everyone feels comfortable sharing ideas. Show respect by honoring everyone's physical and mental space.
- PARTICIPATION: Actively engage in all activities. Get involved by bringing a positive attitude, open mind, focused listening and critical ideas to class.

PARTNERSHIPS

We have several strategic partnerships that help us to achieve our mission. Please see a detailed list at <http://www.hs-gc.org/#!partnerships/c1tjb>. Our leading partner is Global Kids.

WHAT WE OFFER

College and Career Readiness

- College Advisory classes for all grades to guide students through each step of the college application process
- College/career centered school-wide events: Career Day, College Rush Week, College Pride Days, SAT Registration Drive
- Peer Leader Program: students spend 4 days/3 nights at a college to train as leaders to mentor their peers in school year
- College tours to various CUNY, SUNY, and private college institutions

- Careers in Focus Program: attend career panels, job shadowing days and participate half-day internships

EXCITING, RIGOROUS COURSES

AP CLASSES

Calculus, US History, English Literature & Composition, English Language & Composition

COLLEGE CREDIT COURSES

Students can take college courses at Medgar Evers College (3 blocks away!), Long Island University & Monroe College

ADVANCED STEM CLASSES

Principles of Biomedical Science, Computer Science, Chemistry, Anatomy & Physiology, Algebra 2/Trigonometry

21st CENTURY STEM EDUCATION

- Brand new Mac computer lab
- Hands-on lab experience
- New science lab equipment
- Attend various conferences including Columbia University's Engineering Exploration Experience (E3), Ten80 STEM Challenge, STEM Matters/Citizen Science Research Symposium, and Made with Code by Google
- STEM partnerships with Project Lead the Way, Girls Who Code/ Black Girls Code, Brooklyn on Tech, ScriptEd, and more!

EXPERIENTIAL LEARNING

TRAVELING THE WORLD

HSGC Students travel the world. Places have included:

* Bosnia * Costa Rica * Kenya * Thailand * Heifer Ranch, Arkansas *

* Washington, DC * Philadelphia, PA * and more *

COMMUNITY SERVICE REQUIREMENT

At HSGC, we require all students to perform 25 hours of community service each year in order to graduate, totally 100 hours over the 4 years. We organize several community service events throughout the year including an annual breast cancer walk and blood drives.

ENRICHING STUDENT LIFE

PERFORMING ARTS ACTIVITIES:

- Chorus, Musical Theater, and Hip-Hop Dance through Purelements; Step through Break the Stage

OTHER CLUBS:

- National Honor Society, Peer Leaders, Girls Who Code Club, Game Design Club, Student Government

SPORTS TEAMS:

- Basketball, Indoor and Outdoor Track, Cross Country, Soccer, Cricket, Swimming, Weight training

SCHOOL-WIDE EVENTS:

- Talent show, staff v. student basketball game, monthly assemblies, and more

Per our most Recent QR findings**What the school does well and Area of**

The school carefully leverages time, staff, and other resources to support instructional goals aimed at accelerating student learning and improving teacher practice across the school. (1.3)

- With a three-year school improvement plan in place, the school uses its resources to achieve its instructional goals aimed at raising the level of teacher effectiveness and increasing student progress. Following careful analysis of student and teacher performance data, the school leveraged a number of resources to meet its goals. First, the school identified the 9th grade as a critical year to ensure credit accumulation and on-time graduation. Deepening the College Launch advisory class, the school contracted Global Kids to support the incoming cohort with embedded learning during the day, as well as providing a vibrant after school program to support social-emotional as well as academic growth. To address student learning needs in literacy, student programming across the school supports three levels of classes: ramp-up, regular, and honors.

- Ramp-up provides one hundred minutes of English language arts instruction separated into two classes: one focused on developing reading skills and the other, writing skills. The school offers Advanced Placement English language arts to students who meet the criteria of the class. The school leverages its budget as well as hiring and teacher assignments to strategically staff the additional courses, allowing for data-driven, individualized programming. Staff were selected and hired during the summer to teach these courses, and professional development and curricular design took place at that time and continues as job-embedded professional development. Teacher common planning and team time increased to five days a week, allowing staff to collaborate and receive weekly professional development geared toward meeting student learning needs, including English language learners and students with disabilities, as identified by diagnostic, formative and summative assessment data. Teachers and administrators commented that teacher team time focused on implementation of data-informed strategies has led to school-wide consistent practices and increased student progress. The school attributes a 26% increase in 9th grade credit accumulation from 58.33% in January 2012 to 84.13% in January 2013 to the careful coordination of resources aimed at supporting teacher growth and improving student outcomes.

School-wide assessment practices provide teachers with student data used to inform instructional decisions tailored to student learning needs that lead to increased student outcomes. (2.2)

- Periodic, teacher-created and curricula-aligned interim assessments and task-specific rubrics provide teachers with student performance data. Teachers use this data to revise planning to support student needs, collaboratively set student learning goals, co-establish action plans with students, and provide families with on-going communication about student progress. Coupled with progress reports provided three times per semester, these practices ensure that teachers can provide timely, data-informed feedback to students and their families about what they are doing well and what they need to improve. In addition, online performance data allows teachers and families to access and monitor

student progress. Students commented that their teachers share assessment data with them frequently to support tracking of goals and action plans following interim assessments. Parents commented that they receive regular communication from teachers via email in addition to the online system and progress reports. Daily checks for understanding, formative and interim assessment data allow teachers to determine the content and skills that students know and are able to do while surfacing gaps in student learning. In-depth analysis of interim assessment data by teachers and reviewed by school leaders promotes on-going communication of student learning and leverages collaboration aimed at shifting teacher practice to align with student needs. Based on this data, teachers make adjustments to curricula and daily planning to re-teach identified gaps in content and skills. Students participate in the process of self-assessment by using rubrics to assess peers' and their work prior to teacher feedback. Students also create their own performance data action plans with guidance from teachers. This school-wide articulated assessment approach and feedback loop is leading to increases in student progress. The school's teacher team focus on improving the progress of its lowest third through the use of assessment data to modify instruction has resulted in a 10% increase in credit accumulation from January 2012 to January 2013 for lowest third students entering the in 2011-12.

Supporting pedagogical practice with feedback from observation of instruction, review of teacher planning, responsive professional development and peer support promotes continual improvement aligned to goals. (4.1)

- The school provides on-going, framework-aligned feedback to teachers focused on curricular planning, classroom practice, and student performance. Teachers reflect on practice before and after classroom observation, through the curricular planning revision process, and following student assessments. Teachers receive email and formal written feedback as well as engage in conversations with school leaders and colleagues about their work and next steps. In addition to feedback from school leaders, teachers provide each other with feedback and support through the systematic process of reviewing of curricula, lesson plans, classroom practice and student work/data. The school's use of the Danielson Framework aligns school goals with the on-going development of pedagogical practice. Focused on rigorous and Common Core- aligned planning, the school provides a number of supports connected to the competency of planning and preparation. Teachers receive feedback on their maps, units, and lessons, as well as responsive, differentiated professional development to meet their needs. The school's online curriculum mapping and unit planning system allows teachers to review colleagues' curricula and provide reflective feedback. Teachers and school leaders commented on how this process promotes sharing of best practice and the adoption of strategies across grades and content. Teacher goals correlate with school goals and provide concrete alignment across the school, focused on: increasing student progress and performance as an outcome of unified work on curricular planning, questioning and discussion techniques, and assessment of student learning. Tracking of teacher growth across the school allows for responsive professional development. The school provides time for in depth curriculum mapping and unit planning, more opportunities for teachers to collaborate and for additional hours of professional development during the first semester which has led to all teachers writing effective lesson and unit plans aligned to the school's suggested templates and stated criteria.

Teacher team collaborations provide multiple opportunities for focused, ongoing professional development and collegial conversations aligned to school goals that work to improve teacher practice and student learning. (4.2)

- Teachers engage in multiple meetings each week, including content, inquiry, and grade level teams. The school provides daily dedicated time to focus on team work aligned to school goals. Each department has articulated data-driven goals aligned to the school credit accumulation and Regents' goals as well as those focused on effective teacher planning and practice. Focused on the needs of struggling students, teachers receive professional development within their teams that aligns with student assessment data and the implementation of specific strategies aimed at increasing student learning. Instructional lead teachers facilitate inquiry team meetings and professional development. During department team meetings, members share responsibility for the protocol process of looking at student work by rotating roles of facilitator, documenter, and presenter. Teachers commented that their practice has shifted as a result of both inquiry and department team work. One teacher mentioned how adopting the Power Point layout used by his department colleagues, coupled with the use of Depth of Knowledge leveled questioning learned during team professional development, led to an increase of 42% in student performance on the concept of the converse, inverse, and contra-positive of a conditional statement. Another teacher shared that the suggestion of focusing on key word knowledge during a department team meeting led to an increase of 50% in student performance following conceptual

re-teaching based on interim assessment data. Teachers mentioned the adoption of guided notes as a strategy to support student learning shared during inquiry and department meetings has led to increased student engagement and the completion of assignments across the school. One teacher specified that using guided notes led to an increase in daily student work completion and retention of information as observed by student oral responses and in written assessment across classes.

What the school needs to improve and Key Area of Focus

Continue to refine curricula to include a range of rigorous tasks so that all students demonstrate increasingly higher levels of thinking, questioning and cognitive engagement, thus ensuring college and career readiness. (1.1)

- The school has a system for developing, revising, and implementing curricula aligned to key State standards. By using the Atlas Rubicon online system for curriculum mapping and unit planning in unison with on-going professional development on curricular development and refinement provided by a leader in the field, the school has created a uniform, systematic approach to school-wide curriculum. Evidence of alignment to the Common Core Learning Standards (CCLS) and instructional shifts was seen in sample curriculum maps and units. For example, the focus on domain specific vocabulary is present in maps and units of study across the school. The use of informational text and tasks asking for evidence to support claims is embedded in literacy content in English language arts, social studies, and science. Teachers plan and revise curricula using student data and feedback from peers and school leaders. Special attention to the needs of struggling students is the focus on strategy instruction implementation developed through inquiry team professional development sessions. While the school has consistently structured curriculum across the school that is systematically planned and revised using student data, rigorous habits and higher order skills that are differentiated for a range of learners from lowest to highest is not emphasized and embedded in all plans to the same level of depth and detail across the school. In reviewing maps and units, there were differences in the levels of articulated differentiation of instruction. In some, differentiation was generic while in others it was highly articulated by learning style and student grouping information. As a result, consistency in the depth and detail of rigorous and differentiated instruction focused on meeting the needs of all students across the school is uneven across curricula, thus limiting the school's capacity to accelerate the closing of the achievement gap.

Deepen common teaching practices focused on questioning, discussion challenging tasks for all students so that all students create work products that demonstrate mastery of State standards. (1.2)

- The school's consistent use of the workshop model to structure daily instruction aligns with the school's belief about how students learn best. This process uses direct and modeled instruction followed by guided practice for groups as well as individual students and leads to the gradual release of responsibility fostering independence and accountability for learning. As observed in written lesson plans and classrooms visited, teachers carefully plan and deliver instruction to support student learning. The use of consistent structures such as guided notes was seen across classrooms. Questioning along the range of Depth of Knowledge (DOK) was evident in plans and heard in classrooms observed. While teacher plans and classrooms observed evidenced the use of these consistent structures, teachers did not consistently capture, build upon and extend student thinking among students or build upon student questioning of other students during whole class discussion, shares and summaries. In some classrooms observed, teachers asked students questions at different points in the lesson; however, follow up questions about how they came to their answer, why they thought something was so were not asked, or the asking for clarification and explanation was not always prompted. One example was observed when a student asked a question and the teacher provided the answer and did not redirect it to the students in the class to consider and respond, thus allowing for deeper thinking, clarification, and probing follow-up questions by students. Limited opportunities for students to deeply and rigorously engage their thinking as well as critiquing and questioning the reasoning of their peers during whole class discussion does not allow for consistently high levels of thinking, participation, and ownership across all grades and content.

