



**2015-16**  
**SCHOOL COMPREHENSIVE EDUCATIONAL PLAN**  
**(SCEP)**

**DBN: (i.e. 01M001):**

**17K533**

**School Name:**

**SCHOOL FOR DEMOCRACY AND LEADERSHIP**

**Principal:**

**JAMES OLEARCIK**

## School Comprehensive Educational Plan (SCEP) Outline

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**Section 1: School Information Page**

**School Information**

School Name: School for Democracy and Leadership School Number (DBN): 17K533  
Grades Served: 6-12  
School Address: 600 Kingston Avenue, Brooklyn, NY 11203  
Phone Number: 718-771-4865 Fax: 718-771-5847  
School Contact Person: James Olearchik Email Address: jolearchik@schools.nyc.gov  
Principal: James Olearchik  
UFT Chapter Leader: Amy Falvey  
Parents' Association President: Corey Ashley  
SLT Chairperson: Catrina Williams  
Title I Parent Representative (or  
Parent Advisory Council  
Chairperson): Laneda Mondesir  
Student Representative(s): Romario Duncan  
Florence Ayeni

**District Information**

District: 17 Superintendent: Michael Prayor  
Superintendent's Office Address: 1600 Rockaway Parkway, Rm 140A, Brooklyn, NY 11236  
Superintendent's Email Address: mprayor@schools.nyc.gov  
Phone Number: 718-290-8675, ext 1407 Fax: 718-290-8690

**Borough Field Support Center (BFSC)**

BFSC: 6 Director: Cheryl Watson-Harris  
Director's Office Address: 415 89th Street, Brooklyn, NY 11209  
Director's Email Address: cwatson21@schools.nyc.gov  
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)
Catrina Williams	*Principal or Designee	
Amy Falvey	*UFT Chapter Leader or Designee	
Corey Ashley	*PA/PTA President or Designated Co-President	
	DC 37 Representative (staff), if applicable	
Laneda Mondesir	Title I Parent Representative (or Parent Advisory Council Chairperson)	
Romario Duncan	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
Florence Ayeni	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
Idriss Barnes	CBO Representative, CAMBA	
Andrew Ridore	Member/Teacher	
Angelina Francis	Member/ Teacher	
Natasha Willems	Member/ Parent	
Namisha Dawkins	Member/ Parent	
	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 School for Democracy and Leadership (SDL) is a former Priority School entering the third year of its transformation process under its School Improvement Grant (SIG). SDL's Mission Statement continues to be: "The School for Democracy and Leadership is a 6-12 grade school, working to cultivate leaders and learners who are agents of change and responsible citizens. Students will strengthen their own voices as they learn to hear and respond to the voices of others. SDL will emphasize high academic achievement, a rigorous college preparatory curriculum for every child, and a close connection to the larger community. Graduates will be confident leaders and critical thinkers whose academic accomplishments, ownership of their own learning, and sense of connection with the larger community will have empowered them to become meaningful participants in the world around them."

The school continues to use its Mission statement and its SIG-crafted Theory of Change to direct its progress and reform. The Theory of Change articulates the argument that when the school 1) implements consistent, research-based, school-wide instructional practices, 2) addresses the socio-emotional needs impacting students' readiness to learn, and 3) involves students in a broader range of engaging and rigorous curriculum and activities; then the school will be able to foster the academic achievement, college-readiness and connection to academia and the community for which the school's mission strives.

In the high school, approximately 23% of students are overage or under-credited and 25% of the high school students have some type of disability. In the middle school grades, 11.5% of the population is overage or under-credited and 44% of the students have an IEP. Approximately 80% of the entire school is eligible for free lunch.

The school has been working with several major partners over the last few years to ensure continued improvement. For example, the school's main Community Based Organization (CBO) continues to be CAMBA—a Brooklyn-based agency that provides a full range of community needs. At the school, CAMBA runs several programs including the 9<sup>th</sup> Grade Access to Careers (ATC), the 9-12 CAMBA RISE tutoring program, and the 10<sup>th</sup>-12<sup>th</sup> grade Leading to College (LtC)/College Now partnership between Brooklyn College, SDL and CAMBA. The ATC program helps 9<sup>th</sup> graders transition into high school with ongoing academic support as well as career exposure and internship opportunities in the community. CAMBA RISE focuses on the academic middle, with afterschool tutoring and homework assistance. The LtC program helps high school students and their families transition through the college process by having students take college credit-bearing classes first on the SDL campus and then eventually on the Brooklyn College campus. Students are able to earn up to 12 credits through CUNY, transferrable to most colleges across the nation.

Other major partnerships include the SIG-funded partners Institute for Student Achievement (ISA) and Good Shepherd Services. ISA has been providing weekly content coaching for all teachers of the core subjects and Special Education, as well as ongoing operational and instructional leadership coaching. Good Shepherd is a new partner for the school in the 2015-2016 year, offering increased social-emotional support through the addition of three social workers to the school. Good Shepherd, through a separate partnership with the Brooklyn Community Foundation, is also providing the school with a Restorative Justice coordinator for the next four years. The school has also partnered with Creative School Services for additional coaching and curriculum development, specifically in English and literacy.

Through other funding sources, including the 21<sup>st</sup> Century Learning Grant, the school has also partnered with Purelements, a Brooklyn-based arts organization. Over the last three years, Purelements has brought resident artists to SDL to teach the students African drumming, drama, chorus, step dancing, Caribbean dance, and mask making. SDL has

also worked with Brooklyn-based organization SLATE to promote increased parent and community involvement through specialized workshops.

Finally, social emotional workshops and trainings have been supported through partnerships with National School Climate and the Morningside Center for Teaching Social Responsibility. The school has made significant changes towards its approaches in discipline through its work with Morningside. The school is adopting more progressive Restorative practices, including the continuation of daily community-building student circles, weekly Staff circles, and Restorative Circles to deal with community conflict. These circles include Re-entry (welcoming back) Circles, Preventative Circles (root cause conflict), and Responsive Circles (immediate conflict resolution). A team of school stakeholders has also reworked the discipline code, created a new school constitution, and continues to support students in conflict and crisis.

In terms of the Framework for Great Schools, SDL has continued to make significant progress in Rigorous Instruction, Supportive Environment and Collaborative Teachers. Over the last two years, as a result of increased supervision and coaching, teachers have been modifying their units to ensure that the shifts represented in the Common Core Learning Standards (CCLS) come to fruition within teachers' unit and lesson plans and Mastery Tasks, the school's performance task assessments. All core subject teachers continue to meet with weekly coaches around the development of their curriculum and instruction. The work and shifts around Restorative practices has changed and increased the types and amount of support the school has been offering—which speaks to the successes in the Supportive Environment. In fact, the school saw a 63% decrease last year in principal suspensions a 23% drop in superintendent suspensions and a 40% decrease in overall office referrals. SDL continues to be a collaborative environment in which teachers meet in weekly grade team meetings to analyze student work and data, to implement inquiry cycles to promote change within the grades, and to build community and culture throughout the school. Other examples of collaboration include the Leadership Cabinet and its subcommittees, the Special Education Team, the Team Leaders group and others.

The school will continue to work on the first three elements of the Framework for Great Schools but also wants to focus on improving the other three areas, especially the Trust and Effective School Leadership elements this year.

## 17K533 School Information Sheet

School Configuration (2014-15)				
Grade Configuration	06,07, 08,09, 10,11, 12	Total Enrollment	323	SIG Recipient
				YES
Types and Number of English Language Learner Classes (2014-15)				
# Transitional Bilingual	N/A	# Dual Language	N/A	# Self-Contained English as a Second Language
				N/A
Types and Number of Special Education Classes (2014-15)				
# Special Classes	15	# SETSS	N/A	# Integrated Collaborative Teaching
				31
Types and Number of Special Classes (2014-15)				
# Visual Arts	10	# Music	5	# Drama
# Foreign Language	12	# Dance	4	# CTE
				N/A
School Composition (2013-14)				
% Title I Population	80.6%	% Attendance Rate		81.6%
% Free Lunch	81.8%	% Reduced Lunch		5.2%
% Limited English Proficient	5.2%	% Students with Disabilities		24.9%
Racial/Ethnic Origin (2013-14)				
% American Indian or Alaska Native	1.2%	% Black or African American		86.7%
% Hispanic or Latino	9.7%	% Asian or Native Hawaiian/Pacific Islander		0.6%
% White	1.8%	% Multi-Racial		N/A
Personnel (2014-15)				
Years Principal Assigned to School (2014-15)	3.17	# of Assistant Principals (2014-15)		2
# of Deans (2014-15)	1	# of Counselors/Social Workers (2014-15)		4
Personnel (2013-14)				
% of Teachers with No Valid Teaching Certificate (2013-14)	N/A	% Teaching Out of Certification (2013-14)		18.2%
% Teaching with Fewer Than 3 Years of Experience (2013-14)	0.4%	Average Teacher Absences (2013-14)		8.5
Student Performance for Elementary and Middle Schools (2013-14)				
ELA Performance at levels 3 & 4	8.5%	Mathematics Performance at levels 3 & 4		11.5%
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	55.7%	Mathematics Performance at levels 3 & 4		34.7%
Credit Accumulation High Schools Only (2013-14)				
% of 1st year students who earned 10+ credits	57.1%	% of 2nd year students who earned 10+ credits		62.9%
% of 3rd year students who earned 10+ credits	71.1%	4 Year Graduation Rate		62.5%
6 Year Graduation Rate	78.2%			
Overall NYSED Accountability Status (2014-15)				
Reward		Recognition		
In Good Standing	X	Local Assistance Plan		
Focus District	X	Focus School Identified by a Focus District		
Priority School				
Accountability Status – Elementary and Middle Schools				
Met Adequate Yearly Progress (AYP) in ELA (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		NO
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	NO			
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		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	NO			
Met Adequate Yearly Progress (AYP) in Science (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			
Accountability Status – High Schools				
Met Adequate Yearly Progress (AYP) in ELA (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		NO
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	NO			
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		NO
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	NO			
Met Adequate Yearly Progress (AYP) in Graduation Rate (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		YES
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	YES			

