



2015-16
SCHOOL COMPREHENSIVE EDUCATIONAL PLAN
(SCEP)

DBN: (i.e. 01M001):

21K572

School Name:

EXPEDITIONARY LEARNING SCHOOL FOR COMMUNITY LEADERS

Principal:

DAVID OHARA

School Comprehensive Educational Plan (SCEP) Outline

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Section 1: School Information Page

School Information

School Name: Expeditionary Learning School for
Community Leaders School Number (DBN): _____

Grades Served: 9-12

School Address: 2630 Benson Avenue

Phone Number: 718-333-7700 Fax: _____

School Contact Person: Lisa Nastari Email Address: _____

Principal: David O'Hara

UFT Chapter Leader: Michael Granelli

Parents' Association President: Suze Labisserie

SLT Chairperson: Gillian Harding

Title I Parent Representative (or
Parent Advisory Council
Chairperson): Mary Sener

Student Representative(s): Haasher Warraich
Essence Stevens

District Information

District: Affinity Superintendent: Kathy Rehfield-Pelles

Superintendent's Office Address: 335 Adams Street – Room 508, Brooklyn, NY 11201

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

Phone Number: 718.923.5147 Fax: 718-923-5145

Borough Field Support Center (BFSC)

BFSC: Affinity Director: Alexandra Anormaliza

Director's Office Address: 131 Livingston Street, Room 608B, Brooklyn, NY 11201

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

Phone Number: 718.935.3287 Fax: 718-935-5941

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)
David O'Hara	*Principal or Designee	
Michael Granelli	*UFT Chapter Leader or Designee	
Suze Labisserie	*PA/PTA President or Designated Co-President	
	DC 37 Representative (staff), if applicable	
Mary Sener	Title I Parent Representative (or Parent Advisory Council Chairperson)	
Haasher Warrich	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
Essence Stevens	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
David Manning	CBO Representative, if applicable	
Gillian Harding	Member/ Parent	
Valerie Deleon	Member/ Parent	
Jessica Suko	Member/ Parent	
Milagros Cruz	Member/ Teacher	
	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 Expeditionary Learning School for Community Leaders (Leaders) was founded with a strong college-going culture and a mission to prepare all students for college and career. Leaders serves a diverse population with students who come from 36 countries and speak 22 different languages. 85% qualify for free or reduced lunch, and nearly 90% of Leaders graduates will be the first in their families to go to college. Leaders is proud that 100% of graduates have been accepted into two- or four-year programs since 2012.

In the 2014 – 2015 school year, Leaders was accepted into the New York Performance Standards Consortium, a group of New York schools granted the right to use a Performance-Based Assessment Task (PBAT) rather than the standardized testing system of the Regents as part of students' graduation requirements. PBATs are in-depth analytical papers that students research, develop, and revise in every class. In 11th and 12th grade, students must publicly defend their PBATs before a panel of teachers and visiting experts during a process called Mastery Passages. PBATs are a way to assess what students know and can do through in-depth research and analysis and offer students the opportunity to produce the kind of sophisticated, high-level work typically expected in a college course. They are an authentic and powerful measure of students' readiness for the challenges of college-level work. In order to meet requirements for graduation, Leaders students complete PBATs at the end of every semester and present a minimum of four Mastery Passages – in English, History, Mathematics, and Science – during their junior and senior years.

Additionally, as one of approximately 60 schools selected to participate in the Progressive Redesign Opportunity Schools for Excellence (PROSE) program in the 2014 – 2015 school year, Leaders administrators, teachers, and the UFT representative collaborated to develop unique observation systems and structures tailored to teachers' needs and focused on strengthening instruction and improving student performance. This program includes in-depth pre- and post-observation conferences with the AP of instruction; opportunities for inter-visitations across grade levels and disciplines; a comprehensive protocol for discussing and providing feedback on observations with colleagues; and a Structured Review in which teachers provide evidence and artifacts to measure their progress on individual, department-wide, and school-wide goals, reflect on the impact of their instruction, and set goals for the upcoming year. PROSE is further supported by weekly grade and department team meetings as well as bi-monthly leadership team meetings in which all staff members engage in a five-step PBAT Inquiry Cycle: (1) analyze data; (2) frame the issue; (3) make an action plan; (4) take action; (5) assess and reflect.

Leaders is also dedicated to creating a positive school culture that fosters reflection and character development, and this commitment is reflected in the time and resources the school has invested in building and strengthening the Restorative Practices program. Approximately two thirds of teachers have participated in Restorative Circles training offered through the DOE in partnership with the Morningside Center for Teaching Social Responsibility, and the practices and beliefs from these trainings have been incorporated by all crew leaders. Leaders runs a robust peer mediation program in collaboration with the Human Rights Commission, and the work of those students selected to be peer mediators has reduced the number of conflicts in the building. The Restorative Justice Committee runs circles to address situations where students have harmed the community, and Leaders will hire a Restorative Practices Coordinator (RPC) to oversee the implementation of consistent practices school-wide beginning in the fall of 2015. As a result of these shifts in disciplinary practices, Leaders has had zero superintendent's suspensions for the past two years, eliminated detention, and had the lowest suspension rate campus-wide in the 2014 – 2015 school year.

Leaders has partnerships with New York City Outward Bound Schools (NYCOBS) and Expeditionary Learning (EL), and through these collaborations we provide students with innovative curricula and opportunities for hands-on learning

because we believe that learning should be active, challenging, meaningful, public, and collaborative. Some essential features of EL include:

♣ CREW:

At Leaders, students are crew, not passengers, and students are known well and supported by adults. Crew allows every student to build positive connections with 12 – 15 peers and their crew leader, and this group becomes their school “family.” Crews meet for one period every day and are a space where students can receive academic support, share personal challenges and growth, reflect on their progress, and strengthen their character development.

♣ STUDENT-LED CONFERENCES:

Instead of traditional parent-teacher conferences, Leaders has student-led conferences (SLCs). Twice-a-year students present their strengths, growth areas, and goals to an audience of their peers, teachers, and families. SLCs allow students to take the lead in their own learning as they reflect on their progress towards Mastery Passages.

♣ INTENSIVES:

For one week in the fall and one in the spring, regular classes are suspended and students select an intensive course to take. For five days they explore a topic in-depth with visits from experts and fieldwork in the city. In the fall, all ninth graders participate in Crew Orientation, a free camping trip at the Sharpe Reservation in Fishkill , NY where they hike, sleep outside, tackle ropes courses, and practice team-building skills with their crews. Tenth graders take part in a College Intensive including visits to a half dozen schools and an overnight stay outside the city. Other intensives include topics as varied as NYC Landmarks, Women Warriors, and School to Prison Pipeline.

♣ FIELDWORK:

Leaders believes that learning should also happen outside the classroom. Our students regularly go on fieldwork that enriches their schoolwork and allows students to be researchers not spectators. Through these opportunities, students are able to meet with experts, make connections between the real world and their courses, and take an active, hands-on role in their educations.

♣ STANDARDS-BASED GRADING:

Leaders knows that every student needs to learn at his/her own pace and believes that students should not be penalized if it takes them longer to master an academic skill. Instead of traditional grading structures which may be biased towards students who learn new material quickly, Leaders uses standards-based grading (SBG) which tracks students progress towards long-term learning targets. Students have multiple opportunities to demonstrate progress, and their grades reflect that growth rather than a one-time, all-or-nothing score.

In the past school year, Leaders made progress in strengthening Collaborative Teachers through

- the implementation of the PBAT Inquiry Cycle in grade, department, and leadership teams;
- teacher inter-visitations conducted as part of the PROSE observation option;
- the end-of-year structured portfolio review;
- beginning-of-, mid-, and end-of-year huddles with the leadership team and school designer.

For the 2015 – 2016 school year, Leaders is committed to strengthening our Supportive Environment through

- our Restorative Justice Program which relies on input from students, families, teachers, mental health professionals, deans, and administrators;
- a focus on inquiry-based learning supported by a variety of opportunities for professional learning;
- our crew advisory program;
- school-wide celebrations, presentations, and initiatives throughout the year.

21K572 School Information Sheet

School Configuration (2014-15)					
Grade Configuration	09,10,11,12	Total Enrollment	272	SIG Recipient	N/A
Types and Number of English Language Learner Classes (2014-15)					
# Transitional Bilingual	N/A	# Dual Language	N/A	# Self-Contained English as a Second Language	N/A
Types and Number of Special Education Classes (2014-15)					
# Special Classes	N/A	# SETSS	N/A	# Integrated Collaborative Teaching	42
Types and Number of Special Classes (2014-15)					
# Visual Arts	10	# Music	N/A	# Drama	1
# Foreign Language	4	# Dance	N/A	# CTE	N/A
School Composition (2013-14)					
% Title I Population	70.7%	% Attendance Rate			83.4%
% Free Lunch	71.7%	% Reduced Lunch			8.0%
% Limited English Proficient	17.8%	% Students with Disabilities			17.8%
Racial/Ethnic Origin (2013-14)					
% American Indian or Alaska Native	0.4%	% Black or African American			20.7%
% Hispanic or Latino	42.4%	% Asian or Native Hawaiian/Pacific Islander			15.9%
% White	18.8%	% Multi-Racial			N/A
Personnel (2014-15)					
Years Principal Assigned to School (2014-15)	3.25	# of Assistant Principals (2014-15)			N/A
# of Deans (2014-15)	N/A	# of Counselors/Social Workers (2014-15)			2
Personnel (2013-14)					
% of Teachers with No Valid Teaching Certificate (2013-14)	N/A	% Teaching Out of Certification (2013-14)			5.6%
% Teaching with Fewer Than 3 Years of Experience (2013-14)	0.2%	Average Teacher Absences (2013-14)			4.9
Student Performance for Elementary and Middle Schools (2013-14)					
ELA Performance at levels 3 & 4	N/A	Mathematics Performance at levels 3 & 4			N/A
Science Performance at levels 3 & 4 (4th Grade)	N/A	Science Performance at levels 3 & 4 (8th Grade)			N/A
Student Performance for High Schools (2012-13)					
ELA Performance at levels 3 & 4	71.1%	Mathematics Performance at levels 3 & 4			76.9%
Credit Accumulation High Schools Only (2013-14)					
% of 1st year students who earned 10+ credits	85.9%	% of 2nd year students who earned 10+ credits			93.8%
% of 3rd year students who earned 10+ credits	81.2%	4 Year Graduation Rate			81.2%
6 Year Graduation Rate	72.0%				
Overall NYSED Accountability Status (2014-15)					
Reward		Recognition			
In Good Standing		Local Assistance Plan			
Focus District	X	Focus School Identified by a Focus District			X
Priority School					
Accountability Status – Elementary and Middle Schools					
Met Adequate Yearly Progress (AYP) in ELA (2012-13)					
American Indian or Alaska Native	N/A	Black or African American			N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander			N/A
White	N/A	Multi-Racial			N/A
Students with Disabilities	N/A	Limited English Proficient			N/A
Economically Disadvantaged	N/A				
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)					
American Indian or Alaska Native	N/A	Black or African American			N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander			N/A
White	N/A	Multi-Racial			N/A
Students with Disabilities	N/A	Limited English Proficient			N/A
Economically Disadvantaged	N/A				
Met Adequate Yearly Progress (AYP) in Science (2012-13)					
American Indian or Alaska Native	N/A	Black or African American			N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander			N/A
White	N/A	Multi-Racial			N/A
Students with Disabilities	N/A	Limited English Proficient			N/A
Economically Disadvantaged	N/A				
Accountability Status – High Schools					
Met Adequate Yearly Progress (AYP) in ELA (2012-13)					
American Indian or Alaska Native	N/A	Black or African American			N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander			N/A
White	N/A	Multi-Racial			N/A
Students with Disabilities	N/A	Limited English Proficient			N/A
Economically Disadvantaged	YES				
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)					
American Indian or Alaska Native	N/A	Black or African American			N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander			N/A
White	N/A	Multi-Racial			N/A
Students with Disabilities	N/A	Limited English Proficient			N/A
Economically Disadvantaged	YES				
Met Adequate Yearly Progress (AYP) in Graduation Rate (2012-13)					
American Indian or Alaska Native	N/A	Black or African American			N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander			N/A
White	N/A	Multi-Racial			N/A
Students with Disabilities	N/A	Limited English Proficient			N/A
Economically Disadvantaged	YES				