17K528 School Information Sheet

School Configuration (2014-15)					
Grade Configuration	09,10,11,12	Total Enrollment	249	SIG Recipient	N/A
Types and Number of English Language Learner Classes (2014-15)					
# Transitional Bilingual	N/A	# Dual Language	N/A	# Self-Contained English as a Second Language	N/A
Types and Number of Special Education Classes (2014-15)					
# Special Classes	N/A	# SETSS	1	# Integrated Collaborative Teaching	40
Types and Number of Special Classes (2014-15)					
# Visual Arts	4	# Music	1	# Drama	1
# Foreign Language	3	# Dance	2	# CTE	N/A
School Composition (2013-14)					
% Title I Population	80.0%	% Attendance Rate			87.1%
% Free Lunch	82.4%	% Reduced Lunch			6.6%
% Limited English Proficient	11.7%	% Students with Disabilities			17.2%
Racial/Ethnic Origin (2013-14)					
% American Indian or Alaska Native	N/A	% Black or African American			83.2%
% Hispanic or Latino	12.9%	% Asian or Native Hawaiian/Pacific Islander			2.3%
% White	1.6%	% Multi-Racial			N/A
Personnel (2014-15)					
Years Principal Assigned to School (2014-15)	4.25	# of Assistant Principals (2014-15)			N/A
# of Deans (2014-15)	N/A	# of Counselors/Social Workers (2014-15)			1
Personnel (2013-14)					
% of Teachers with No Valid Teaching Certificate (2013-14)	5.6%	% Teaching Out of Certification (2013-14)			5.6%
% Teaching with Fewer Than 3 Years of Experience (2013-14)	0.2%	Average Teacher Absences (2013-14)			6.84
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	49.7%	Mathematics Performance at levels 3 & 4			41.2%
Credit Accumulation High Schools Only (2013-14)					
% of 1st year students who earned 10+ credits	92.1%	% of 2nd year students who earned 10+ credits			77.2%
% of 3rd year students who earned 10+ credits	63.2%	4 Year Graduation Rate			55.3%
6 Year Graduation Rate	82.2%				
Overall NYSED Accountability Status (2014-15)					
Reward		Recognition			
In Good Standing		Local Assistance Plan			
Focus District	X	Focus School Identified by a Focus District			X
Priority School					
Accountability Status – Elementary and Middle Schools					
Met Adequate Yearly Progress (AYP) in ELA (2012-13)					
American Indian or Alaska Native	N/A	Black or African American			N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander			N/A
White	N/A	Multi-Racial			N/A
Students with Disabilities	N/A	Limited English Proficient			N/A
Economically Disadvantaged	N/A				
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)					
American Indian or Alaska Native	N/A	Black or African American			N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander			N/A
White	N/A	Multi-Racial			N/A
Students with Disabilities	N/A	Limited English Proficient			N/A
Economically Disadvantaged	N/A				
Met Adequate Yearly Progress (AYP) in Science (2012-13)					
American Indian or Alaska Native	N/A	Black or African American			N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander			N/A
White	N/A	Multi-Racial			N/A
Students with Disabilities	N/A	Limited English Proficient			N/A
Economically Disadvantaged	N/A				
Accountability Status – High Schools					
Met Adequate Yearly Progress (AYP) in ELA (2012-13)					
American Indian or Alaska Native	N/A	Black or African American			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				
Met Adequate Yearly Progress (AYP) in Mathematics (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				
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.	H
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>Strengths:</p> <ul style="list-style-type: none"> Use of a systematic plan to provide teachers access to robust pedagogical support (i.e., inter-visitation, cross-grade conversations, exemplar curriculum models, access to expert CCLS curriculum writers, and CCLS conferences), materials, and training aligned to CCLS curricula and instructional shifts for individual and subgroups of students. Structure and protocols for analysis, plan to track progress over time on explicitly identified targets, creation of pre- and post-unit assessments and have a process for adapting curriculum that demonstrates improving individual and subgroup achievement. <p>Priority needs:</p> <p>Based upon the schools internal review we need to increase the rigor of our curriculum to ensure students success.</p> <ul style="list-style-type: none"> Collaborate consistently within grades and subjects to deliver interdisciplinary curricula that incorporate the arts, technology, and other enrichment opportunities, and there is evidence that teachers regularly develop innovative strategies for connecting these curricula with subject-specific curricula. 		

Teachers monitor and adjust curricula to support the CCLS instructional shifts and NYS content standards and ensure higher-order thinking skills are consistently present by providing necessary supports and extensions for all groups of students across core content areas and grades.

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, Measurable, Achievable, Relevant, and Time-bound.

During SY 2015-16, as a result of implementation of WICOR/AVID curricula, there will be a 5% increase in 10th grade students earning 10 or more credits.

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>Interim Assessments : Administer interim assessments every six weeks as a benchmark of student progress. Quantitative data from Interim assessments will be analyzed in content teams through an inquiry protocol. Administration will meet with teachers individually regarding interim results.</p>	<p>Low Performing Students on Interim Assessment</p>	<p>Sept. 2, 2015-June 30, 2016</p>	<p>Administration and each department’s lead teachers</p>
<p>Common Instructional Framework (CIF): Introduction to staff and students the CIF, which</p>	<p>Teachers and students</p>	<p>September 2, 2015-June 30, 2016</p>	<p>Principal and all teachers</p>

<p>includes the following 6 components, Collaborative Group work, Questioning, Writing To Learn, Scaffolding, Questioning, Classroom Talk, and Literacy Groups, via staff monthly professional development and implementation during the first 21 days of CIF launching lessons in all Math, Science, ELA, and Social Studies classrooms, in order to establish teaching and learning habits with predictability and consistency across classrooms. The establishment of teaching and learning habits, fosters trust amongst teachers and students because of the predictability and consistency across classrooms.</p>			
<p>Lesson Studies : During common planning time Mon-Wed, teachers in department teams conduct lesson studies to plan lessons together and collect qualitative data on student work and lesson execution while lesson is being taught by a teacher in the department. The collaborative lesson planning process helps to cultivate trust amongst teachers.</p>	<p>Teachers</p>	<p>Sept. 2, 2015-June 30, 2016</p>	<p>Each department's lead teachers</p>
<p>Skedula Training: All teachers are trained to use Skedula as an online gradebook. All students are taught in their College Launch classes how to access their grades online and analyze their gradebook so they can keep track of their performance. Parents are sent information on how to access their child's</p>	<p>At-risk students and Tutors</p>	<p>Sept. 2, 2015-June 30, 2016</p>	<p>Guidance counselor and AVID program coordinators</p>

gradebook in order to support their child.			
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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.

Human Resources:

- Students to provide peer tutoring
- Tutors from Medgar Evers
- Lead Teachers/Cabinet
- All Teachers
- Principal
- AVID Program Manager
- Kaplan Instructors
- Teacher Development Coach

Instructional Resources:

- Launching Lessons for first 21 days in Math, Science, ELA, Social Studies
- AVID Library (Includes family workshops, cornell note taking training CD, strategy books in ELA, Social Studies, Math, Science)
- SIOP Books
- Instructional Rounds Protocol
- Lesson Study Protocol
- WICOR Posters
- Datacation/Skedula
- Driven by Data Books
- Regents Prep Books
- Teachboost

Scheduling:

- Scheduling common planning time for all teachers 5th period
- Scheduling all students for College Launch and College Summit classes
- Coverages for teachers to observe each other
- Professional Development Monthly for 3hrs on First Monday's

Bi monthly AVID meetings: 5 teachers twice a month for 2 hours, 1 guidance counselor and 2 administrator twice a month during periods 2-5

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

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

Part 5 – Progress Monitoring

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

- Interim Analysis meetings every six weeks (One week for data analysis) to check mastery of instructional objectives
- Progress Reports/Grades every three weeks in Fall 2015 Semester to look at percentage of 10th grade students on track to pass course, at-risk, and failing course
- Learning Walks once a month to check for effectiveness of lesson studies and instructional rounds as it relates to our Common Instructional Framework, Instructional Focus and WICOR strategies
- Teachboost will be monitored monthly for teacher growth in component 3b

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.	€
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.	€
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.	€
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.	€
<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>Based upon the schools internal review we need to:</p> <ul style="list-style-type: none"> The school leader, together with staff, establishes a system that allows each student to be known by a designated adult and positively reinforces academic success for all students. The school leader ensures that all staff knows and uses research-based programs and practices for referral and support for all students that address social and emotional developmental health and academic success. The school leader ensures that all staff members use data to identify areas of need and leverages internal resources to promote student social and emotional developmental health. 		

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–Specific, <u>M</u>easurable, <u>A</u>chievable, <u>R</u>elevant, and <u>T</u>ime-bound.</p>
<p>In collaboration with the ISS staff, teachers, students, guidance counselor and Dean’s office, during SY 2015-16 students will increase their view of how adults at HSGC support their social, emotional and developmental health by 5% evidenced on the engagement portion of the NYC Environmental Survey (January 2015-16)</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 supporting their understanding of supportive environment 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>Promotion of students to a less restrictive environment will be increased by a close monitoring of all social, emotional and academic goals by all related service support staff. As evident by student attendance, IEPs, and teacher recommendations on an ongoing basis and at each annual review.</p>	<p>Students and Parents/ Guardians</p>	<p>9/2/15- 6/30/16</p>	<p>Administration SIT Team ISS Coordinator</p>
<p>Implementation of a school wide model for transitional</p>	<p>Students</p>	<p>9/2/15-</p>	<p>Administration</p>

<p>planning and academic planning monitored by the SIT team and ISS Coordinator will ensure that the social, emotional and developmental needs of all students will be achieved. This will be implemented by June 2016 and reviewed on a bi-weekly basis by SIT team, ISS Coordinator, the student, and the students' parent/guardian.</p>		<p>6/30/16</p>	<p>SIT Team ISS Coordinator</p>
<p>Engage in collaborative partnerships between SIT team, pupil personnel staff, instructional support services staff, instructional staff and administration in order to develop and implement successful strategies to support students' social, emotional and developmental growth as evident by increased participation in ongoing weekly pupil personnel team and bi-weekly SIT team meetings.</p>	<p>SIT Team PPT Team ISS Staff Instructional Staff Administration</p>	<p>9/2/15- 6/30/16</p>	<p>Administration</p>
<p>Promote an environment that nurtures an active and vibrant partnership to engage students, parents/guardians, teachers, support staff and the parent coordinator in activities that ensure that the school community at large has a vested interest in students' social, emotional and developmental growth as evident by increased attendance at PA meetings, NYC Learning Environment Survey and increased participation in school wide activities. Student achievement will be celebrated through awards ceremonies.</p>	<p>Students CBOs Local Colleges/ Universities Local middle schools</p>	<p>9/2/15- 6/30/16</p>	<p>Entire school community Parents/ Guardians Administration</p>

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.											
<ul style="list-style-type: none"> ● Common planning time for SIT team members ● Common planning time for PPT members ● Availability for per-session funds to facilitate after school outreach projects/efforts 											
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		Title I TA		P/F Set-aside	X	21st Century		C4E
	Title I 1003(a)		Title III		PTA Funded		SIG or SIF Grant		School Success Grant		Other

Part 5 – Progress Monitoring

Part 5a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.
A mid-year survey will be administered to assess progress towards meeting goals at the beginning of the spring semester, 2/1/16.
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

Part 1a. HEDI Rating (Highly Effective, Effective, Developing, or Ineffective) for DTSDE Tenet 4:		
<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.	H
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.	H
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.	H
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).	H
Part 1b. Needs/Areas for Improvement:		
<ul style="list-style-type: none"> Reflect on your school’s HEDI ratings (or self-ratings) in Part 1a, particularly any ratings of <u>Developing</u> and <u>Ineffective</u>. Summarize your school’s strengths and needs relative this element of the Framework for Great Schools and DTSDE tenet (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data trends and sources. 		
Based upon the schools internal review we need to:		
<ul style="list-style-type: none"> Teachers use instructional practices and strategies organized around annual, unit and daily lesson plans to meet established student goals and promote high levels of student engagement and inquiry Teachers use a variety of data sources including screening, interim measures and progress monitoring to inform lesson planning, develop explicit teacher plans and foster student participation in their own learning process. <p>o During SY 2015-16, ongoing professional development will be provided for literacy strategies within the content areas so as to improve instructional practices and promote high levels of engagement that will result in 40% of the teachers improving one HEDI rating in the Danielson Framework.</p> <p>o During SY 2015-16, each content area will develop CCLS-aligned Performance Tasks for each unit of a course that will result in 10% increase in students passing each unit exam (or quarterly test, mid-term, or final exam).</p> <p>o During SY 2015-16, ongoing professional development will be provided so teachers can use ongoing formative assessment tools to monitor and track student participation, understanding, and content specific skills which will result in 16% increase in the course pass rate from the previous year.</p>		

Part 2 – Annual Goal

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

Focused professional development on Lesson Studies, Instructional Rounds, and Teacher Team Facilitation for teacher leaders will increase our passing rate of our school's 11th grade lowest third by 5% for the 2015-16SY.

