



2015-16
SCHOOL COMPREHENSIVE EDUCATIONAL PLAN
(SCEP)

DBN: (i.e. 01M001): **17K600**

School Name: **CLARA BARTON HIGH SCHOOL**

Principal: **RICHARD A. FORMAN**

School Comprehensive Educational Plan (SCEP) Outline

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Section 1: School Information Page

School Information

School Name: Clara Barton School Number (DBN): 17K600
Grades Served: 9-12
School Address: 901 Classon Avenue Brooklyn, NY 11225
Phone Number: 718 636 4900 Fax: 718 857 3688
School Contact Person: Richard Forman Email Address: rforman@schools.nyc.gov
Principal: Richard Forman
UFT Chapter Leader: Eric Severson
Parents' Association President: Walter McIntyre
SLT Chairperson: Cisa Escorbores
Title I Parent Representative (or
Parent Advisory Council
Chairperson): Denise Aimon Esbrand
Student Representative(s): Hillary Deane
Sabatini Louis

District Information

District: 17 Superintendent: Michael Prayor
Superintendent's Office Address: 1600 Rockaway Parkway Room 140A Brooklyn, NY 11236
Superintendent's Email Address: mprayor@schools.nyc.gov
Phone Number: 718 968 4100 Fax: 718 241 9223

Borough Field Support Center (BFSC)

BFSC: Brooklyn South Director: Cheryl Watson-Harris
Director's Office Address: 415 89th st Brooklyn NY 11209
Director's Email Address: cherylwatson@schools.nyc.gov
Phone Number: 718 923 5171 Fax: _____

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)
Richard Forman	*Principal or Designee	
Eric Severson	*UFT Chapter Leader or Designee	
Walter McIntyre	*PA/PTA President or Designated Co-President	
Renwick Paul	DC 37 Representative (staff), if applicable	
Denise Simon Esbrand	Title I Parent Representative (or Parent Advisory Council Chairperson)	
Hillary Deane	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
Sabatini Louis	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
	CBO Representative, if applicable	
Jennifer Zisler	Member/ CSA	
Cisa Escorbores	Member/ Teacher	
Candace Hurley	Member/ Teacher	
Joanne Williams Trellis	Member/ Parent	
Tanesia Brown	Member/ Parent	
Marsha Mollison	Member/ Parent	

Name	Position and Constituent Group Represented	Signature (Blue Ink)
Lloyda Beveny-Pinnix	Member/ Parent	
	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.

At Clara Barton High School for the Health Professions we envision an environment in which all our constituent partners—students, faculty, guidance, personnel, administration, and parents—nurture and respect the essential contribution and value of others to provide an education that prepares students to make decisions that will enhance the quality of their lives. We endeavor to strengthen their decision-making abilities using activities and skills taught through academics, majors, the arts, and extracurricular activities—all in a Standards-based educational program. To achieve our vision, we will engage the entire school community to provide students with a safe and structured environment. Each student will be prepared for decision-making using values taught at Clara Barton High School. The school will instill these values and skills by example, modeling, and instruction. The climate of civility and accepted multicultural diversity and respect will be contagious. We have many opportunities available such as the: Gateway (Honors Program), health professions career programs (Practical Nurse, Nurse Assist, Medical Assist, Dental Assist, Dental Laboratory and Vision Technology), advanced placement courses (Biology, English Language and Composition, English Literature and Composition, English Writing, Government and Politics: United States, and United States History), business computer applications; medical billing & coding, medical transcription, arts (Music, Ceramics, Drawing, Painting, Computer Graphics), internship opportunities, College NOW, intergenerational work study, peer tutoring, mentoring, and leadership, medical science, health professions recruitment and exposure program (HPREP), science and technology entry program (STEP), Liberty Partnerships, and Upward Bound. For leadership and support we have: peer mediation/conflict resolution program, SAPSIS (Substance Abuse Prevention and Intervention Program), student government, senior council, PRIDE, and LBGT Alliance.

Our PSAL sports teams include: boys--baseball, basketball, cross country, indoor track, outdoor track, and girls--basketball, cross country, indoor track, outdoor track, softball, tennis, volleyball, Co-ed—bowling. Our partnerships include: The Leadership Program, The Crown Heights Youth Collective, Liberty Partnership, SUNY Downstate Medical Center, Kings County Medical Center, Methodist Hospital, Woodhull Hospital, Wyckoff Heights Medical Center, Dr. Susan B McKinney Nursing and Rehabilitation Center, The City College of New York, Pace University, Weill Medical College of Cornell University, Columbia University College of Physicians and Surgeons, Long Island University, Kingsborough Community College, Medgar Evers College, New York City Technical College, Arthur Ashe Institute for Urban Health, Pizzi Dental Studio, and Aim Dental Laboratory

The strengths of Clara Barton High School are reflected in our increased graduation rate of 77% for Cohort P, Class of 2014. We are demonstrating increased credit accumulation and graduation rates for ELL, Special Education and lowest third cohorts. Currently we have 7 Career and Technical Education (CTE) programs and are continually seeking additional health professions and professionals to add to our Health Career majors. In August 2014 we had 100% passing rate on the NCLEX licensure examination for Practical Nursing. We are focused on increasing lower than anticipated Global History and Mathematics Regents results in addition to increasing credit accumulation for students in grades 9 and 10.

The tenet that demonstrated the highest level of growth was #3., curriculum development and support. We created a sub-cabinet of Lead Teachers who plan and turnkey Weekly Professional Development to our teachers in Grade and Subject Collaborative Planning Groups held on Mondays from 1:20-2:50 P.M. We have added curriculum offerings in Leadership as well as incorporated Advisories to support the social and emotional growth of our students which addresses tenet #5.

Writing is our instructional focus for the 2014-2015 school year. In all classes across the curriculum students navigate complex informational text in order to write and defend an evidenced based claim. Students are 2014-15 SCEP-P 9

navigating informational text through annotation, close reading and working with text based and text dependent questions.

17K600 School Information Sheet

School Configuration (2014-15)				
Grade Configuration	09,10,11,12	Total Enrollment	1508	SIG Recipient
				N/A
Types and Number of English Language Learner Classes (2014-15)				
# Transitional Bilingual	1	# Dual Language	N/A	# Self-Contained English as a Second Language
				N/A
Types and Number of Special Education Classes (2014-15)				
# Special Classes	56	# SETSS	9	# Integrated Collaborative Teaching
				40
Types and Number of Special Classes (2014-15)				
# Visual Arts	12	# Music	6	# Drama
				N/A
# Foreign Language	25	# Dance	N/A	# CTE
				50
School Composition (2013-14)				
% Title I Population	72.6%	% Attendance Rate		87.5%
% Free Lunch	74.0%	% Reduced Lunch		7.2%
% Limited English Proficient	10.7%	% Students with Disabilities		14.8%
Racial/Ethnic Origin (2013-14)				
% American Indian or Alaska Native	0.4%	% Black or African American		91.3%
% Hispanic or Latino	4.8%	% Asian or Native Hawaiian/Pacific Islander		1.6%
% White	0.9%	% Multi-Racial		N/A
Personnel (2014-15)				
Years Principal Assigned to School (2014-15)	7.74	# of Assistant Principals (2014-15)		9
# of Deans (2014-15)	N/A	# of Counselors/Social Workers (2014-15)		6
Personnel (2013-14)				
% of Teachers with No Valid Teaching Certificate (2013-14)	N/A	% Teaching Out of Certification (2013-14)		17.1%
% Teaching with Fewer Than 3 Years of Experience (2013-14)	0.2%	Average Teacher Absences (2013-14)		6.19
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	77.8%	Mathematics Performance at levels 3 & 4		53.3%
Credit Accumulation High Schools Only (2013-14)				
% of 1st year students who earned 10+ credits	67.4%	% of 2nd year students who earned 10+ credits		71.7%
% of 3rd year students who earned 10+ credits	73.4%	4 Year Graduation Rate		76.9%
6 Year Graduation Rate	82.4%			
Overall NYSED Accountability Status (2014-15)				
Reward		Recognition		
In Good Standing		Local Assistance Plan		
Focus District	X	Focus School Identified by a Focus District		X
Priority School				
Accountability Status – Elementary and Middle Schools				
Met Adequate Yearly Progress (AYP) in ELA (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	N/A			
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	N/A			
Met Adequate Yearly Progress (AYP) in Science (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	N/A			
Accountability Status – High Schools				
Met Adequate Yearly Progress (AYP) in ELA (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		YES
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	NO			
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		YES
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	NO			
Met Adequate Yearly Progress (AYP) in Graduation Rate (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		YES
Hispanic or Latino	YES	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	NO	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.	D
3.4	The school leader and teachers have developed a comprehensive plan for teachers to partner within and across all grades and subjects to create interdisciplinary curricula targeting the arts, technology, and other enrichment opportunities.	D
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>This area was partly developing/effective according to Priority and Focus Quality Review with DTSDE aligned recommendations from 2013-2014 and our Quality Review from 2012-2013, 2014-2015. The alignment to the common core learning standards is still an ongoing process, as we do this we are ramping up the rigor in our classrooms. Our strength is that we are committed to collaboration for subject and grade level supports. We are focusing on supporting students as they enter high school to help them adjust and be successful from day one. We are doing extensive professional development this year to bring teachers up to par in their use of formative and summative assessments, increasing rigor, writing and common core. This will be used to develop lesson plans that have high expectations and push our students to the next level. Our priority is to prepare our students not only to pass the Regents exam but to be knowledgeable and prepared to move on to the next course.</p>		