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

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

Part 1 – Needs Assessment

<p>Part 1a. HEDI Rating (Highly Effective, Effective, Developing, or Ineffective) for DTSDE Tenet 3:</p> <ul style="list-style-type: none"> For schools that received an Integrated Intervention Team (IIT) School Review Report, consider the HEDI rating for each assessed Statement of Practice (SOP) and indicate on the chart below. For schools that did not receive an IIT School Review, or did not receive a HEDI rating for one or more SOPs: Self-rate your school for that SOP, informed by an analysis of student performance trends and any major findings/recommendations from your Quality Review (QR), or Alternative QR (AQR), and other relevant qualitative and quantitative data. Enter your HEDI self-rating(s) on the chart below. 		
Tenet 3 Statement of Practice (SOP) Addressed		HEDI Rating
3.2	The school leader ensures and supports the quality implementation of a systematic plan of rigorous and coherent curricula appropriately aligned to the Common Core Learning Standards (CCLS) that is monitored and adapted to meet the needs of students.	E
3.3	Teachers develop and ensure that unit and lesson plans used include data-driven instruction (DDI) protocols that are appropriately aligned to the CCLS and NYS content standards and address student achievement needs.	E
3.4	The school leader and teachers have developed a comprehensive plan for teachers to partner within and across all grades and subjects to create interdisciplinary curricula targeting the arts, technology, and other enrichment opportunities.	E
3.5	Teachers implement a comprehensive system for using formative and summative assessments for strategic short and long-range curriculum planning that involves student reflection, tracking of, and ownership of learning.	E
<p>Part 1b. Needs/Areas for Improvement:</p> <ul style="list-style-type: none"> Reflect on your school’s HEDI ratings (or self-ratings) in Part 1a, particularly any ratings of <u>D</u>eveloping and <u>I</u>neffective. Summarize your school’s strengths and needs relative to this element of the Framework for Great Schools and DTSDE tenet (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data trends and sources. 		
<p>STRENGTHS</p> <p>Expedition Planning Week at the end of summer provides an opportunity for teachers to collaborate and refine their expedition plans (or units) for the year. Teachers participate in workshops facilitated by the AP of Instruction, School Designer (SD), Instructional Guide (IG), and Special Education Coordinator and use this learning to revise and refine their plans. By the end of this week, teachers have developed high quality expeditions and rigorous summative assessments (PBATs) that are aligned to CCLS , PBAT rubrics, and EL core practices.</p> <p>Throughout the year, teachers meet weekly in department and grade teams where they conduct a five-step PBAT Inquiry Cycle: (1) analyze data; (2) frame the issue; (3) make an action plan; (4) take action; (5) assess and reflect. Teachers meet regularly to assess data, revise lesson plans, and develop instructional strategies to address student needs. In team meetings, teachers analyze student work to plan interventions and strategies to aid students in meeting the rigor of the CCLS . As a result, collaborative data analysis and lesson planning map out a clear and timely plan for students’ progress and growth, which improves student achievement.</p> <p>Staff use data from PBAT Benchmarks (interim assessments) given halfway through each semester to revise curricula and lesson plans and to target instruction to meet the needs of struggling students. For example, students in grade nine</p>		

sit for diagnostic tests in English and mathematics and undergo a character assessment, which they then take the results and have “accountable talks” during their crew. Additionally, grade teams conduct Student Support Team (SST) meetings co-facilitated with the school guidance counselor in order to ensure students’ social/emotional needs are not negatively impacting their academic performances.

Grade team meetings are also a space in which teachers collaborate to create interdisciplinary curricula and fieldwork and share practices (e.g., revision protocols, strategies to teach the writing process, etc.) that can be used across content areas. Intensives – weeklong units where students explore a topic in-depth and collaborate with teachers and peers from across the disciplines and grades – are a particularly rich opportunity for interdisciplinary work. Intensives provide students with relevant learning experiences in areas such as social justice, the culinary arts, and women’s issues that also include experiments. These experiences culminate in students giving presentations which require the use of technology and art to display the content and communicate what they learned. The availability of curricula that enables students to discover, create, and communicate information using the arts, technology, and other enrichment areas improves academic performance and student achievement.

Finally, twice a year, all teachers participate in two days of professional development to prepare for Mastery Passages. During these workshops teachers “norm” on the PBAT rubric, analyze student work, develop rich and rigorous questions to push students’ thinking during their presentations, and provide feedback to both the student on his/her written work and the teacher on his/her task design.

Some highlights from our 2014 – 2015 Quality Review include scores of well-developed in rubric areas 1.1, 2.2, 3.4, and 4.2 with a rating of proficient in 1.2 as well as

- support provided to staff and students which promotes a culture of mutual accountability;
- a unified set of expectations for students to ensure that they all own their educational experiences and are prepared for college and career;
- implementation of standards-based tasks that promote high expectations for all students in all classrooms;
- student participation in all facets of culture building as they engage in rigorous work, assessments, and practices that help them develop academic and leadership skills;

Because of these practices and others, since the 2012 – 2013 school year

- the overall 4-year graduation rate has increased from 78% to 89% (2014 – 2015) with a projected graduation rate for the 2015 – 2016 school year above 90%;
- the English Regents passing rate has increased from 74% to 85% (2014 – 2015) with 67% of students meeting the CUNY -ready metric;

Additionally,

- 100% of Leaders graduates have been accepted to college every year since 2012;
- in 2015, seniors earned \$3.6 million in financial aid with the help of our comprehensive college program;
- there has been a 42% decrease in overall school incidents because of restorative justice practices and a 56% decrease in school suspensions.

AREAS FOR IMPROVEMENT

Further develop and expand systems for creating, refining, and reviewing expeditions and lesson plans to ensure all students have access to PBAT - and CCLS -aligned tasks that challenge them to their highest abilities.

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, 100% of core content teachers (English, history, math, science) will create at least two summative PBATs that are aligned to Common Core standards, a content-specific PBAT rubric, and our school-wide criteria for PBATs .

Part 3 – Action Plan

<p>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Engaging families and supporting their understanding of Rigorous Instruction and the Common Core in order to support their children at home. 	<p>Target Group(s) Who will be targeted?</p>	<p>Timeline What is the start and end date?</p>	<p>Key Personnel Who is responsible for implementing and overseeing the activity/strategy? (include school, educational consultants and/or CBO staff)</p>
<p>Develop department- and grade-wide SMART goals aligned to CCLS to ensure all students experience rigorous expeditions that require complex thinking.</p>	<p>Teachers</p>	<p>August – September, 2015</p>	<p>Principal AP of Instruction Leadership Team</p>
<p>Utilize PROSE, Teacher-Led Conferences (TLCs), and school Work Plan to develop clear and measurable goals that positively impact student achievement.</p>	<p>Teachers</p>	<p>August – September, 2015</p>	<p>AP of Instruction PROSE Committee</p>
<p>All teachers, regardless of content area, will be invited to participate in a Expedition Planning Week focused on</p>	<p>Teachers</p>	<p>August – September, 2015</p>	<p>Principal</p>

aligning expedition plans and PBATs to the Common Core Standards.			AP of Instruction School Designer Instructional Guide SpEd Coordinator
All teachers will participate in Wednesday PD focusing on the Common Core reading, writing and speaking/listening standards. The English, history, science, and mathematics teachers will attend professional development and/or receive support provided by the NYC Outward Bound/Expeditionary Learning.	Teachers	September, 2015 – June, 2016	AP of Instruction School Designer
All teachers will participate in weekly grade and department team meetings where they will participate in a PBAT inquiry cycle, collaborate on expeditions, and give and receive feedback on their instructional practices.	Teachers	September, 2015 – June, 2016	Teacher Leaders

Part 4 – Budget and Resource Alignment

Part 4a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.											
Part 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.											
X	Tax Levy	X	Title I SWP	X	Title I TA		P/F Set-aside		21 st Century		C4E
X	Title I 1003(a)	X	Title III		PTA Funded		SIG or SIF Grant		School Success Grant		Other

Part 5 – Progress Monitoring

Part 5a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.
By September we will have developed a teacher–friendly schedule that allows for increased collaborative planning time for co-teachers. By June all content area teachers will have a minimum of two units of study (expedition plans) that exhibit the Common Core Learning Standards assessment.

By November 1, all teachers will have administered their first PBAT benchmark in all classes.

By January, all second semester expeditions (units, PBAT benchmarks, final PBATs) will be revised and uploaded to the Leaders curriculum site.

From January 19 - 29, all students will participate in roundtable or Mastery Passage presentations to defend their summative PBATs .

By April 1, all teachers will have administered their second PBAT benchmark in all classes.

From June 6 - 24, all students will participate in roundtable or Mastery Passage presentations to defend their summative PBATs .

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

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

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

Part 1 – Needs Assessment

<p>Part 1a. HEDI Rating (Highly Effective, Effective, Developing, or Ineffective) for DTSDE Tenet 5:</p> <ul style="list-style-type: none"> For schools that received an Integrated Intervention Team (IIT) School Review Report, consider the HEDI rating for each assessed Statement of Practice (SOP) and indicate on the chart below. For schools that did not receive an IIT School Review, or did not receive a HEDI rating for one or more SOPs: Self-rate your school for that SOP, informed by an analysis of student performance trends and any major findings/recommendations from your Quality Review (QR), or Alternative QR (AQR), and other relevant qualitative and quantitative data. Enter your HEDI self-rating(s) on the chart below. 		
Tenet 5 Statement of Practice (SOP) Addressed		HEDI Rating
5.2	The school leader establishes overarching systems and understandings of how to support and sustain student social and emotional developmental health and academic success.	E
5.3	The school articulates and systematically promotes a vision for social and emotional developmental health that is aligned to a curriculum or program that provides learning experiences and a safe and healthy school environment for families, teachers, and students.	E
5.4	All school stakeholders work together to develop a common understanding of the importance of their contributions in creating a school community that is safe, conducive to learning, and fostering of a sense of ownership for providing social and emotional developmental health supports tied to the school’s vision.	E
5.5	The school leader and student support staff work together with teachers to establish structures to support the use of data to respond to student social and emotional developmental health needs.	E
<p>Part 1b. Needs/Areas for Improvement:</p> <ul style="list-style-type: none"> Reflect on your school’s HEDI ratings (or self-ratings) in Part 1a, particularly any ratings of <u>Developing</u> and <u>Ineffective</u>. Summarize your school’s strengths and needs relative to this element of the Framework for Great Schools and DTSDE tenet (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data trends and sources. 		
<p>STRENGTHS</p> <p>To address the social and emotional health of students, Leaders has designated an adult to coordinate each student’s needs, has a referral and support system, uses data to identify needs, and developed partnerships to provide necessary interventions. Crew provides supports for students’ academic progress and social-emotional development. The teacher leader of each crew is the designated adult responsible for monitoring and supporting student growth and progress, both socially and academically. During weekly SST meetings in grade teams, crew leaders serve as the point person for referrals and support for students in each advisory group. The school guidance counselor attends these meetings, and the team uses the student information available on JumpRope as well as a Leaders specific SST protocol to address barriers to social-emotional developmental health and academic needs. The comprehensive system to support and sustain student social and emotional developmental health promotes academic and social success for all students.</p> <p>Leaders’ comprehensive approach to character development and social/emotional support includes peer mentors, peer mediators, the restorative justice committee, deans, guidance counselors, and crew leaders. The addition of the RPC in the 2015 – 2016 school year will further organize and ensure the continued implementation of these systems.</p> <p>The 2014 – 2015 Quality Review noted:</p>		

- students participate in all facets of culture building as they engage in rigorous work, assessments, and practices that help them develop academic and leadership skills;
- annually, all seniors participate in a College March during which they proudly march to a mail truck to send off the last of their college applications. The entire school is in attendance to cheer them on;
- every junior and senior is offered a semester-long class in which they prepare for life after Leaders;
- students play a part in the school’s restorative justice practices and are specially trained to serve as peer mediators;
- they take part in student-led conferences during which they share their work, progress and next steps with family members;
- they present their work to staff and administrators for the PBATs .
- as a result of these and other practices, there has been a 42% decrease in overall school incidents because of restorative justice practices and a 56% decrease in school suspensions.