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>AVID Team Meetings— The AVID team meets bimonthly to discuss utilization of AVID strategies and overall AVID implementation, to ensure college readiness for AVID Elective students and improved academic performance for all students. The Lesson Tuning</p>	<p>10th Grade Teachers, , Guidance Counselor, AVID Parents</p>	<p>Sept 2-June 30</p>	<p>Teachers, Administration, Guidance Counselor</p>

<p>protocol is used to ensure the intentional embedding of WICOR strategies in lesson plans. The AVID meetings help to foster trust and collaboration amongst the 10th grade AVID team.</p> <p>Parent Involvement: We will host 5 AVID Parent Workshops in order to familiarize parents with AVID and our expectations of AVID students, so that they can collaborate with the AVID team and be of support to their child and our initiative. This will also help to cultivate trust and a sense of inclusion amongst students, parents, faculty, and staff.</p>			
<p>Instructional Rounds-- teachers build basic skills, improve high school instruction through instructional rounds focused on our CIF, increase graduation rates, increase college entry, and provide crucial supports to help college students and job trainees advance toward credentials with high labor market value. Instructional rounds help to foster a sense of trust and collaboration amongst teachers.</p>	All Teachers	Sept 2-June 30, Thursdays and Fridays	Teachers, Teacher Leaders
<p>Lesson Studies : During common planning time Mon-Wed, teachers in department teams conduct lesson studies to plan lessons together and collect qualitative data on student work and lesson execution while lesson is being taught by a teacher in the department. The collaborative lesson planning process helps to</p>	All Teachers	Sept 2-June 30, Mon-Wed	Teachers, Teacher Leaders

cultivate trust amongst teachers.			
TLP—Teacher Leadership Program -- teachers develop their leadership skills to support collaborative learning and practice with colleagues; they will deepen their understanding of the Common Core standards, the Danielson Framework for Teaching, and other aspects of the citywide instructional expectations . Furthermore, the skills and knowledge acquired through the 11 sessions help to cultivation collaboration and trust amongst teacher teams.	Teacher Leaders	Sept 2-June 30	Office of Leadership, Teacher Leaders, Administration

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.											
Office of Leadership funds TLP participants per session											
Part 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.											
X	Tax Levy		Title I SWP		Title I TA		P/F Set-aside	X	21 st Century		C4E
	Title I 1003(a)	X	Title III		PTA Funded		SIG or SIF Grant		School Success Grant		Other

Part 5 – Progress Monitoring

Part 5a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.
<ul style="list-style-type: none"> ● Lesson Studies ● Instructional Rounds ● Self-Studies ● Instructional Walkthroughs ● Scholarship Data
Increase in the passing rate of lowest third 11 th grade population by 3% by end of the first semester, Feb 1, 2016
Part 5b. In February 2016 , review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

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

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

Part 1 – Needs Assessment

<p>Part 1a. HEDI Rating (Highly Effective, Effective, Developing, or Ineffective) for DTSDE Tenet 2:</p> <ul style="list-style-type: none"> For schools that received an Integrated Intervention Team (IIT) School Review Report, consider the HEDI rating for each assessed Statement of Practice (SOP) and indicate on the chart below. For schools that did not receive an IIT School Review, or did not receive a HEDI rating for one or more SOPs: Self-rate your school for that SOP, informed by an analysis of student performance trends and any major findings/recommendations from your Quality Review (QR), or Alternative QR (AQR), and other relevant qualitative and quantitative data. Enter your HEDI self-rating(s) on the chart below. 		
Tenet 2 Statement of Practice (SOP) Addressed		HEDI Rating
2.2	The school leader ensures that the school community shares the Specific, Measurable, Ambitious, Results-oriented, and Timely (SMART) goals/mission and long-term vision inclusive of core values that address the priorities outlined in the School Comprehensive Educational Plan (SCEP).	E
2.3	Leaders make strategic decisions to organize programmatic, human, and fiscal capital resources.	H
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.	H
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).	H
<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>Strength:</p> <ul style="list-style-type: none"> Leaders effectively use evidence-based systems to examine and improve individual and school-wide practices in the critical areas (student achievement, curriculum & teacher practices; leadership development; community/family engagement; and student social and emotional developmental health) that make progress toward mission-critical goals. Leaders make strategic decisions to organize resources concerning human, programmatic and fiscal capital so that school improvement and student goals are achieved. The school leader has a fully functional system in place to conduct targeted and frequent observations; track progress of teacher practices based on student data, feedback and professional development opportunities; and hold administrators and staff accountable for continuous improvement. <p>Priority Needs:</p> <p>The SMART goals/mission and long-term vision are created and supported by staff, families, and students and are uniformly seen, heard, and known across the entire school community and affiliated partnerships.</p>		

Part 2 – Annual Goal

Indicate your school’s 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–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.

Shared sense of urgency about achieving school-wide goals aligned with the vision as outlined in the School Comprehensive Educational Plan (SCEP) will result in a **10% increase in the credit accumulation of the 11th grade students for 2015-16 SY.**

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) <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>Introduce the Common Instructional Framework in order to create consistency of best instructional practices across classrooms</p>	<p>Teachers</p>	<p>Sept 2-June 30</p>	<p>Principal and Teacher Leaders</p>
<p>Implementation of Lesson Study Cycles in order to continuously refine</p>	<p>Teachers</p>	<p>Sept 2-June 30</p>	<p>Principal and Teacher Leaders</p>

curriculum. Collaboration amongst teachers to co create lesson plans help to foster trust.			
Implementation of Instructional Rounds in order to collaboratively continuously refine curriculum through feedback and reflection. Instructional rounds help to foster trust amongst teachers.	Teachers	Sept 2-June 30	Principal and Teacher Leaders
Frequent Informal Observations using the Danielson Framework	Teachers	Sept 2-June 30	Principal and Teacher Leaders

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.											
Professional Development after school for Teachers for 3 hours on CIF components, coverage for teachers to conduct lesson studies, instructional rounds, shadow a student for a day, and to plan to ensure consistency. Professional Development and Coaching for Principal through Shane Purse and Associates and the School Leadership Network.											
Part 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.											
X	Tax Levy		Title I SWP	X	Title I TA		P/F Set-aside	X	21 st Century		C4E
	Title I 1003(a)		Title III		PTA Funded		SIG or SIF Grant		School Success Grant		Other

Part 5 – Progress Monitoring

Part 5a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.
<u>Monthly walkthroughs will be implemented starting in October and ending in June to determine progress of teachers’ implementation of best practices and consistency across the school. We will be looking for at least half of all teachers effectively implementing questioning and discussion strategies. Additionally, we will be looking at scholarship data and Regents data in January to determine teacher impact on student outcomes.</u>
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.	H
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.	D
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.	H
<p>Part 1b. Needs/Areas for Improvement:</p> <ul style="list-style-type: none"> Reflect on your school’s HEDI ratings (or self-ratings) in Part 1a, particularly any ratings of <u>Developing</u> and <u>Ineffective</u>. Summarize your school’s strengths and needs relative to this element of the Framework for Great Schools and DTSDE tenet (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data trends and sources. 		
<p>Strengths:</p> <ul style="list-style-type: none"> The school leader makes it a school-wide priority for all students and their families to be aware of the school-wide expectations and plan pertaining to graduating from the school and provides age appropriate information about college and postsecondary CTE programs to students and their families. The school staff uses a plan to communicate with parents (i.e., text-messaging, and communicating in a variety of ways) concerning student progress, achievement, and needs. School leaders, data specialists, student support professionals, program coordinators, and community agencies share data and integrate data systems in order to identify family needs and target appropriate support strategies. The entire school community ensures that student data is shared in a way that families can understand a child’s learning needs and successes, proactively advocate for their children, and partner with the school to provide appropriate student support. <p>Priority Needs:</p>		
<p>Based upon the schools internal review we need to:</p>		

The school provides professional development to school staff on how to actively seek and sustain partnerships with families and community organizations linked to the school's plan for engaging parents to support student success.

Part 2 – Annual Goal

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

Increased school communication to all school constituents will increase the number of students attending the school's AIS by 3% for 2015-16 SY

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) <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>Professional development training to the staff on how to actively seek and sustain partnerships with families and community organizations that are linked to the school's plan for engaging parents to support student success.</p>	<p>Faculty and Staff</p>	<p>Sept 2 - June 30</p>	<p>Triad, SLATE, 21st Century Grant</p>
<p>Provide information and training needed to effectively become involved in planning and decision making in support of the education of their children.</p>	<p>Parents</p>	<p>Sept 2 - June 30</p>	<p>Parent Coordinator, Triad, SLATE, and 21st Century Grant</p>

There will be a minimum of 15 professional development meetings for parents, which will begin in September through the end of June.	Parents	Sept 2 - June 30	Parent Coordinator
The AVID team will host 5 AVID Parent Workshops in order to familiarize parents with AVID and our expectations of AVID students, so that they can be of support to their child and our initiative. This will also help to cultivate trust and a sense of inclusion amongst students, parents, faculty, and staff.	Parents	Sept 2 - June 30	AVID Team

Part 4 – Budget and Resource Alignment

Part 4a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.											
<ul style="list-style-type: none"> Administrators, teachers, support staff (i.e., Guidance Counselor, Parent Coordinator, Family worker, etc.), parents, Triad funded 25k through Title 1 focus funds, Slate funded through the 21st Century Grant. Coaching by Triad to support parent/family engagement and workshop delivery, funded by 21st Century. Per Session 1teacher, 1 family paraprofessional and 1 administrator funded through 21st Century Grant. <p>Training on the Academic policy, CCLS, credit accumulation, Regents requirements, understanding the transcript, Skedula...and making it comprehensible for parents etc.</p>											
Part 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.											
X	Tax Levy		Title I SWP	X	Title I TA	X	P/F Set-aside	X	21 st Century		C4E
	Title I 1003(a)	X	Title III		PTA Funded		SIG or SIF Grant		School Success Grant		Other

Part 5 – Progress Monitoring

Part 5a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.											
<ul style="list-style-type: none"> 10% of parent population in attendance at 7th workshop 3% of students attending AIS by Feb <p>Mid-point progress monitoring will be done Jan 5-Jan 30</p>											
Part 5b. In February 2016 , review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.											

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

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

Type of Academic Intervention Service (AIS)	Criteria for determining AIS services	Type of Program or strategy (e.g. repeated readings, interactive writings, etc.)	Method for delivery of service (e.g. small group, one-to-one, tutoring, etc.)	When the service is provided (e.g. during the school day, before or after school, etc.)
English Language Arts (ELA)	1. Students who previously failed the NYS Regents exam 2. Students who are behind in credits 3. ESL students 4. Students with IEPs	1. Compass Blended online learning 2. Student Projects 3. Writing, Editing and Revision 4. Small group instruction reinforcing and extending reading skills and strategies 5. Scholastic ID Vision Voice Curriculum 6. Medgar Evers College Upward Bound 7. AVID Tutorials	-1:1, Small Group, Tutoring, -Small group instructional strategies -Individualized learning goals	-Services are provided during the school day as well as after school, and on Saturday
Mathematics	1. Students who previously failed the NYS Regents exam 2. Students who are behind in credits 3. Students with IEPs	1. Peer-Tutoring: Cross grade tutoring with higher grade students tutoring lower grade students 2. Medgar Evers College Upward Bound 3. AVID Tutorials 4. Compass Blended online learning	-1:1, Small Group, Tutoring, -Small group instructional strategies -Individualized learning goals	- Services are provided during the school day as well as after school, and on Saturday
Science	1. Students who previously failed the NYS Regents exam	1. Kaplan Advantage	-1:1, Small Group, Tutoring, Small group instructional strategies	-Services are provided during the school day as well as

	<p>2. Students who are behind in credits</p> <p>3. Students with IEPs</p>	<p>2. Medgar Evers College Upward Bound</p> <p>3. AVID Tutorials</p> <p>4. Compass Blended online learning</p>	<p>- Individualized learning goals</p>	<p>after school, and on Saturday</p>
Social Studies	<p>1. Students who previously failed the NYS Regents exam</p> <p>2. Students who are behind in credits</p> <p>3. Students with IEPs</p>	<p>1. Kaplan Advantage</p> <p>2. Medgar Evers College Upward Bound</p> <p>3. AVID Tutorials</p> <p>4. Compass Blended online learning</p>	<p>-1:1, Small Group, Tutoring, -Small group instructional strategies</p> <p>-Individualized learning goals</p>	<p>-Services are provided during the school day as well as after school, and on Saturday</p>
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	<p>-Students with poor attendance</p> <p>-Students in temporary housing</p> <p>-Students with social and emotional behavior concerns</p>	<p>-The guidance counselor meets with students and parents of at-risk students regularly.</p> <p>-Guidance counselor provides mandated related services counseling.</p> <p>-Guidance counselor meets on a weekly basis with administrators, teachers, and other support staff to review attendance and other pertinent educational data of at-risk students.</p> <p>-School based support team social worker provides counseling during school time, meets with parents, develops and implements IEP's goals for counseling services</p>	<p>-One-on-one or group counseling</p> <p>-Attendance review and group discussion during attendance and grade teams meetings</p>	<p>-Services are provided during the school day as well as after school, and/or on Saturday</p>