Part 2 – Annual Goal

Indicate your school’s 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–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 August 2016, all teachers instructing 9th graders will collaborate to implement targeted instructional strategies that will result in a 5% increase in the number of students earning the necessary credits to move to the 10th grade as determined by credit data in STARS.

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>Identify low level and struggling students who will need extra support.</p>	<p>9th grade students</p>	<p>September 9 2015– June 20 2016</p>	<p>Principal, Assistant Principals, Data specialist, Programming</p>

9 th grade students will have an extra class added to their schedule. It will include a Monday advisory session, two days a week of literacy and two days a week of math skills.			
<p>The Think Through Math online program will be implemented with all 9th graders.</p> <p>Teachers will receive AVID training to use across curriculum and improve students literacy and writing skills.</p> <p>Lab Aids Biology class added in for incoming 9th graders. This is designed to build science skills before entering a regents science class.</p>	9 th grade students	September 9 2015– June 20 2016	Principals, Assistant Principals, Teachers
New common core textbooks addressing literacy with close readers and additional strategies were purchased for English and Mathematics.	9 th grade students	September 9 2015– June 20 2016	Principals, Assistant Principals, Teachers
9th grade ELL's and special education students will have after school academic vocabulary and reading skills classes with ESL and content area teachers.	9th grade ELL and special education students	September 9 2015– June 20 2016	Teachers, Assistant Principals

Part 4 – Budget and Resource Alignment

Part 4a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.
<p>An extra class for 9th graders with after school support</p> <p>Think Through Math program</p> <p>Common core textbooks</p> <p>AVID college readiness program</p>

Guidance, teachers, and deans to work with students

Per session for school aides and school safety

Lab Aid Science Kits

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

X	Tax Levy		Title I SWP	X	Title I TA		P/F Set-aside	X	21 st Century		C4E
	Title I 1003(a)	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 February 2016, all teachers instructing 9 th graders will collaborate to implement targeted instructional strategies that will result in a 5% increase in the number of students earning 5 credits as determined by credit data in STARS.

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.	D
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.	D
5.5	The school leader and student support staff work together with teachers to establish structures to support the use of data to respond to student social and emotional developmental health needs.	E
<p>Part 1b. Needs/Areas for Improvement:</p> <ul style="list-style-type: none"> Reflect on your school’s HEDI ratings (or self-ratings) in Part 1a, particularly any ratings of <u>D</u>eveloping and <u>I</u>neffective. Summarize your school’s strengths and needs relative to this element of the Framework for Great Schools and DTSDE tenet (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data trends and sources. 		
<p>This area was developing/effective according to Priority and Focus Quality Review with DTSDE aligned recommendations from 2013-2014 and our Quality Review from 2012-2013, 2014-2015. We continue to work on improving communication and making understood our high expectations for all students and staff. We are meeting regularly to discuss adjusting curricula in response to student learning needs and continue this ongoing process. The culture of the school is a concern that we are addressing with student meetings, outreach, and personal attention. Our teacher teams are still in development and are improving weekly as we visit other schools and receive assistance in making our team meetings more efficient and productive. We work at goal setting and continually adjusting teacher practice to student needs. Our priority is creating a safe comfortable welcoming environment for all of our students.</p>		

Part 2 – Annual Goal

<p>Indicate your school’s 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools –Supportive Environment. Your goal must be responsive to the identified priority need(s) indicated in Part 1b, and be written as SMART–<u>S</u>pecific, <u>M</u>easurable, <u>A</u>chievable, <u>R</u>elevant, and <u>T</u>ime-bound.</p>
<p>During the 2015-2016 school year Clara Barton staff members will implement a variety of social and emotional programs that will result in a 10% decrease of both superintendent and principal suspensions as compared to the 2014-2015 school year, as evidenced in the NYCDOE – Online Occurrence Reporting System (OORS) in June 2016.</p>

Part 3 – Action Plan

<p>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Engaging families and supporting their understanding of supportive environment and the Common Core in order to support their children at home. 	<p>Target Group(s) <i>Who will be targeted?</i></p>	<p>Timeline <i>What is the start and end date?</i></p>	<p>Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy? (include school, educational consultants and/or CBO staff)</i></p>
<p>Students who have a history of inappropriate behavior and/or under credited students will be identified to be placed into social and emotional programs during the day and after school.</p> <p>We will purchase Flamboyan, to encourage our Haitian Creole students learn appropriate behavior in a school in the United</p>	<p>Students with a deans record, underage/under credited students, SIFE, ELL's, etc.</p>	<p>September 9 2015– June 20 2016</p>	<p>Principal, Assistant Principals, Teacher, Deans</p>

<p>States and well as to help fill any gaps in their knowledge.</p> <p>Literacy classes will be a focus and we are enrolling incoming 9th grade ELL students in a summer literacy program.</p> <p>ELL's also attend weekly tea parties where they have support staff and speakers of their native language to discuss issues and learn appropriate behaviors and proper social interactions.</p> <p>Extended day classes will be offered to help these students accrue the credits that they are missing.</p>			
<p>After school programs will be implemented to help students feel more a part of the school culture. We will start clubs and games, movie nights, Haitian events, singing club, computer programming, and more.</p> <p>Students will be required to pass all their classes in order to participate in any after school events.</p>	All students	September 9 2015– June 20 2016	Principal, Assistant Principals, Teacher, Deans
<p>Outside consultants will come in to do assemblies about bullying, respect, cyberbullying, anger management, etc.</p> <p>Respect for All lessons will be a regular part of every students experience.</p>	All students	September 9 2015 – June 20 2016	Principal, Assistant Principals, Teacher, Deans

Peer mediation groups have been started and students will work together to address issues within the school and solve problems without suspensions.	All students	September 9 2015 – June 20 2016	Deans, Assistant Principals, Teachers, Students
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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.											
Per session for after school activities											
Guidance, teachers, and deans to work after school with students											
Per session for school aides and safety											
Flamboyant Haitian club											
Per session for teachers and paraprofessionals and other support personnel for tea parties											
Summer literacy program											
Per session for extended day classes											
Part 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.											
X	Tax Levy		Title I SWP	X	Title I TA		P/F Set-aside	X	21 st Century		C4E
	Title I 1003(a)	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 February 2016 a variety of social and emotional programs will result in a 10% decrease of both superintendent and principal suspensions as compared to the months of September 2015-February 2016 , as evidenced in the NYCDOE – Online Occurrence Reporting System (OORS).
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.	D
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.	D
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. 		
<p>This area was developing/effective according to Priority and Focus Quality Review with DTSDE aligned recommendations from 2013-2014 and our Quality Review from 2012-2013, 2014-2015. Aligning teacher practices to the CCLS is an ongoing process. We continue to provide teachers with learning opportunities and encourage them to use new strategies towards addressing student needs, incorporating scaffolds for students with disabilities as well as English language learners. Our teacher teams are still in development and are improving weekly as we visit other schools and receive assistance in making our team meetings more efficient and productive. Revising our professional learning plan to increase coherence and relevance is our priority. Assessment is a major focus this year as we strive to increase our use of rubrics and formative assessments through teacher collaboration.</p>		