Overall, there has been a decrease in the total number and frequency of incidents at Leaders:

- September, 2013: 56 incidents
- September, 2014: 28 incidents
- September, 2015: 15 incidents

AREAS FOR IMPROVEMENT

Further develop and expand restorative practices through crew and the RPC to ensure the social, emotional and academic development of students through the regular collection, analysis and use of data to inform whole group and individual needs.

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, M measurable, Achievable, Relevant, and Time-bound.

In the 2015 - 2016 school year, Leaders will see an overall decrease in the number of incidents by at least 10% as compared to the previous year as measured by OORS reports and JumpRope comments.

Part 3 – Action Plan

<p>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Engaging families and supporting their understanding of supportive environment and the Common Core in order to support their children at home. 	<p>Target Group(s) <i>Who will be targeted?</i></p>	<p>Timeline <i>What is the start and end date?</i></p>	<p>Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy? (include school, educational consultants and/or CBO staff)</i></p>
<p>9th grade camping trip that helps students develop strong positive relationships with peers and crew leader. Ex. Empathy for others, collaboration, leadership and grit.</p>	<p>Freshmen</p>	<p>November, 2015</p>	<p>Crew leaders</p>
<p>Targeted teachers attended Expeditionary Learning CREW training workshop. Teachers will attend Restorative Circles training through Morningside Center. Revision and additions to CREW curriculum to include a</p>	<p>New Teachers/Crew Leaders</p>	<p>April, 2016</p>	<p>Targeted teachers</p>

literacy component, academic supports, and character development.			
Grade Team meeting/Student Support Team- Teacher follow a student support protocol and develop a plan to meet identified needs. CREW Teams meet 2x month to discuss character development and share best practices in order to better meet the social and emotional needs of students.	Grade Teams	Ongoing	
College March- CREW leaders, college counselor and Naviance supports students in college application process and then demonstrate successful completion of the application via College March. This tradition promotes a college going culture, engaging families, local community, students, and staff we build a supportive and caring community.	12th Graders	December, 2015	College counselor, senior crew leaders
Formation of the Restorative Practices Committee to oversee the development and implementation of school-wide practices	All staff, students, and families	August, 2015	Principal, Dean, Guidance Counselor, Teachers
Presentation to parents/guardians at the Family Welcome Night about the rationale behind, successes of, and goals of our comprehensive approach to restorative practices	Parents and families	September 30, 2015	Restorative practices committee
Ongoing professional learning for teachers designed and facilitated by the Restorative Practices Committee	All staff	Ongoing	Restorative practices committee

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.											
Funding for the creation of a Restorative Practices Coordinator, a new position at Leaders.											
Guidance counselor, CREW advisors , students, Expeditionary Learning Expeditionary Learning Instructional Guide											
Crew leaders											
Students											
Part 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.											
X	Tax Levy	X	Title I SWP	X	Title I TA		P/F Set-aside		21 st Century		C4E
X	Title I 1003(a)	X	Title III		PTA Funded		SIG or SIF Grant		School Success Grant		Other

Part 5 – Progress Monitoring

Part 5a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.											
At the end of each semester (February and June) analyze...											
♣ credit accumulation rates (especially for ELLs and SWDs)											
♣ English exam scores (75+ metric, juniors and seniors)											
♣ PBAT passing rates											
♣ suspension/discipline rates as measured by OORS , JumpRope comments, and anecdotes (especially for ELLs , SWDs , and black and Latino males)											
Promotion- and Graduation-in-Doubt letters sent out and meetings held with crew leaders, administrators, students, and families											
Progress reports sent home and reviewed in crew 8 times per year.											
Part 5b. In February 2016, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.											

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

Section 5C – Framework for Great Schools Element – Collaborative Teachers: Teachers are committed to the success and improvement of their classrooms and schools. They have the opportunity to participate in professional development within a culture of respect and continuous improvement. *(Aligned to DTSDE Tenet 4: Teacher Practices and Decisions)*

Part 1 – Needs Assessment

Part 1a. HEDI Rating (Highly Effective, Effective, Developing, or Ineffective) for DTSDE Tenet 4:		
<ul style="list-style-type: none"> For schools that received an Integrated Intervention Team (IIT) School Review Report, consider the HEDI rating for each assessed Statement of Practice (SOP) and indicate on the chart below. For schools that did not receive an IIT School Review, or did not receive a HEDI rating for one or more SOPs: Self-rate your school for that SOP, informed by an analysis of student performance trends and any major findings/recommendations from your Quality Review (QR), or Alternative QR (AQR), and other relevant qualitative and quantitative data. Enter your HEDI self-rating(s) on the chart below. 		
Tenet 4 Statement of Practice (SOP) Addressed		HEDI Rating
4.2	School and teacher leaders ensure that instructional practices and strategies are organized around annual, unit, and daily lesson plans that address all student goals and needs.	E
4.3	Teachers provide coherent, and appropriately aligned Common Core Learning Standards (CCLS)-based instruction that leads to multiple points of access for all students.	E
4.4	Teachers and students work together to implement a program/plan to create a learning environment that is responsive to students’ varied experiences and tailored to the strengths and needs of all students.	E
4.5	Teachers inform planning and foster student participation in their own learning process by using a variety of summative and formative data sources (e.g., screening, interim measures, and progress monitoring).	E
Part 1b. Needs/Areas for Improvement:		
<ul style="list-style-type: none"> Reflect on your school’s HEDI ratings (or self-ratings) in Part 1a, particularly any ratings of <u>Developing</u> and <u>Ineffective</u>. Summarize your school’s strengths and needs relative this element of the Framework for Great Schools and DTSDE tenet (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data trends and sources. 		
STRENGTHS		
<p>Classroom instruction supports the CCLS and provides multiple points of access for students. In classroom visitations, the IIT assessed that teachers use of instructional practices support the CCLS . Based on classroom observation and teacher lesson plans reviewed, the IIT found that teachers provide students with multiple points of access to the curricula through a wide variety of strategies and techniques, including turn and talk, Socratic seminars, annotation, role playing, student designed experiments, graphic organizers, use of real-world problems, and opportunities to engage with experts. Student work reviewed in the small student focus group included feedback from teachers and multiple revisions by students that indicate that next steps provided were monitored for student understanding and short-term goal achievement. Curricula and instructional strategies that provide multiple ways for students to engage in learning and achieve targeted learning goals provide opportunities for high levels of achievement. Teachers develop plans informed by data, and establish grade-level goals for all groups of students; instructional strategies and short- and long-term student goals are aligned to the instructional plans to promote student engagement. Based on the review of lesson plans, student interviews, and classroom visitations, the IIT found that teachers use instructional practices and strategies aligned to plans that include accommodations for students with disabilities and ELLs . In addition, the school provides instructional interventions for students that lead to inquiry and engagement. In interviews, teachers reported that they place short- and long-term learning targets and standards-based goals in student-friendly language on materials provided to students, and use these to grade students. The use of targeted plans and explicit goals allows the school to monitor progress toward meeting objectives and promotes student engagement in learning.</p>		
AREA FOR IMPROVEMENT:		

Consistently use CCLS instructional practices that foster constructive struggle including strategies that promote access to complex texts that lead all students to improvements in completion of authentic higher order thinking tasks.

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 participate in our PROSE program as measured by attendance at team inquiry meetings, completion of at least two inter-visitations (including pre-observation and post-observation debriefs), and completion of the Structured Review protocol at the end of the year.

Part 3 – Action Plan

<p>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Strategies to promote teacher-parent collaborations to improve student achievement. 	<p>Target Group(s) <i>Who will be targeted?</i></p>	<p>Timeline <i>What is the start and end date?</i></p>	<p>Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy? (include school, educational consultants and/or CBO staff)</i></p>
<p>All teachers will engage in the PBAT Inquiry Cycle in their department and grade</p>	<p>Students</p>	<p>September, 2015 – June, 2016</p>	<p>Leadership Team</p>

teams in order to analyze student performance, address misconceptions, design rigorous tasks, and modify instruction to meet all students' needs.			
All teachers will participate in Wednesday PD focusing on building an inquiry-based classroom including productive co-planning and co-teaching and strategies to meet the needs of all students.	Students	September, 2015 – June, 2016	AP of Instruction School Designer
Model teachers will develop and facilitate a minimum of three PD workshops to support the implementation of PROSE school-wide.	Teachers	Ongoing	Model Teachers
All teachers will complete the Self-Reflection Tool, revise it with feedback from their grade teams, and present their focus question for the year during Teacher-Led Conferences.	Teachers	September - October, 2015	Principal AP of Instruction Grade Team Leaders
The Leadership Team will participate in our BOY Meeting, Mid-Year Huddle, and EOY Meeting along with representatives from NYCOBS to reflect on and monitor progress towards our goals for the year.	Leadership Team	September, February, and June	Principal AP of Instruction NYCOBS
All teachers will participate in the Structured Review protocol with the support of their grade teams.	Teachers	June, 2016	Leadership Team

Part 4 – Budget and Resource Alignment

Part 4a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.
School schedule that allows time for team meetings and co-planning (especially between co-teachers).
Teacher program that maximizes strengths of SpEd teachers.
Instructional Guide, AP of Instruction, School Designer, SpEd Coordinator
Part 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.