Section 7: Title I Program Information

Directions:

- All schools must indicate their Title I status in Part 1
- All elements of the *All Title I Schools* section must be completed in Part 2
- All Targeted Assistance (TA) Schools must also complete the *TA Schools Only* section in Part 3
- All Schoolwide Program (SWP) schools must also complete the *SWP Schools Only* section in Part 4
- If a required component is addressed elsewhere in this plan, you may refer to the section where the response can be found [for example, Section 5A-Part 4]
- For additional information, visit the [Title I Intranet webpage](#)

Part 1: Title I Status

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

Part 2: All Title I Schools

2a. Highly Qualified Teachers (HQT)

Describe the strategies and activities including strategies for recruitment, retention, assignments, and support including high quality professional development that ensures staff is highly qualified.
<ul style="list-style-type: none"> • Hiring Committee • Hiring Fairs, College Teaching Programs, TFA, Open Market resumes, etc. • Interviewed Questions to that reflect an understanding of teacher best practices (DF, CCLS, meeting the needs of all students, belief in how students learn best, assessment practices, etc.) • Mentoring to support new teachers, New Teacher Induction Committee • Lead teachers, Department Heads • Intervisitations • Professional development, teacher teams, department meetings • External PD opportunities • Accelerated courses and programs • Support in teacher to administration certification <p>Partnership with LIU School of Education, site for pre-service practicum and student teaching</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).
<ul style="list-style-type: none"> • Common planning time: Unit Plans – Performance Tasks and Rubrics • Partners for CCLS coaching, support, and training • Network PD for CCLS-aligned instruction

- Alignment to DF and best practices and strategies
 - Modifications for SPED/ELLS and use of Paraprofessionals to support students
 - Specific school and/or instructional Goals and/or Objectives related to CCLS and skills
 - Ongoing monitoring and support to provide teacher and paraprofessionals feedback on their practice and its alignment to the CCLS
 - Lesson and unit planning that encourages CCLS best practices and strategies, monitoring the progress, and review of student work to revise the process as needed
 - Ongoing revision of curriculum for alignment to CCLS and student achievement
 - Continuous review of student work related to CCLS to modify practice and meet needs of all students
- Teacher feedback on PD and its effectiveness in the classroom – to revisit needed areas or revisions

Part 3: TA Schools Only

3a. Use of Program Resources

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

N/A

3b. TA Coordination with the Regular Program

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

N/A

Part 4: SWP Schools Only

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

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

N/A

4b. Measures to Include Teachers in Decisions Regarding Assessments

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

- Teacher teams review the effectiveness of school-wide and or common assessments.
- Different assessment strategies are compared so as to determine the most effective strategies and how they can be best modified and/or adapted for school-wide use

- Teachers and teacher teams help design rubrics that effectively assess students and modify and revise based on feedback
- Teacher teams also help create, align, and modify school grading policies
- PD always includes a reflection piece so that all voices are heard in terms of the assessment practices and the needed PD.

The MOSL committee meets to make assessment decisions

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	261,102.00	X	p.19, p.25, p.27
Title I School Improvement 1003(a)	Federal	\$18,796	X	p.19, p.27, p.28
Title I Priority and Focus School Improvement Funds	Federal	\$49,509	X	p.25, p.27, p.30
Title II, Part A	Federal	0		
Title III, Part A	Federal	11,200.00	X	p.30
Title III, Immigrant	Federal	0		
Tax Levy (FSF)	Local	1,544,992.00	X	p.19,p.22,p.25,27,p.30

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 8: 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

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. **The High School for Global Citizenship**, 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. **The High School for Global Citizenship** will support parents and families of Title I students by:

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

The school's Parent Involvement Policy was designed based upon a careful assessment of the needs of all parents/guardians, including parents/guardians of English Language Learners and students with disabilities. The school community will conduct an annual evaluation of the content and effectiveness of this parent involvement

policy with Title I parents to improve the academic quality of the school. The findings of the evaluation through school surveys and feedback forms will be used to design strategies to more effectively meet the needs of parents, and enhance the school's Title I program. This information will be maintained by the school.

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

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

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

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

Providing school planners/folders for regular written communication between /teacher and the home in a format, and to the extent practicable in the languages that parents can understand 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. **The High School for Global Citizenship** , 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. **The High School for Global Citizenship** will support parents and families of Title I students by:

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

The school's Parent Involvement Policy was designed based upon a careful assessment of the needs of all parents/guardians, including parents/guardians of English Language Learners and students with disabilities. The

school community will conduct an annual evaluation of the content and effectiveness of this parent involvement policy with Title I parents to improve the academic quality of the school. The findings of the evaluation through school surveys and feedback forms will be used to design strategies to more effectively meet the needs of parents, and enhance the school's Title I program. This information will be maintained by the school.

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

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

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

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

School-Parent Compact (SPC)

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

I. School Responsibilities

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

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

Support home-school relationships and improve communication by:

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

Provide parents reasonable access to staff by:

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

Provide general support to parents by:

- creating a safe, supportive and effective learning community for students and a welcoming respectful environment for parents and guardians;
- assisting parents in understanding academic achievement standards and assessments and how to monitor their child's progress by providing professional development opportunities (times will be scheduled so that the majority of parents can attend);
- sharing and communicating best practices for effective communication, collaboration and partnering will all members of the school community;
- supporting parental involvement activities as requested by parents;

- ensuring that the Title I funds allocated for parent involvement are utilized to implement activities as described in this Compact and the Parent Involvement Policy;
- advising parents of their right to file a complaint under the Department’s General Complaint Procedures and consistent with the No Child Left Behind Title I requirement for Elementary Secondary Education Act (ESEA) and Title I programs;

II. Parent/Guardian Responsibilities:

- monitor my child’s attendance and ensure that my child arrives to school on time as well as follow the appropriate procedures to inform the school when my child is absent;
- ensure that my child comes to school rested by setting a schedule for bedtime based on the needs of my child and his/her age;
- check and assist my child in completing homework tasks, when necessary;
- read to my child and/or discuss what my child is reading each day (for a minimum of 16 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>The HS for Global Citizenship</u>	DBN: <u>17K528</u>
This school is (check one):	
<input checked="" type="checkbox"/> conceptually consolidated (skip part E below) <input type="checkbox"/> NOT conceptually consolidated (must complete part E below)	

Part B: Direct Instruction Supplemental Program Information
The direct instruction component of the program will consist of (check all that apply):
<input type="checkbox"/> Before school <input checked="" type="checkbox"/> After school <input type="checkbox"/> Saturday academy
Total # of ELLs to be served: <u>36</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>1</u>
of certified ESL/Bilingual teachers: <u>1</u>
of content area teachers: <u> </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: Begin description here: The Title III language instructional program will focus on reading comprehension and writing for our current ELL, ELL-SWD, SIFE, and former ELL students. The beginner, intermediate and advanced ELLs in grades 9, 10, 11 and 12 will receive direct instruction from our ESL teacher during the regular school day and after-school. The duration of the after-school program will begin November 17, 2014 through June 2014 from 3:10 PM - 5:00 PM servicing 34 ELL, ELL-SWD, SIFE, and former ELL students. Students in the after-school program will receive instruction in English with the focus on ELA, Social Studies, and Mathematics. ELLs will work with Visions textbook and materials, 4AESL.org computer software, material from the core English, Social Studies, and Mathematics classroom.

The ESL teacher meets with the regular classroom teachers to assess the specific needs of our ELL population. The Title III funds are used to enhance the quality of the educational materials and professional development provided to the ESL teacher and academic teacher, particularly Math and English. The ESL teacher provides small group instruction, by pushing into the academic classes and servicing the ELL students. The ESL teacher provides after-school ESL services 3-4 times a week for additional support to our ELLs. Information related to the project and student achievement is shared with the classroom teacher on a weekly basis during Grade Team Meetings and Common Planning Meeting.

The ESL teacher and academic teacher provide meaningful standard-based instruction in all content areas, aligned with the ELL students proficiency level. After reviewing the NYSESLAT data, Regents scores, progress reports, and interim assessments, it is apparent that the focus will relay on writing and reading comprehension for our ELL students. Our ESL teacher will push-in to academic classes for beginner, intermediate, and advanced ELL students, and ensure that our ELL students are meeting the same state academic standards. Beginning November through mid-June, both our ELL and former ELL students will partake in the after-school program, with the focus on Math, English, and Social Studies. The language of instruction will be in English with ESL methodologies. There will be a co-teaching model with an ESL teacher and a general education teacher in the classroom to build on writing skills and reading comprehension. The after-school program will use supplemental materials to support language acquisition. A formal evaluation of each student's progress will be made at the end of each school year, by reviewing the interim assessment data, Regents results, and NYSESLAT results.

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: The academic teachers and ESL teacher will participate in professional development with the focus on multiple entry points to Common Core Learning Standards for ELLs and former ELLs. The rationale for the professional development is to help the teachers align their written and taught curriculum with Common Core Learning Standards and researched-based best practices of ELL instruction to address the needs of ELLs and former ELLs in their classrooms. Professional

Part C: Professional Development

development will be offered through the Office of English Language Learners, Danielson's Framework, and Shane Purse Associates, Inc. all at no cost to Title III. Professional development will be conducted outside of school, during the school day, and after-school, also at no cost to Title III. Shane Purse Associates, Inc. will conduct whole school workshops, facilitate collaborative planning and common planning, and job embedded modeling of best practices. Professional development workshops will consist of one full day of classroom based professional development per month, starting in September through June, and one three hour workshop per month with the focus on best practices of ELL instruction, at no cost to Title III. Aligning instruction to Common Core Standards, aligning instruction to instructional shifts, and embedding best practices of ELL instruction in literacy and mathematics, and teachers will be trained to address Instructional Shift #3: Staircase of Complexity.

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: _____ To strengthen the connection and support of the parents/guardians of our ELL and former ELL students, our school actively involves parents in planning and decision-making in support of the education of their children. Parents are encouraged to actively participate on the School Leadership Team and Parent Association meetings. TRIAD Consulting and SLATE, at no cost to Title III, conduct monthly meetings for parents and parents of ELLs, with translators available in the families' home language. _____ Our school supports parents and families of ELL students by providing materials and training to help parents work with their children to improve their literacy, math and use of technology, by fostering a caring and effective home/school partnership to ensure that parents can effectively support and monitor their child's progress through Skedula, provide assistance to parents in understanding the NY City and NY State standards and assessments, and sharing information about school and parent related programs in their native language. Translators are available during each of the parent activities. In September, during our Meet Your Teacher night, parents are given a user name and password for Skedula, which parents can use to interactively communicate with their child's teachers, and provide parents with their child's progress, daily attendance, and report card, which is converted in their native language. For parents who are not able to attend the session, letters are mailed to the homes, in their native language, with directions on how to use Skedula. The parent coordinator conducts monthly meetings for parents, which include the following topics: Understanding the Your Child's Transcript, Basic Computer Training, Understanding Skedula. The trainings are conducted in English, with translators in Spanish, French and Haitian-Creole. Transcripts and report cards are available during the training in the families' home language. _____

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 	_____	_____
Purchased services <ul style="list-style-type: none"> • High quality staff and curriculum development contracts. 	_____	_____
Supplies and materials <ul style="list-style-type: none"> • Must be supplemental. • Additional curricula, instructional materials. • Must be clearly listed. 	_____	_____
Educational Software (Object Code 199)	_____	_____
Travel	_____	_____
Other	_____	_____
TOTAL	=====	=====

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

2015-16 AND 2016-17 SCHOOL YEAR

DIRECTIONS: This submission form assists schools with gathering and organizing the quantitative and qualitative information necessary for a well-conceived school-based Language Allocation Policy (LAP) that describes high quality programs for English language learners (ELL). This is a two-year plan on how schools will support ELLs' linguistic and academic needs. This LAP form is a part of the school's Comprehensive Educational Plan (CEP). Note: this is a living document; any schoolwide changes involving serving ELLs, such as the addition or expansion of a transitional bilingual education (TBE) or dual language (DL) program should be updated in this form. Note new terminology based on CR Part 154.2 and 154.3. Agendas and minutes of LAP meetings should be kept readily available on file in the school. When preparing your school's submission, provide extended responses in the green spaces. Spell-check has been disabled in this file, so consider typing responses to these questions in a separate file before copying them into the submission form. For additional information, refer to the *English Language Learner Policy & Reference Guide*.