Part 2 – Annual Goal

<p>Indicate your school’s 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–Collaborative Teachers. Your goal must be responsive to the identified priority need(s) indicated in Part 1b, and be written as SMART–Specific, <u>M</u> measurable, <u>A</u>chievable, <u>R</u>elevant, and <u>T</u>ime-bound.</p>
<p>By August 2016, lead teachers and administrators, who are supporting faculty, will facilitate professional learning opportunities that will result in 10% increase in the number of teachers achieving a highly effective rating in components 3b and 3d as measured by teacher observations recorded in, ADVANCE.</p>

Part 3 – Action Plan

<p>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Strategies to promote 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>Identify teachers who did not receive a highly effective in 3b and 3d.</p> <p>Have outside consultants come in to do professional development including literacy strategies, English language learner instruction, and seminars in methods such as the Socratic method to help questioning and discussion techniques, as well as summative and formative assessment strategies.</p>	<p>All teachers</p>	<p>September 9 2015 - June 20 2016</p>	<p>Teachers, Principal, Assistant Principals, Consultants</p>

Supervisors will give timely feedback with actionable suggestions to help teachers reach the highly effective level. Team meetings will consist of strategies for discussion, questioning, and assessment.	All teachers	September 9 2015–June 20 2016	Teachers, Principal, Assistant Principals
Teachers will be sent to professional development during the school day to help them improve their skills as related to the Danielson Framework for Teaching..	All teachers	September 9 2015 - June 20 2016	Teachers, Principal, Assistant Principals
All teachers will be required to use Skedula, our online gradebook. This allows for students and parents to access grades and teacher comments at any time. Parents and students will be in continual communication with the school community.	Teachers and students	September 9 2015 - June 20 2016	Teachers, Principal, Assistant Principals

Part 4 – Budget and Resource Alignment

Part 4a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.											
Consultants for professional development											
Per session for after school professional development											
Per diem for professional development during the school day											
Purchase of Skedula online gradebook											
Part 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.											
X	Tax Levy		Title I SWP	X	Title I TA		P/F Set-aside	X	21 st Century		C4E
	Title I 1003(a)	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 February 2016, lead teachers and administrators, who are supporting faculty, will facilitate professional learning opportunities that will result in 10% increase in the number of teachers achieving a highly effective rating in components 3b and 3d as measured by teacher observations recorded in, ADVANCE.

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

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

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

Part 1 – Needs Assessment

Part 1a. HEDI Rating (Highly Effective, Effective, Developing, or Ineffective) for DTSDE Tenet 2:		
<ul style="list-style-type: none"> For schools that received an Integrated Intervention Team (IIT) School Review Report, consider the HEDI rating for each assessed Statement of Practice (SOP) and indicate on the chart below. For schools that did not receive an IIT School Review, or did not receive a HEDI rating for one or more SOPs: Self-rate your school for that SOP, informed by an analysis of student performance trends and any major findings/recommendations from your Quality Review (QR), or Alternative QR (AQR), and other relevant qualitative and quantitative data. Enter your HEDI self-rating(s) on the chart below. 		
Tenet 2 Statement of Practice (SOP) Addressed		HEDI Rating
2.2	The school leader ensures that the school community shares the Specific, Measurable, Ambitious, Results-oriented, and Timely (SMART) goals/mission and long-term vision inclusive of core values that address the priorities outlined in the School Comprehensive Educational Plan (SCEP).	D
2.3	Leaders make strategic decisions to organize programmatic, human, and fiscal capital resources.	E
2.4	The school leader has a fully functional system in place aligned to the district's Annual Professional Performance Review (APPR) to conduct targeted and frequent observation and track progress of teacher practices based on student data and feedback.	E
2.5	Leaders effectively use evidence-based systems and structures to examine and improve critical individual and school-wide practices as defined in the SCEP (student achievement, curriculum and teacher practices; leadership development; community/family engagement; and student social and emotional developmental health).	D
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>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>This area was developing/effective according to Priority and Focus Quality Review with DTSDE aligned recommendations from 2013-2014 and our Quality Review from 2012-2013, 2014-2015. We are meeting regularly to discuss adjusting curricula in response to student learning needs and continue this ongoing process. Our priority is creating collaborative unit plans for each subject in order to help our students be more successful in their classes and earn necessary credits. Supervisors are striving to get all feedback to teachers in a timely productive manner and then follow up to make sure teachers are using their strengths while addressing their weaknesses. Observations done by supervisors are being used to inform our professional development plan.</p>		

Part 2 – Annual Goal

<p>Indicate your school's 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–Effective School Leadership. Your goal must be responsive to the identified priority need(s) indicated in Part 1b, and be written as SMART– <u>S</u>pecific, <u>M</u>easurable, <u>A</u>chievable, <u>R</u>elevant, and <u>T</u>ime-bound.</p>
<p>By August 2016, all Clara Barton staff members will implement curricular changes in their classrooms that will result in an increase of 3% increase of the graduation rate as compared to the 2014-2015 school year.</p>

Part 3 – Action Plan

<p>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Strategies to promote parent leadership and engagement as a key lever for school improvement. 	<p>Target Group(s) Who will be targeted?</p>	<p>Timeline What is the start and end date?</p>	<p>Key Personnel Who is responsible for implementing and overseeing the activity/strategy? (include school, educational consultants and/or CBO staff)</p>
<p>There will be a literacy course required for all special education students. Counselors, Assistant Principals, Data specialist and others will work together to target certain students in the special education population and help them to stay on track and get any supports they need to pass their classes and be able to pass regents exams.</p>	<p>Special education students</p>	<p>September 8 2015– June 20 2016</p>	<p>Teachers, Assistant Principals, Paraprofessionals, Principal, Data specialist, and Counselors</p>

Extended day classes for all students who need to recover credits they did not acquire in the past. We will also use an online learning program to help with credit recovery and classes for students in need of credits.	Students behind in credits	September 8 2015– June 20 2016	Teachers, Assistant Principals, Principal, Data specialist, and Counselors
After school regents tutoring to assist students in gaining the knowledge necessary to pass the regents exam for their subject.	All students	September 8 2015– June 20 2016	Teachers, Assistant Principals, Principal, Data specialist, and Counselors
After school support classes for ELL's consisting of a subject area and an ESL teacher to increase vocabulary and reading and writing skills.	ELL students	September 8 2015– June 20 2016	Teachers, Assistant Principals

Part 4 – Budget and Resource Alignment

Part 4a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.											
Extra classes during the day											
Apex learning online program											
Per session for Extended day classes											
Per session for school aides and paraprofessionals											
Per session for Regents tutoring											
Part 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.											
X	Tax Levy		Title I SWP	X	Title I TA		P/F Set-aside	X	21 st Century		C4E
	Title I 1003(a)	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 February 2016, all Clara Barton staff members will implement curricular changes in their classrooms that will result in an increase of 3% increase of the graduation rate as compared to the 2014-2015 school 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 5E – Framework for Great Schools Element – Strong Family and Community Ties: The school creates a welcoming environment for families and takes advantage of community resources to enrich the civic life of the school. *(Aligned to DTSDE Tenet 6: Family and Community Engagement)*