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

Part 5 – Progress Monitoring

<p>Part 5a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.</p>
<p>PBAT benchmarks, PBATs , and English exam results</p> <p>Literal notes from observations</p> <p>Mid-year huddle (February) to review implementation of school-wide work plan goals using NYCOBS Implementation Rubric Review Protocol.</p>
<p>Part 5b. In February 2016, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.</p>

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

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

Part 1 – Needs Assessment

<p>Part 1a. HEDI Rating (Highly Effective, Effective, Developing, or Ineffective) for DTSDE Tenet 2:</p> <ul style="list-style-type: none"> For schools that received an Integrated Intervention Team (IIT) School Review Report, consider the HEDI rating for each assessed Statement of Practice (SOP) and indicate on the chart below. For schools that did not receive an IIT School Review, or did not receive a HEDI rating for one or more SOPs: Self-rate your school for that SOP, informed by an analysis of student performance trends and any major findings/recommendations from your Quality Review (QR), or Alternative QR (AQR), and other relevant qualitative and quantitative data. Enter your HEDI self-rating(s) on the chart below. 		
Tenet 2 Statement of Practice (SOP) Addressed		HEDI Rating
2.2	The school leader ensures that the school community shares the Specific, Measurable, Ambitious, Results-oriented, and Timely (SMART) goals/mission and long-term vision inclusive of core values that address the priorities outlined in the School Comprehensive Educational Plan (SCEP).	E
2.3	Leaders make strategic decisions to organize programmatic, human, and fiscal capital resources.	E
2.4	The school leader has a fully functional system in place aligned to the district's Annual Professional Performance Review (APPR) to conduct targeted and frequent observation and track progress of teacher practices based on student data and feedback.	E
2.5	Leaders effectively use evidence-based systems and structures to examine and improve critical individual and school-wide practices as defined in the SCEP (student achievement, curriculum and teacher practices; leadership development; community/family engagement; and student social and emotional developmental health).	E
<p>Part 1b. Needs/Areas for Improvement:</p> <ul style="list-style-type: none"> Reflect on your school’s HEDI ratings (or self-ratings) in Part 1a, particularly any ratings of <u>D</u>eveloping and <u>I</u>neffective. Summarize your school’s strengths and needs relative to this element of the Framework for Great Schools and DTSDE tenet (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data trends and sources. 		
<p>• During the Integrated Intervention Team (IIT) interviews, school leaders, teachers, parents, and students reported that the vision was frequently shared with all stakeholders; parents reported discussion of the school goals on “Back to School Night.” School leaders, with input from teachers, have created school goals that are aligned with the school vision, and have been shared with the school community. A review of the School Comprehensive Education Plan (SCEP) showed that the school vision and goals are focused on ensuring college-readiness for all students. Teachers stated that to further this vision they are accountable for building students’ skills, improving students’ work, and helping students achieve academic goals. Wide dissemination and understanding of the school vision results in the entire school community working toward measurable and realistic goals that promote student achievement. School leaders have established systems to collect data about student progress that lead to school improvement. Staff members use these data systems to identify student needs, set student goals, and communicate student progress. In IIT interviews, school leaders stated that JumpRope , an online data management system, fosters the collection of attendance, anecdotal information, and grades to enable timely communication of data to all stakeholders in the community, including students and parents. Members of the school support team (SST) spoke about using attendance data to identify student needs; advisors discussed using data to conference with students about goal setting and academic progress, which is communicated to parents during parent meetings. The school leader instituted Crew Advisory, a school program with a rigorous coherent curriculum to support students’ academic progress that links to students’ social and emotional development. The teacher leader of each Crew Advisory monitors and supports student progress, socially and academically. These practices and systems allow the school to make information on student achievement accessible to</p>		

the school community. As a result, the comprehensive system to examine and improve practices across student needs promote progress to achieve school goals.

- Need: 2.4: Provide and implement a prioritized schedule of targeted and frequent observations that provide constructive and instructive feedback around the use of assessment data to inform curriculum and instruction in order to ensure more opportunities for students to self-asses.

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.

In the 2015 - 2016 school year, Leaders will see an overall increase in distributive leadership as measured by 100% participation in our bi-annual leadership retreat (August and January), implementation of the PBAT Inquiry Cycle in all grade and department teams, and bi-monthly attendance at our Leadership Team meetings (including our NYCOBS BOY Meeting, Mid-Year Huddle, and EOY Meeting).

Part 3 – Action Plan

<p>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Strategies to promote parent leadership and engagement as a key lever for school improvement. 	<p>Target Group(s) <i>Who will be targeted?</i></p>	<p>Timeline <i>What is the start and end date?</i></p>	<p>Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy? (include school, educational consultants and/or CBO staff)</i></p>
<p>Leadership Retreats</p>	<p>Leadership Team</p>	<p>August, 2015 and January, 2016</p>	<p>Principal AP of Instruction School Designer</p>
<p>Bi-monthly meetings with the AP of Instruction to plan agendas, conduct case consultancies, and develop facilitation strategies in preparation for department and grade team meetings</p>	<p>Leadership Team</p>	<p>Ongoing</p>	<p>AP of Instruction</p>
<p>BOY Meeting, Mid-Year Huddle, and EOY Meeting to reflect on NYCOBS Implementation Rubric</p>	<p>Leadership Team</p>	<p>Sept. 2015 Feb 2016 June 2016</p>	

Monthly "check-in" meetings	Leadershi Team	Ongoing	Principal
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Part 4 – Budget and Resource Alignment

Part 4a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.											
Part 4b. Indicate using an "X" the fund source(s) that will be utilized to support achievement of the specified goal.											
X	Tax Levy	X	Title I SWP	X	Title I TA		P/F Set-aside		21 st Century		C4E
X	Title I 1003(a)	X	Title III		PTA Funded		SIG or SIF Grant		School Success Grant		Other

Part 5 – Progress Monitoring

Part 5a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.
Mid-Year Huddle Implementation Review Rubric (conducted in February with the support of our school designer and NYCOBS to reflect on the implementation of and progress towards our work plan goals)
Part 5b. In February 2016 , review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

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

Section 5E – Framework for Great Schools Element – Strong Family and Community Ties: The school creates a welcoming environment for families and takes advantage of community resources to enrich the civic life of the school. *(Aligned to DTSDE Tenet 6: Family and Community Engagement)*

Part 1 – Needs Assessment

<p>Part 1a. HEDI Rating (Highly Effective, Effective, Developing, or Ineffective) for DTSDE Tenet 6:</p> <ul style="list-style-type: none"> For schools that received an Integrated Intervention Team (IIT) School Review Report, consider the HEDI rating for each assessed Statement of Practice (SOP) and indicate on the chart below. For schools that did not receive an IIT School Review, or did not receive a HEDI rating for one or more SOPs: Self-rate your school for that SOP, informed by an analysis of student performance trends and any major findings/recommendations from your Quality Review (QR) or Alternative QR (AQR), and other relevant qualitative and quantitative data. Enter your HEDI self-rating(s) on the chart below. 		
Tenet 6 Statement of Practice (SOP) Addressed		HEDI Rating
6.2	The school leader ensures that regular communication with students and families fosters their high expectations for student academic achievement.	E
6.3	The school engages in effective planning and reciprocal communication with family and community stakeholders so that student strength and needs are identified and used to augment learning.	E
6.4	The school community partners with families and community agencies to promote and provide training across all areas (academic and social and emotional developmental health) to support student success.	E
6.5	The school shares data in a way that promotes dialogue among parents, students, and school community members centered on student learning and success and encourages and empowers families to understand and use data to advocate for appropriate support services for their children.	E
<p>Part 1b. Needs/Areas for Improvement:</p> <ul style="list-style-type: none"> Reflect on your school’s HEDI ratings (or self-ratings) in Part 1a, particularly any ratings of <u>Developing</u> and <u>Ineffective</u>. Summarize your school’s strengths and needs relative to this element of the Framework for Great Schools and DTSDE tenet (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data trends and sources. 		
<p>School staff has respect for the diversity of the school community and communicate with families in languages they understand, such as English, Cantonese, Spanish, Russian, and Arabic. The school leader reported that the school uses Department of Education (DOE) translation services, as well as bilingual staff and students, to communicate with families in writing, in person, and on the telephone in the various languages. According to students and parents, translators are present at parent-teacher conferences and student led presentations, and staff assists with bilingual needs in Spanish, Russian, Arabic, or Cantonese; a pamphlet welcoming new parents to the school are provided in English and those four languages, as well. The school leader also reported that the school sends academic reports to families in a timely manner. Based on interviewd , the IIT determined that the school has a reciprocal communication protocol between the staff and families. For example, parents expressed that the school staff respects and acknowledges the diversity and needs of families in the school community. The school’s ability to maintain reciprocal communication with families in languages they understand enables the identification of students’ strengths and weaknesses, which allows families to support student social and academic growth.</p> <p>Staff receives PD to provide social and emotional health supports and foster student success. A review of the PD binder showed offerings for teachers about how to positively communicate and interact with families to build and sustain healthy relationships linked to student needs. The school leader reported, and documents confirmed, that staff attends PD offered by the Children First Network, District Family Advocate, and Division of Family and Community Engagement focusing on family services and family engagement. In addition to the guidance team and the Crew Advisory, the school staff provide families with referrals to outside agencies such as the CAMBA AIDP to support physical and mental health, as well as parenting and student learning. Parents and students reported that they support one another and help each other address academic and social-emotional issues to ensure success in the school. As a result, the consistent</p>		

collaboration between school constituencies connects families and community agencies to optimize the supports and increase student engagement and success.

Need: 6.4: Continue to support and nurture existing partnerships to address the specific needs of your students, parents and community. Provide further guidance for staff on developing partnerships with families and community organizations.

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 April, 2016 Leaders will increase family participation rate in fall and spring Student-Led Conferences to at least 90% as measured by crew leader reported attendance.

Part 3 – Action Plan

<p>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Strategies to promote stronger family and community ties and to increase parent involvement in support of improved student outcomes. 	<p>Target Group(s) <i>Who will be targeted?</i></p>	<p>Timeline <i>What is the start and end date?</i></p>	<p>Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy? (include school, educational consultants and/or CBO staff)</i></p>
<p>Ninth grade orientation for accepted eighth graders including school tours, student crew groups, PBAT information sessions, and other topics.</p>	<p>Families of incoming ninth graders</p>	<p>June 2015</p>	<p>AP of Instruction Parent coordinator Ninth grade team leader</p>
<p>Family Welcome Night including workshops targeting our online grading program, crew orientation, college intensives, restorative practices, and SpEd/ELL support.</p>	<p>Families and students</p>	<p>September, 2015</p>	<p>Parent Coordinator Teachers</p>
<p>Crew leader outreach to individual families in preparation for ninth grade</p>	<p>Families and students of ninth and tenth graders</p>	<p>Sept - Oct. 2015</p>	<p>Parent coordinator</p>

crew orientation and tenth grade college intensive.			Ninth and tenth grade crew leaders
Crew leader outreach to parents and families in preparation for student-led conferences.	Families and students	October, 2015 and March, 2016	Parent coordinator Crew leaders

Part 4 – Budget and Resource Alignment

Part 4a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.											
Attendance team, guidance counselor, crew leaders, parent coordinator, administrators											
Part 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.											
X	Tax Levy	X	Title I SWP	X	Title I TA		P/F Set-aside		21 st Century		C4E
X	Title I 1003(a)	X	Title III		PTA Funded		SIG or SIF Grant		School Success Grant		Other

Part 5 – Progress Monitoring

Part 5a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.											
Analyze data from fall student-led conferences (December, 2015)											
Develop action plan to increase or sustain parent involvement with the support of											
<ul style="list-style-type: none"> • parent coordinator • crew leaders 											
Part 5b. In February 2016 , review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.											