Part I: School ELL Profile

A. School Information

District 17	Borough Brooklyn	School Number 528
School Name The High School for Global Citizenship		

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 Michelle Rochon	Assistant Principal Kabeya Mbuyi
Coach N/A	Coach N/A
ENL (English as a New Language)/Bilingual Teacher Riu Xue Wang	School Counselor Jeannine Texidor-Manning
Teacher/Subject Area Kalliopi Litos/Data Specialist	Parent Rose Laure Senatus
Teacher/Subject Area Jennifer Callender	Parent Coordinator N/A
Related-Service Provider Princess Francois	Borough Field Support Center Staff Member Joanne Benoit
Superintendent Michael Prayor	Other (Name and Title)

C. Teacher Qualifications

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

Number of certified ENL teachers currently teaching in the ENL program	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]	0	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]	0	Number of special education teachers with bilingual extensions	0

D. Student Demographics

Total number of students in school (excluding pre-K)	234	Total number of ELLs	36	ELLs as share of total student population (%)	0.00%
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Part II: ELL Demographics

A. ELL Programs

This school serves the following grades (includes ELLs and non-ELLs) Check all that apply	K <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/>
	6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 <input type="checkbox"/> 9 <input checked="" type="checkbox"/> 10 <input checked="" type="checkbox"/> 11 <input checked="" type="checkbox"/> 12 <input checked="" type="checkbox"/>

This school offers (check all that apply):

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

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

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

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	36	Newcomers (ELLs receiving service 0-3 years)	29	ELL Students with Disabilities	5
SIFE	9	Developing ELLs (ELLs receiving service 4-6 years)	2	Long-Term (ELLs receiving service 7 or more years)	5

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	29	9	0	2	0	0	5	0	5	0
Total	0	0	0	0	0	0	0	0	0	0

Number of ELLs who have an alternate placement paraprofessional: 0

C. Home Language Breakdown and ELL Programs

Transitional Bilingual Education

Number of ELLs by Grade in Each Language Group

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

**Dual Language (ELLs/EPs*)
K-8**

Number of ELLs by Grade in Each Language Group

	K		1		2		3		4		5		6		7		8		TOTAL	
	ELL	EP	ELL	EP																
SELECT ONE																			0	0
SELECT ONE																			0	0
SELECT ONE																			0	0
TOTAL	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0

* EP=English proficient student

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

Number of ELLs by Grade in Each Language Group

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

This Section is for Dual Language Programs Only

Number of students (students fluent in both languages): _____	Number of students who speak three or more languages: _____
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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										2	1	2	3	0
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic										2	3	4		0
Haitian										2	1	6	5	0
French											1	2		0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other Fulani											1		1	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)										3	1	4	1	0
Emerging (Low Intermediate)										2	3	4	1	0
Transitioning (High Intermediate)										1	2	5	4	0
Expanding (Advanced)											1	1	3	0
Commanding (Proficient)														0
Total	0	0	0	0	0	0	0	0	0	0	0	0	0	0

FORMER ELLS BASED ON REVISED EXITING CRITERIA															
GRADES 3-8: EXPANDING ON NYSESLAT AND TEST AT LEVEL 3 OR 4 ON THE ELA															
GRADES 9-12: EXPANDING ON THE NYSESLAT AND TEST 65 OR HIGHER ON THE ENGLISH REGENTS															
	K	1	2	3	4	5	6	7	8	9	10	11	12	Total	
Total													0	1	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	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	8		2	
Integrated Algebra/CC Algebra	25		8	
Geometry/CC Algebra	8		0	
Algebra 2/Trigonometry	0		0	
Math _____	0		0	
Chemistry	1		0	
Earth Science	4		0	
Living Environment	28		3	
Physics	0		0	

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		4	
Geography				
US History and Government	8		0	
LOTE				
Government				
Other _____				
Other _____				
NYSAA ELA				
NYSAA Mathematics				
NYSAA Social Studies				
NYSAA Science				

Home Language Assessments								
	# of ELLs scoring at each quartile (based on percentiles)				# of EPs (DL only) scoring at each quartile (based on percentiles)			
	Q1 1-25 percentile	Q2 26-50 percentile	Q3 51-75 percentile	Q4 76-99 percentile	Q1 1-25 percentile	Q2 26-50 percentile	Q3 51-75 percentile	Q4 76-99 percentile
ELE (Spanish Reading Test)	0	0	0	0	0	0	0	0
Chinese Reading Test	0	0	0	0	0	0	0	0

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.
 The High School for Global Citizenship administers the NYSITELL to incoming students, who are new to the New York City School system, and for students, who are identified as ENL, we look at the previous NYSESLAT, NYSITELL or LAB-R scores to ensure proper placement. According to our spring 2015 NYSESLAT scores the lowest section was writing followed by Speaking. Writing across the curriculum has been implemented across all content areas to help address writing for all students.
 HSGC uses in-house Math, Science and ELA assessments data to determine students' needs. Based on the assessments and prior education, all ELL students are placed in an appropriate, rigorous high school program with additional support through afternoon tutoring. NLA support is offered during the last period in Arabic. All ELLs are encouraged to attend our After School Program. ELLs have been programmed for homework help in all subject areas in the after-school program. Also, ELLs are enrolled in elective classes such as AVID, College Summit, PSAT prep, Game Design, Animation, and Robotics. The program is being utilized during the school hours and in the after school program.
- What is revealed by the data patterns across performance levels (on the NYSITELL and NYSESLAT) and grades?
 According to the 2015 NYSESLAT modality breakdown data, our ENLs students are as follows: 40% of the students, listening and reading are the strongest modality vs. 60%, speaking and writing is the weakest modality. Similar results are found for ELL students at the intermediate level, where reading and writing are the weakest modalities. At the advanced level, the strongest modality is listening, followed by speaking and then reading. The weakest modality is writing. According to the RLAT report the breakdown of our ENL are as follows:
 13.88% are expanding
 27.77% are transitioning
 33.33% are emerging
 25% are entering
- How does your school use information about Annual Measurable Achievement Objectives? What does the data reveal? (see [SED memo](#) and [AMAO tool](#))

HSGC addresses student deficiencies in reading and writing as revealed by the NYSESLAT data. The results are used to properly place students, and revise curricula to include a content based approach to teaching ENLs. Academic language acquisition isn't just the understanding of content area vocabulary. It includes skills such as comparing, classifying, synthesizing, evaluating, and inferring. HSGC ESL program is content based and supports all major areas such as Mathematics, Science, Global Studies and American History. Learning in a second language is a process that requires academic enrichment and support and is dependent on many factors, such as age of arrival, literacy in the native language, level of education in their native tongue, motivation, anxiety, risk-taking, cooperative vs. competitive attitude, learning style, trauma experienced before or since arrival, and self-esteem. Research tells us that language acquisition is not learned in isolation. Language and content learning develop together moving from the simple to the complex. The first, most visible layer is the easiest to note as it is based in concrete, experiential learning. The learner uses language to describe what she or he can see, hear, and touch directly. Then, language use focuses on what the learner knows from her or his own experiences in daily life, what she or he has heard and seen directly but cannot see or hear at the moment. It is a language of home and a neighborhood. Next, the learner can now describe what she or he has not yet experienced directly but can imagine - usually with the help of pictures, dramatizations, or charts. These are instructional and independent learning level tasks. Taking all of these theories and connecting them to our student's data, we place ELL students in these elective courses; Computer Science, and interests into consideration, we created the following electives: Computer Science, Engineering and design, Design & Drawing, and College Launch.

44.44% of our ENL population has made progress toward the NYSESLAT

33.33% of our ENL population has been in the United States less than a year.

4. For each program, answer the following:
 - a. What are the patterns across performance levels and grades? How are ELLs faring in tests taken in English as compared to the home language?
 - b. Describe how the school leadership and teachers are using the results of the ELL periodic assessments.
 - c. What is the school learning about ELLs from the periodic assessments? How is the home language used?
 - a. Student performance are increasing on the Regents examinations with assistance of the NLA translated version, bilingual glossaries, translators when it is appropriate. However, not all Regents are available in translated versions.
 - b. HSGC is utilizing the results of the ELL Periodic Assessments as a baseline. We use the periodic assessment to move instruction by modifying the curriculum and instructional program of the students. The data from these assessments help provide staff with detailed information about our students' strengths and weaknesses in language development. Results determine the types of frequency of the academic interventions offered to the students. These assessments help the staff plan and create different lessons with appropriate amounts of differentiation and scaffolding.
 - c. N/A
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](#).]

Paste response to question here: 17K528 is a high school. Therefore, we do not use the Response to Intervention framework.
6. How do you make sure that a student's new language development is considered in instructional decisions?

We provide support in a child's second language through 8th period NLA instruction. During the day students are given glossaries, dictionaries and bilingual resources. All teachers in all subject areas are aware of all students' native language and second language proficiency. Teachers use this information for scaffolding and grouping for instruction with the emphasis on writing, reading, and vocabulary acquisition on all classrooms in order to enforce English language development.
7. For dual language programs, answer the following:
 - a. How are the English-proficient students (EPs) assessed in the target language?
 - b. What is the level of language proficiency in the target language for EPs?
 - c. How are EPs performing on State and other assessments?

The school does not have a dual language program.
8. Describe how you evaluate the success of your programs for ELLs (e.g., meeting AYP for ELLs).

We evaluate the success of our schools programs for ELLs by measuring their achievements through school skill - based created assessments, Common Core related units and assessments, Regents, NYSESLAT, SAT and PSAT results, and AVID data.

Part IV: ELL Identification Process

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

1. Describe the steps followed for the initial identification of ELLs. These steps must include administering the K-12 Home Language Identification Survey (HLIS) which includes the student and parent interviews in English and/or the parent's preferred language of

communication, and the formal initial assessments (i.e., NYSITELL, Spanish LAB, and LENS). Identify the person(s) responsible, including their qualifications. Refer to [ELL Policy and Reference Guide, ELL Identification](#) section.

When students entering the NYC DOE for the first time, the ESL teacher administers the Home Language Identification Survey (HLIS), which indicates which language(s) are spoken at home. An interview is conducted with a teacher and/or guidance counselor and a translator with the parent and child. The HLIS is placed in the student's permanent record and is kept on file in the main office. If the information on this questionnaire indicates that the student speaks any other language at home other than English, the ESL teacher administers the NYSITELL to determine the English proficiency level of the student. The NYSITELL is administered with 10 school days of the initial enrollment as per CR Part 154. The ATS report "Reminder to Administer the NYSITELL," which is generated once a week facilitates this phase of the ELL Identification process. The results of the NYSITELL indicate whether or not the student needs ESL services, and if so, how much service time is required as outlined by New York State. The ESL teacher scores and determines the proficiency level of the student. If a student scores below proficiency on the NYSITELL, he/she becomes eligible for state-mandated services for ELLs. The school sends an Entitlement Letter, in the native language, to the parents of students who are eligible for ELL services.

HSGC has not had any recent Spanish speaking students who needed to take the Spanish LAB.

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

To identify SIFE students, HSGC LAP team members are given the SIFE Oral Interview Questionnaire in the student's native language. The SIFE interview provides a history of the student's educational history, language experiences, and family events. The student's foreign transcript is reviewed and shared with the student's teachers. SIFE students are assessed using the Baseline assessments in both English and their native language. Teachers of ENL students, including SIFE students, meet during Grade Team meetings to share and assess student work, and progress in their classes. All classes at HSGC is designed to support the needs of emerging ENL students by using glossaries, SIOP and AVID strategies, and the use of technology where students are able to access information in their native language. All teachers challenge students to develop their writing, language, and content knowledge.

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).

If a student has an IEP and Home language is other than English, the Language Proficiency Team (LPT) meets and reviews evidence of the student's English language development. Review of the student's transcript, IEP, information gathered through the Oral Interview Questionnaire, and brief assessment in English, the LPT recommends the student take the NYSITELL to determine the ELL status. If the student scores below cut score then the student is an ELL. If the student has taken the NYSITELL in the past, then he/she will take the NYSESLAT test in the spring. The LPT team members are Mr. Mbuyi, Assistant Principal, Ms. Wang, ESL Teacher, Ms. Francois, Special Education teacher, Ms. Litos, Data Specialist, and the student's parent.

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.

ELLs that continue to score below a certain level of English proficiency continue to be entitled to ELL services. In September, Continued Entitlement Letters are given to the existing students in the program and are to be returned signed by the parents. Continued Entitlement Letters are also given to students who come from different schools within the NYC system and students who transfer from other schools throughout the year. The NYSITELL is used at the beginning of the year to identify new students who are eligible for services. At the beginning of the school year NYSESLAT is used for students who were in the program the year before to place ELLs in the appropriate program. NYSESLAT is used at the end of the school year for all ELL students to measure adequate progress. HSGC currently has a free standing ESL program which is aligned with parent choice. Parents are informed in English and their native language of their child's placement. The New Principal Assigned, Family Worker, and Operational Director at the school ensure letters are distributed within the designated time frame.