Part 1 – Needs Assessment

<p>Part 1a. HEDI Rating (Highly Effective, Effective, Developing, or Ineffective) for DTSDE Tenet 6:</p> <ul style="list-style-type: none"> For schools that received an Integrated Intervention Team (IIT) School Review Report, consider the HEDI rating for each assessed Statement of Practice (SOP) and indicate on the chart below. For schools that did not receive an IIT School Review, or did not receive a HEDI rating for one or more SOPs: Self-rate your school for that SOP, informed by an analysis of student performance trends and any major findings/recommendations from your Quality Review (QR) or Alternative QR (AQR), and other relevant qualitative and quantitative data. Enter your HEDI self-rating(s) on the chart below. 		
Tenet 6 Statement of Practice (SOP) Addressed		HEDI Rating
6.2	The school leader ensures that regular communication with students and families fosters their high expectations for student academic achievement.	E
6.3	The school engages in effective planning and reciprocal communication with family and community stakeholders so that student strength and needs are identified and used to augment learning.	E
6.4	The school community partners with families and community agencies to promote and provide training across all areas (academic and social and emotional developmental health) to support student success.	E
6.5	The school shares data in a way that promotes dialogue among parents, students, and school community members centered on student learning and success and encourages and empowers families to understand and use data to advocate for appropriate support services for their children.	E
<p>Part 1b. Needs/Areas for Improvement:</p> <ul style="list-style-type: none"> Reflect on your school’s HEDI ratings (or self-ratings) in Part 1a, particularly any ratings of <u>D</u>eveloping and <u>I</u>neffective. Summarize your school’s strengths and needs relative to this element of the Framework for Great Schools and DTSDE tenet (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data trends and sources. <p>This area was effective according to our latest Quality Review (QR) from 2012-2013, 2014-2015. We continue to adjust and set goals to include any professional development and learning needs that we may have. Data is used for the assessment of student and teacher needs. We maintain a happy, healthy, and productive atmosphere so that all are comfortable and function at a high level. Parents are always welcome in the building and we offer regular opportunities for them to be in the building. We have a new parent coordinator and this is a strength in getting parents more involved. This is an ongoing process and we still need to see a greater turn out at conferences and parent meetings. Our priority is creating a community here at Clara Barton where all students and their families are welcome, comfortable, and everyone is responsible for the growth of each child.</p>		

Part 2 – Annual Goal

<p>Indicate your school’s 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–Strong Family and Community Ties. Your goal must be responsive to the identified priority need(s) indicated in Part 1b, and be written as SMART–<u>S</u>pecific, <u>M</u>easurable, <u>A</u>chievable, <u>R</u>elevant, and <u>T</u>ime-bound.</p>
<p>By June 2016, all Clara Barton staff members facilitating parent learning opportunities will implement targeted engagement strategies that will result in a 10% increase of parents and community members attending workshops and informational sessions as measured by event attendance rosters.</p>

Part 3 – Action Plan

<p>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Strategies to promote stronger family and community ties and to increase parent involvement in support of improved student outcomes. 	<p>Target Group(s) <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>Use echalk website for our school to keep parents informed of school events.</p> <p>Datacation system with teacher gradebook and a parent log in for constant up to date information on how their children are doing and ongoing conversations between parent and teacher.</p>	<p>Students and parents</p>	<p>September 8 2015 – June 20 2016</p>	<p>Teachers, Computer specialist, parent coordinator, Principal, and Assistant Principals</p>

<p>Curriculum night inviting parent to the school to meet their child's teachers and discuss goals and curriculum.</p> <p>Health fair where all the students in health career majors have stations where they inform parents of what they are learning in their major.</p>	<p>Students and parents</p>	<p>September 8 2015 – June 20 2016</p>	<p>Teachers, Parent Coordinator, Principal, and Assistant Principals</p>
<p>A series of parent workshops on topics such as: utilizing Pupil path, ELA Common Core learning standards workshop, coat drive, SAT workshop, Medicaid Service Coordination, FAFSA, etc.</p> <p>IEP's will be explained to parent to help them understand the document, what their child needs, and assure that it aligns to their expectations.</p> <p>Documentation will be translated and workshops for the parents of English language learners will be held.</p> <p>A parent survey is given to find out more topics they are interested in so we can provide workshops that address their needs.</p> <p>Parent, student, teacher, administrator forums, where all attend a workshop or event with community building activities to address the needs of all and give information and feedback on school activities.</p>	<p>Students and parents</p>	<p>September 8 2015 – June 20 2016</p>	<p>Teachers, Parent Coordinator, Principal, and Assistant Principals</p>
<p>Provide parents with materials: handouts, books, brochures on various topics throughout the year.</p>	<p>Parents</p>	<p>September 8 2015 – June 20 2016</p>	<p>Teachers, Parent Coordinator, Principal, and Assistant Principals</p>

Materials will be available in several languages.

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.

Echalk website

Parent coordinator to contact parents and promote event

Per session for after school activities such as workshops and parent forums

Datacation (skedula and pupil path)

Books, paper, stamps for information and mailings

After school and Saturday workshops

Metrocards to attend workshops

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

X	Tax Levy		Title I SWP	X	Title I TA		P/F Set-aside	X	21 st Century		C4E
	Title I 1003(a)	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.

In February 2016, we will review the attendance rosters for parent workshops to see if more parents are attending as compared to the attendance last year.

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)	Students who are in the class and struggling, have failed the class before, are English language learners, are special education. Also if they have failed the regents, or are recommended by a teacher.	Annotative Reading; Rereading; Close Reading; Guided Reading; Guided Writing; Modeled Writing; Point of View Writing; Reading and Writing to Question the Author and or the Text; Building Academic and Content Area Vocabulary; and Using PSAT/SAT Vocabulary to produce effective writing.	Whole Group Instruction; Small Group Instruction; Paired Student Activity; One-to-one tutoring; Lecture; and Peer tutoring	Services are provided during the regular school day, after school and on Saturdays.
Mathematics	Students who are in the class and struggling, have failed the class before, are English language learners, are special education. Also if they have failed the regents, or are recommended by a teacher.	Basic, intermediate and advanced mathematics skills are taught to narrow the achievement gaps among the low performing students to help them with problem solving and conceptual understanding. Strategies include using calculators, Promethean Active Boards, Think-PairShare, looking for patterns, logical reasoning, drawing pictures, using a formula and eliminating possibilities.	One-to-one tutoring: All mathematics teachers offer individualized attention to the students for one to two hours twice a week during the after school tutoring. Purposeful students groups within the classrooms are determined based on the comprehensive item Analysis of the Uniform Regents Based Interim Unit Assessments are given to assess the strengths and weaknesses of	Services are provided during the regular school day, after school and on Saturdays.

			students in various content areas.	
Science	Students who are in the class and struggling, have failed the class before, are English language learners, are special education. Also if they have failed the regents, or are recommended by a teacher, or need labs for eligibility.	Exam item analysis and review of student work will be used to identify specific areas of deficiency in science-related skills and conceptual understandings. Graph, diagram and data-table interpretation, review and reinforcement of science process and reasoning skills, critique of experimental procedures and validity of conclusions, testtaking skills, science literacy and reading comprehension strategies for nonfiction texts	Whole group instruction, small group and one-to-one tutoring, and peer tutoring is available.	Services are provided during the regular school day, after school and on Saturdays.
Social Studies	Students who are in the class and struggling, have failed the class before, are English language learners, are special education. Also if they have failed the regents, or are recommended by a teacher.	Exam item analysis and review of student work will be used to identify specific areas of deficiency in social studies-related conceptual understandings. Graph, diagram and data-table interpretation, review and reinforcement of reasoning skills, critique of DBQ questioning and validity of conclusions, testtaking skills, social studies literacy and reading comprehension	Whole group instruction, small group and one-to-one tutoring, and peer tutoring is available.	Services are provided during the regular school day, after school and on Saturdays.

		strategies for nonfiction texts.		
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	Teacher recommendations, security or deans recommendations. Anyone in a fight or who appears to have anger management issues, pregnant girls, and students failing multiple classes.	Guidance Counseling, Psychologist, Social Worker and other Health-related services (physical therapy, occupational therapy, vision and hearing services, speech and language therapy, life skills training and transitional services for physically handicapped students). Travel training.	Guidance Counselor provides individual and/or small group sessions one or more times a week pull-out services. School Psychologist provides individual session one or more times a week pull-out services. Social Worker provides individual and/or small group sessions one or more times a week pull-out services. Health related services provide individual and/or small group sessions one or more times a week pull-out services. We provide: physical therapy, occupational therapy, vision and hearing services, speech and language therapy, life skills training and transitional services for physically handicapped students. We also provide travel training for those who need it, and health paraprofessionals for those who need them as per their IEP.	Services are provided during the regular school day, after school and on Saturdays.