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

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

Type of Academic Intervention Service (AIS)	Criteria for determining AIS services	Type of Program or strategy (e.g. repeated readings, interactive writings, etc.)	Method for delivery of service (e.g. small group, one-to-one, tutoring, etc.)	When the service is provided (e.g. during the school day, before or after school, etc.)
English Language Arts (ELA)	<p>Students who have to graduate high school.</p> <p>Our ELLs , IEPs and bottom third population</p> <p>Students who are overage and/or lacking in credits.</p>	<p>Literacy across content areas (aligned to content-specific PBAT rubrics)</p> <p>DEAR in English classes and crew</p> <p>PBAT workshops beginning in the last 5 weeks of the semester to support students with the writing process.</p>	<p>Whole class, small group, and one-on-one conferencing depending on the lesson.</p> <p>Whole class</p> <p>Small group and one-on-one conferencing; peer-to-peer support</p>	<p>In class</p> <p>In class and crew</p> <p>After school</p>
Mathematics	<p>Students who have to graduate high school.</p> <p>Our ELLs , IEPs and bottom third population</p> <p>Students who are overage and/or lacking in credits.</p>	<p>Literacy across content areas (aligned to content-specific PBAT rubrics)</p> <p>PBAT workshops beginning in the last 5 weeks of the semester to provide additional support to students with their PBATs .</p>	<p>Whole class, small group, and one-on-one conferencing depending on the lesson.</p> <p>Small group and one-on-one conferencing; peer-to-peer support</p>	<p>In class</p> <p>After school</p>
Science	<p>Students who have to graduate high school.</p> <p>Our ELLs , IEPs and bottom third population</p> <p>Students who are overage and/or lacking in credits.</p>	<p>Literacy across content areas (aligned to content-specific PBAT rubrics)</p> <p>PBAT workshops beginning in the last 5 weeks of the semester to provide additional support to students with their PBATs .</p>	<p>Whole class, small group, and one-on-one conferencing depending on the lesson.</p> <p>Small group and one-on-one conferencing; peer-to-peer support</p>	<p>In class</p> <p>After school</p>

<p>Social Studies</p>	<p>Students who have to graduate high school.</p> <p>Our ELLs , IEPs and bottom third population</p> <p>Students who are overage and/or lacking in credits.</p>	<p>Literacy across content areas (aligned to content-specific PBAT rubrics)</p> <p>PBAT workshops beginning in the last 5 weeks of the semester to provide additional support to students with their PBATs .</p>	<p>Whole class, small group, and one-on-one conferencing depending on the lesson.</p> <p>Small group and one-on-one conferencing; peer-to-peer support</p>	<p>In class</p> <p>After school</p>
<p>At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)</p>	<p>Students who have to graduate high school.</p> <p>Our ELLs , IEPs and bottom third population</p> <p>Students who are overage and/or lacking in credits.</p>	<p>At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)</p>	<p>Social Work Team: Team consists of three full-time social workers and one part-time that focus on school-wide issues and needs. Team devises a plan to meet the social-emotional needs of our school population</p> <p>Student Support Team: SST meet once a week in each grade level team to identify struggling students at each grade level and create and implement an action plan.</p> <p>Crew (advisory): 10-15 students that meet daily with one advisor for four years. Advisors focus on a strong character development curriculum that support student academic and social-emotional learning.</p>	<p>These services are provided daily during the school day and after school.</p> <p>These services are provided during the school during our advisory period.</p>

Section 7: Title I Program Information

Directions:

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

Part 1: Title I Status

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

Part 2: All Title I Schools

2a. Highly Qualified Teachers (HQT)

Describe the strategies and activities including strategies for recruitment, retention, assignments, and support including high quality professional development that ensures staff is highly qualified.
Partnership with CBO : Expeditionary Learning, Outward Bound around recruitment
Rigorous Interview process
Hiring Committee comprised of Principal and staff in consultation with the Network
Targeted Professional Development by Network
In-house mentoring program where senior teachers mentor new teachers
Weekly meetings between principal and/or AP and new teachers
Beginning, Middle and End-of-the-Year Conferences held by principal and/or AP with all teachers
Travel opportunities for teachers

2b. High Quality and Ongoing Professional Development

Describe the strategies and activities for high quality professional development for teachers, principals, staff, and paraprofessionals that enable all students to meet Common Core State Standards (CCSS).
Weekly PD for teachers in Grade Teams and Department Teams that includes PBAT Inquiry Cycle, lesson feedback, looking at students work and alignment of units and lessons to the CCLS .
Monthly full staff PD focusing on the school's instructional focus
Monthly PD with our New Teacher cohort for all un-tenured teachers led by the school designer
Monthly PD with our Coaching Cohort for all school coaches led by the school designer
Monthly professional learning offered by NYCOBS with schools across the EL network
Opportunities to attend National trainings and conferences upon request

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.).
N/A

4b. Measures to Include Teachers in Decisions Regarding Assessments

Describe the decision making process that teachers participate in regarding the use and selection of appropriate multiple assessment measures and the professional development provided regarding the use of assessment results to improve instruction.
PROSE committee formed by teachers, principal, and UFT representative to assist in making all decisions.

4c. "Conceptual" Consolidation of Funds in SWP Schools

<p>Directions: All Schoolwide Program (SWP) schools in NYC are conceptually consolidating their Federal, State, and Local funds, even though the Galaxy system reports the allocations in separate accounting codes¹. To be eligible for the flexibility consolidation of Federal funds enables, a Schoolwide Program school must identify in its Schoolwide plan (SCEP) which programs are included in its consolidation and the amount each program contributes to the consolidated Schoolwide pool. Additionally, the school plan must document <u>that it has met the intent and purposes of each program whose funds are consolidated</u>². 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.</p>				
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	186,505.00		

Title I School Improvement 1003(a)	Federal	16,979		
Title I Priority and Focus School Improvement Funds	Federal	47,446		
Title II, Part A	Federal	0		
Title III, Part A	Federal	11,200.00		
Title III, Immigrant	Federal	0		
Tax Levy (FSF)	Local	1,778,359.00		

¹Explanation/Background:

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

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

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

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

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

- **Title I, Part A – Schoolwide Programs:** To upgrade the entire educational program in the school in order to improve the academic achievement of all students, particularly the lowest-achieving students. This includes provision of services for Students in Temporary Housing (STH).
- **Title I School Improvement 1003(a):** To support implementation of school improvement activities identified through the Diagnostic Tool for School and District Effectiveness (DTSDE) reviews or a school review with district oversight and included in the DCIP/SCEP.
- **Title I Priority and Focus School Improvement Funding:** To support implementation of school improvement plans that aims to improve instruction and address the identified needs.
- **Title II, Part A:** Supplementary funding to improve student academic achievement by reducing class size in grades K, 1, 2, and 3, with an emphasis on grades with an average register greater than 20. If space is not available to form additional classes, funds may support push-in teacher(s) to supplement the instructional program.

- **Title III, Part A:** To help ensure that children with limited English proficiency become proficient in English, develop high academic attainment in English, and meet the same challenging State academic content and achievement standards in the core academic subjects that all other children are expected to meet. Another purpose of this program is to increase the capacity of schools to establish, implement and sustain high-quality language instruction programs and English language development programs that assist schools in effectively teaching students with limited English proficiency. Title III, Part A is also designed to promote the participation of parents and communities of limited English proficient children in English language instruction programs.
- **Title III Immigrant:** Supplementary and enhanced services to LEP/ELL immigrant students, in the areas of English language acquisition and content area achievement.

Important Note: The following funds may not be consolidated:

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

Section 8: Parent Involvement Policy (PIP) and School-Parent Compact (SPC)
(Required for All Title I Schools)

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

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

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

Parent Involvement Policy (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. **Expeditionary School for Community Leaders**, 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. Expeditionary School for Community Leaders will support parents and families of Title I students by:

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

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

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

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

- conduct an Annual Title I Parent Fair/Event where all parents are invited to attend formal presentations and workshops that address their student academic skill needs and what parents can do to help;

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

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

School-Parent Compact (SPC)

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

I. School Responsibilities

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

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

Support home-school relationships and improve communication by:

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

Provide parents reasonable access to staff by:

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

Provide general support to parents by:

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

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

II. Parent/Guardian Responsibilities:

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

III. Student Responsibilities:

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

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

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

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

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

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

Part A: School Information	
Name of School: <u>LEADERS HIGH SCHOOL</u>	DBN: <u>21K572</u>
This school is (check one):	
<input checked="" type="checkbox"/> conceptually consolidated (skip part E below) <input type="checkbox"/> NOT conceptually consolidated (must complete part E below)	

Part B: Direct Instruction Supplemental Program Information
The direct instruction component of the program will consist of (check all that apply):
<input checked="" type="checkbox"/> Before school <input checked="" type="checkbox"/> After school <input checked="" type="checkbox"/> Saturday academy
Total # of ELLs to be served: <u>46</u>
Grades to be served by this program (check all that apply):
<input type="checkbox"/> K <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 <input checked="" type="checkbox"/> 9 <input checked="" type="checkbox"/> 10 <input checked="" type="checkbox"/> 11 <input checked="" type="checkbox"/> 12
Total # of teachers in this program: <u>2</u>
of certified ESL/Bilingual teachers: <u>2</u>
of content area teachers: <u>2</u>

Part B: Direct Instruction Supplemental Program Information

Describe the direct instruction supplemental program here and include the

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

Begin description here: The ESL Enrichment program will be held after school four days per week for one and one half hours. It will serve students in grades 9-12, from newcomer to advanced ELLs. It will begin immediately and run until the end of the school year. The program will be overseen by the ESL Coordinator, Heather Bush, and taught by both she and Genevive Dunzelman and possible a teacher from International High School (with whom we share a building with), an ESL teacher, on alternate days. Both are licensed to teach ESL K-12. ESL Enrichment will focus on improving ELLs' reading, writing, listening, and speaking skills in English. All instruction will be in English. There will be four parts to the program: tutoring, guided and independent reading, discussions of videos or short films, and writing challenges.

- Tutoring will consist of extra help for any content area. Teachers will help students understanding notes, texts, or assignments; give feedback on products and assist in all phases of writing; or give students personalized instruction in the English language. Tutoring will be available 2-3 days per week, while other students in the program are working independently.

- Data from reading assessments, as well as teacher observation, indicate that low literacy in English is the biggest barrier for most ELLs to passing the Regents exams. Alternate assessments indicate that they understand much more content than practice Regents tests show. Students themselves report that they do not understand many of the questions and answers. More troubling is the fact that they do not understand high-school-level texts in their classes, and much read lower-level alternatives. This indicates that they need to improve their reading level in English dramatically in order to be college-ready. Therefore, guided reading will be emphasized two days per week. Both guided and independent reading will also be available on the other two days for students for whom this is their biggest barrier. Our ESL library has hundreds of books ranging from Fountas and Pinnell levels C-post Z, which can be used for guided and partner reading. Additionally, we have Achieve 3000 a guided reading computer program that has been proven to improve students' reading levels multiple years in one. Students' reading levels will be tested regularly to measure their growth, and inform personalized changes if needed.

- As is typical of most ELLs, our ELLs are more proficient in social English than academic English. We know this because they score higher on fiction than nonfiction reading comprehension assessments, and our teachers consistently report that ELLs are most successful when information and assignments are rephrased into social language. This will be addressed in ESL Enrichment. One day per week students will view about 15-20 minutes of videos or film, and use it to have a discussion involving high-order thinking. The emphasis for most students will be on building listening and speaking proficiency with academic language. Differentiation will allow beginners to build their social language skills as well. Academic vocabulary and sentence structure will be addressed, and instruction will be informed by data from ESL and content teachers. All students will improve their higher-order thinking skills. Data and student work from the ESL and ELA teachers indicate that grammar is a weak point for most of our ELLs. One day per week there will be a writing lesson focused on conventions, with a related writing "challenge". On the other days there will be a short writing challenge that reinforces the same skill as the lesson. Lessons will be chosen by speaking with teachers and identifying trends in student work. Leaders High School has a strong culture of students staying after school for extra help, practice, or community service. Therefore, we expect a consistent turnout, with beginners voluntarily attending

Part B: Direct Instruction Supplemental Program Information

almost every day. Higher level students will come less often because they will split their time with other after school programs and help sessions, but we nonetheless expect that most will include our program as well. We will make the program mandatory for any student who is struggling in a class due to language barriers, at that teacher's discretion.

Part C: Professional Development

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

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

Begin description here: _____ ESL teachers attend PD that are scheduled periodically this year. This year, D will include the utilization of ELL data as well as supporting content area teachers. Our content area teachers will participate in a "Learning Expedition" around ELL strategies. During the expedition, content area teachers will read common texts focusing on best practices and participate in fieldwork at another high school in our campus. During teachers' fieldwork, teams will work together to observe classes and interview teacher about their work with ELLs.