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).

Parents are informed, by the ESL teacher, the right to appeal the ELL status within 45 days of enrollment during parent orientation meeting, and a parent entitlement/non-entitlement letter along with the parent survey within 10 school days. The ELL status notification is sent within 5 school days, and a copy of the letter is kept in the student's 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.

The last week of August and beginning of September, before the first day of school, a parent orientation meeting facilitated by Mr. Mbuyi (Assistant Principal) Ms. Wang (ESL Teacher) and Mrs. Litos (Data Specialist), an in-depth overview of ELL identification, entitlement and placement process is discussed during the orientation. After reviewing and discussing the Parent Survey and Program Selection Form with the family, both in English and their native language through translators, and the parents have viewed the orientation video, the ESL teacher, administrator, and/or guidance counselor discusses the different program choices the DOE offers

for their child. We explain to the family that the Freestanding ESL is the only program that is offered at our school. Should a TBE/DL program become available at HSGC parents will be notified via a phone call and a letter in their native language indicating the available service.

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 parents of all newly admitted ELLs are invited to attend an orientation session within 10 days of their child's admission, where they become informed in their native language of the different programs offered. Brochures are provided with information on the educational program options in the language spoken by the parent.

Parents have an opportunity to ask questions about the programs available and select to have their child placed in one of the three program options. Parents complete a Parent Survey and Program Selection Form before they leave.

Phone conversations and one-on-one meetings are conducted for those parents who cannot attend the parent orientation. We offer programs that are aligned with the choices made by parents in the Program Selection Forms.

These meetings are facilitated by a licensed ESL teacher, along with our Principal Assigned and a staff member that speaks the language of the parent. We have staff members who speak the following languages; Arabic, French, Haitian Creole, Spanish, Chinese, and some Central African Languages. Should a TBE/DL program become available at HSGC parents will be notified via a phone call and a letter in their native language indicating the available service.

Based on the parental choice, the school provides ESL program only.

In the event that parents are unable to attend the Orientation session, we contact the parents by phone and/or letter inviting them to attend a convenient session. Sessions are offered as new students are enrolled.
8. Describe how your school monitors the *Parent Survey and Program Selection* forms that have not been completed and returned.

The school makes every effort to ensure that entitlement letters are distributed and Parent Survey and Program selection forms are returned. Notices are sent home in English and the native language informing parents of their child's NYSESLAT scores which determine either continued eligibility for services or that the students have reached proficiency.

If a parent does not return a program selection form our Family Worker (Ms. Gordon) and/or a bilingual staff member telephones the parent to answer any questions and remind the parents to return their form. Additional copies of the form are sent home, as needed. In the event that a form is not returned, the parent choice is recorded as Bilingual, which is the default program.
9. Describe how your school ensures that placement parent notification letters are distributed.

The Parent Survey and Program Selection Form is attached to the notification of entitlement to ELL services to provide to the parent specific information on how the ELL program information is delivered. These documents are given to the parents during Orientation or sent home with the child and will be returned to Mrs. Litos. Parents are free to ask questions during Orientation or schedule a meeting with Ms. Wang to clarify any questions or concerns that they may have. All documents collected will be kept on file. Ms. Gordon, Family Worker and Mrs. Litos will call the home of any parent who does not return the forms in a timely manner. Administration will be notified in the event that we are not able to contact the parent and will then follow through in ensuring the form is returned.
10. Describe how your school retains all ELL documentation for each child (i.e., HLIS, non-entitlement, and entitlement letters).

All ELL documentation is retained in the records room and a copy is maintained by the ESL team. Placement parent notification letters will be mailed to parents, and follow up conversations with Ms. Gordon, Family Worker, Ms. Wang, ELL Teacher, and Mrs. Litos, Data Specialist will be made arranged by the child's advisor to again discuss the three program choices so that parents can make informed decisions regarding their child's education. All placement records will be filed in students' cumulative record. Mrs. Litos, Ms. Gordon, and Ms. Wang, ELL teacher will maintain all entitlement records and placement letter records. Comprehensive Parent Outreach will include ongoing contact with parents (with an interpreter available to speak in their native language). All translated materials and resources will be sent home, and we will continue to provide ongoing communication regarding the child's academic and social progress in an effort to promote parental involvement and build trusting relationships with their child's teachers.
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.

All HSGC ELL students are tested annually on the NYSESLAT. To ensure that all ELLs are administered the NYSESLAT exam each year we run the ATS reports RLAT and RLER/NYSESLAT indicator report which identifies all students eligible to take the NYSESLAT. We use this report to cross reference pre-slugged NYSESLAT answer documents that are sent to the school. Ms. Wang, certified ESL teacher, classroom teachers and out of classroom trained pedagogues participate in testing our ELLs. ELL students are administered the reading, writing, listening on the same day, and the speaking section is administered throughout the month by Ms. Callender, Ms. Chance, Ms. Farrier, Mr. King, and Ms. Wang. Records are kept as each student is tested in each modality. In the event that a student is absent during a section of the test, we will administer that subtest when the student returns to class, during the testing window.
12. Describe how your school ensures that continued entitlement and transitional support parent notification letters are distributed.

The office Family Worker and the organizational director of the school ensures letters are sent out on a timely interval. The ESL team meets weekly to determine all process are establish and enforced.
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 ENL support specialist, the new Principal Assigned, who supervises ENL, review the Parent Survey and Program Selection Forms completed at the parent orientation. After careful analysis parent choices are honored and students are placed in a Freestanding English as a Second Language Program. Students whose parents request a Transitional Bilingual program are also placed in a Freestanding ESL program. The Family Worker and the ESL support specialists inform parents of their right to transfer. Information and assistance is also made available. Parents are informed that should there be 20 or more ENL students who speak the same language in one grade, as amended by the Aspira Consent Decree, HSGC is required to open a bilingual program.

After reviewing the Parent Survey and Program Selection Forms for the past few years, the trend has been for the majority of parents to choose the Freestanding English as a Second Language Program.

Each year, with careful analysis of Program Selection Forms, reorganization of programs and classes continues to align with the choices made by parents. At the parent orientation, parents are informed of program models and of their right to choose a program. In order to honor parent's choice program, we inform parents who choose a transitional bilingual program of their right to transfer their child to another school in a district that does offer bilingual classes. Parents requesting a Transitional Bilingual Education Program are referred to our ESL support specialists to receive a list of schools which offer the program selected and for any further assistance.

Part V: ELL Programming

A. Programming and Scheduling Information

1. How is instruction for ELLs delivered in the following programs? Include how integrated and standalone ENL are implemented as per CR Part 154.2 as well as how students are grouped (e.g., block [class travels together as a group], ungraded [all students regardless of grade are in one class], heterogeneous [mixed proficiency levels], homogeneous [proficiency level is the same in one class]).

- a. Freestanding ENL program.

The Free Standing ESL Program offers ESL, ELA with ELA, ESL Content Subject Areas and Native Language Arts. ESL Content Subject Area classes have mixed proficiency levels according the New York State English as a Second Language Achievement Test. ENL students are placed in ESL classes according to their NYSESLAT level.

- b. TBE program. *If applicable.*

N/A

- c. DL program. *If applicable.*

N/A

2. How does the school ensure the mandated number of instructional minutes is provided according to proficiency levels in each program model?

- a. How are explicit ENL, ELA, and HLA instructional minutes delivered in each program model (see charts 5.1 and 5.2 below)?

Free standing ENL instruction focuses on the four basic-language acquisition skills: listening, speaking, reading, and writing. ENL Instruction is provided by ENL classes as determined by English language proficiency levels and regulated by New York State CR Part 154 guidelines. ENL and ELA instructional strategies and methodologies are employed to teach Language Arts and Content areas which allow students to learn content and receive content credit while simultaneously developing English language skills and meeting or exceeding New York State and City standards. English Language Learners receive the New York State-mandated ENL/ELA allotted instruction time based on student proficiency level.

The ENL teacher works collaboratively with the content area teachers on Literacy and content area instruction. The reduced ratio of teacher to students allows for small group and individualized instruction. Through guided instruction, strategy lessons, interactive experiences, and individualized instruction, the students are led to interact in, reflect, read, write, problem solve, develop and practice strategies in the second language.

Students scoring on a Beginner level on the NYSESLAT are programmed for a triple period of ESL, 2 periods of ESL and 1 period of push-in totaling a total of 750 minutes of ESL instruction. Students scoring on an Intermediate level receive 2 periods of push-in ESL or 1 period of free standing ESL and 1 push-in class, a minimum of 360 minutes a week. The advanced ELL students receive 1 period of ESL push-in instruction in one of their content areas or 1 free standing ESL, a minimum of 180 minutes per week.

English Language Arts curriculum is designed to development student interest in literature, as well as their ability to understand and analyze a multitude of texts. To achieve this goal, students will read numerous pieces of literature, in multiple genres such as non-fiction, poetry, drama, and contemporary young adult fiction. Students will learn strategies to independently evaluate and respond to text. Critical thinking skills will be fostered as students engage in meaningful, student-driven discussions, participate in Socratic seminars, and complete a number of independent and collaborative projects.

Mathematics courses are designed to create a math environment to problem solve, think critically, master numerical concepts, Algebra, Geometry, Trigonometry, and AP Statistics and Probability. Students will be afforded the opportunity to utilize manipulatives to construct, comprehend and analyze mathematical theory. They will also learn to verbalize, justify and present their arithmetic cognition, through journal writing and Socratic Seminars.

The science courses are designed to make sure that all students including ENLs achieve mastery in the sciences. Curricula material is delivered using a combination of classwork and laboratory course work. To support and encourage the ENL student, reading and writing scaffolding techniques are used. The teachers also ensure student achievement with the use of active learning strategies, hands on experimentation, group work and discussions. Students are encouraged to use their listening, speaking, reading and writing skills to demonstrate their comprehension of the material being taught in class.

The Social Studies courses are created to assist students as they explore the history of the United States as well as the world. To ensure that they internalize concepts such as: US expansion, imperialism, industry growth and government policies ELL students will participate in activities such as role plays, timelines, writing and the creation of scripts, all of which are designed to enable them to fully grasp the concept of life at different times in history. Students will also read books which have taken place during specific time periods, and which will help them further understand the time period they are studying. Socratic Seminars will facilitate higher order thinking skills, while allowing the development of listening, speaking, reading and writing.

In order to provide content and native language support to ENL students the ESL teacher pushes into the ELA and Writing classes. During this push in program, the teacher works with students individually or in groups to help scaffold activities and provide strategies that help students strengthen reading, writing and listening skills.

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.

HSGC has high expectations for ELL student achievement, and the goal is to have all ELL students pass the NYSESLAT, all five Regents examinations, and attend a college/university post-graduation. Instruction in all content areas is rigorous, strategies across all content areas include essay revision checklist, rubrics for every writing assignment, use scaffolding strategies for providing English language learners with support to enable them to successfully complete tasks requiring academic language proficiency by modifying language without simplification, modifying vocabulary, speed, stress and intonation, use activate students' prior knowledge, use the primary language to facilitate learning, contextualize language, use media, technology resources, and other visual supports, use formative and summative assessment and how to re-teach accordingly, and provide explicit instruction in content-specific skills, and embedding language in an understandable context.

HSGC focuses on writing, and the ELLs, former ELLs and SIFE students are provided with a writing course and an opportunity to attend after-school tutoring and enriched after-school ESL classes. ESL instruction is delivered in English, with a focus on vocabulary, writing, speaking, memorizing, and listening. ESL instructional methods are used to foster language development include modeling, creating an interactive classroom where ELL student are encouraged to speak and listen to one another, speaking clearly and slowly, use of vocabulary, word walls, learning to read graphs and maps, have pictures, etc. Our ESL teacher collaborates with the content area teachers to provide ESL strategies and methodologies in their lesson plan and curriculum, which is aligned with the Common Core Learning Standards, and to strengthen language development for the ELL students.

Students are exposed to all required subject areas based on the programs for grades 9, 10, 11, and 12. Students take Regents exams in grades 9, 10, 11 and 12. All classes are aligned with the New York standards and tailored to help ELL's succeed in the Math and Living Environment Regents Exam. The prevailing methodology is the Common Core approach. Cooperative Learning, the workshop model, audio-lingual, and Principles of Learning are incorporated in daily instruction and student work in groups with the assistance of a paraprofessional. Many supplementary teaching aides are used such as visual books, workbooks and tapes. To help students acquire and develop English language skills, teachers engage them in role-playing, dialogs and trips which encourage students to communicate. They participate in classroom discussion and activities. Alternate strategies are used in the classroom such as mapping, semantics webs, word walls, diagrams and back stepping, all geared towards Principals of Learning communicating and improving language skills. In addition, students are encouraged to attend our After School Program. ELLs have been programmed for the homework help in all subject areas in the after-school program. Also, ELLs are enrolled in elective classes.