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.
<p>1. Ongoing throughout the 2014-2015 year, as positions for certified teachers become available, postings and interviews will consider only candidates who are highly qualified in the area specific to the vacancy (monitored by APO and Principal). Attendance of Principal and Assistant Principals Supervision at New York City Hiring Fairs.</p> <p>2. By October 2014, current staff not meeting highly qualified standards will be targeted for intensified training to meet highly qualified status (monitored by APO and Principal). Teachers are invited to enroll in CUNY courses to meet New York City/State Subject licensure requirements. Provision of online professional development programs for teachers.</p> <p>3. Targeted teaching staff will be required to attend training in order to meet HQT status by a targeted date determined by the Principal. Teachers in this program will be required to submit documentation of completion of required training to APO (monitored by APO and Principal). Teachers receive information pertaining to HOUSSE certification.</p> <p>4. By June 2015, teaching staff not meeting HQT status will be subject to review and potential removal based on established targets (monitored by Principal).</p> <p>5. Professional Development is offered by Assistant Principals Supervision and Brooklyn South Field Support for teachers currently teaching one or two classes out of license while collegiate certification process is ongoing.</p> <p>6. Recruitment of Health Care Professionals by Principal and Assistant Principal Health Careers through NYC DOE CTE meetings, conferences and outreach to hospital and community health career facilities centers.</p>

2b. High Quality and Ongoing Professional Development

Describe the strategies and activities for high quality professional development for teachers, principals, staff, and paraprofessionals that enable all students to meet Common Core State Standards (CCSS).
<p>1. The NYCDOE central office is offering professional development ongoing throughout year and in all major subjects. Teachers will attend these workshops to improve their knowledge and practice with the Common Core State Standards.</p> <p>2. The NYCDOE also offers in house professional development for teachers on different aspects of the common core which will be held throughout the year.</p>

3. Principals and Assistant Principals attended various workshops over the summer and continually throughout the year which they use to turnkey further information to their staff.
4. Assistant Principals work with paraprofessionals and staff to convey the importance of the Common Core State Standards and how they can attribute to the success of students.

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.).

4b. Measures to Include Teachers in Decisions Regarding Assessments

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

Teachers participate in inquiry teams and common planning time once a week where they determine the assessments and benchmarks that will be used for students in regards to individual subjects and content areas. The measures of student learning baseline assessments were used to get a diagnostic on students and teachers per subject area are creating periodic assessments to assess progress throughout the year.

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

Directions: All Schoolwide Program (SWP) schools in NYC are conceptually consolidating their Federal, State, and Local funds, even though the Galaxy system reports the allocations in separate accounting codes¹. To be eligible for the flexibility consolidation of Federal funds enables, a Schoolwide Program school must identify in its Schoolwide plan (SCEP) which programs are included in its consolidation and the amount each program contributes to the consolidated Schoolwide pool. Additionally, the school plan must document that it has met the intent and purposes of each program whose funds are consolidated². **On the chart below**, indicate which Federal, State, and/or local Tax Levy program funds that are consolidated in your school's Schoolwide Program, the amount each program contributes to the consolidated Schoolwide pool, and verification that the school has met the intent and purposes of each program whose funds are consolidated.

Program Name	Fund Source (i.e. Federal, State or Local)	Funding Amount Indicate the amount contributed to Schoolwide pool. (Refer to Galaxy for FY '16 school allocation amounts)	Place an (X) in <u>Column A</u> below to verify that the school has met the intent and purposes of each program whose funds are consolidated. Indicate in <u>Column B</u> , section references where a related program activity has been described in this plan.	
			Column A Verify with an (X)	Column B Section Reference(s)
Title I Part A (Basic)	Federal	1,318,971.00	X	11,14,17,19,22
Title I School Improvement 1003(a)	Federal			
Title I Priority and Focus School Improvement Funds	Federal	264,049	X	11,14,17,19,22
Title II, Part A	Federal	0		
Title III, Part A	Federal	16,768.00		
Title III, Immigrant	Federal	0	X	11,14,17,19,22
Tax Levy (FSF)	Local	8,719,023.00	X	11,14,17,19,22

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)

Title I Parent Involvement Policy and Parent-School Compact for Clara Barton High School for Health Professions (K600)1

Section I: Title I Parent Involvement Policy Educational research shows a positive correlation between effective parental involvement and student achievement. The overall aim of this policy is to develop a parent involvement program that will ensure effective involvement of parents and community in our school. Therefore Clara Barton High School for Health Professions, [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 our school and the families. Clara Barton High School for Health Professions' 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 Advisory Council, as trained volunteers and welcomed members of our school community. Clara Barton High School for Health Professions will support parents and families of Title I students by:

1. providing materials and training to help parents work with their children to improve their achievement level (e.g., literacy, math and use of technology);
2. 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;
3. Fostering a caring and effective home-school partnership to ensure that parents can effectively 1 This template was designed by the Office of School Improvement in collaboration with the New York State Education Department, Office of School Improvement and Community Services (NYC) and the Office for Family Engagement and Advocacy. This template is aligned to fully comply with the parent involvement requirements as outlined in Title I, Part A, Section 1118 of the No Child Left Behind (NCLB) Act. 38 support and monitor their child's progress;
4. providing assistance to parents in understanding City, State and Federal standards and assessments;
5. sharing information about school and parent related programs, meetings and other activities in a format, and in languages that parents can understand; and

6. 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 our school community; Clara Barton High School for Health Professions' 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. Our 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 our 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 Clara Barton High School for Health Professions Title I Parent Involvement Policy, parents of Title I participating students, parent members of the school's 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, Clara Barton High School for Health Professions 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 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 schools 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 our 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 Teacher Association and Title I Parent Advisory Council. This includes providing technical support and ongoing professional development, especially in developing leadership skills;
- Maintain a 2dedicated staff person to serve as a liaison between the school and families. The Parent dedicated staff person will provide information based on the assessed needs of the parents of children 2

Please note that only New York City Public schools that have attained a student population of two-hundred (200) or more will receive funding to hire a Parent Coordinator. 39 who attend our school and will work to ensure that our school environment is welcoming and inviting to all parents. The dedicated staff will also maintain a log of events and activities planned for parents each month and file a report with the Central Office for Family Engagement and Advocacy (OFEA);

- 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 Title I Parent Annual Meeting on or before December 1 st 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; and
- 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. Clara Barton High School for Health Professions will further encourage school-level parental involvement by:
- holding an annual Title I Parent Curriculum Conference;
- hosting educational family events/activities during Open School Week and throughout the school year;
- encouraging meaningful parent participation on School Leadership Teams, Parent Teacher Association and Title I Parent Advisory Council;
- 40 • supporting or hosting OFEA District Family Day events;
- Establishing a Parent Resource Center or lending library; instructional materials for parents.
- Hosting events to support, men asserting leadership in education for their children. parents/guardians, grandparents and foster 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; and • sharing information about school and parent related programs, meetings and other activities in a format, and in languages that parents can understand; Section II: School-Parent Compact Clara Barton High School for Health Professions, [in compliance with the S

School-Parent Compact (SPC)

[Clara Barton High School for Health Professions, [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. Clara Barton High School for Health Professions staff and the parents of students participating in activities and programs funded by Title I, agree that this Compact outlines how parents, the entire school staff and students will share responsibility for improved academic achievement and the means by which a school-parent partnership will be developed to ensure that all children achieve State Standards and Assessments.