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

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

**Part 1 – Needs Assessment**

<p><b>Part 1a. HEDI Rating (Highly Effective, Effective, Developing, or Ineffective) for DTSDE Tenet 3:</b></p> <ul style="list-style-type: none"> <li>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.</li> <li>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.</li> </ul>		
<b>Tenet 3 Statement of Practice (SOP) Addressed</b>		<b>HEDI Rating</b>
3.2	The school leader ensures and supports the quality implementation of a systematic plan of rigorous and coherent curricula appropriately aligned to the Common Core Learning Standards (CCLS) that is monitored and adapted to meet the needs of students.	E
3.3	Teachers develop and ensure that unit and lesson plans used include data-driven instruction (DDI) protocols that are appropriately aligned to the CCLS and NYS content standards and address student achievement needs.	D
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><b>Part 1b. Needs/Areas for Improvement:</b></p> <ul style="list-style-type: none"> <li>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.</li> <li>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.</li> </ul> <p>As the school enters its third year of its SIG, we feel as if we are clearly improving and building teacher capacity although much work is still needed that results in student achievement. Much of this work has centered around the professional development provided on a weekly basis by both the school’s own staff and administration as well as the ISA content coaches. Teachers have continued to improve their unit, lesson and assessment planning through the lens of the CCLS shifts; more work, however, is still needed in this area. Likewise, the school continues to develop around the area of using data to inform instruction. Although the school does feel like it is capturing data, it still needs to improve on how that data transforms teachers’ lessons. This past year, the school has developed a clear protocol for building formative assessments into unit plans with clear plans for student feedback so that students have multiple opportunities for practicing the skills and standards being addressed in a unit prior to the summative assessment.</p> <p>Ultimately, however, this work needs to continue as student data continues to remain low. Only 4% of middle schools received a Level 3 or higher on the state ELA exam; only 9% did so in Math. In the high school, Regents pass rates for June 2015 mainly ranged from 6.12% to 57%. Clearly, there is a need for further work on the link between rigorous instruction and actual academic achievement. This was also highlighted in the last Quality Review in 2013-2014, in which the school received a rating of Developing in 2.2. The evaluator said the school needs to "refine the process of providing feedback and assessing student mastery of learning goals, so that all teachers make instructional adjustments that maximize students' progress."</p>		

Our strengths include our grade team structure with weekly Common Planning times and inquiry focus; our Planning Partners protocol in which co-teachers and colleagues help to co-plan and develop lessons, units and assessments; and our weekly coaching.

Our area of need continues to be around the shifts in the CCLS while still addressing the academic deficits that the students encounter in math and literacy. This is evident in the discrepancy between the Regents scores and the pass rates in some classes; and in the high percentage of Levels 1 and 2 in the middle school state exams.

### 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.

By June 2016, at least 12% of middle school students and 65% of high school students will receive a Level 3 or higher on ELA and Math State Exams.

### Part 3 – Action Plan

<p><b>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:</b></p> <ul style="list-style-type: none"> <li>• <b>Research-based instructional programs, professional development, and/or systems and structures needed to impact change.</b></li> <li>• <b>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).</b></li> <li>• <b>Engaging families and supporting their understanding of Rigorous Instruction and the Common Core in order to support their children at home.</b></li> </ul>	<p><b>Target Group(s) Who will be targeted?</b></p>	<p><b>Timeline What is the start and end date?</b></p>	<p><b>Key Personnel Who is responsible for implementing and overseeing the activity/strategy? (include school, educational consultants and/or CBO staff)</b></p>
<p>A more thorough coaching calendar will also be produced prior to the start of Year Three in which specific Departmental meetings will be established . The school wants to establish a teacher-driven subject department system that is supported by content-based professional development from the coaches. This will allow us to rebuild the Department structure in our school, which has been absent for the last few years. The school believes that the Department structure will serve as a way to continue teacher growth and support beyond the scope of this grant.</p>	<p>Teachers</p>	<p>September 2015 to June 2016</p>	<p>ISA Coaches, Administration</p>
<p><u>Coaches will help to deliver monthly departmental professional development</u> The school will modify the schedule on a monthly basis so that teachers will be able to meet as a group, co-plan, monitor curriculum, and develop</p>	<p>Teachers</p>	<p>September 2015 to June 2016</p>	<p>ISA Coaches, Administration, Key Teacher Leaders</p>

the departmental system while increasing teacher efficacy, and distributed leadership.			
<u>In conjunction with the NYCDOE, the school has opted into the AVID college-readiness program</u> . This will include the implementation of an AVID elective for 9 <sup>th</sup> and 10 <sup>th</sup> graders. The school sent seven staff members, including the principal, to a three-day conference on AVID in Philadelphia in July 2015. Include in this program are research-based best teaching practices that will be turn keyed with the whole staff and will become part of the classroom expectations. These WICOR strategies include Inquiry Work, Writing to Learn, Collaboration, and Organizational Skills.	Teachers and Students	September 2015 to June 2016	Administration, AVID Team of Teachers and Guidance Counselor
<u>The school will develop a new assessment calendar for the school year.</u> This will help teachers to better plan and use data to inform their instructional plans but it will also assist in moving students more clearly in their academic needs. Baseline exams will be given in the fall. At least one mid-year benchmark exam will be given to assess progress towards mastery.	Teachers and Students	September 2015 to June 2016	Administration, Testing Coordinator, Data Specialist
Grade-level teacher teams will work through cycles of inquiry and data analysis to ensure that students stay on track to earn credits and pass exams. On a regular basis, teams will analyze progress reports, marking period grades and semester results to monitor student progress	Teachers	September 2015 to June 2016	ISA Coaches, Administration, Teachers
Professional Development sessions around assessment design, unit planning and overall revision strategies will be implemented throughout the year. This will include ongoing review of student work and student performance to ensure achievement of the goal	Teachers, Admin	September 2015 to June 2016	Administration, Teachers
The school will increase the number of progress reports it runs and sends home so that families will continue to see how their child is progressing toward their academic goals. This, in conjunction with the online grade book, helps families to stay connected with the school. Also, all students are assigned an advisor (a Circle Keeper) who keeps in constant contact with the families. Finally, additional workshops and meetings will be held for families to engage and support them around the instruction and the CCLS. For example, in September, the school holds different parent orientations for each grade during which the curriculum is reviewed and strategies for supporting the student at home are shared.	Families	September 2015 to June 2016	Administration, Teachers, Parent Coordinator

#### **Part 4 – Budget and Resource Alignment**

**Part 4a.** Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.

- ISA Coaches, Administration and Teachers (30 sessions of ISA coaching per core subject area and Special Education)

- Testing Coordinator and Data Specialists
- AVID Team, Program Fees and Incidental Costs
- Per Session for PD/Departmental Work

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

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

**Part 5 – Progress Monitoring**

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

By February 2016, 65% of students will have shown growth of at least 20% from the fall baseline exam by taking a state test-aligned midterm exam.

**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><b>Part 1a. HEDI Rating (Highly Effective, Effective, Developing, or Ineffective) for DTSDE Tenet 5:</b></p> <ul style="list-style-type: none"> <li>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.</li> <li>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.</li> </ul>		
<b>Tenet 5 Statement of Practice (SOP) Addressed</b>		<b>HEDI Rating</b>
5.2	The school leader establishes overarching systems and understandings of how to support and sustain student social and emotional developmental health and academic success.	E
5.3	The school articulates and systematically promotes a vision for social and emotional developmental health that is aligned to a curriculum or program that provides learning experiences and a safe and healthy school environment for families, teachers, and students.	E
5.4	All school stakeholders work together to develop a common understanding of the importance of their contributions in creating a school community that is safe, conducive to learning, and fostering of a sense of ownership for providing social and emotional developmental health supports tied to the school’s vision.	E
5.5	The school leader and student support staff work together with teachers to establish structures to support the use of data to respond to student social and emotional developmental health needs.	E
<p><b>Part 1b. Needs/Areas for Improvement:</b></p> <ul style="list-style-type: none"> <li>Reflect on your school’s HEDI ratings (or self-ratings) in Part 1a, particularly any ratings of <u>Developing</u> and <u>Ineffective</u>.</li> <li>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.</li> </ul> <p>The school has worked closely with Morningside Center for Social Responsibility, the NYC Department of Education, its SIG partner Counseling in Schools, and other schools in the city as it has undergone a major shift in its approach to the social emotional development of the community, including students, staff and families. SDL has begun to adopt more Restorative Justice practices, including the creation of daily Community Building Circles (an integral part to the Restorative Justice model), the training of more than 50% of its staff on Tier 1 Restorative Justice philosophies and ideas, the training of 8 staff members on Tier 2 Intervention Circles, and periodic restorative practices while addressing discipline issues. This has led to a 63% drop in Principal Suspensions and a 40% reduction in Office Discipline Referrals (ODRs).</p> <p>The school will continue to grow in its Restorative Justice practices in the following year. The school recognizes that the majority of the work must still focus around community building and personal connections prior to further adoption of restorative justice practices. With this in mind, the school still wants to support students by building up their social and emotional literacy and skills so that when they encounter conflict they will be more equipped to deal with it.</p>		

**Part 2 – Annual Goal**

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

By June 2016, the development of restorative practices and professional development around Danielson 2d, there will have been a 10% reduction in ODRs, principal and superintendent suspensions as compared to June 2015.

**Part 3 – Action Plan**

<p><b>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:</b></p> <ul style="list-style-type: none"> <li>• Research-based instructional programs, professional development, and/or systems and structures needed to impact change.</li> <li>• 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).</li> <li>• Engaging families and expanding their understanding of a supportive environment in order to support their children at home.</li> </ul>	<p><b>Target Group(s) Who will be targeted?</b></p>	<p><b>Timeline What is the start and end date?</b></p>	<p><b>Key Personnel Who is responsible for implementing and overseeing the activity/strategy? (include school, educational consultants and/or CBO staff)</b></p>
<p>The school will continue with the cultural shift surrounding Restorative Justice. This year, and the next few years, will continue to be mainly focused around community building. This will be done mainly through daily Morning Circles, grade level assemblies (to be held on a regular basis), and special programming designed, in part, by the COSA. The school will also introduce to the community its newly adopted constitution of student and staff Rights and Responsibilities, as well as its discipline plan as it begins the long process of moving away from traditional discipline and to the more progressive Restorative Justice model.</p>	<p>All community staff members</p>	<p>Daily from September 2015 to June 2016</p>	<p>Administration, Good Shepherd, Support Staff, COSA</p>
<p>The school will transform the SAVE room model into a Restorative Justice Center. The center will include a process for student reflection on behavior and decisions, a place for group skill building workshops for as a future intervention tool, and a tag team effort between the Good Shepherd staff member and the school’s support staff to develop a curriculum for skill building sessions.</p>	<p>All community staff members</p>	<p>Daily from September 2015 to June 2016</p>	<p>Restorative Justice Coordinator, Good Shepherd staff member, Administration</p>
<p>The school will create a Restorative Justice coordinator, who will coordinate where restorative circles, mediations, parent circles, peer circles, and other forms of restorative justice take place. As this process is a slower one than traditional discipline, a coordinator is needed to help manage the moving parts and to ensure that all necessary parties are involved in the discipline.</p>	<p>All community staff members</p>	<p>Daily from September 2015 to June 2016</p>	<p>School Deans, Restorative Justice Coordinator, Administration, Support Staff</p>