Part D: Parental Engagement Activities

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

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

Begin description here: _____ At the beginning of each year and at the first parent-teacher conferences, parents receive a copy of the Bill of Parent Rights and Responsibilities in their preferred language. This is also given to them in person at parent-teacher conferences. The availability of translation and interpretation services is announced in signs prominently placed in the main office on the main bulletin board, in all languages available on the DOE website provided in the Chancellor's Regulations. We offer a 6 month adult ESL class to all parents and their families and friends where they receive a certificate at the completion of classes.

Part E: Budget

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

Allocation Amount: \$ _____

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

Part E: Budget

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

Allocation Amount: \$ _____

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Purchased services <ul style="list-style-type: none"> • High quality staff and curriculum development contracts. 	_____	_____
Supplies and materials <ul style="list-style-type: none"> • Must be supplemental. • Additional curricula, instructional materials. • Must be clearly listed. 	_____	_____
Educational Software (Object Code 199)	_____	_____
Travel	_____	_____
Other	_____	_____
TOTAL	_____	_____

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

2015-16 AND 2016-17 SCHOOL YEAR

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

Part I: School ELL Profile

A. School Information

District 21	Borough Brooklyn	School Number 572
School Name EL SCHOOL FOR COMMUNITY LEADERS		

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 DAVID O'HARA	Assistant Principal BETHANY O'SHEA
Coach David Manning	Coach Rachel Madris
ENL (English as a New Language)/Bilingual Teacher Erika Clarke	School Counselor FELICIA HARPER
Teacher/Subject Area Brandon Lotti	Parent Suze Labisserie
Teacher/Subject Area Heather Bush	Parent Coordinator BRENDA JONES
Related-Service Provider type here	Borough Field Support Center Staff Member Jocelyn Santana
Superintendent Kathy Pelles	Other (Name and Title) type here

C. Teacher Qualifications

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

Number of certified ENL teachers currently teaching in the ENL program	3	Number of certified bilingual teachers <u>not</u> currently teaching in a bilingual program		Number of teachers who hold both content area/common branch and TESOL certification	2
Number of certified bilingual teachers currently teaching in a bilingual program		Number of certified foreign language/world language teachers providing home language arts (HLA) to students in bilingual programs [applicable to grades 7-12]	1	Number of teachers who hold both a bilingual extension and TESOL certification	
Number of certified ENL teachers <u>not</u> currently teaching in the ENL program	1	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]	2	Number of special education teachers with bilingual extensions	

D. Student Demographics

Total number of students in school (excluding pre-K)	285	Total number of ELLs	42	ELLs as share of total student population (%)	0.00%
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Part II: ELL Demographics

A. ELL Programs

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

This school offers (check all that apply):

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

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

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

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	42	Newcomers (ELLs receiving service 0-3 years)	26	ELL Students with Disabilities	
SIFE	4	Developing ELLs (ELLs receiving service 4-6 years)	8	Long-Term (ELLs receiving service 7 or more years)	8

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

	ELLs by Subgroups									Total
	Newcomer ELLs (0-3 years of service)			Developing ELLs (4-6 years of service)			Long-Term ELLs (receiving 7 or more years of service)			
	All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD	
TBE	26	4		8			8			0
DL										0
ENL										0
Total	0	0	0	0	0	0	0	0	0	0

Number of ELLs who have an alternate placement paraprofessional: _____

C. Home Language Breakdown and ELL Programs

Transitional Bilingual Education

Number of ELLs by Grade in Each Language Group

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

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

Number of ELLs by Grade in Each Language Group

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

* EP=English proficient student

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

Number of ELLs by Grade in Each Language Group

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

This Section is for Dual Language Programs Only

Number of students (students fluent in both languages): _____	Number of students who speak three or more languages: _____
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Freestanding English as a New Language														
Number of ELLs by Grade in Each Language Group														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish										2	5	2	3	0
Chinese												2		0
Russian										4	4	1	1	0
Bengali											1		1	0
Urdu										1		2	1	0
Arabic										1			1	0
Haitian										1				0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other										3	1	1	4	0
TOTAL	0													

Part III: Assessment Analysis

Assessment Breakdown

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

OVERALL NYSESLAT* PROFICIENCY RESULTS (*NYSITELL FOR NEW ADMITS)														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Entering (Beginning)										8	7	3	5	0
Emerging (Low Intermediate)										2	3	4	2	0
Transitioning (High Intermediate)											1	3		0
Expanding (Advanced)										2			2	0
Commanding (Proficient)														0
Total	0	0	0	0	0	0	0	0	0	0	0	0	0	0

FORMER ELLS BASED ON REVISED EXITING CRITERIA														
GRADES 3-8: EXPANDING ON NYSESLAT AND TEST AT LEVEL 3 OR 4 ON THE ELA														
GRADES 9-12: EXPANDING ON THE NYSESLAT AND TEST 65 OR HIGHER ON THE ENGLISH REGENTS														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
Total														0

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

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

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

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

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

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

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

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

- Describe what assessment tool your school uses to assess the early literacy skills of your ELLs (e.g., EL SOL, Estrellita, Fountas and Pinnell, DRA, TCRWP, teacher-created assessments). What insights does the data provide about your ELLs? How will this data help inform your school's instructional plan? Provide any quantitative data available to support your response.
Our school uses the McLeod reading assessment to determine students' reading levels. Students are administered the assessment when they first enter into the school in ELA class. This data helps us to address literacy in all classes, and come up with school-wide strategies for supporting students in literacy.
- What is revealed by the data patterns across performance levels (on the NYSITELL and NYSESLAT) and grades?
Higher grades are overall more proficient. This may be because most students, regardless of age and educational background, are forced to start high school as a ninth grader with few or no credits. Also, our students are overall more proficient in conversational English (listening and speaking) as compared with academic English (reading and writing). Thus, we have decided to focus heavily on formal, academic reading and writing.
- How does your school use information about Annual Measurable Achievement Objectives? What does the data reveal? (see [SED memo](#) and [AMAO tool](#))
Teachers will use the data to differentiate instruction in all classes and also determine the curriculum for the entire general ESL class. Co-teachers meet to plan literacy strategies for ELLs.
- For each program, answer the following:
 - What are the patterns across performance levels and grades? How are ELLs faring in tests taken in English as compared to the home language?
 - Describe how the school leadership and teachers are using the results of the ELL periodic assessments.
 - What is the school learning about ELLs from the periodic assessments? How is the home language used?

One notable pattern is that our ELLs advance from beginning to intermediate proficiency very quickly, but SIFEs often reach a barrier after that. SIFEs also struggle the most with passing all Regents exams before their target graduation date. This shows that we need to focus more attention on this group, and try new strategies. Most of our students have chosen to take their exams in English, though they are all provided with the exam in their L1, if it exists, so they can use it as an aid. The fact that they choose to take the exam in English is notable on its own. School leadership uses the periodic assessments to plan literacy interventions for ELLs and to determine which Regents prep classes will be offered leading up to the exams. The school has learned that ELLs need vocabulary instruction.

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](#).] The school uses interim assessment data, NYSESLAT and LAB-R scores to plan instruction. ESL teachers review data and meet with content area teachers to ensure that instruction is differentiated and appropriately scaffolded for ELLs. Teacher teams assess student progress during SST meetings (student support teams).
6. How do you make sure that a student's new language development is considered in instructional decisions? ESL teachers communicate regularly with content teachers and crew leaders to ensure that content is accessible to students. Crew leaders support students in independent reading. Student Support Teams meet to discuss progress and next steps for students. Reading level data, LAB-R, NYSESLAT scores and interim assessment data is reviewed during these meetings.
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 measure the success of our ESL program by looking at student growth measures, including student work, standardized tests, and the degree to which they participate in school activities alongside native English speakers. We expect our students to demonstrate at least 1.5 years of growth each year, with a goal of 2-3 years depending on grade and proficiency level, so that they can graduate on time with the skills necessary to succeed in college and careers.

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.
ELL identification begins when a parent/guardian enrolls a new student in our school. Our secretary conducts an initial informal interview to see what language(s) the parent and child speak, and what is the language with which they are most comfortable. If the parent indicates that his or her family speaks a language other than English, an ESL teacher or other licensed pedagogue trained by the ESL coordinator steps in to conduct an interview and administer the Home Language Survey. If the survey indicates that a language other than English is mostly spoken at home, the teacher confirms this verbally in another informal interview. Telephone translation services are utilized if there is nobody at the school who can translate. Then, the survey is passed on to the ESL Coordinator. The ESL Coordinator schedules LAB-R testing to be completed before the 10th day the student is enrolled in our school. The test is administered by a licensed ESL teacher and/or coordinator. For students whose LAB-R scores indicate they do not require services, a nonentitlement letter is mailed home, in the parent's preferred language. All entitled students are administered the NYSESLAT annually by an ESL teacher until they score proficient.
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).
Answers to 2, 3, 4. The LAB-R is scored immediately by the ESL Coordinator, and the entitlement or non-entitlement letter is sent out in the family's preferred language, along with the brochure describing the three ELL options and a selection form. Contact information and dates for an ELL parent orientation or individual meeting are included. This year, our main parent orientation was scheduled for October 6, 2011, with individual meetings offered for students who enrolled much before or after that. Parents are called to follow up, using translators if necessary to communicate in their preferred language. At parent orientations or individual meetings, parents are invited to watch the video, in their preferred language if available, explaining their options. Then, they are asked to complete the selection form. Translators are there whenever possible to assist in answering questions; otherwise, we use the telephone translation service. If a parent chooses an option other than ESL, they are informed of their right to transfer their child to a school that provides that program. If they choose to keep their student in our ESL program, this decision is recorded on the appropriate form. If a parent does not attend a parent meeting or respond to our letter and phone calls with the completed selection form, their child is placed in ESL. If at any point our school provides a bilingual program in the student's language, students whose parents do not respond will be placed in the bilingual program instead. In any case, students are placed in an ESL program within 10 days of enrollment if they qualify.
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).

See answer to question 2.

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.

See answer to question 2.

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).

Our ESL teacher administers the NYSESLAT to our students; administration provides coverages to release her to administer the speaking test. Our ESL teacher divides a schedule to administer the speaking portion.

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.

In the last few years, parents have overwhelmingly selected ESL as their program option. The only student whose parent selected another program choice (bilingual) enrolled this year. If at any point the parents of 15 or more students in two consecutive grade levels request bilingual services in the same language, a program will be implemented in a timely fashion.

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.

At Leaders, we have a distributive counseling model, which includes Crew. Crew is a small advisory class that each students follows for four years. Crew leaders are the main contact between parents, teacher, students and any other stakeholders. Crew leaders are ensure that all documents are returned in a timely manner with the support of the ESL Coordinator and administration.

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

At Leaders, we have a distributive counseling model, which includes Crew. Crew is a small advisory class that each students follows for four years. Crew leaders are the main contact between parents, teacher, students and any other stakeholders. Crew leaders are ensure that all documents are returned in a timely manner with the support of the ESL Coordinator and administration.

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

Upon entering our school, all students and parents are greeted by our parent coordinator and ESL Coordinator. These staff members ensure that parents complete all necessary documentation in order for the students to receive the appropriate letters.

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

All ELL documentation is securely placed in student files as well as our secretary's and ESL Coordinator's files.

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 ESL teacher administers the NYSESLAT to our students; administration provides coverages to release her to administer the speaking test. Our ESL teacher divides a schedule to administer the speaking portion.

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

Paste response to question here:

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).

In the last few years, parents have overwhelmingly selected ESL as their program option. The only student whose parent selected another program choice (bilingual) enrolled this year. If at any point the parents of 15 or more students in two consecutive grade levels request bilingual services in the same language, a program will be implemented in a timely fashion.