I. School Responsibilities

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

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

Support home-school relationships and improve communication by:

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

- providing parents with timely information regarding performance profiles and individual student assessment results for each child and other pertinent individual school information;
- ensuring that the Parent Involvement Policy and School-Parent Compact are distributed and discussed with parents each year;

Provide parents reasonable access to staff by:

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

Provide general support to parents by:

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

II. Parent/Guardian Responsibilities:

- monitor my child’s attendance and ensure that my child arrives to school on time as well as follow the appropriate procedures to inform the school when my child is absent;
- ensure that my child comes to school rested by setting a schedule for bedtime based on the needs of my child and his/her age;
- check and assist my child in completing homework tasks, when necessary;
- read to my child and/or discuss what my child is reading each day (for a minimum of 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>Clara Barton High School</u>	DBN: <u>17K600</u>
This school is (check one):	
<input checked="" type="checkbox"/> conceptually consolidated (skip part E below) <input type="checkbox"/> NOT conceptually consolidated (must complete part E below)	

Part B: Direct Instruction Supplemental Program Information
The direct instruction component of the program will consist of (check all that apply):
<input type="checkbox"/> Before school <input type="checkbox"/> After school <input type="checkbox"/> Saturday academy
Total # of ELLs to be served: <u>160</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>6</u>
of certified ESL/Bilingual teachers: <u>3</u>
of content area teachers: <u>3</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 work of our Inquiry Team revealed that ELLs have serious gaps in academic language, which affects their achievement in English and other content area classes. In order to ensure that all ELLs meet the standards, besides the regular classroom instruction, we will implement a supplementary Title III academic language development program within a 25-week extended day program. There will be a two times/week, 2 hours of ESL and/or literacy instruction, for two groups of two different proficiency levels: intermediate and advanced students on Mondays, Tuesdays, Wednesdays, and Thursdays from 3:30 to 5:30 pm. The use of technology, specifically, Brain POP !on-line learning program, will be included in order to improve reading, writing, literary understanding and to boost the general knowledge of the students. We will use this program to improve their academic language development. They will learn how to conduct Internet research in order to develop their general knowledge. The use of computers will help improving their literacy skills and enabling students and their families to communicate safely on line via the controlled environment of DOE - approved software. We plan to provide supplementary ESL instruction for a total of 165 students for both proficiency levels. Title III services will be delivered five days a week, Tuesday– Friday, from 3: 30 p.m. to 5: 30 p.m.; and on Saturdays from 8: 30 a.m. to 1:00 p.m. There will be six appropriately certified teachers: 3 ESL, and 3 Special Education teachers of ELA, Science, and Mathematics. We will provide the following services:

1. Inter-generational field experience in the local nursing homes for ELLs: on Mondays, from 2 to 5:30 and Saturdays, from 8:30 to 12:30. Taught by 2 teacher, 1 ESL, and 1 ELA for the SWDs teacher
2. Academic language development in STEM - on Tuesdays and Thursdays, from 3:30 to 5:30, taught by 2 teachers (one ESL and one Science for SWDs teacher) will teach in the ICT class for ELLs, including ELLs who are SWDs;
3. Literacy and Life Skills class for ELLs who are NYSAA SWDs - Tuesdays, Wednesdays, Thursdays, Fridays - 3:30 to 5:30; and Saturdays from 8:30 to 12: 45 - 1 teacher in a 15: 1 setting. Enhanced with the BRAIN POP on-line solution. Taught by 2 teachers, one ESL, and one Mathematics teacher for the SWDs.

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: _____

All teachers working with ELLs will function as an inquiry team which will be engaged in participatory action research project. They will conduct weekly study groups analyzing student data and designing differentiated instructional solutions. The team will take part in the following learning initiatives: QTEL training for all teachers serving ELLs who did not have the opportunity to participate in it yet

- Literacy strategies for beginning ELLs
- Using educational assessment strategies and data to inform and differentiate instruction
- Using technology to enhance language learning

Part C: Professional Development

- Training of Bilingual content area teachers in ESL strategies
- PD for all monolingual teachers who educate ELLs, in ESL strategies
- Portfolio Assessment and practical uses of it
- Classroom management strategies for differentiated instructional practices
- Applying Multiple Intelligences Theory to instructional practices

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: _

In the past, the parents were very reluctant to come to school on weekday evenings and/or weekends. We conducted a parent survey and discovered that most immigrant parents work late at night and/or on Saturdays. The parents of non-immigrant students, however, are much more active. According to the school Language Allocation Policy, we provide interpreters for all PTA meetings and activities. We have very active PTA president who scheduled most parental meetings on Saturdays. We are planning to run all our parental activities at that time and involve both parent coordinator and PTA president in planning and running of parental sessions. Parents of ELLs, include ELLs who are SWDs, will be engaged in a minimum of 20 hours of meaningful activities related to the academic learning and social/ emotional growth of their children during school year 2014-2015.

•Parents will receive four hours of academic and parenting skills instruction each week at the Saturday Title I PAC Academy. Title III funds will provide push - in services for these sessions. The cooperating Title III staff member will assist Title I Academy in helping parents of ELLs and parents of those children who interact with ELLs dealing with issues of adjustment to the new school and new country.

•Every fourth Saturday of the month, parents will participate in workshops exclusively devoted to the needs of immigrants. The Parent Coordinator and PTA President will also conduct workshops about such issues as graduation requirements, college preparation, etc. FLAMBAYANT Haitian CBO representatives will participate in these meetings

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 	_____	_____
Purchased services <ul style="list-style-type: none"> • High quality staff and curriculum development contracts. 	_____	_____

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

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

2015-16 AND 2016-17 SCHOOL YEAR

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

Part I: School ELL Profile

A. School Information

District 17	Borough Brooklyn	School Number 600
School Name Clara Barton High School		

B. Language Allocation Policy Team Composition

NOTE: The following staff members should be on the LAP team: principal, assistant principal (where applicable), at least one bilingual teacher from each subject area (where there is a bilingual program), at least one ENL teacher, and one parent.

Principal Dr. Richard Forman	Assistant Principal Dr. Vera Leykina
Coach type here	Coach type here
ENL (English as a New Language)/Bilingual Teacher Mr. Habib Cherif	School Counselor Ms. Marsha Boncy
Teacher/Subject Area Dr. Cauvin Paul, H. Creole NLA	Parent Wilvonne Henry
Teacher/Subject Area Ms. Mushailova, Sp. Ed.	Parent Coordinator Ms. Shaundell Lawson
Related-Service Provider Ms. Donna Ramirez, Social Work	Borough Field Support Center Staff Member Dr. Sourrette Fougere
Superintendent Michael Prayor	Other (Name and Title) Ms. Katia Belony, teacher

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	2	Number of certified bilingual teachers <u>not</u> currently teaching in a bilingual program	1	Number of teachers who hold both content area/common branch and TESOL certification	0
Number of certified bilingual teachers currently teaching in a bilingual program	0	Number of certified foreign language/world language teachers providing home language arts (HLA) to students in bilingual programs [applicable to grades 7–12]	1	Number of teachers who hold both a bilingual extension and TESOL certification	0
Number of certified ENL teachers <u>not</u> currently teaching in the ENL program	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]	0	Number of special education teachers with bilingual extensions	1

D. Student Demographics

Total number of students in school (excluding pre-K)	1394	Total number of ELLs	117	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): Haitian Creole
Dual language program (DL)	Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>	If yes, indicate language(s):
Freestanding ENL	Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>	

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

Bilingual Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Tot #
Transitional Bilingual Education										34	22	6		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	122	Newcomers (ELLs receiving service 0-3 years)	75	ELL Students with Disabilities	42
SIFE	58	Developing ELLs (ELLs receiving service 4-6 years)	30	Long-Term (ELLs receiving service 7 or more years)	17

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	39	25	0	17	15	0	18	6	0	0
DL										0
ENL	20	12	10	22		10	18	0	11	0
Total	0	0	0	0	0	0	0	0	0	0

Number of ELLs who have an alternate placement paraprofessional: 8

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
Haitian										34	26	6	2	0
SELECT ONE														0
SELECT ONE														0
TOTAL	0	0	0	0	0	0	0	0	0	0	0	0	0	0

Dual Language (ELLs/EPs*) K-8																				
Number of ELLs by Grade in Each Language Group																				
	K		1		2		3		4		5		6		7		8		TOTAL	
	ELL	EP	ELL	EP																
SELECT ONE																			0	0
SELECT ONE																			0	0
SELECT ONE																			0	0
TOTAL	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0

* EP=English proficient student

Dual Language (ELLs/EPs) 9-12										
Number of ELLs by Grade in Each Language Group										
	9		10		11		12		TOTAL	
	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP
SELECT ONE									0	0
SELECT ONE									0	0
SELECT ONE									0	0
TOTAL	0	0	0	0	0	0	0	0	0	0

This Section is for Dual Language Programs Only	
Number of students (students fluent in both languages): _____	Number of students who speak three or more languages: _____

Freestanding English as a New Language

Number of ELLs by Grade in Each Language Group

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish										13	7	3	1	0
Chinese										1				0
Russian														0
Bengali										2	1	0		0
Urdu											1			0
Arabic														0
Haitian										38	27	11	15	0
French										3	1	1		0
Korean														0
Punjabi														0
Polish											1			0
Albanian														0
Other Fulani										1	1	1		0
TOTAL	0													

Part III: Assessment Analysis

Assessment Breakdown

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

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

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Entering (Beginning)										10	2	1	4	0
Emerging (Low Intermediate)										11	4	6	5	0
Transitioning (High Intermediate)										13	20	8	8	0
Expanding (Advanced)										11	12	0	2	0
Commanding (Proficient)										8	0	0	7	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												3	1	0

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

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Total										36	25	18	12	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	15		8	
Integrated Algebra/CC Algebra	24		18	
Geometry/CC Algebra	12		6	
Algebra 2/Trigonometry	7		1	
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	35	24		24
Government				
Other _____				
Other _____				
NYSAA ELA	15		15	
NYSAA Mathematics	15		15	
NYSAA Social Studies	15		15	
NYSAA Science	15		15	

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:

1. 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.