The school will continue to build its own staff's capacity through a number of partnerships and professional development sessions. These include using Good Shepherd to assist teachers with classroom management in Year Three as well as contracting additional coaching days with Morningside for ongoing Restorative Justice training. The school will also continue to use its weekly Staff Circles professional development as a way to continue to explore the process and to build up the staff's own social emotional literacy.	All community staff members	Quarterly from September 2015 to June 2016	Administration, Restorative Justice committee, outside providers
The school will host monthly community events to help build family support. Within these events, parental workshops will be planned to help engage parents on how to support their children at home. For example, in October, each grade level will have a family potluck that will work to bring families together with one another.	Families	Monthly from September 2015 to June 2016	All community members
Administration will conduct biweekly walk-throughs with a variety of stakeholders to assess the overall environment of the school. This data will be analyzed on a biweekly basis to ensure that the action plan is implemented	All community members	Weekly from September 2015 to June 2016	Administration, Good Shepherd, Support Staff,

#### **Part 4 – Budget and Resource Alignment**

<b>Part 4a.</b> 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"> <li>• Professional development dedicated to social emotional literacy and restorative justice practices/ideology will take place on a regular basis</li> <li>• Weekly Staff Circles weekly will take part as part of the Monday Professional Development</li> <li>• Human Resources will include the Restorative Justice Coordinator, Deans, Administration, trained staff Circle Leaders.</li> <li>• Students' daily schedules begin with 30 minute student circles.</li> <li>• The school will develop the Restorative Justice center as a place for increasing social emotional support and skill building.</li> </ul>											
<b>Part 4b.</b> Indicate using an "X" the fund source(s) that will be utilized to support achievement of the specified goal.											
X	Tax Levy	X	Title I SWP		Title I TA		P/F Set-aside	X	21 <sup>st</sup> Century		C4E
	Title I 1003(a)		Title III		PTA Funded	X	SIG or SIF Grant		School Success Grant		Other

#### **Part 5 – Progress Monitoring**

<b>Part 5a.</b> 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.
The school will monitor suspension and ODR data on a monthly basis, with significant data analysis happening at the end of each marking period. SIM will oversee and validate ODR data to NYSED on a quarterly basis. By February 2016, the school will review the first semester ODR data and will see a trend of a 10% decline from the year prior.
<b>Part 5b.</b> In <b>February 2016</b> , 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**

<b>Part 1a. HEDI Rating (Highly Effective, Effective, Developing, or Ineffective) for DTSDE Tenet 4:</b>		
<ul style="list-style-type: none"> <li>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.</li> <li>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.</li> </ul>		
<b>Tenet 4 Statement of Practice (SOP) Addressed</b>		<b>HEDI Rating</b>
4.2	School and teacher leaders ensure that instructional practices and strategies are organized around annual, unit, and daily lesson plans that address all student goals and needs.	E
4.3	Teachers provide coherent, and appropriately aligned Common Core Learning Standards (CCLS)-based instruction that leads to multiple points of access for all students.	D
4.4	Teachers and students work together to implement a program/plan to create a learning environment that is responsive to students’ varied experiences and tailored to the strengths and needs of all students.	E
4.5	Teachers inform planning and foster student participation in their own learning process by using a variety of summative and formative data sources (e.g., screening, interim measures, and progress monitoring).	D
<b>Part 1b. Needs/Areas for Improvement:</b>		
<ul style="list-style-type: none"> <li>Reflect on your school’s HEDI ratings (or self-ratings) in Part 1a, particularly any ratings of <u>Developing</u> and <u>Ineffective</u>.</li> <li>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.</li> </ul>		
<p>The school continues to build upon its collaborative and teacher team roots. This year, administration helped grade-level teacher teams through their first attempt at an Inquiry Cycle. This was a messy process that led to a tremendous amount of growth among the staff, setting themselves up for next year’s work. This year, the school has developed a clear protocol for building formative assessments into unit plans with clear plans for student feedback so that students have multiple opportunities for practicing the skills and standards being addressed in a unit prior to the summative assessment.</p> <p>Overall, however, the school needs to continue growing in how it uses data. For example, in the Inquiry work that was done this year, teachers struggled at analyzing student work without making high inference observations or judgements. The school will need to support teacher teams further in this work through professional development.</p> <p>In addition, a majority of staff have indicated through exit slips from professional development sessions that they struggle to get students to participate in the feedback cycle or to use feedback. This is a clear area for the school to develop through improved use of data, teacher collaboration and professional development.</p> <p>Finally, it is clear that although teachers have been working with coaches to improve the quality of their units, lessons and assessments, there is still a disconnect between the planning and the student achievement. This is evident in that only 4% of middle schools received a Level 3 or higher on the state ELA exam, and only 9% did so in Math. In the high school, Regents pass rates for June 2015 mainly ranged from 6.12% to 57%. In the 2013-2014 Quality Review, the reviewer commented that one area that the school needs to improve is in providing access to higher-level learning for all students. The reviewer wrote "Strengthen instructional practices to ensure that all teachers consistently incorporate tasks that result in high levels of student thinking and participation in learning activities by all students."</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, M measurable, Achievable, Relevant, and Time-bound.

By June 2016, 100% of teachers will have completed a minimum of four Inquiry cycles as part of a teacher team, using specific protocols for analyzing student work, resulting in a 15% increase in the number of students earning 10 or more credits by the end of the year.

**Part 3 – Action Plan**

<p><b>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:</b></p> <ul style="list-style-type: none"> <li>• Research-based instructional programs, professional development, and/or systems and structures needed to impact change.</li> <li>• 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).</li> <li>• Strategies to promote teacher-parent collaborations to improve student achievement.</li> </ul>	<p><b>Target Group(s) Who will be targeted?</b></p>	<p><b>Timeline What is the start and end date?</b></p>	<p><b>Key Personnel Who is responsible for implementing and overseeing the activity/strategy? (include school, educational consultants and/or CBO staff)</b></p>
<p>The school will reintroduce the Department team structure. This will help teachers to collaborate around common subject issues as well as to develop school-wide protocols and assessments. ISA coaches will help to build up this system and teachers’ capacity by co-facilitating these monthly PDs.</p>	<p>Teachers</p>	<p>Monthly from November 2015 to June 2016</p>	<p>Administration, ISA Coaches, Teacher Leaders</p>
<p>The school will develop a co-planning protocol for its Integrated Co-Teaching co-planning sessions. The school believes in the importance of giving teachers time to do the co-planning it needs in order to develop the curricular, assessments, and strategies needed for continued success. To ensure that this time is used effectively, the school will launch a planning protocol and documentation form in Year Three. This will be a short planning form that all teachers will use to help organize their planning time, ensure that all teachers are on the same page regarding planning and deliverables, and will communicate to administration what they can expect from each teacher in ICT classes or how co-planning teacher is supporting one another.</p>	<p>Teachers</p>	<p>Weekly from September 2015 to June 2016</p>	<p>Administration, ISA Coaches, Teachers</p>

The school plans to begin Inquiry Cycles from the beginning of Year Three, now that we have established routines and expectations. The school expects that each teacher team will be able to complete a minimum of four cycles next year.	Teachers	September 2015 to June 2016	Administration, ISA Coaches, Grade Teams
Grade teams will meet on weekly basis and will participate in ongoing data analysis. Every three to four weeks, a new progress report will be generated for the students. The grade teams will analyze that data and identify students who are off-track to earn their full credits. Once a sub-group is identified, the teacher teams will agree upon specific interventions to put into place. Over subsequent weeks, teachers will put into action their interventions and inter-visit each other's classrooms. Once a new data set is available (i.e. the next set of Progress Reports), the team will revisit the progress of the sub-set of students and the efficacy of the interventions. New subgroups will be identified from the new data set.	Students	Every four weeks from September 2015 to June 2016	Grade Teams, Administration
Family members will be invited to participate in grade team meetings and other meetings to review student progress and to understand the work of the collaborative teacher teams. This will be underscored by frequent family events that will build the relationships between families and teachers. Also, teachers will be encouraged to attend the monthly Parent Association meeting to help increase the communication between the school and the families.	Families	Monthly from September 2015 to June 2016	Grade Teams, Families, Administration, Parent Coordinator
The Special Education Team will meet weekly to ensure that the needs of students with disabilities, English language learners and other high-need student subgroups are being met. As part of this team's task, they will look at student data from the Integrated Co-Teaching classes to ensure that these students are on track to earn their credits.	Students	Weekly from September 2015 to June 2016	Special Education teachers, Administration, Special Education coordinator

#### Part 4 – Budget and Resource Alignment

<b>Part 4a.</b> 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"> <li>• Human Resources: All Teachers, Grade Team Leaders, ISA Coaches, Administration</li> <li>• Time Resources: Planning Partners, Departmental PD in the Afternoons, Time in Schedules for Coaching and Feedback</li> <li>• Budget Resources: Per Session for extra PD with staff; Per Diem substitutes to allow teachers to participate in Departments, ISA Coaching</li> </ul>											
<b>Part 4b.</b> Indicate using an "X" the fund source(s) that will be utilized to support achievement of the specified goal.											
X	Tax Levy	X	Title I SWP		Title I TA		P/F Set-aside		21 <sup>st</sup> Century		C4E
	Title I 1003(a)		Title III		PTA Funded	X	SIG or SIF Grant		School Success Grant		Other

#### Part 5 – Progress Monitoring

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

By February 2016, the school will conduct a first semester data analysis to evaluate the progress of student credit acquisition. As part of this analysis, the school will analyze the documented results of the grade team inquiry cycles and the work of the departmental meetings. By February 2016, the school will have conducted at least two full cycles of inquiry and held at least four Departmental meetings.

**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><b>Part 1a. HEDI Rating (Highly Effective, Effective, Developing, or Ineffective) for DTSDE Tenet 2:</b></p> <ul style="list-style-type: none"> <li>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.</li> <li>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.</li> </ul>		
<b>Tenet 2 Statement of Practice (SOP) Addressed</b>		<b>HEDI Rating</b>
2.2	The school leader ensures that the school community shares the Specific, Measurable, Ambitious, Results-oriented, and Timely (SMART) goals/mission and long-term vision inclusive of core values that address the priorities outlined in the School Comprehensive Educational Plan (SCEP).	E
2.3	Leaders make strategic decisions to organize programmatic, human, and fiscal capital resources.	E
2.4	The school leader has a fully functional system in place aligned to the district's Annual Professional Performance Review (APPR) to conduct targeted and frequent observation and track progress of teacher practices based on student data and feedback.	D
2.5	Leaders effectively use evidence-based systems and structures to examine and improve critical individual and school-wide practices as defined in the SCEP (student achievement, curriculum and teacher practices; leadership development; community/family engagement; and student social and emotional developmental health).	E
<p><b>Part 1b. Needs/Areas for Improvement:</b></p> <ul style="list-style-type: none"> <li>Reflect on your school's HEDI ratings (or self-ratings) in Part 1a, particularly any ratings of <u>Developing</u> and <u>Ineffective</u>.</li> <li>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.</li> </ul> <p>The school's leaders have done a lot of work this year around their own growth as leaders. This has mostly stemmed from the combined leadership coaching of the ISA Instructional Leadership Coach and the Strategic Leadership Coach . The administration has revisited its Core Values and continues to improve its own methods and systems of communication, management and action planning.</p> <p>As an area of strength, the school received a Well Developed in its last Quality Review around indicator 3.1, "Establish a coherent vision of school improvement that is reflected in a short list of focused, data-based goals that are tracked for progress and are understood and supported by the entire community." The school's administration and teacher leaders have continued to use the SIG goals as its main areas of focus, providing ongoing documentation to the NYSED about its progress. The principal, however, is still looking to develop stronger practices and systems that use student data to help grow the staff. This has been an area of work for the last two years of SIG and will continue into the next year.</p> <p>In regards to targeted and frequent observation and the progress tracking of teacher practices based on student data and feedback, the school needs to schedule its observations more effectively. The majority of observations were done in the second semester of last year and staff members expressed the desire for a more spread out timing. Also, the school data shows that more specific observation, analysis and support around student achievement is necessary as state-level assessments showed poor success rates.</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.