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

Students are not evaluated in their home language. Newly arrived students with limited English are administered the NYSITELL. If the students are ENLs then they take the NYSESLAT in the spring. ELL students are given extended time during formal

and informal examinations, and they have an option of testing in in their native language on State assessments. Bilingual staff and/or translation services are available to assess students, as needed.

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

ESL instruction focuses on the four language acquisition skills: listening, speaking, reading, and writing. The ESL teacher administers the NYSESLAT interim assessments, performance assessments, and to the ELL students to track and support their progress and measures their English language proficiency level based on their results. From the results, ESL and content area lesson plans and curriculum mapping is revise to meet the needs of the ELL student, which is an on-going process based on these results. The ESL teacher collaborates with the core teachers to ensure student achievement is met in all four modalities. Students are exposed to variety of programs and teachers regularly assess them. We meet in teams to analyze assessments and look at student work. The ESL teacher is a member of our vertical and content teams. 17K528 uses in-house Math, Science and ELA assessment data to determine students' needs and progress in all four modalities of English acquisition.

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

6a. The SIFE students are provided with small group instruction by the ENL teacher pushing-in to the core classes. Guidance counselors also provide social emotional support to the SIFE students. ENL instruction is differentiated for SIFE students through the use of audio books, phonics, guided reading, level based reading materials, using sentence strips, assign daily journal writing, plan role play activities, use interview and questionnaires, have student present information with visual illustrations, etc.

6b. Instruction for ENLs who are new to the US schools, less than three years, will focus on vocabulary development, phonics, technology programs that convert text in the native language, role playing, audio-visual, hand-on demonstrations.

6c. Developing ENLs with 4-6 years of ENL services will continue to meet demands of the core subject classes and be able to pass their classes and Regents examination. They are programmed for two push-in ESL classes, teaching content specific vocabulary, academic language, pronunciation, grammar, vocabulary, following directions, listening, making a brief presentation in class.

6d. Long-term ENLs will continue to receive social-emotional support, ESL teacher and academic teachers will continue to differentiate instruction, have student attend higher level classes, such as AP and SAT classes.

6e. All former ENLs in years 1 and 2 continue to receive ENL testing modifications as per NYS regulations.

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.

ELL students and non-ELL student's acadmic progress is monitored through Baseline assessments, six-week academic progress, and portfolios. Academic teachers, ESL teacher meet on a weekly basis to review and discuss studet progress. At the meetings ELL and non-ELL students data is reviewed. If the students academic progress is affected a meeting is scheduled with the guidance counselor, student, and parent. An interpretor is available at the time of the meetings and/or phone conferences.

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?

The ENL-SWDs are served as per their IEP, ESL/ELA teachers collaborate and ensure the students languaegle learning needs are being met. Instruction will be differentiated. We use content based instruction, scaffolding of academic language , one -to -one support, small group instruction in order to provide ENL-SWDs the support they need. ENL students use glossaries and translated dictionaies.

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 ESL teacher, Special Education teacher, and content area teacher work together to ensure that the ELL-SWD are achieving their IEP goals, by following the IEP recommedations. Our ELLs, ELL-SWD, and SIFE students are placed in regular education classes, with push-in services in the core classes, with the exception of the Beginner and Intermediate ELL students who receive a double period of ESL instruction (beginner) and a single period of ESL instruction (intermediate). We ensure that appropriate testing accommodations, time extensions, separate location, bilingual dictionaries and glossaries is provided to the ELL-SWD student. Our teachers target instruction to focus on students' IEP goals.

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	<u>STAND-ALONE ENL</u> K-12 Certified ESOL teacher		<u>INTEGRATED ENL – 1 Dually Certified Teacher</u> ESOL and Common Branch (K-6) or Content Area (7-8) teacher who holds both certifications <u>INTEGRATED ENL – 2 INDIVIDUALLY CERTIFIED TEACHERS (CO-TEACHING)</u> 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	<u>STAND-ALONE ENL</u> Elective credit is awarded upon passing each corresponding STAND-ALONE ENL unit of study		<u>INTEGRATED ENL</u> Content Area credit is awarded upon passing each corresponding ENL unit of study in ELA, Math, Science, or Social Studies		
STAFFING/ PERSONNEL	<u>STAND-ALONE ENL</u> K-12 Certified ESOL Teacher		<u>INTEGRATED ENL – 1 Dually Certified Teacher</u> ESOL or Content Area (7-12) teacher who holds both certifications <u>INTEGRATED ENL – 2 INDIVIDUALLY CERTIFIED TEACHERS (CO-TEACHING)</u> 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.

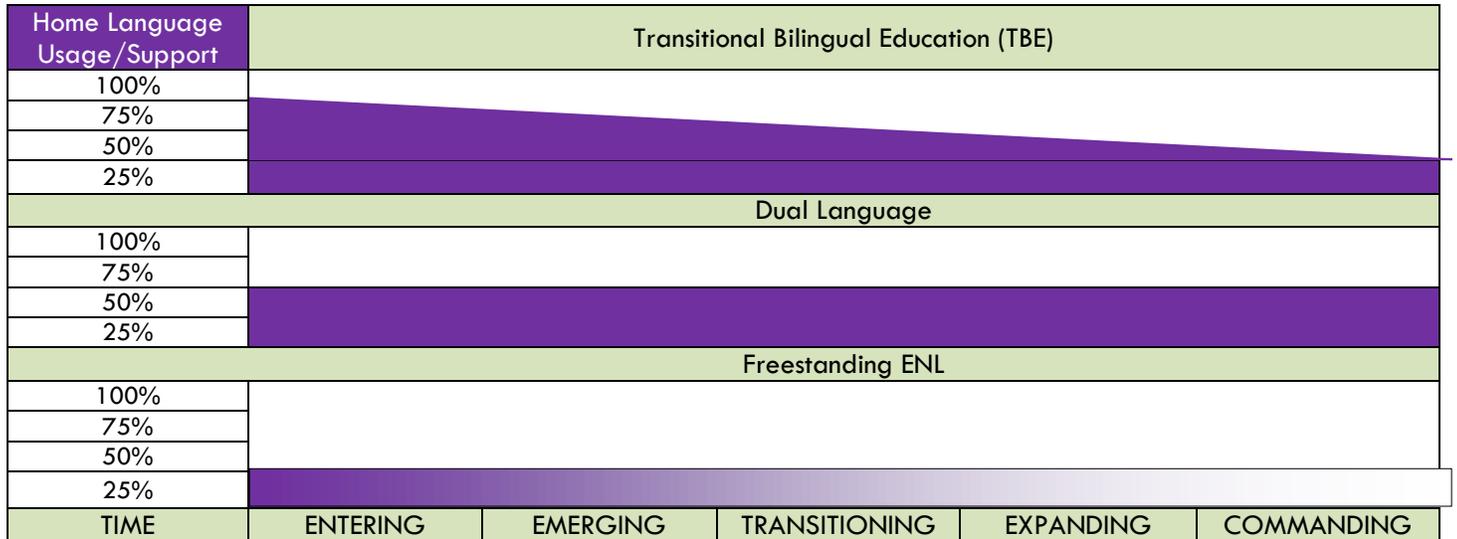


*Note “other approved services” does not apply to New York City at this time.

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. English Language Learners are programmed for our academic intervention services (AID), which are aligned with the New York State Standards and are congruent with those of the regular classroom. In addition, student support services are also provided as needed in order to address barriers to improved academic success. Students that are at-risk of not meeting the State Standards in ELA, mathematics, social studies, and science are mandated to attend an after-school program that offers additional support in order to bridge the gap in achieving the NY State Standards. The ELL students and parents are notified of the intervention programs and strategies we have in place and encourage our ELL students to participate in the after-school programs. Intervention strategies to help our ELLs include small group instruction, individual instruction, push-in ESL services in the core classes. ELL students use glossaries, bilingual dictionaries to help them master the content in the specific academic class. Every six weeks the teachers and ESL teacher administer the Interim Assessments to determine the growth and mastery of the content area. The data is shared with the students and parents via mail and a phone call. Translators are available should a parent request to speak to the teacher in their native language.
General education classroom teachers in addition to the ESL teachers provide extensive literacy lessons differentiated by needs that expose children to the actual structure of the second language. Lessons take into consideration and build upon the ELLs background knowledge and expand their English vocabulary. Opportunity for discussions is frequent and elaborate responses are encouraged. Students are monitored on an on-going basis and instruction is modified based on academic need. The reading and writing workshop model promotes second language development through natural and explicit exposure to reading and writing that is meaningful, standards-based and is modified for the ELL students.
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 push-in ESL instruction is aligned with the content teacher's curriculum, to ensure that the ELL students are prepared to pass the NYSESLAT and Regents examination, and master the core content. The self-contained ESL classes will be evaluated in the spring by looking at the interim assessment and determine if there was a growth in language acquisition from the previous examinations given this school year.

The effectiveness of our current program is measured by student performance on NYSESLAT, Regents Exams, credit accumulation and graduation rate. Content area teachers and ESL teacher meets once a week during to discuss and observe best practices and strategies that will benefit ENL and ENL-SWD. Content area teachers are aware that they are teaching ENL students by the identification of the students' official class and discussions during grade team meetings.
12. What new programs or improvements will be considered for the upcoming school year?
We are not considering any new programs for this year. We are looking at ReadingPlus and the collections series.
13. What programs/services for ELLs will be discontinued and why?
We are not planning to discontinue any services or programs at this time.
14. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
All students, including ELLs and former ELLs are afforded equal access to all programs, by attending after-school tutoring, taking advanced placement classes, registering for College Now classes, SAT Prep classes, etc. All ELLs are afforded equal access to all school programs including elective classes.
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.
ESL teacher provides glossaries, word-to-word dictionaries in the ENLs native language, use of classroom library, and technology software, such as APEX and internet oriented programs, to assist students in accelerating their language acquisition process. The following instructional materials are used to support ELLs: Books on tape and leveled books from Pearson in Science and Social Studies support ELLs with improving their listening, comprehension and reading skills in content area subjects. All classrooms have LCD projectors and technology is incorporated into each lesson.
16. How is home language support delivered in each program model (DL, TBE, and ENL)?
An Arabic native-language course is offered to our Arabic speaking students, with ICO Learn Arabic textbooks and workbooks. In addition, in addition we provide ancillary support with native speaking staff members (i.e. French, Haitian-Creole, and Spanish).
17. Explain how the school ensures all required services/resources support and correspond to ELLs' ages and grade levels.
ENLs are placed according to their grade level and English proficiency level. Our ESL program offer content area instruction that is both age and grade appropriate. Students who are older and/or in a higher grade and have limited English proficiency are provided with extra ESL instruction, and after-school tutoring that helps prepare them to pass all Regents exams and graduate in a timely manner.

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 ELLs receive one-on-one counseling, peer buddy-up, after-school tutoring, and technology software programs. All students, including newly enrolled ELLs, are invited to attend an open house prior to the beginning of the school year. Newly enrolled ELLs meet with the Principal, Assistant Principal and/or Guidance Counselor to assist with a smooth transition to our school.

19. What language electives are offered to ELLs?

Spanish and Arabic are the foreign language elective that is offered to our ELLs.

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 ELL Teacher, Special Education Teachers, and Lead Teachers provide staff development and one-on-one professional development sessions to develop and align their curriculum and lesson plans with Common Core Learning Standards and best practice of the Danielson Framework, the New Teaching Standards, Differentiating Instruction and Goal Setting, Instructional rounds and grade-level teams around supporting the ESL population at HSGC. In addition, we provide lesson studies in Departmental Meeting to scaffold curriculum for the ELL population.

The HSGC staff participate in professional development with the NYC Writing Project that provides whole-groups and individual support for teachers with the emphasis on writing for ELLs and ELL-SWD. Teachers are provided training and instructional materials to support ENL students using the Advancement via Individual Determination (AVID) model.

Shane Purse Consultants (SPC) provides support ESL and content area teachers in curriculum development and instructional strategies with a focus on ELLs. SPC provides professional development around Social Studies and Math content, and provides individual consultation with teachers. The Speech Therapist is at HSGC 2x per week and provides mandated services to ELL students who are required to receive such services. The therapist, when in attendance, participates in all ELL professional development conducted on the school grounds. The ELL team turnkey all professional development conducted by central to the entire school community. The school does not utilize the services of Occupational and Physical therapists. The administrative support staff {secretary, family worker, and school aides} receives ongoing professional development with regards to interaction with ELL parents and students. The Shane-Purse Consultant provides to the school community professional training for Special Education teachers on working with the ESL population. The workshops provided by the Shane-Purse Consultant.
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?