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.
 - 1a. Our Freestanding ESL program consists of both push-in and pull-out classes.
 - 1b. Push-in classes ESL are mostly graded though students with unique circumstances might be in a course that is not standard for their grade. Push-in classes are heterogeneous by proficiency level, and include students who are not LEP as well. Pull-out classes are ungraded. The general ESL class is heterogeneous by proficiency level as well, but the beginners' ESL class, which provides the additional 180 minutes that beginners need each week, is only for beginners or select low-intermediate students with unique circumstances. We do not use block classes
 - 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)?

Our standard programming provides each ELL with one push-in Global History or ELA class, which meets for 248 minutes per week. Intermediate proficiency students are additionally in a general ESL class, which meets for 150 minutes per week. Beginning proficiency students are in the push-in class, general ESL class, and an additional beginner ESL class that meets for 248 minutes per week. Beginning and low-intermediate proficiency students are in an additional ESL tutoring session for 60 minutes per week, in which they receive support in developing English proficiency and/or meeting the language demands of content classes. Advanced and most intermediate proficiency students are additionally are in a full-time ELA class that meets for 248 minutes per week.
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.

At our school, instruction in all classes is in English (with the exception of foreign language classes). Our goal is to provide lessons in all content classes that are accessible and appropriate for all students. Strategies for supporting ELL's are woven into all lessons, and teachers use strategies such as providing visuals, highlighting key words, differentiating texts, activating background knowledge, pre-teaching important vocabulary, and strategic grouping. Lessons are scaffolded for all students as needed, with additional scaffolding for individual students when needed. All students, including ELL's, are supported in meeting the same standards and completing the same products. Literacy is addressed in all content classes, in alignment with the Common Core Standards, and students read and write daily. ESL teachers have an extensive collection of leveled high-interest-low-level books aligned with the New York State high school standards, ranging from Fontis and Pinnel level C through Z and higher. All teachers have access to these books and use them to differentiate texts or provide additional support to ELL's in their classes. Additionally, the ESL teachers are available to support all teachers in planning lessons that meet the needs of ELL's. An ESL teachers is available everyday for at least 75 minutes after school to help students develop their English language skills or support them with other content area classes.
4. How do you ensure that ELLs are appropriately evaluated in their home languages throughout the year?

Interim assessments are administered four times a year. After administering IAs, teacher teams comprised of the ESL teacher, content teachers, crew advisors and administrators review data and plan next steps.
5. How do you ensure that ELLs are appropriately evaluated in all four modalities of English acquisition throughout the year?

Our school places high value on reading, writing, speaking and listening. Students are regularly assessed in these four modalities throughout the quarter. Assessments include annotation, essay writing and Socratic seminar.
6. How do you differentiate instruction for each of the following ELL subgroups?
 - a. SIFE
 - b. Newcomer
 - c. Developing
 - d. Long Term
 - e. Former ELLs up to two years after exiting ELL status
 - 6a. Since we have so few SIFEs, plans are made on an individual basis. Generally, factors that are considered are the student's literacy in their first language; years without school; whether or not they are accustomed to following school norms (even if those norms are very different from those in American culture); quality of previous education and student's current skills in all content areas; and the basic skills that are necessary for successfully learning and participating in school, such as taking notes, studying, and completing assignments on time.
 - 6b. Newcomer ELLs have varying English proficiency levles, L1 literacy levels, and educational backgrounds. Therefore, we

do not use one single strategy to address all of them. However, one practice that is important for all newcomers is to constantly diagnose their current knowledge and skills before the start of a unit. Teachers are aware that knowledge that is taken for granted in American culture might not be familiar to students of other cultures, such as the significance of Thanksgiving, and make careful decisions about topics that might put ELL's at a significant disadvantage. If a lesson depends on material that is culturally biased toward Americans (i.e. American History and Government), differentiated group strategies for building background knowledge are utilized.

6c. ELLs receiving services for 4-6 years are guided to pull meaning from difficult sources, understand the finer points of English grammar, and write extended works close to the level of their native-English-speaking peers. However, they are provided the scaffolding and support they need to reach this standard.

6d. Long-term ELLs are referred to grade-wide student support teams to assist ESL teachers in identifying and addressing barriers to proficiency. Individual plans are made and shared with the student to address their English proficiency needs. The student has an opportunity to help shape the final version of the plan.

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

High-interest-low-level books aligned to New York State Standards are used to differentiate, scaffold, and support ELL-SWDs. Additionally, our school uses the Expeditionary Learning Model, which is designed to make lessons accessible to learners with varying academic, language, and personal needs.

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?

As a New York Performance Based Consortium School, we offer Performance Based Assessment Tasks each semester in each content class every year. PBATs rely heavily on complex reading, sophisticated writing, and rich discussion. With that said, these assessments all ELLs with the right amount of support and opportunities to succeed.

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?

Students with disabilities are served in ICT classes. None of our students are required to be in self-contained classes or to have all ICT classes. We ensure that they have the correct number of ICT classes in addition to their ESL push-in class. Teachers have access to their students' IEPs, and special education teachers are available to assist in planning lessons to meet the needs of all students, and to differentiate for particular students.

Chart

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

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

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

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



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

Chart

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

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

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

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

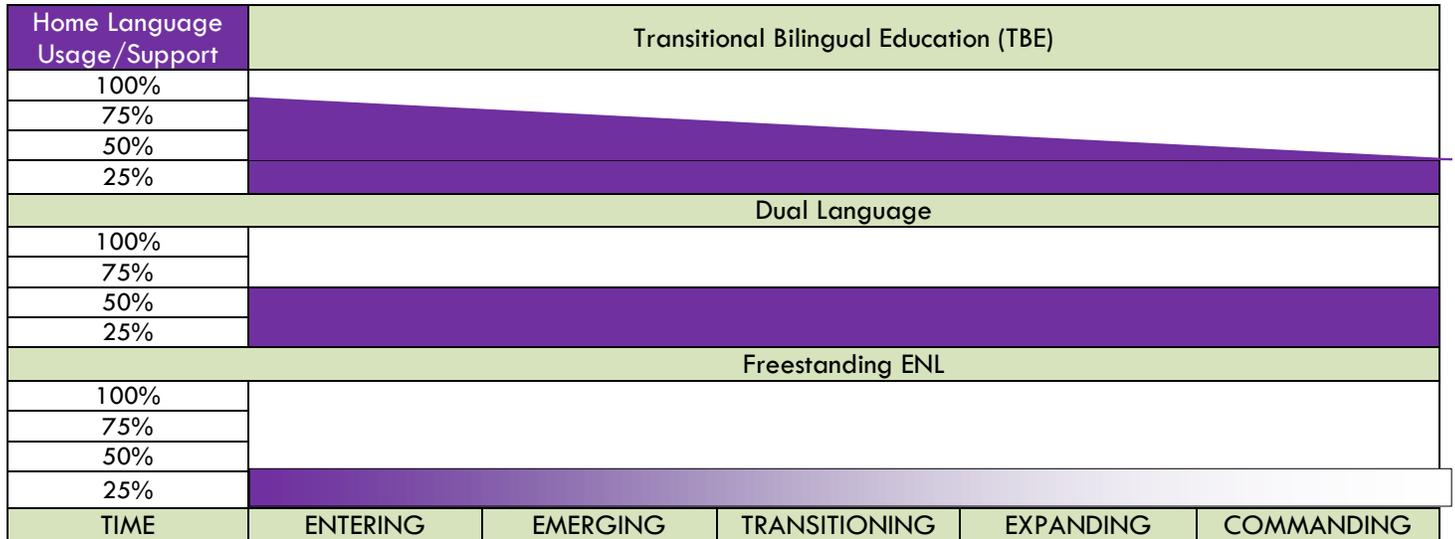


*Note “other approved services” does not apply to New York City at this time.

Chart 5.3

Home Language Usage and Supports

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



A. Programming and Scheduling Information--Continued

10. Describe your targeted intervention programs for ELLs in ELA, math, and other core content areas (specify ELL subgroups targeted). List the range of intervention services offered in your school for the above areas as well as the language(s) in which they are offered.
ELA-An ESL teacher pushes into a Regents ELA class.
Social Studies-An ESL teacher pushes into a majority 9th grade Global History I class and a majority 10th grade Global History II class.
Science-High-interest-low-level books aligned to the New York State standards for Living Environment, Physics, and Chemistry are recommended to science teachers based on their specific lessons and students.
Math-Manipulatives and graphic high-interest-low-level books are used by the math teachers to illustrate abstract concepts.

Our ESL library with leveled texts (Fountas and Pinnell C-Z) is aligned to NY State curriculum standards. Bilingual dictionaries are available to all teachers in all languages spoken in the school. Students are provided a dictionary that they may use both in school and at home until the end of the year. Newcomers are taught effective ways of using their dictionaries, and teachers encourage students to use it in class as an aid. ESL teachers are available as a resource to support content area teachers in planning lessons and designing scaffolds for ELLs. An ESL teacher is available for after school tutoring in any subject, at student or teacher request. Additionally, students who are identified by grade teams as needing additional ESL support are assigned a tutoring class that meets 60 minutes per week. All ELLs receive testing accommodations on all tests in accordance to mandates.
11. Describe the effectiveness of your current program and how it is meeting the needs of your ELLs in both content and language development.
Bilingual dictionaries are available for students to use in class and/or at home. Advisors of proficient ELLs are notified of their status and alert an ESL teacher if the student is struggling. The ESL teacher conferences with the student and teacher(s) of affected class(es), and may decide to put the student into a heterogeneous push-in class (which contains both ELLs and general education students). Additionally, our school-wide policy is to address literacy in every class and use pedagogical strategies that maximize the success of all students, no matter what their needs are. A weekly "Drop Everything And Read" day in all "crew" (advisory) classes is observed in order to raise reading levels. In accordance to mandates, all ELL's continue to receive testing accommodations on all tests for 2 years after scoring "proficient" on the NYSESLAT.
12. What new programs or improvements will be considered for the upcoming school year?
For next year, we will work on incorporating more professional development opportunities for our content area teachers who teach ELLs. We plan to organize action research team to study ELL strategies. This group, comprised of content area teachers and ESL teachers, will present their research to the full staff. Additionally, we will look to build upon the ESL library by adding a wider variety of resources. We would like to add materials both in English and in students' native language to build up their literacy skills and ensure that students are maintaining their native language.
13. What programs/services for ELLs will be discontinued and why?
As of right now, we have not determined that we will discontinue any of our services to ELLs.
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 provided equal access to all school programs partially because our school is a small, nurturing community. All students are assigned to a "Crew." Each Crew is comprised of roughly 15 students and one staff member. Students stay with their crew leaders for all four years of high school. This person is a liaison between the student and the Crew leader; they advocate for the student and work to communicate with parents/families on a regular basis. The ESL teachers are available every day after school for individual student tutoring.
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.
Instructional materials to support ELLs include: the ESL resource library, 8 mobile computer carts, 2 Mac labs, smartboard technology in every classroom, Rosetta Stone, as well as a collection of dictionaries in students' native language. Students are permitted to borrow a dictionary for the year.
16. How is home language support delivered in each program model (DL, TBE, and ENL)?
Native language support is provided through the use of resources in the ESL library. Students are encouraged to use Google Translator and/or digital translators/dictionaries. Bilingual dictionaries are provided. Teachers share strategies with students for using these to their advantage. Teachers may give students a parallel text in the students' native language to ensure higher order thinking.
17. Explain how the school ensures all required services/resources support and correspond to ELLs' ages and grade levels.
We use high interest low-level texts to for all content area instruction. Content for all classes, including ESL, is rigorous, requires higher order thinking and is at a high school level. Students complete the same products as their peers, however additional scaffolding, support after school and other support is provided to ensure high quality products aligned to standards.