By February 2016, school leaders will have completed 50% of the required teacher observations and evaluations, and the spring Professional Development calendar will be adjusted to address the needs brought forward by these observations.

### Part 3 – Action Plan

<p><b>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:</b></p> <ul style="list-style-type: none"> <li>• <b>Research-based instructional programs, professional development, and/or systems and structures needed to impact change.</b></li> <li>• <b>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).</b></li> <li>• <b>Strategies to promote parent leadership and engagement as a key lever for school improvement.</b></li> </ul>	<p><b>Target Group(s)</b> <i>Who will be targeted?</i></p>	<p><b>Timeline</b> <i>What is the start and end date?</i></p>	<p><b>Key Personnel</b> <i>Who is responsible for implementing and overseeing the activity/strategy? (include school, educational consultants and/or CBO staff)</i></p>
<p>The school will continue with leadership coaching for its three administrators. In conjunction with the coaches, the administration will establish 2-3 goals for the administrative team in September 2015. These goals will focus on aligning school decisions and efforts with the revised mission and vision of the school, developing outside resources, and improving school leadership habits. Once the specific goals are established, the administrative team will calendar out the dates in advance and dedicate a minimum of three to five hours of each coaching day to this work. Each goal will be designed with clear deliverables that will help to build the capacity of this school's leadership and any future leaders of the school.</p>	<p>Administration</p>	<p>September 2015 to June 2016</p>	<p>ISA Leadership Coach, Administration</p>
<p>The school will calendar out observations on a monthly basis to ensure that they are done in a timely and useful manner. This will be shared and reviewed weekly between the administrators to ensure that they are holding one another accountable.</p>	<p>Teachers and Administration</p>	<p>September 2015 to June 2016</p>	<p>Administration</p>
<p>The principal will continue to work on time management and communication by scheduling meetings in advance. For example, the school will convene quarterly meetings of all SIG and CBO partners as a means to align their work more cohesively. In</p>	<p>All community stakeholders</p>	<p>September 2015 to June 2016</p>	<p>Administration, CIS and ISA partners</p>

<p>addition, the school will also schedule individual monthly partner meetings in advance for no more than 45 minutes. These meetings will include the entire administration and will help align the work of each partner. This will also provide a time and place for consistent review of delivery of services and ensuring that Year Three continues to focus on sustainability and building capacity. From these meetings and planning session will come more opportunities to link academic support with the social emotional support of students. The administration will also continue to work on its transparency and communication with the entire staff by making the results of these meetings more public and accounted for; this will help bolster staff morale as they continue to understand the direction the school is moving in more and the role of the partners.</p>			
<p>The new AP of Instruction will continue her administrative work from Year Two but will have a renewed focus on the implementation of RTI teaching strategies in the ICT and Self Contained Settings. She will also take the lead on developing clear strategies for the Science Department, including those that will generate more group learning and student discussion.</p>	Teaching Staff and Administration	September 2015 to June 2016	Administration
<p>The principal and AP of Instruction will meet weekly to discuss 1-2 teachers per week. These meetings will include reviews of observations, supports put into place for the teachers, professional development and coaching activities and grade book data. This will help to keep teacher observations aligned with school goals and connected to student achievement</p>	Teaching Staff and Administration	Weekly from September 2015 to June 2016	Administration
<p>Administration will conduct at least one learning walk per week. This will assist in aligning teacher feedback, identifying areas of needs and of success, and in planning professional development. Weekly walkthroughs will be announced most weeks and will be comprised of different stakeholders throughout the year.</p>	Teaching Staff and Administration	Weekly from September 2015 to June 2016	Administration, ISA Leadership Coaches, Other Staff
<p>Administration will communicate with family members at least twice per month. These will include participation in the monthly Parent Association meetings and through written newsletters. Administration will articulate the progress of the school in regards to all of its goals and in particular help families understand how they can assist in students' academic success.</p>	Families	Monthly from September 2015 to June 2016	Administration, Teaching Staff

**Part 4 – Budget and Resource Alignment**

**Part 4a.** Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.

- Human Resources: ISA Coaches, Administration
- Time Resources: Time in Schedules for Coaching and Feedback; Scheduled time for observations, Time for Teacher Feedback and Observation Write Up.
- \* Per Diem Substitute teachers for when teachers will participate in observational walkthroughs.

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

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

**Part 5 – Progress Monitoring**

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

By the end of the first marking period, 25% of teacher observations will be completed.

**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><b>Part 1a. HEDI Rating (Highly Effective, Effective, Developing, or Ineffective) for DTSDE Tenet 6:</b></p> <ul style="list-style-type: none"> <li>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.</li> <li>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.</li> </ul>		
<b>Tenet 6 Statement of Practice (SOP) Addressed</b>		<b>HEDI Rating</b>
6.2	The school leader ensures that regular communication with students and families fosters their high expectations for student academic achievement.	E
6.3	The school engages in effective planning and reciprocal communication with family and community stakeholders so that student strength and needs are identified and used to augment learning.	E
6.4	The school community partners with families and community agencies to promote and provide training across all areas (academic and social and emotional developmental health) to support student success.	E
6.5	The school shares data in a way that promotes dialogue among parents, students, and school community members centered on student learning and success and encourages and empowers families to understand and use data to advocate for appropriate support services for their children.	E
<p><b>Part 1b. Needs/Areas for Improvement:</b></p> <ul style="list-style-type: none"> <li>Reflect on your school’s HEDI ratings (or self-ratings) in Part 1a, particularly any ratings of <u>Developing</u> and <u>Ineffective</u>.</li> <li>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.</li> </ul> <p>As a result of both the 21<sup>st</sup> Century Learning Grant and the School Improvement Grant, the school has improved its working with the family and community stakeholders. For example, parents and partner organizations are present in each of the Leadership Cabinet subcommittees. The school has continued its regular communication lines between the families by using Datacation/Skedula as its online grade book and by sending quarterly progress reports home via mail six weeks prior to the marking period report cards. In the fall, the school hosts individual grade-level orientations to tailor parent meetings. The school’s partners—including CAMBA, Slate and CIS—all build a large component of family involvement into their programming, promoting the dialogue between all stakeholders about student development and success.</p> <p>In the last Quality Review, the school received a rating of Well Developed in 3.1, writing "school documents, including professional development records and minutes of PTA and SLT meetings, combine to provide evidence of engagement of all school community members in school-wide decision-making." The school also received a rating of Well Developed in 3.4, saying "Administrators effectively communicate and promote high expectations to staff, students, and families, with multiple supports for attaining them, resulting in student progress towards college and career readiness."</p> <p>The school continues to look for ways to engage more parents. While there are lots of opportunities for parent involvement, PA enrollment is low and parent participation in many school activities continues to be low.</p>		

**Part 2 – Annual Goal**

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

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

By June 2016, at least five new parent members will have joined the PTA, representing a 100% increase in regular attendance.

### Part 3 – Action Plan

<p><b>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:</b></p> <ul style="list-style-type: none"> <li>• <b>Research-based instructional programs, professional development, and/or systems and structures needed to impact change.</b></li> <li>• <b>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).</b></li> <li>• <b>Strategies to promote stronger family and community ties and to increase parent involvement in support of improved student outcomes.</b></li> </ul>	<p><b>Target Group(s) Who will be targeted?</b></p>	<p><b>Timeline What is the start and end date?</b></p>	<p><b>Key Personnel Who is responsible for implementing and overseeing the activity/strategy? (include school, educational consultants and/or CBO staff)</b></p>
<p>The school will continue to develop the role of the Parent Coordinator. The school will work with Good Shepherd and SLATE to support the person in the position and to build up more community relationships. Areas of development will include planning more events and workshops to address family needs, town halls to address community issues, and other events.</p>	<p>Parents, Parent Coordinator</p>	<p>September 2015 to June 2016</p>	<p>School Partners SLATE and Good Shepherd</p>
<p>The school will continue to plan events that bring families together, including pot lucks, cultural events and award ceremonies. Along with the continuation of current practices, the school plans to create a monthly parent newsletter to highlight what is happening in the school, send out honor roll cards to families, and design more supports that address the families' needs.</p>	<p>Parents and Families</p>	<p>Monthly from September 2015 to June 2016</p>	<p>Administration, Parent Coordinator</p>
<p>The administration will encourage teacher participation in the monthly Parent Association meetings to increase parental involvement. This will assist as many parents want to have more ongoing dialogues with teachers beyond just the regular conferences and disciplinary issues.</p>	<p>Parents and Families</p>	<p>Monthly from September 2015 to June 2016</p>	<p>Administration, Parent Coordinator, Teachers</p>
<p>All parent events will take place at later times in the evening or on the weekend to accommodate working parents. Most family events will begin after 6 p.m. during the week or with a variety of times to accommodate more schedules.</p>	<p>Parents and Families</p>	<p>Ongoing from September 2015 to June 2016</p>	<p>Administration, COSA</p>

**Part 4 – Budget and Resource Alignment**

<b>Part 4a.</b> 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"> <li>• Human Resources: Parent Coordinator, Administration, SLATE, Good Shepherd, CAMBA</li> <li>• Other Resources: OTPS purchasing for family events, Per Session for later evening/weekend events</li> </ul>											
<b>Part 4b.</b> Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.											
X	Tax Levy	X	Title I SWP		Title I TA		P/F Set-aside	X	21 <sup>st</sup> Century		C4E
	Title I 1003(a)		Title III		PTA Funded	X	SIG or SIF Grant		School Success Grant		Other

**Part 5 – Progress Monitoring**

<b>Part 5a.</b> Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.
By February 2016, the school will review the attendance of parents at Parent Association meetings as well as at other community events to see if there are more apparent trends or increases in numbers.
<b>Part 5b.</b> In February 2016, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

## Section 6: Expanded Learning Time (ELT) Program Description

**Directions:** Expanded Learning Time activities are directly aligned to the elements of the Framework for Great Schools, Rigorous Instruction, Supportive Environment, and Strong Family and Community Ties. ELT provides enriching educational experiences that happen outside of the traditional school day and blend skill acquisition, relationship-building and fun to foster academic and social-emotional growth. Summer learning, afterschool programming, and extended-day ELT models, when well-implemented, play a critical role in supporting students in all grades and ensuring that they graduate from high school, college and career ready. SED requires that Priority schools offer a minimum of 200 additional student contact hours as Expanded Learning Time in addition to the current mandated length of 900 hours of instruction per year (25 hours per week) in grades K-6 and 990 hours of instruction per year (27.5 hours per week) in grades 7-12. Effective ELT models will blend school staff with community partners, and will provide a balanced curriculum that can include ELA, Math, STEM, arts, physical activity, and leadership development. Complete the sections on this page to demonstrate how the school will meet these requirements.