All HSGC teachers and support staff attend monthly professional development meetings through the NYC Writing Project, Shane Purse Consultants, bi-monthly AVID meetings, teachers meet 3 times a week during department meetings professional with the focus on Curriculum and Lesson Plan Design, with an emphasis on vocabulary development and Critical Reading Skills for the ELLs, former ELLs, and SIFE students.

The LEAD teachers schedule inter-visitations in the classroom, and meet with the teachers to discuss the lesson plan observed. In addition, the ESL teacher attends weekly meetings with the academic teachers, during Common Planning Time and Grade team Meetings to address the ELL strategies with the focus on components 3C: Engaging Student Learning, 2B: Establishing a Culture for Learning and 1E: Designing Coherent Instruction for ELL students, including the SIFE students.

The professional development provided by the Shane-Purse Consultants focuses on engaging ELL teachers and other staff members that interact with the ESL students in the Common Core Learning Standards. This is done in whole groups and individual sessions. In addition the administrative staff internally provides in house professional development with regards to best practices around the common core learning standards.
3. What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?

All core teachers and the ESL teacher have attended outside professional development offered by the Office of English Language Learners, PD offered by the DOE, and the Network. Our Mathematics teachers began their six session series on CCLS Mathematics Institute for Secondary Teachers of ELLs. Our ESL teacher attends on-going professional development related to the NYSSESLAT and the NYSITELL. The Triad Consultant Firm provides our staff support with regards to assisting ELLs as they transition from middle to high school. The guidance office and its personnel, with various professional development training, support the transition of our ELLs student. The Shane-Purse Firm has focused on training to meet the social, emotional needs of our ELL students.
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.

The training for the 7.5 hours will focus on how to increase language acquisition for the ELLs, and increase academic achievement. Instructional strategies that all academic and ESL teacher will use are scaffolding, integration of language and literacy in all academic content. Teachers will engage students in hands-on learning by creating picture dictionaries, flash cards, teaching a mini-lesson create a rich environment where students are motivated to learn by having word walls, classroom expectations, rubrics. Teachers will build on literacy instruction in order to master proficiency in English by having a pre and post reading strategies, use graphic organizers, reading logs, and journal writing. Teachers will look at data and develop lessons based on the ELLs proficiency level. Professional development is achieved through the combined efforts of experienced content specific and licensed personnel that include: Team teachers, assistant principal, self-contained ESL teachers and the ESL support specialist. The professional development goal for the 2015-2016 school year is two-fold. First, pertinent personnel will work with the staff to analyze and disaggregate data for all ELL's. Secondly, teachers will utilize the information from the disaggregated data to plan small group instruction, group students by area of need and individualize instruction. Teachers will continue to meet to plan curriculum units of study, gather and share resources and materials with the grade facilitators and ESL teachers. ESL teachers will work together and articulate with the general education

teachers, on student goals and progress. Inter-visitations and debriefing sessions will continue to provide the staff with ESL methodologies and best practices.

The ESL support specialists will attend workshops provided by the Division of English Language Learners and Student Support and turnkey information at grade meetings.

Study groups will be provided to all of our teachers on supporting our ELLs in reading and writing as well as planning for small group work in order to scaffold language development. In addition, various lunch and learn workshops will be offered to all ESL and content area teachers as well as administrators and paraprofessionals. The focus of these sessions will be to examine the Common Core aligned units of study in reading and writing, develop appropriate mini-lessons and utilize all the components of the Balanced Literacy (read aloud, shared reading, shared writing, and interactive writing) to scaffold the curriculum. In addition, we will use these sessions to provide 7.5 hours of ESL training to all teachers who work with English Language Learners and 10 hours of ESL training to all teachers who work with Special Education English Language Learners.

Additionally, ESL and content teachers, coaches, administrators, and school secretaries participate in Professional Development offered by our network Achievement Coach and network ELA and Math Study Groups. Records are maintained in both the main and guidance office at the High School for Global Citizenship. In addition Ms. Francois our professional development coordinator keeps various records {i.e. agendas, attendance sheets, and handouts}. The minutes and other items from departmental training are held by each department coordinator. The assistant principal maintains records pertaining to AVID and lesson study training and professional development.

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?

HSGC conducts 3-4 ELL parent orientation throughout the year by the administration, teachers, and ESL teacher. Parents of ELLs, former ELLs and SIFE students are invited to attend the freshman orientation, where they receive a copy of the student handbook, discipline and safety (in their native language), academic expectations, new graduation requirements, requirements for all programs in our school, including the Advanced Placement classes, College Summit, and ESL classes. If parents are not able to attend the orientation, they have another opportunity to meet the HSGC staff the 3rd week of school at Family Curriculum Night. At the meeting, parents and parents of ELLs receive Pupil Path access (in their native language), where they can view their child's academic progress, daily attendance, homework, classwork, and be able to correspond with their child's teachers. Pupil Path is able to convert the information in the parents' native language. If a parent is not able to attend either meeting, the material is mailed to the home. Our Peer Leaders and students are present at the meetings and assist the parents, by serving as translators or directing the families to the appropriate people based on their concern and needs. We have teachers and staff who are able to communicate with the families in their native language. Communication with ELL parents are in their home language and all material are translated in the parents' home language. If there is not a staff member or translator available, the school utilized the Translation and Interpretation Unit, where over-the-phone interpreters are available to assist the ELL parents.

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.

Records are kept in a binder for annual individual meetings with ELL parents, outreach is entered into ILOG, letters are filed in student's cumulative folder.

3. Describe ELL parent involvement in your school. Include specific activities that foster parental involvement for parents of ELLs. To strengthen the connection and support of the parents/guardians of our ELL and former ELL students, our school actively involves parents in planning and decision-making in support of their child's education. Parents are encouraged to participate on the School Leadership Team and Parent Association Meetings. Parent issues and concerns are addressed and shared at the PA and SLT meetings, and are shared via e-mail with the HSGC staff. Phone calls, mailings, text and e-mails are sent to the parents' homes both in English and their native language. Parents receive daily phone calls from the support staff, through their child's teachers, and monthly mailings are sent to the homes in their native language. Topics discussed at PA meetings are disseminated to parents via e-mail, mail, and Pupil Path in their home language. The role of our parent coordinator with regards to our ELL parents is to facilitate parental involvement in the school community. The PC provides access to translation services and provides opportunities to engage in activities with the Parent Academy at Medgar Evers College.

4. Does the school partner with other agencies or Community Based Organizations to provide workshops or services to ELL parents? Parents of ELLs can reach out to the Office for Family Engagement and Advocacy (OFEA) should they wish to attend additional professional development opportunities.

5. How do you evaluate the needs of the parents?

We evaluate the needs of the ELL parents through surveys, feedback, on-going interviews, and phone calls to the parents home.

6. How do your parental involvement activities address the needs of the parents?

Once we identify the needs of the ELL parents, we address the concerns as quickly as possible, through meetings, events, in-house and outside counseling provide outside resources to parents, such as the Children's-Aid Society Legal Unit, free legal immigration services, adult ESL services in the local area, etc. Parents of ELLs, former ELLs, and parents of SIFE students are encouraged to participate and attend special events that the school holds throughout the year, such as International Night, award ceremonies, Breast Cancer Walk, Blood Drives, etc. Parents are encouraged to attend school trips and volunteer during the day, by assisting in the main office and guidance team. HSGC is partnered with Global Kids, College Summit, New York Cares, and At Home in College. These partnerships have particularly helped our ELL students increase their Regent scores and improve on their overall academics

Parental involvement is encouraged through PTA participation, classroom activities and school events. The school has an affiliation with Century 21 grant, which provides afterschool services for students including ELLs as well as specific programs for parents, such as: ESL classes, home services (to help parents with family issues), family counseling and GED program. Parents complete an annual school survey, expressing their opinions regarding the school. The survey is evaluated on a yearly basis and improvements are made according to the specific needs of our parents. Parents are encouraged to attend our monthly meet and greet meetings to discuss their concerns. We have a parent coordinator who addresses parental needs, concerns, and directs parents to appropriate school personnel. The family worker facilitates parental workshops such as: Computer workshops, College Readiness, Understanding the High School Transcript, Preparing your child for the Standardized Tests, College and Career Readiness.

- The ESL teacher conduct on-going orientation sessions for parents, providing them with important information regarding program

placement and program availability.

- ELL Parent Workshops are be conducted by the ESL teacher, and the parent coordinator to demonstrate ways in which the parent can assist and prepare their children for the standardized tests NYSESLAT, Regents examinations in ELA, MATH, Social Studies Tests, and Sciences). In addition, the parent coordinator develops monthly workshops with a specific focus on: Literacy, interpreting student data and using the information to help their child at home.
- The family worker organizes a lending library for parents consisting of native language and English books in order to encourage parents and students to incorporate literacy at home.

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.

School Name: The HS for Global Citizenship

School DBN: 17K528

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)
Michelle Rochon	Principal		
Kabeya Mbuyi	Assistant Principal		
N/A	Parent Coordinator		
	ENL/Bilingual Teacher		
Rose Laure Senatus	Parent		
Jennifer Callender	Teacher/Subject Area		
Princess Francois	Teacher/Subject Area		
	Coach		
	Coach		
Jeannine Texidor-Manning	School Counselor		
Michael Prayor	Superintendent		
	Borough Field Support Center Staff Member _____		
	Other _____		
	Other _____		
	Other _____		

2015-2016 LANGUAGE TRANSLATION AND INTERPRETATION PLAN

Requirement under Chancellor's Regulations – for all schools

DBN: 17K528

School Name: The H.S. for Global Citizenship

Superintendent: Michael Prayor

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.

The High School for Global Citizenship (HSGC) gathers data through ATS system and the Home Language Surveys to determine the written translation and oral interpretation of our parents. The emergency blue cards are cross references with the Home Language Survey to ensure accuracy in the data collected.

Grade	ENL Parent/Student Language by Grade					
	Arabic		Haitian-Creole	French	Fulani	Spanish
9	33%	33%	0	0	0	33%
10	42.86%	14%	14%	14%	14%	
11	28.57%	42.86%	14.29%	0		14.29%
12	0	55.56%	0		11.11%	33.33%

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.

Parents preferred language for both written and oral communication include Arabic (25%), French (8.33%), Fulani (5.55%), Haitian-Creole (38.88%), and Spanish (22%).

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.)

In the beginning of the school year we mail out Welcome Back letters, Back-to-School Night letters, Pupil Path invitations, report card/progress report in families native language, military-opt out letters, letters from the Chancellor, notices, Regents invitations, school events, parent/teacher conferences, academic progress, and academic intervention letters. During Parent-Teacher Conferences bilingual staff is paired up with teachers who can help translate student's academic progress.

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.

Back-To-School Night, Curriculum Night, FASFA Night, Parent Teacher Conferences, Career Day, Academic Intervention meetings with support staff, including the guidance counselor, attendance teacher, family worker, teachers, assistant principal, and principal.

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 versions of military opt-out letters, condon availability letters, lunch forms, parent guides, citywide standards of intervention and discipline measures and similar forms in the native language are mailed to parents homes. Report cards and progress reports are generated in the families native language and mailed to the homes.

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.

It is very important for parents/guardians with limited proficiency in English to be able to communicate with teachers and school staff. At HSGC we have teachers who are fluent in Arabic, Chinese, French/Haitian-Creole, Greek, and Spanish and are able to provide oral interpretation services to the families. Having teachers provide oral translation services to the families helps bridge the communication gap between school and home. HSGC makes arrangements to have NYC DoE Interpreter vendors to, such as the Big Word interpreters be present at Parent-Teacher Conferences, Parent Association meeting, and if needed, at School Leadership Team meetings.

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.)

In the beginning of the school year HSGC faculty review Chancellors Regulations A-663 and are provided with a Translation & Interpretation brochure, and are encouraged to request an interpreter at the parent/teacher meetings. Teachers and staff are provided with a copy of the "I Speak..." card which includes the phone number for over-the-phone interpretation.

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

Signs are posted by the main office, guidance office, and dean's office indicating that translation and interpretation services are available in the school for parents whose primary language is not English, especially for Spanish and French/Haitian-Creole speaking parents. Documents regarding parent rights in relationship to translation and interpretation services will be available and distributed during incoming student orientation and parent-teacher conferences. Additionally, parents are provided with school documents, such as report cards, transcripts, and letters in their home language. An interpreter will be available for parents/guardians safety and discipline matters, academic, health, and any Special Education and/or English Language Learners academic program. All notification documents can be found at the Translation and INterpretation Unit's intranet site: http://intranet.nycboe.net/SchoolSupport/translation_and_interpretation_unit.

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)

Reviewing the Parent Surveys and making necessary adjustments based on the findings, and monthly meetings with the Parent Association members and SLT.