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).

Students and families are encouraged to attend a series of open houses at our school. We always provide translation services to our ELL population as we have number of language spoken amongst the staff.

19. What language electives are offered to ELLs?

Language electives are not currently offered to any students at our school due to the fact that we have a small staff and a limited budget.

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.)

1. ESL teachers attend PD that are scheduled periodically this year. This year, D will include the utilization of ELL data as well as supporting content area teachers. Our content area teachers will participate in a "Learning Expedition" around ELL strategies. During the expedition, content area teachers will read common texts focusing on best practices and participate in fieldwork at another high school in our campus. During teachers' fieldwork, teams will work together to observe classes and interview teacher about their work with ELLs.

2. What professional development is offered to teachers of ELLs (including ENL and bilingual teachers) in supporting ELLs as they engage in the Common Core Learning Standards?

All freshmen participate in a "Leaders 101" course that meets once each week for 60 minutes. The program introduces students to our instructional and school model, while teaching them a variety of skills necessary to succeed in high school, such as studying, note-taking, and time management. ELL's are specifically encouraged to annotate their notes in their first language if it helps them to understand or remember the material, and are advised of their right to use dictionaries and translators in class.

3 and 4. Our teachers participate in weekly in-school professional development sessions. The needs of ELL's in particular are addressed periodically. Care is taken to ensure this time adds up to 7.5 or more hours annually.

3. What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?

All freshmen participate in a "Leaders 101" course that meets once each week for 60 minutes. The program introduces students to our instructional and school model, while teaching them a variety of skills necessary to succeed in high school, such as studying, note-taking, and time management. ELL's are specifically encouraged to annotate their notes in their first language if it helps them to understand or remember the material, and are advised of their right to use dictionaries and translators in class.

3 and 4. Our teachers participate in weekly in-school professional development sessions. The needs of ELL's in particular are addressed periodically. Care is taken to ensure this time adds up to 7.5 or more hours annually.

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.

All freshmen participate in a "Leaders 101" course that meets once each week for 60 minutes. The program introduces students to our instructional and school model, while teaching them a variety of skills necessary to succeed in high school, such as studying, note-taking, and time management. ELL's are specifically encouraged to annotate their notes in their first language if it helps them to understand or remember the material, and are advised of their right to use dictionaries and translators in class.

3 and 4. Our teachers participate in weekly in-school professional development sessions. The needs of ELL's in particular are addressed periodically. Care is taken to ensure this time adds up to 7.5 or more hours annually.

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?
 1. Parents are invited into the school for a number of activities including college workshops, back to school night and student-led conferences. Students are encouraged to attend these events with their parents (and many of them do). In these cases, students do much of the translation for parents. Additionally, our staff has diverse linguistic backgrounds. Some languages spoken include Spanish, Korean, Russian, Mandarin, Uzbek and Urdu. These staff members are available to translate for parents and to provide support.:
2. Include how records are kept for annual individual meetings with ELL parents as well as outreach to ensure parent needs are accommodated (e.g., in person meetings, phone calls, letters). Refer to [ELL Policy Reference Guide, Parent Selection and Program Placement](#) section.
Paste response here:
3. Describe ELL parent involvement in your school. Include specific activities that foster parental involvement for parents of ELLs.
 1. Parents are invited into the school for a number of activities including college workshops, back to school night and student-led conferences. Students are encouraged to attend these events with their parents (and many of them do). In these cases, students do much of the translation for parents. Additionally, our staff has diverse linguistic backgrounds. Some languages spoken include Spanish, Korean, Russian, Mandarin, Uzbek and Urdu. These staff members are available to translate for parents and to provide support.
4. Does the school partner with other agencies or Community Based Organizations to provide workshops or services to ELL parents?
 2. The school has a partnership with Outward Bound and CAMBA. These two organizations work out of our school. Our Outward Bound Adventure Coordinator is bilingual (English/Spanish); he consistently provides support to parents and often runs meetings for our parent community. He provides translation when necessary.
 3. The Home Language Survey, given to students new to the system, provides us with data regarding the linguistic background of our new ELLs. Parents of new students also fill out a survey asking which language they prefer for communication with the school. We use data from ATS to determine the home language of the remainder of our ELL population. Additionally, in forming relationships with parents, through Crew and by inviting parents into the school, we are able to assess the needs and provide relevant support.
 4. Using qualitative data and feedback from Crew leaders as well as our conversations with parents during school events, we make decisions regarding the activities that we will lead that will best meet the needs of our parent community. We have recently learned that parents have a number of questions/concerns regarding the college process, therefore, we will plan to run a series of workshops for parents to meet their needs. We use staff or telephone translators to communicate with them. All written communication is translated whenever possible, and mandated written communication is always provided in multiple languages. If information is not available in a parent's preferred language, it is sent out for translation if time permits, or if it is urgent it is provided by phone with a translator instead.
5. How do you evaluate the needs of the parents?

The Home Language Survey, given to students new to the system, provides us with data regarding the linguistic background of our new ELLs. Parents of new students also fill out a survey asking which language they prefer for communication with the school. We use data from ATS to determine the home language of the remainder of our ELL population. Additionally, in forming relationships with parents, through Crew and by inviting parents into the school, we are able to assess the needs and provide relevant support.

 4. Using qualitative data and feedback from Crew leaders as well as our conversations with parents during school events, we make decisions regarding the activities that we will lead that will best meet the needs of our parent community. We have recently learned that parents have a number of questions/concerns regarding the college process, therefore, we will plan to run a series of workshops for parents to meet their needs. We use staff or telephone translators to communicate with them. All written communication is translated whenever possible, and mandated written communication is always provided in multiple languages. If information is not available in a parent's preferred language, it is sent out for translation if time permits, or if it is urgent it is provided by phone with a translator instead.
6. How do your parental involvement activities address the needs of the parents?
 4. Using qualitative data and feedback from Crew leaders as well as our conversations with parents during school events, we make decisions regarding the activities that we will lead that will best meet the needs of our parent community. We have recently learned that parents have a number of questions/concerns regarding the college process, therefore, we will plan to run a series of workshops for parents to meet their needs. We use staff or telephone translators to communicate with them. All written communication is translated whenever possible, and mandated written communication is always provided in multiple languages. If information is not available in a parent's preferred language, it is sent out for translation if time permits, or if it is urgent it is provided by phone with a translator instead.

D. Additional Information

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

Paste response here:

School Name: _		School DBN: _	
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)
David O'Hara	Principal		1/1/01
Bethany O'Shea	Assistant Principal		1/1/01
Brenda Jones	Parent Coordinator		1/1/01
Erika Clarke	ENL/Bilingual Teacher		1/1/01
Suze Labisserie	Parent		1/1/01
Heather Bush	Teacher/Subject Area		1/1/01
Brandon Lotti	Teacher/Subject Area		1/1/01
David Manning	Coach		1/1/01
Rachel Madris	Coach		1/1/01
Felicia Harper	School Counselor		1/1/01
Kathy Pelles	Superintendent		1/1/01
Jocelyn Santana	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: **21K572** School Name: **EL Community of Leaders**
Superintendent: **Kathy Pelles**

Before you begin, please check the following:

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

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

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

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

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

When students are enrolled, parents are given the Home Language Survey. If they indicate that a language other than English is spoken at home, they are given an in-depth survey and interview that includes which language they want the school to use when communicating with them. This is recorded by the secretary and ESL coordinator. Additionally, advisors are responsible for communicating with the parents of their students regularly. Therefore, they are expected to find out the preferred language of families at the start of the school year. This information is recorded on the students' emergency cards and in ATS. It is shared with administrators, the parent coordinator, and any other staff member organizing schoolwide events, mailings, or communication. We request new emergency cards from students' families at least three times per year, to ensure the information is current.

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.

Approximately a quarter of the students at our school have parents who prefer communicating in a language other than English. There are 10 different languages, with the largest groups being Spanish and Chinese. Some languages, such as Uzbek and Albanian, do not have translations of major documents on the DOE website, such as ELL Entitlement Letters. This information is shared in our internal data system, called Jumprope. Jumprope has many features, but one is that it makes biographical information and contact information available for each student, including their family's preferred language for communication.

Part B: Creating a Communications Calendar

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

Spanish documents are translated by staff members, but we use the Department of Education's approved vendor to translate other languages if it can be submitted far enough in advance. For urgent documents, in which information is not known far enough in advance and must be communicated immediately, Google Translate is used for a rough translation. A cover letter is included explaining that parents can get a free, more accurate translation by contacting crew leaders or returning that cover letter with the specified box checked off indicating they want an oral translation. The crew leader will then contact the parent using the Translation and Interpretation Unit to translate the content of the letter.

Documents that are translated by our school are our Student Led Conferences Night, Monthly Calendar, important dates, testing schedule, policy letters, and family welcome night events.

For communication by phone, all staff members are expected to use the DOE's telephone translation services if no staff member is able to translate that language at that time. We have staff members who help with Spanish, Chinese, Russian, and Urdu when they are available. We also use telephone or staff translators when parents visit the school for meetings or other matters.

At school events, such as Orientation, student volunteers translate for families who prefer to communicate in a language other than English. In the unlikely case that no student or staff volunteers to translate for a particular language, we will use an outside translator. If the family asks to speak about their child's academic achievement, conduct, or other personal matters, a separate meeting is set up so that an adult translator can be used.

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.

Family Welcome Night - September 30th
Student-Led Conferences - November 19th and April 6th .
Passages Week - January 26-30th June 9-15th

Part C: Providing Language Assistance Services

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

For communication by phone, all staff members are expected to use the DOE's telephone translation services if no staff member is able to translate that language at that time. We have staff members who help with Spanish, Chinese, Russian, and Urdu when they are available. We also use telephone or staff translators when parents visit the school for meetings or other matters.

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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.

For communication by phone, all staff members are expected to use the DOE's telephone translation services if no staff member is able to translate that language at that time. We have staff members who help with Spanish, Chinese, Russian, and Urdu when they are available. We also use telephone or staff translators when parents visit the school for meetings or other matters.

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Part D: Training Staff on Policies and Procedures

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

At the beginning of each year and at the first parent-teacher conferences, parents receive a copy of the Bill of Parent Rights and Responsibilities in their preferred language. This is also given to them in person at parent-teacher conferences. The availability of translation and interpretation services is announced in signs prominently placed in the main office on the main bulletin board, in all languages available on the DOE website provided in the Chancellor's Regulations. There is no uncovered language that is preferred by 10% or more of our students' families, so no additional signs are needed according to the Regulations. However, if this ever is the case we will have the sign translated by staff or the Translation and Interpretation Unit so it can be posted with the others. Our school shares a safety plan with the other schools in the Lafayette Education Complex. This plan requires that translation and interpretation services are accessed and funded immediately in case of emergency.

Part E: Providing Notice of Language Assistance Services

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

Checklist of Notification Requirements

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

At the beginning of each year and at the first parent-teacher conferences, parents receive a copy of the Bill of Parent Rights and Responsibilities in their preferred language. This is also given to them in person at parent-teacher conferences. The availability of translation and interpretation services is announced in signs prominently placed in the main office on the main bulletin board, in all languages available on the DOE website provided in the Chancellor's Regulations. There is no uncovered language that is preferred by 10% or more of our students' families, so no additional signs are needed according to the Regulations. However, if this ever is the case we will have the sign translated by staff or the Translation and Interpretation Unit so it can be posted with the others. Our school shares a safety plan with the other schools in the Lafayette Education Complex. This plan requires that translation and interpretation services are accessed and funded immediately in case of emergency.

Part F: Monitoring and Quality Control

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

Our parents will complete the NYC DOE Parent Survey that will give our school valuable feedback regarding quality and availability of services.