### **Part 1 – ELT Program Goal(s)**

Describe the summative goal(s) of the ELT program for the 2015-2016 school year. Be sure to construct the goal to be SMART – <u>S</u> pecific, <u>M</u> easurable, <u>A</u> chievable, <u>R</u> ealistic, and <u>T</u> ime-bound.
By June 2016, 80% of students enrolled in one or more ELT program will be promoted to the next grade (or graduate) will 10+ credits.

### **Part 2 – ELT Program Type**

Is the ELT program voluntary or compulsory?	X	Voluntary		Compulsory
If the ELT program is voluntary, indicate how you will actively encourage the participation of all students, with the goal of serving at least 50% of students.				
<p>The school continued to harness the power of both SIG and the 21<sup>st</sup> Century Learning Grant to offer a wide range of ELT activities. With more than 20 different ELT activities, many students are able to participate in more than one activity. Overall, approximately 700 participant seats were taken over the course of Year Two throughout the different activities. The school firmly believes that this high level of engagement in ELT activities has helped to contribute to the overall increase in credit accumulation and the 40% decrease in discipline referrals.</p> <p>In order to continue to encourage participation, the school polls students throughout the year to gauge their interests and availability. With these results, changes are made to various programs and new ELT activities are developed or revised.</p>				

### **Part 3 – ELT Program Description**

<b>Target Population:</b> The ELT program will be offered to <b>all students in the school</b> , with the goal of serving a minimum of fifty percent of students.
<p>Describe how the school will meet the following SED requirements for an ELT program in a Priority School:</p> <ul style="list-style-type: none"> <li>• Integrate academics, enrichment, and skill development through hands-on experiences that make learning relevant and engaging.</li> <li>• Offer a range of activities that capture student interest and strengthen student engagement in learning so as to promote higher attendance, reduce risk for retention or drop out, and increase the likelihood of graduation.</li> <li>• Actively address the unique learning needs and interests of all types of students, especially those who may benefit from approaches and experiences not offered in the traditional classroom setting.</li> <li>• Contain components designed to improve student academic, social, and emotional outcomes, including opportunities for enrichment programs such as in music and art.</li> <li>• Ensure instruction in any core academic subject offered in the program will be delivered under the supervision of a teacher who is NYS certified in that particular content area.</li> <li>• Engage in outreach activities made to families.</li> </ul>

The school works with its own staff, 21<sup>st</sup> Century Learning Grant partners, and other CBOs to develop a range of ELT activities. These activities include: Young Men’s Tutoring and Basketball Team; Restorative Circles; Drama; CAMBA Rise Teen Tutoring; MS Saturday Academy; FYI After School Program; CAMBA Access to Careers; CAMBA Leading to College/College Now; BuildOn service club; PSAL; Course Extensions; Afterschool Math Club; Dance and Step Teams; Cheer Leading; Music Club; Operation Breaking Stereotypes; Student Government; ESL Afterschool; MS Test Prep; My Sisters Keeper; Art Club; Mythical Character Development Club; SAT Test Prep; and Yearbook. Programs are designed to engage students in enrichment activities but all must have a clear academic connection. Besides tutoring, all academic activities are delivered by NYS certified teachers.

Families will be encourage to also participate in ELT activities, including special events and presentations from the clubs and activities, award ceremonies, service events, and community celebrations. Outreach will include use of automated phone calls as reminders, regular mailings, updated Web site listings and monthly newsletters.

**Part 4 – ELT Program Implementation and Oversight**

**Part 4a.** Who will implement the ELT program? Who will oversee the program?

1. Indicate the key personnel that will be responsible for implementing and overseeing the ELT program, including school-based staff and any high-quality community partners that will be involved.
2. If applicable, describe the scope of involvement of all community partners and how the joint ELT program is structured.
3. Explain how you will evaluate the program to assess impact on student achievement.

Due to its size, ELT programming is run by many different stakeholders, including staff members, administrators, and partner organizations such as CAMBA, Kaplan, and Purelements. Due to the fact that many of these activities are funded through the 21<sup>st</sup> Century Learning Grant, all ELT is overseen by AP Emilie Mittiga. She is responsible for ensuring that implementation is seamless, staffing is appropriate, data is collected and reported on a timely basis, and that all partners are communicated with on a regular basis.

The programs are assessed for impact on student achievement by the administration and grade teams on a quarterly basis. Student participation in ELT is compared against their day school attendance and grades. More emphasis will be placed in this year on harnessing that power of ELT so that participation is tied to academic success as well.

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

ELT activities start as early as August 2015 due to PSAL sports such as soccer. Some programs run all year, from September 2015 to June 2016; others run on a semester basis.

**Part 5 – ELT Budget and Resource Alignment**

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

- Human Resources: Administration, Partner Organizations (e.g. CAMBA, KAPLAN, Purelements), Staff Members
- Time Resources: The school has moved to a multi-session format to allow for additional programming to happen during the day and then move seamlessly into the afternoon.
- Budget Resources: Per Session funding for running of activities; OTPS for program development

**Part 5b.** Indicate using an “X” the fund source(s) that will be utilized to support the ELT Program.

*Note: If the program is funded by 21<sup>st</sup> Century Community Center Learning Funds, it must be offered in conjunction with a high quality, high capacity community partner.*

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

**Part 6 – ELT Progress Monitoring**

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

As a result of the requirements of the 21<sup>st</sup> Century grant, the school must monitor progress for all ELT activities connected with it. It makes sense, therefore, to monitor all of the programs in the same way. This is done on a quarterly basis with all stakeholders, program directors, Grant managers, and administration. By February 2016, at least 50% of ELT participants will have earned 5 or more credits in the first semester.

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

**Section 7: Academic Intervention Services (AIS)**  
**(Required for All Schools)**

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

<b>Type of Academic Intervention Service (AIS)</b>	<b>Criteria for determining AIS services</b>	<b>Type of Program or strategy (e.g. repeated readings, interactive writings, etc.)</b>	<b>Method for delivery of service (e.g. small group, one-to-one, tutoring, etc.)</b>	<b>When the service is provided (e.g. during the school day, before or after school, etc.)</b>
<b>English Language Arts (ELA)</b>	Analysis of school-level grades (pass rates, marking period and progress reports, unit assessments) and state-level exams (Regents or ELA/Math exams); Schoolwide Diagnostics in September; Grade Level Teacher Team analysis; IEP determinations.	Kaplan Middle School Saturday Academy; For Youth Initiative (Middle School); Extra Literacy Class in 10 <sup>th</sup> Grade; CAMBA Access to Careers (9 <sup>th</sup> ); CAMBA RISE tutoring (9 <sup>th</sup> -12 <sup>th</sup> ); Leading to College Program (10 <sup>th</sup> -12 <sup>th</sup> ); Guided Readings and Literature Circles (all grades); extra SETTS before and after school; afterschool tutoring; Read 180 Literacy Class; Young Men’s Academic Intervention; ESL; Course Extension	Small Group, one-to-one, tutoring; whole class	Services are provided before, during and after school as well as weekends.
<b>Mathematics</b>	Analysis of school-level grades (pass rates, marking period and progress reports, unit assessments) and state-level exams (Regents or ELA/Math exams); Schoolwide Diagnostics in September; Grade Level Teacher Team analysis; IEP determinations	Kaplan Middle School Saturday Academy; For Youth Initiative (Middle School); CAMBA RISE tutoring (9 <sup>th</sup> -12 <sup>th</sup> ); Leading to College Program (10 <sup>th</sup> -12 <sup>th</sup> ); Read 180 Literacy Class; Young Men’s Academic Intervention; extra SETTS before and after school; afterschool tutoring; Course Extension	Small Group, one-to-one, tutoring; whole class	Services are provided before, during and after school as well as weekends.

<b>Science</b>	Analysis of school-level grades (pass rates, marking period and progress reports, unit assessments) and state-level exams (Regents or ELA/Math exams); Schoolwide Diagnostics in September; Grade Level Teacher Team analysis; IEP determinations.	For Youth Initiative (Middle School); CAMBA RISE tutoring (9 <sup>th</sup> -12 <sup>th</sup> ); Leading to College Program (10 <sup>th</sup> -12 <sup>th</sup> ); extra SETTS before and after school; Read 180 Literacy Class; Young Men's Academic Intervention; afterschool tutoring; Course; Extension	Small Group, one-to-one, tutoring; whole class	Services are provided before, during and after school as well as weekends.
<b>Social Studies</b>	Analysis of school-level grades (pass rates, marking period and progress reports, unit assessments) and state-level exams (Regents or ELA/Math exams); Schoolwide Diagnostics in September; Grade Level Teacher Team analysis; IEP determinations.	For Youth Initiative (Middle School); ); Extra Literacy Class in 10 <sup>th</sup> Grade ; CAMBA RISE tutoring (9 <sup>th</sup> -12 <sup>th</sup> ); Leading to College Program (10 <sup>th</sup> -12 <sup>th</sup> ); Young Men's Academic Intervention; extra SETTS before and after school; Read 180 Literacy Class (starting February 2015); afterschool tutoring; Course Extension	Small Group, one-to-one, tutoring; whole class	Services are provided before, during and after school as well as weekends.
<b>At-risk services</b> (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	Grade Level Teacher Team analysis; IEP determinations; Discipline Team referrals; PPT Meetings based upon teacher referrals.	Advisory/Circles; Individual Counseling; Group Counselling; My Sisters' Keeper girls' group; Boys' Group	Small Group, one-to-one, tutoring; whole class	Services are provided before, during and after school as well as weekends.