Paste response to questions here: We are using DOE- developed Oral Interview Questionnaire and Literacy Evaluation for Newcomer SIFE (LENS) to assess the skills of incoming new ELLs. In addition, teachers of ELLs and teachers of SWDs who are ELLs designed initial assessment instruments they use to establish the baseline for their lesson planning

In analyzing the assessment data the following patterns were revealed. Our ELLs progressed much quicker in listening and speaking than reading and writing. This is consistent with numerous studies suggesting that reading and writing, as parts of academic level of second language development, take much longer, up to 7 years, than listening and speaking, which takes up to 3 years. According to the NYSESLAT data, the majority of our ELLs are in the High Intermediate and Advanced stages of English language learning. They tend to spend more than one year in this stage. Generally, all our beginners are newcomers and SWDs on alternative assessment track.

NYSITELL results put our newcomers into reading and writing deficits category. Reading and writing skill development is addressed through the use of differentiated instruction based assignment design by ESL teachers who are devoted to the ELLs.

The analysis of patterns across NYSESLAT modalities revealed that most ELLs have higher listening/speaking score than reading/writing score. This is consistent with our inquiry team findings and reflects the need to deepen academic language development. To address this need we modified curricula in every content area and ESL class to include vocabulary-reinforcing activities and assessment tools. This year, we are expanding our work in addressing the evolving NYS Common Core Standards, particularly Standard 1 in Reading and Writing for grades 9-12. Every teacher working with ELLs receives a copy of the NYSESLAT modalities report and uses it as a guide in designing differentiated lessons and curriculum maps.

For the standardized assessment, our ELLs and former ELLs are offered to take Math, Science, and Social Studies tests in their native languages if available. They are provided with two versions of the test, one in English, and another is in language of their choice. In addition, they use glossaries and take advantage of the extended time accommodation. Most students prefer to submit their

tests in English. This year we will have many more ELLs and former ELLs eligible for Regents examinations. A large number of them will take these examinations for the first time. We intend to focus on Regents preparation and test taking tutorials in our during- and after- school tutorial sessions.

2. What is revealed by the data patterns across performance levels (on the NYSITELL and NYSESLAT) and grades?
In analyzing NYSITELL and NYSESLAT assessment data, the following patterns were revealed.
 1. ELLs progressed much quicker in listening and speaking than in reading and writing. This is consistent with numerous studies suggesting that reading and writing, as parts of academic level of second language development, take much longer, up to 7 years in comparison to listening and speaking, which takes up to 3 years.
 2. According to the NYSESLAT data, the majority of our ELLs are in the Intermediate stage of English language learning. They tend to spend more than one year in this stage.

3. NYSITELL results put our newcomers into reading and writing deficits category. Reading and writing skill development is addressed through the use of differentiated instruction based assignment design by ESL teachers who are devoted to the ELLs. Analysis of the data pattern revealed that we need to focus on reading and academic writing skills in English and Haitian Creole. Our SIFE students need to work on expansion of their general academic vocabulary, i.e. words they would be able to actively use in all content area classes, and on the structure of sentences and paragraphs in both English and their native language
3. How does your school use information about Annual Measurable Achievement Objectives? What does the data reveal? (see [SED memo](#) and [AMAO tool](#))
Paste response to question here:
4. For each program, answer the following:
 - a. What are the patterns across performance levels and grades? How are ELLs faring in tests taken in English as compared to the home language?
 - b. Describe how the school leadership and teachers are using the results of the ELL periodic assessments.
 - c. What is the school learning about ELLs from the periodic assessments? How is the home language used?
 - a. Analysis of the patterns across modalities by grade revealed the following tendencies:
 - 1) The percentage of Beginners in Listening and Speaking varies little between grades 9 and 12. It declines from 25% to 22%; then climbs to 38% and declines to 33%. The percentage of Beginners in Reading and Writing declines sharper. The biggest drop occurs between 9th and 10th grade, from 78% to 39%. As it is with Listening and Speaking modality, it increases slightly to 33% in 11th grade, but then drops to 33% in the 12th grade .
 - 2) The percentage of Intermediate ELLs in Listening and Speaking varies . Among the 9th graders, there are 15% of Intermediate students. This number drops to 11% for the 10th graders; then climbs steadily to 19% in 11th grade; and then drops to 7% for the 12th graders. The tendency is different in Reading and Writing. The percentage of Intermediate 9th graders is 18%. It increases in the 10th grade to 57%; then drops to 36% in 11th grade; and then increases to 44% in the 12th grade.
 - 3) The percentage of ADVANCED ELLs in Listening and Speaking also varies. Among 9th graders, there are 32% of Advance students. This number grows to 15% for the 10th graders; then climbs steadily to 29% in 11th grade; and to 41% for the 12th graders. The tendency is different in Reading and Writing. The percentage of Advanced 9th graders is 3%. It increases in the 10th grade to 25; then to 29% in 11th grade; and then drops to 22% in the 12th grade.
 - 4) No ELLs achieved a passing score on the Reading and Writing modality.
 - 5) On the Listening and Speaking modality, 29% of 9th graders achieved a passing score, but this number drops to 17% in the 10th grade; then climbs to 62% in the 11th grade; and drops to 19% in the 12th grade.
 - b. Periodic assessment for ELLs is administered twice a yer. The results are delivered on-line, and analyzed by the gaps in four main language skills and several academic subskills such as making comparisons, supporting arguments, pragmatics, and distinguishing between facts and opinions. For each ELL, these revealed gaps, a linked to specific Units and assignments on Achieve 3000, DOE - approved on-line solution. The results of the Periodic assessment for ELLs ara analyzed during the action research team discussions and affect instructional decisions and selection of instructional interventions.
 - c. The analysis of periodic Assessment for ELLs revealed that we need to target annotating skills; distinguishing between facts and opinions skills; and skills in presenting on arguments supported by the evidence from the text.
5. Describe how your school uses data to guide instruction for ELLs within the Response to Intervention (RtI) framework (for grades K-5). [Refer to [ELL Policy and Reference Guide, Support Services for ELLs \(RTI and AIS\)](#) section and [RtI Guide for Teachers of ELLs.](#)]
n/a
6. How do you make sure that a student's new language development is considered in instructional decisions?
The whole faculty is being trained in second language development regularly. At least 6 hours of in-house PD is delivered to each member of the faculty. In addition, members of every department are encouraged to participate in the OELL - conducted all day workshops at least once a month.

7. For dual language programs, answer the following:
- How are the English-proficient students (EPs) assessed in the target language?
 - What is the level of language proficiency in the target language for EPs?
 - How are EPs performing on State and other assessments?
- n/a
8. Describe how you evaluate the success of your programs for ELLs (e.g., meeting AYP for ELLs).
- ur ELL program evaluation is based on multiple instruments. We look at the students achievement in second language acquisition through the NYSESLAT and at content area and NLA progress through the final grades analysis, Regents results, teacher–conducted portfolio evaluations, results of formal and informal observations, and self-reflective survey of teachers. All these pieces of data allows us to determine the success of our program. School administration and teachers meet every Monday for the Inquiry Hour. They conduct formal action research and collaboratively develop a set of steps to address the gaps revealed. During these sessions, the results of Periodic Assessment for ELLs are being accessed on-line. The gaps in specific subskills for each child are being linked to the appropriate Achieve 3000 assignment, and the ESL teachers collaboratively plan how to use these suggested assignments in class.