**Section 8: Title I Program Information**

**Directions:**

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

**Part 1: Title I Status**

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

**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"> <li>o Administrative staff and teachers regularly attend hiring fairs to identify and recruit highly-qualified teachers</li> <li>o Potential candidates come in during one evening for a Hiring Event that includes sample lessons, candidate discussions/problem solving, one-on-one interviews, and writing samples.</li> <li>o The administration and pupil personnel secretary work closely HR point person to ensure that non-</li> <li>o Mentors are assigned to support struggling and un-qualified teachers.</li> <li>o Administration conducts regular informal observations of teachers and provides non-evaluative feedback.</li> <li>o Regular structured common planning time enables teachers to support each</li> <li>o Planning partners are assigned so new teachers have time with more experienced teachers to work on lesson planning.</li> <li>o All core teachers and special education teachers receive weekly coaching from</li> <li>o Outside professional development opportunities are equitably distributed among staff members to build capacity and then to turn-key the information to other teacher teams.</li> <li>o There are significant leadership opportunities for teachers including Leadership Cabinet, Leadership Subcommittee Members, grade team leaders,</li> </ul>

**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).
1. Four Core Subject Content Coaches, one Special Education Coach, and an additional literacy coach were hired for weekly PD with all teachers. This work is with SIG partner ISA and CSS.

2. Two Leadership Coaches were hired to help build administration capacity and to provide high quality PD. One leadership coach focuses more on instructional support while the second coach provides more holistic/operational/systems support. This work is with SIG partner ISA.

3. Planning Partners were organized for teachers so that time was built into schedule for collaboration on CCSS alignment.

4. Monday professional development is divided between Instructional PD, Planning Partners, and Social Emotional PD. The Instructional PD is broken down into differentiated groups of teachers, each with different areas of focus. These areas of focus are a result of teacher feedback and administrative observations. This work is supported by SIG partner CIS.

5. All staff members participate in Staff Circles each Monday as a social emotional professional development and support. This work is supported by SIG partner CIS.

### **Part 3: TA Schools Only**

#### **3a. Use of Program Resources**

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

#### **3b. TA Coordination with the Regular Program**

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

### **Part 4: SWP Schools Only**

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

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

Not Applicable

#### **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.

The school is organized around a distributed leadership model. All teachers meet in weekly grade team meetings and are invited to participate in the decision making process, including the use and selection of assessments and PD. Administration meets with grade team leaders weekly, providing a regular cycle of feedback between all stakeholders. In addition, all staff members are invited to sit on Leadership Cabinet and various teacher teams to develop various school initiatives or programs.

#### **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 codes<sup>1</sup>. 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 consolidated<sup>2</sup>. **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	244,281.00	x	SIG PLAN: Section E. Instructional Staff, Section H. Educational Plan, Section J. Communication with Stakeholders CEP: Section 5A, 5B, 5C, 5D, 5E and Section 6.
Title I School Improvement 1003(a)	Federal			
Title I Priority and Focus School Improvement Funds	Federal			
Title II, Part A	Federal	0		
Title III, Part A	Federal	0		
Title III, Immigrant	Federal	0		
Tax Levy (FSF)	Local	2,085,365.00	x	SIG PLAN: Section D. School Leadership; Section E. Instructional Staff; Section F. Partnerships; Section G. Organizational Plan; Section H. Educational Plan; Section I. Training, Support and Professional Development. CEP: Section 5A, 5B, 5C, 5D, 5E and Section 6.

### <sup>1</sup>Explanation/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.

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

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

**Important Note:** The following funds may not be consolidated:

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

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

**Directions:** All Title I schools are required to have a Title I Parent Advisory Council (PAC) that develops a **Parent Involvement Policy (PIP)** in collaboration with the School Leadership Team that meets the parental involvement requirements of Title I. The PIP should describe how your school will plan and implement effective parent involvement activities and/or strategies to improve student academic achievement and school performance. The **School-Parent Compact (SPC)** is a component of the PIP that outlines how parents, the entire school staff, and students will share this responsibility.

The activities and/or strategies included in your school's PIP should align with current SCEP goals for improving student achievement. Schools are encouraged to include feedback from the Parent Coordinator when updating the policy. In addition, if the school community will be engaged this year in central parent involvement initiatives, such as Parent Academy, which will provide training for school communities to help strengthen family-school partnerships, please be sure to include these activities in the school's policy.

Your school's Title I Parent Advisory Council (PAC) is encouraged to use the sample PIP and SPC templates below (which meet federal Title I parental involvement requirements) as guidance for updating the school's current policy.

---

**Parent Involvement Policy (PIP)**

Educational research shows a positive correlation between effective parental involvement and student achievement. The overall aim of this policy is to develop a parent involvement program that will ensure effective involvement of parents and community in the school. **The School for Democracy and Leadership**, 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 School for Democracy and Leadership** 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 1<sup>st</sup> 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 School for Democracy and Leadership**, in compliance with the Section 1118 of Title I, Part A of the No Child Left Behind (NCLB) Act, is implementing a School-Parent Compact to strengthen the connection and support of student achievement between the school and the families. Staff and parents of students participating in activities and programs funded by Title I, agree that this Compact outlines how parents, the entire school staff and students will

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

### **I. School Responsibilities**

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

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

Support home-school relationships and improve communication by:

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

Provide parents reasonable access to staff by:

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

Provide general support to parents by:

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

## **II. Parent/Guardian Responsibilities:**

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

## **III. Student Responsibilities:**

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

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

**2015-16 AND 2016-17 SCHOOL YEAR**

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

## Part I: School ELL Profile

### A. School Information

District <b>17</b>	Borough <b>Brooklyn</b>	School Number <b>533</b>
School Name <b>School for Democracy and Leadership</b>		

### 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 <b>James Olearchik</b>	Assistant Principal <b>Catrina Williams</b>
Coach <b>type here</b>	Coach <b>type here</b>
ENL (English as a New Language)/Bilingual Teacher <b>Amy Falvey</b>	School Counselor <b>Nicole Jarvis</b>
Teacher/Subject Area <b>English</b>	Parent <b>Corey Ashley</b>
Teacher/Subject Area <b>n/a</b>	Parent Coordinator <b>Kimberly Ray</b>
Related-Service Provider <b>Guerline Morency</b>	Borough Field Support Center Staff Member <b>type here</b>
Superintendent <b>Michael Pryor</b>	Other (Name and Title)

### C. Teacher Qualifications

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

Number of certified ENL teachers currently teaching in the ENL program	0	Number of certified bilingual teachers <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)	295	Total number of ELLs	16	ELLs as share of total student population (%)	0.00%
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# Part II: ELL Demographics

## A. ELL Programs

<b>This school serves the following grades (includes ELLs and non-ELLs)</b> 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 checked="" type="checkbox"/>	7 <input checked="" type="checkbox"/>	8 <input checked="" type="checkbox"/>	9 <input checked="" type="checkbox"/>	10 <input checked="" type="checkbox"/>	11 <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 type="checkbox"/>	No <input checked="" 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 #
<b>Transitional Bilingual Education</b>							0	0	0	0				0
<b>Dual Language</b>							1	1	0	0	1	1	1	0
<b>Total</b>	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					
<b>All ELLs</b>	16	<b>Newcomers</b> (ELLs receiving service 0-3 years)	5	<b>ELL Students with Disabilities</b>	6
<b>SIFE</b>	3	<b>Developing ELLs</b> (ELLs receiving service 4-6 years)	3	<b>Long-Term</b> (ELLs receiving service 7 or more years)	2

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

	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	
<b>TBE</b>										0
<b>DL</b>	4	0	1	3	1	1	2	0	1	0
<b>ENL</b>										0
<b>Total</b>	0	0	0	0	0	0	0	0	0	0

Number of ELLs who have an alternate placement paraprofessional: 3

## 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
<b>TOTAL</b>	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
<b>TOTAL</b>	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
<b>TOTAL</b>	0	0	0	0	0	0	0	0	0	0

**This Section is for Dual Language Programs Only**

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

Freestanding English as a New Language														
Number of ELLs by Grade in Each Language Group														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish														0
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic														0
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other														0
<b>TOTAL</b>	<b>0</b>													

## 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
<b>Entering</b> (Beginning)														0
<b>Emerging</b> (Low Intermediate)														0
<b>Transitioning</b> (High Intermediate)								1			3	1	1	0
<b>Expanding</b> (Advanced)							1					1	3	0
<b>Commanding</b> (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	0	0	0	0	0	0	0	0	0	0

FORMER ELLS THAT TESTED OUT WITHIN PREVIOUS TWO YEARS AND CONTINUE TO REMAIN ENTITLED TO ENGLISH AS A NEW LANGUAGE														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Total													0	0

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3					0
4					0
5					0
6					0
7					0
8					0
NYSAA					0

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

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

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Home Language	English	Home Language
Comprehensive English/Common Core ELA	4		1	
Integrated Algebra/CC Algebra	9		2	
Geometry/CC Algebra				
Algebra 2/Trigonometry				
Math _____				
Chemistry				
Earth Science				
Living Environment	4		2	
Physics				

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Home Language	English	Home Language
Global History and Geography	6		2	
Geography				
US History and Government	5		1	
LOTE				
Government				
Other _____				
Other _____				
NYSAA ELA				
NYSAA Mathematics				
NYSAA Social Studies				
NYSAA Science				

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

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

- Describe what assessment tool your school uses to assess the early literacy skills of your ELLs (e.g., EL SOL, Estrellita, Fountas and Pinnell, DRA, TCRWP, teacher-created assessments). What insights does the data provide about your ELLs? How will this data help inform your school's instructional plan? Provide any quantitative data available to support your response.
 

We administer the LAB-R to all incoming ELLs within 10 days of their arrival at our school. The number of students that require ESL services at our school is increasing. As a result, administration is actively searching for a licensed ESL teacher to provide services this population of students.

We currently use the diagnostic tool in READ 180 to provide us with a lexile score and a tangible base line of their literacy skills. Another tool is comprised by our running records which provide ongoing assessment of students as needed in grades 6-9. The data generated by these tools results in differentiated instruction in the classroom, and the determination of student groupings. We also discovered that there are students who are not technically ELL students, however, they speak a different dialect of English in their native country and at home. This information has informed our addition of read 180 to our at-risk students (including ELL students), and several new programming options to help prepare students build a stronger literacy foundation.
- What is revealed by the data patterns across performance levels (on the NYSITELL and NYSESLAT) and grades?
 

Based on the information contained in the NYSESLAT, most student performance hovered around transitioning/expanding. This indicates that there was some growth in some students and not in others. No student scored "commanding" or tested out. This is true across grade levels. The bulk of the kids who scored "expanding" are in grades 11-12.
- How does your school use information about Annual Measurable Achievement Objectives? What does the data reveal? (see [SED memo](#) and [AMAO tool](#))
 

Our special education population has increased and our ELL population has risen as well. Our teachers continue to differentiate for both subgroups. This work involves the differentiation of the Common Core Learning Standards for special education and ELL subgroups. Teachers have worked with their instructional coaches in order to develop effective literacy strategies. The teachers also have a specific time that they meet and co-plan for the varying subgroups in their classes. The data produced by the tools indicated above has driven the rationale for major programming decisions.
- 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?

Our school has a population of 16 ELLs. As a result, it is difficult to ascertain progress across the grades. Students have individual goals that they are striving toward. ELL students across grade levels are making major strides in English. This varies from student to student. Almost all of our ELL population also has an IEP and receive related services. For students who do not have an IEP, they are support through related services and through our varying CBOs.

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](#).]

Students receive individualized support from their teachers, classroom paraprofessionals, and other school staff. Such support is provided at the individualized level of each student. ELLs are discussed in terms of class data and anecdotal data from classroom examinations, activities, and homework assignments. Students that are struggling are referred to our School Improvement Team (SIT) and Pupil Personnel Team (PPT) where interventions are discussed and information is shared. As student needs for reinforcement or remediation of skills are identified, quantified, and turned into measurable outcomes, the interventions are carried out. Time is embedded within the longer period (new addition), and is also created during the students "elective" courses, during recess/lunch, or in after school program

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

Through our grant we have been able to hire an Assistant Principal of Special Education who is focused on SWDs and ELLs. She has coordinated the administration of exams, professional development for teachers, has sat in on/conducted grade level team meetings, and coordinated directly with families regarding ELL students. She has been able to help create individualized program for each student in consideration of the student's second 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?

n/a

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

We realized that a number of our ELLs had challenges reading english and for a while--the differentiation was not effective. We purchased READ 180, and we have seen gains in the number of ELL students who gain credit and pass regents examinations. These same students had great Data on a wider level is analyzed. This includes exam and grade data, on a periodic basis. Administration in conjunction with the school's School Leadership Team and leadership coaches continuously monitors the data on a programatic level. Yearly progress is assessed not only on an individual basis, but on a whole-school/programatic basis.

## 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.

During intake students are screened for evidence of alternate languages in each students' background. These screens are conducted by our Parent Coordinator Mrs. Kimberly Ray and AP Mittiga. In the intake office there are postings in a variety of languages that alert families to their rights. If necessary, families that require language support are provided with interpreters (exisiting staff members). Students are then referred to AP Williams who arranges the interviews with targeted families. Ms. Williams administers the HomeLanguage Identification Survey (HLIS) which includes the informal oral interview in English and in the native language, which is conducted on the school premises in the AP's office. This determines the student native laguage. Students will subsequently be enrolled to take the NYSITELL and Spanish Lab if necessary.

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).

We utilize questionnaires that are provided to the family upon intake. New students are reffered to a PPT member. The member of the PPT interviews them and determine their status. This PPT member will also conduct observations and research the student history at their prior school.

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).

The student is referred to the SIT team at the school and the AP of Special Education Ms. Williams. The SIT team follows several protocols to service the student.

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.  
Letters are mailed home and back packed with students. Letters are sent home in the language indicated on HLIS
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).  
n/a
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.  
Parents receive a description of program choices. They are allotted 7 days to make a decision. If not, they are registered in the ESL program at the school.
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.  
Teachers at each grade level ensure that the surveys are distributed returned, secured and stored. The programming/operations office is responsible for the distribution and collection of the Parent Survey and Program Selection forms. These are stored in the aforementioned office.
8. Describe how your school monitors the *Parent Survey and Program Selection* forms that have not been completed and returned.  
Administration and Teachers continuously monitors forms collection. Communication is made to students, teachers and parent coordinators. Also, appointments are made for parents to visit the school, check on their child's progress and submit appropriate documents and pick up appropriate documents.
9. Describe how your school ensures that placement parent notification letters are distributed.  
Teachers at each grade level ensure that the surveys are distributed returned, secured and stored. The programming/operations office is responsible for the distribution and collection of the Parent Survey and Program Selection forms. These are stored in the aforementioned office.
10. Describe how your school retains all ELL documentation for each child (i.e., HLIS, non-entitlement, and entitlement letters).  
Teachers at each grade level ensure that the surveys are distributed returned, secured and stored. The programming/operations office is responsible for the distribution and collection of the Parent Survey and Program Selection forms. These are stored in the aforementioned office.
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.  
Our list of ELL students is generated through ATS reports. The test is administered to eligible students each Spring. AP Williams orders the exams by January 31, 2014 and ensures that all four parts are administered.
12. Describe how your school ensures that continued entitlement and transitional support parent notification letters are distributed.  
Administration and Teachers continuously monitors forms collection. Communication is made to students, teachers and parent coordinators. Also, appointments are made for parents to visit the school, check on their child's progress and submit appropriate documents and pick up appropriate documents.
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 vast majority of parents have opted for a traditional ESL program. Therefore we have aligned our programs with their requests. No other options were expressed by parents. The trend in parent choice was to opt for the freestanding ESL program. Parental preference is monitored on a quarterly basis

## 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.

Instruction at SDL is delivered predominantly through a mainstream education curriculum, instruction for certain sub groups is administered through an Integrated Co-Teaching program. SDL is fortunate to have abundant resources to provide students with two teachers for each and every academic class period. This is a push-in model.

Interventions are determined by grade level teams and may result in targeted programs that use elective, recess, lunch, after school and Saturday sessions to pair individual students with tutoring opportunities to address student need.

Additionally, instruction for a group of high school ELLs is delivered through an ESL class offered four days per week in 8th period. This is a pull-out, ungraded, distinct program that is administered as a class in addition to their usual daily English class. Maturity levels differ to the point where instruction must allow students to engage with texts and writing assignments that are appropriate for student ages.
  - b. TBE program. *If applicable.*

Paste response to questions here:
  - c. DL program. *If applicable.*

Paste response to questions here:
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)?

We use the 8<sup>th</sup> period model as indicated in question #1. However, the teacher is not certified in ESL. The teacher takes on the role as coordinator and ensure that manadtes are met.
3. Describe how core content is delivered in each program model. Specify language, and the instructional approaches and methods used to make content comprehensible to foster language development and meet the demands of the Common Core Learning Standards.

Content areas are delivered in English. Students receive individualized support from their teachers, classroom paraprofessionals, and other school staff. Such support is provided at the individualized level of each student as they work toward Common Core Learning Standards. our ELL students are receiving instruction in the content areas through our integrated co-teaching program. In this program the team teachers can consider the ELLs in terms of the differentiation of content expressed throughout the class through groupings and modifications of readings, assignments, and assessments. Instructional approaches are based on breaking down and further scaffolding the work students must do to succeed with the Common Core curriculum.
4. How do you ensure that ELLs are appropriately evaluated in their home languages throughout the year?

Information on ELL students is disseminated through grade level team meetings. Evaluations are conducted in the native language to the extent determined by pedagogues and with the assistance of interpreters that are pulled from teaching staff. In-school exams are translated for ELL students to address their needs. For state exams, we order the exams necessary for each home language to be addressed in the test administration, if applicable.
5. How do you ensure that ELLs are appropriately evaluated in all four modalities of English acquisition throughout the year?

All four modalities of English are embedded in the CCLS curriculum. Teachers work with their teams and coaches to determine how often to test students and the content on which to test them.
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
  - a. Students receive individualized support from their teachers, classroom paraprofessionals, and other school staff. Such support is provided at the individualized level of each student.
  - b. Newcomers receive individualized support from their teachers, classroom paraprofessionals, and other school staff. Such support is provided at the individualized level of each student.
  - c. Students receive individualized support from their teachers, classroom paraprofessionals, and other school staff. Such support is provided at the individualized level of each student.
  - d. Students receive individualized support from their teachers, classroom paraprofessionals and other school staff. Such support is provided at the individualized level of each student.
  - e. Students receive individualized support from their teachers, classroom paraprofessionals, and other school staff. Such support is provided at the individualized level of each student.

**Chart** 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.

Paste response to questions here:

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?

Students receive individualized support from their teachers, classroom paraprofessionals, and other school staff. Such support is provided at the individualized level of each student. Instructional strategies include word walls, student created dictionaries, word lists, flash cards, modified texts, visual aids, kinesthetic presentations of materials, student centered inquiry activities and books-on-tape for homework assignments.

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?

Interventions are used through opportunities afforded by flexible scheduling, particularly during elective course periods or in cases where student is functioning remarkably below grade level. Students are insured the least restrictive environment by teams of pedagogues who meet regularly to discuss student needs and plan their interventions. The Integrated Co-Teaching model provides further options for flexibility to enable diverse ELL-SWDs to achieve their IEP goals.

### 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.)	
<b>Chart</b> FLEXIBILITY		.5 unit of study can be STAND-ALONE ENL <u>or</u> INTEGRATED ENL/Content Area (90 min.)	.5 unit of study can be STAND-ALONE ENL <u>or</u> INTEGRATED ENL/Content Area (90 min.)		.5 unit of study per week of INTEGRATED ENL in ELA <u>or</u> Content Area, <u>or</u> other approved services*
TOTAL	360 minutes per week	360 minutes per week	180 minutes per week	180 minutes per week	
STAFFING/ PERSONNEL	STAND-ALONE ENL K-12 Certified ESOL teacher		INTEGRATED ENL – 1 DUALY CERTIFIED TEACHER ESOL and Common Branch (K-6) or Content Area (7-8) teacher who holds both certifications INTEGRATED ENL – 2 INDIVIDUALLY CERTIFIED TEACHERS (CO-TEACHING) A certified ESOL teacher and a K-6 certified elementary school teacher A certified ESOL teacher and a 7-8 certified content area teacher (ELA, Math, Science, or Social Studies)		
The maximum allowable grade span for grouping instruction in grades K-12 English as a New Language or Bilingual Education classes is two contiguous grades, except for English Language Learners in a special education class, as defined by section 200.1(uu) of this Title. All programs must be provided during the school day.					

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



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

**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 <u>per week</u> (540 min.)	2 units of study <u>per week</u> (360 min.)	1 unit of study <u>per week</u> (180 min.)	1 unit of study <u>per week</u> (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 <u>or</u> INTEGRATED ENL in Content Area (180 min.)	.5 unit of study can be STAND-ALONE ENL <u>or</u> INTEGRATED ENL/Content Area (90 min.)	.5 unit of study can be STAND-ALONE ENL <u>or</u> INTEGRATED ENL/Content Area (90 min.)		.5 unit of study per week of INTEGRATED ENL in ELA/Content Area, <u>or</u> other approved services*
TOTAL	540 minutes per week	360 minutes per week	180 minutes per week	180 minutes per week	
AWARDING CREDITS	<b>STAND-ALONE ENL</b> Elective credit is awarded upon passing each corresponding STAND-ALONE ENL unit of study		<b>INTEGRATED ENL</b> Content Area credit is awarded upon passing each corresponding ENL unit of study in ELA, Math, Science, or Social Studies		
STAFFING/ PERSONNEL	<b>STAND-ALONE ENL</b> K-12 Certified ESOL Teacher		<b>INTEGRATED ENL – 1 DUALY CERTIFIED TEACHER</b> ESOL or Content Area (7-12) teacher who holds both certifications <b>INTEGRATED ENL – 2 INDIVIDUALLY CERTIFIED TEACHERS (CO-TEACHING)</b> 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.

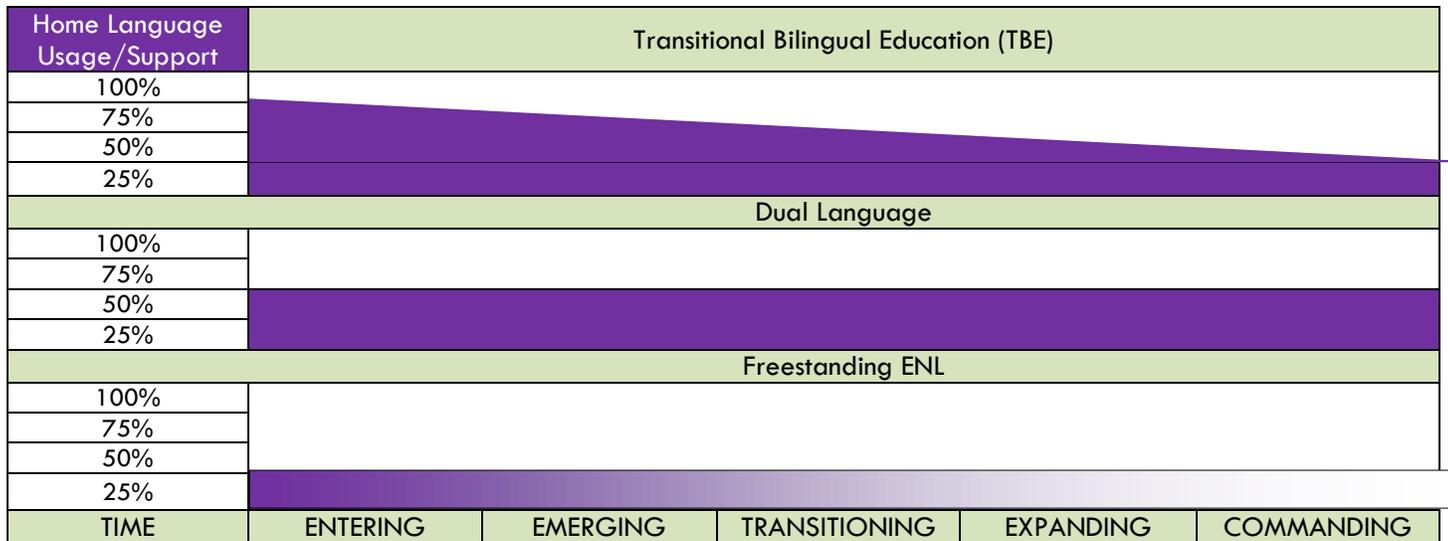


\*Note: “other approved services” does not apply to New York City at this time.

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.  
We provide translated worksheets for students in their own language/grade level. Bilingual para services are available. Student needs in ELA, math and other content areas are determined through grade level teams and the PPT and/or SIT and are arranged on an as-needed basis during elective periods. Interventions pair appropriate staff with students depending on the specific intervention and language requirements. Our on-site partner CAMBA provides further tutoring/intervention activities, pairing tutors with language skills with ELL students in need of assistance. ELL students receive additional personalized attention through our advisory program in which an advisor is assigned to each ELL student and will advocate for that student to the point where the students needs are addressed by the school community. The SETSS program offers another opportunity for support as students are part of small groups that are supervised and led by a special education teacher. In these small groups students receive support in specific content areas depending on their need, and can coordinate translation services during this time as well.
11. Describe the effectiveness of your current program and how it is meeting the needs of your ELLs in both content and language development.  
In light of the range of ages and levels across the grades 6-12 we are managing to insure that all ELL students are receiving support. However, we are working to build a more comprehensive ELL intervention plan. Our ELLs are progressing toward graduation. They are progressing in ELA, math, science and social studies. All teachers are alerted to the ELL list at the beginning of each semester. As teachers are introduced to their new students they receive data on prior performance. Student performance data is continuously reviewed by grade level teams, and in departmental teams.
12. What new programs or improvements will be considered for the upcoming school year?  
To offer Read 180 to more students and to hire a certified ESL teacher.
13. What programs/services for ELLs will be discontinued and why?  
n/a
14. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.  
ELLs are fully integrated in all programs within the school. They have access to after school programs including FYI, CAMBA, tutoring and sports programs. ELLs are invited to participate through student and parent orientations, and are reminded of opportunities by staff that are on campus as well as by advertisements in the form of postings in the school hallways and classrooms, as well as through announcements on the PA system. ELLs are represented in all after school programs including FYI, CAMBA and weekend tutoring programs. Programs that are language based receive feedback and support to adult leaders as they coordinate the group's activities.
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.  
We have provided small laptop computers and iPads for students to use for online dictionaries. Also, any communications that are sent to the parents through our datacation school information system are automatically translated into the home language. Students also have access to dictionaries and glossaries in the classroom. We also employ the technology of Apex Online Learning for some of our courses. Finally, the addition of Read 180.
16. How is home language support delivered in each program model (DL, TBE, and ENL)?  
We only have freestanding ESL. Our Haitian-Creole students are receiving support through translation services for giving instructions to projects. Haitian-Creole comprises the greatest percentage of our ELL population. We have also compiled textbooks and other books in Haitian-Creole and other languages to provide additional native language support for our ELL students in the ESL class.
17. Explain how the school ensures all required services/resources support and correspond to ELLs' ages and grade levels.  
Students receive individualized support from their teachers, classroom paraprofessionals, and other school staff. Such support is provided at the individualized level of each student. As such materials that are made available to our students, and assignments that are customized for our students, are created and furnished with appropriate interest level and ability level for each age of student.
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).  
Our students receive an orientation in the weeks before the school year begins. This orientation includes sessions with their new advisory groups. Orientation also includes break-out sessions for subgroups including ELL students as well as groups based on native language, including Haitian-Creole.
19. What language electives are offered to ELLs?  
French
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.)  
For staff we have established a professional development program in order to assist our general education and special education teachers as they differentiate for our ELL students. These sessions take place on regular bi-monthly sessions as well as professional development days afforded by the yearly calendar.  
Our guidance counselor plays a key role for ELLs as they transition into our classrooms. As such our guidance counselor participates in professional development sessions aimed at assisting in this process. The AP of Special Education also incorporates members of the SBST and related services as necessary.
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?  
Teachers meet with their content area coach on a weekly basis to discuss curriculum, inclusion and the CCLS.
3. What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?  
Students receive individualized support from their teachers, classroom paraprofessionals, and other school staff. Such support is provided at the individualized level of each student.
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.  
Teachers meet with their content area coach and have weekly professional development with their planning partner or with their grade team.

### 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?  
--We have organized a parent orientation for parents of ELL students. Issues around testing, resources, programming and participation in school activities will be discussed. Interpreters are made available for these events. Parents are involved through Parent Association, SLT and classroom activities such as the annual street fair, dances, Science Fair, publishing parties in classrooms, and parent volunteer program that places parents in key positions in our school.  
--CAMBA is a key partner that has a permanent office on site. CAMBA provides workshops for ELL parents periodically throughout the school year.  
--The needs of parents are determined through interaction with parents, as well as through surveys, the School Leadership Team, and the Parent Association.  
--Our parental involvement activities are created and adjusted to address the needs of the parents. Once the needs are determined they are reflected in event agendas as well as through the provision of interpreters. For example parents expressed a desire for more opportunities to be in the classroom which lead to our orientations and volunteer opportunities that attract to the school on a regular basis.
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 with the guidance counselor.
3. Describe ELL parent involvement in your school. Include specific activities that foster parental involvement for parents of ELLs.  
Please see answer to #1
4. Does the school partner with other agencies or Community Based Organizations to provide workshops or services to ELL parents?  
Please answer to #1
5. How do you evaluate the needs of the parents?  
Please see answer to #1
6. How do your parental involvement activities address the needs of the parents?  
Please see answer to #1

### 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.  
n/a

## Part VI: LAP Assurances

School Name: <u>SDL</u>		School DBN: <u>17K533</u>	
Signatures of LAP team members certify that the information provided is accurate. Names listed in Part A, should align with this section.			
Name (PRINT)	Title	Signature	Date (mm/dd/yy)
James Olearchik	Principal		10/20/15
Catrina Williams	Assistant Principal		10/20/15
Kimberly Ray	Parent Coordinator		10/20/15
Thomas Reihl	ENL/Bilingual Teacher		10/20/15
Corey Ashley	Parent		10/20/15
Amy Falvey	Teacher/Subject Area		10/20/15
	Teacher/Subject Area		1/1/01
	Coach		1/1/01
	Coach		1/1/01
Nicole Jarvis	School Counselor		10/20/15
	Superintendent		1/1/01
	Borough Field Support Center Staff Member _____		1/1/01
	Other _____		1/1/01
	Other _____		1/1/01
	Other _____		1/1/01

## 2015-2016 LANGUAGE TRANSLATION AND INTERPRETATION PLAN

*Requirement under Chancellor's Regulations – for all schools*

DBN: **17K533**

School Name: **School for Democracy and Leadership**

Superintendent: **Michael Pryor**

### 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](http://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

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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.

SDL uses the Home Language Survey to determine the dominate language of the student. We also utilize the information maintained in BESIS on ATS and of course infomration provided by the parent during the intake interview. If deemed necessary, the parent coordinator, and SDL staff member who is apart of the intake will provide a translator. Students also participate in an orientation in which students and teacher get a clear understanding of the fundamentals of the school and how the school serves students where English is not their first language.

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

Out of 295 students currently--all prefer English as their primary language of written and oral communication. With the exception of three families that prefer Spanish as their primary language for both written and oral communication.

## Part B: Creating a Communications Calendar

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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.)

Most documents for the school are disseminated in English. If there is a information about parent-teacher night or after school, the SDL staff who speaks the language of preference will inform and translate any information back packed home.

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.

SDL will conduct back to school night/curriculum for parents to visit the school, parent-teacher conferences, team building events with the PTA such as the annual grade team potlucks. Also, from time-to-time if there is an infraction, the school counselor/social worker will call parents as well as the dean of of students.

## Part C: Providing Language Assistance Services

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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.

Because SDL currently has only 16 students identified as ELL students. We have not utilized the translation services provided by the Translation and Interpretation Unit. SDL currently utilizes staff members to work with kids who need to have various items translated for students. We will work to develop a better plan to ensure timely provision of translation documents to parents.

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.

As indicated above, SDL has a small ELL population. We will continue utilize the model we have in place.

## **Part D: Training Staff on Policies and Procedures**

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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.)

SDL staff will be notified by email and at weekly CPT meetings as needed. Staff will receive 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**

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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

In the main office a welcome poster will be present, as well as the parent bill of rights. Information in the office will also be present in the dominate lanaguges of enrolled students.

## **Part F: Monitoring and Quality Control**

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

SDL will utilize the PTA, SLT and parent survey to gather feedback from parents.