Part IV: ELL Identification Process

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

- Describe the steps followed for the initial identification of ELLs. These steps must include administering the K–12 Home Language Identification Survey (HLIS) which includes the student and parent interviews in English and/or the parent’s preferred language of communication, and the formal initial assessments (i.e., NYSITELL, Spanish LAB, and LENS). Identify the person(s) responsible, including their qualifications. Refer to [ELL Policy and Reference Guide, ELL Identification](#) section.
- initial identification is performed at the time of admission by Ms. Leykina, Assistant Principal of ISS for ELLs & SWDs. All new to the NYC public schools children and their parents are interviewed by her with assistance of our Haitian bilingual guidance counselor, Ms. Boncy, or Spanish speaking guidance counselor, Ms. Finn if necessary. The informal oral interview is followed by the parents filling out the HLIS in the language of their choice. The answers to the survey questions are analyzed by Ms. Leykina on the spot, and the determination is made whether or not the new admit needs to be LAB- R tested. At this point the LAB-R test is administered by Ms. Leykina. If the child is found to be eligible for services, the parents participate in the informational session about all programs available for their child at Clara Barton HS and in NYC public schools. An informational video in the language of their choice is streamed directly from the NYC DOE OELL website at this point. The family then is being assisted if further clarification is required. All communication is being conducted in English and the home language of the family of a new admit. The parents have a choice to make a program selection. They are informed that if they make no program selection their child will be placed in the transitional bilingual program.
- 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).
- Within the first 30 school days from the initial enrollment we make initial SIFE determination. We start SIFE status determination at the time of the completion of the Home Language Identification Survey when the parent is asked to indicate prior schooling. If there are indications within the ELL Identification Process that a student has had an interruption or inconsistency in their formal schooling a SIFE Identification Process is administered for those newly identified ELL students who are at the beginner/entering or low Intermediate/emerging level of proficiency as indicated by the NYSITELL results .
- First, we administer the oral interview questionnaire. For those students who have a home language of Arabic, Bengali, Chinese, Haitian Creole, or Spanish, we administer the Literacy Evaluation for Newcomer SIFE (LENS). The initial SIFE status is indicated in the BNDC ATS screen of the DOE’s data collection systems within 30 days from initial student enrollment.
 - 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).

NYSITELL eligibility for students entering our school with IEPs from another school within the United States is based on the determination of our Language Proficiency Team (LPT). The LPT is comprised of

 - Dr. Vera Leykina, Assistant Principal of the Department of Second Languages and Instructional Support Services for ELLs and SWDs;
 - Mr. Habib Cherif, a certified teacher of English to speakers of other languages;
 - Mr. John Di Marco, school psychologist;
 - A student’s parent or legal guardian.

A qualified interpreter or translator of the language or mode of communication the parent or guardian best understands is present at each meeting of the LPT. These procedures are used for the students’ initial entry into DOE schools and also for the reentry after 2

years

First, the LPT determines whether the student should take the NYSITELL. The team considers evidence of the student's English language development, including: the result of the oral interview; the student's history of language use in the school and home or community; the results of the individual evaluation of the student conducted in accordance with procedures in CR Part 200.4(b)(6), which includes assessments administered in the student's home language; information provided by the Committee on Special Education (CSE) as to whether the student's disability is the determinant factor affecting whether the student can demonstrate proficiency in English.

If the LPT determines that the student may have English language acquisition needs, the student must take the NYSITELL. If the LPT determines that the student does not have English language acquisition needs and should not take the NYSITELL, the recommendation is sent to the principal for review. The principal must accept or reject this recommendation. If the principal rejects the recommendation of the LPT to not administer the NYSITELL, the NYSITELL is immediately administered to the student. If the principal accepts the recommendation not to administer the NYSITELL, the recommendation is sent to the superintendent or the superintendent's designee for a final decision. Additionally, the parent or guardian is notified within 3 school days of the decision in the parent's/guardian's preferred language.

The final decision is made by the superintendent or superintendent's designee. The superintendent or designee has 10 school days to accept or reject the LPT's recommendation. If the superintendent determines that the student must take the NYSITELL, the school has 5 additional school calendar days to administer the NYSITELL (if necessary) and to notify the parent or guardian. The Language Proficiency Team NYSITELL Determination Form is completed and placed in the student's cumulative folder. Our LPT does not make determinations on special education classification or eligibility for services; these determinations are made solely by the student's Committee on Special Education. Regardless of the LPT's decision and final NYSITELL-eligibility determination, language of instruction for all students with Individualized Education Programs (IEPs), including ELLs, is determined by the CSE and reflected in the student's IEP.

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.

When a new ELL enrolls in the school, we inform parents of the three instructional models available in New York City, regardless of whether the preferred model is currently offered in the school. To inform parents of these options, we provide parents of newly enrolled ELLs with a parent orientation where they can view the Parent Orientation video. This video explains all three program options and is presented in the preferred language of the family. Attendance records, staff members present at the orientation, and languages used other than English are recorded using existing meeting recording procedures established in the school. During the orientation, we provide parents/guardians with information on NYS Common Core Learning Standards, assessments, and school expectations for English language learners, as well as the program goals and requirements for bilingual education and English as a new language programs. The orientation is conducted in a language or mode of communication that the parent or guardian best understands. After parents are informed of all three program models at the parent orientation, we provide parents with a Parent Survey & Program Selection Form in the parents' preferred language, where parents can indicate their program choice. The parent is notified that he/she must return the completed and signed form within 5 school calendar days. If the parent does not return the form within 5 school calendar days, the student must be placed in a bilingual program if one exists at the school; otherwise, the student is placed in ENL. The school documents all attempts to gather initial parent selection preference. This documentation is maintained using existing procedures established by the school.

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).

Beginning in the current 2015-16 school year, a student who has undergone the ELL Identification Process can go through the ELL Re-identification Process. The Re-identification Process allows schools, parents, and students who believe a student may have been misidentified as an ELL or non-ELL to request that the ELL Identification Process be administered a second time within 45 school days of enrollment. The Re-identification Process may be utilized for students who have a home language other than English, and are either ELLs or non-ELLs. If a written request is submitted by the student's parent or guardian; the student's teacher (in case when the teacher's request includes written consent from the parent or guardian); or the student of 18 years of age or older. This Re-identification Process must be completed within 10 school calendar days of receipt of written notice; however, if the CSE must be consulted, the process must be completed within 20 school calendar days.

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.

If the child is found to be eligible for services for ELLs based on the informal oral interview and HLIS responses they provided. After that, the parents are invited to participate in the informational session about all programs available for their child at Clara Barton HS and in NYC public schools. If they decline to participate at the time of admission, they are invited to additional informational sessions within the first 10 days of admission. During the informational session, an informational video in the language of their choice is streamed directly from the NYC DOE OELL website at this point. The family then is being assisted if further clarification is

required. All communication is being conducted in English and the home language of the family of a new admit. The parents have a choice to make a program selection. They are informed that if they make no program selection their child will be placed in the transitional bilingual program.

7. Include how your school reaches out to parents to ensure Parent Surveys and Program Selection forms are returned in a timely manner and how your school monitors parent program choice. As per CR Part 154.2, if a form is not returned, the default program for ELLs is bilingual education.

All program entitlement letters, Parent Surveys and Program Selection Forms are given to the families at the time of admission in their home language and in English. Ms. Leykina and the admitting guidance counselor go over each form with the families. If the parents prefer to take these forms home, they are given this choice, but are reminded that the child needs to be placed within the first 10 days after being admitted. A self-addressed stamped envelope is also given to the parents so the forms may be mailed once they are filled out. The parents are reminded that their child will be placed in the transitional bilingual program if they make no choice within the ten days from the admission date. Each form contains Ms. Leykina's contact information in case the parents have additional questions.

If the child is found to be eligible for services for ELLs based on the informal oral interview and HLIS responses they provided. After that, the parents are invited to participate in the informational session about all programs available for their child at Clara Barton HS and in NYC public schools. During the initial information session, and during the following monthly parental meetings, Ms. Leykina, ESL and bilingual teachers explain to the parents how the Free-standing ESL and Transitional Bilingual program are similar and different, and what are the advantages of both. All written and oral communication is taken place in English and in the home language of the parents. The parents have numerous opportunities to ask questions, and some prefer to visit the classes in both programs.

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

After parents are informed of all three program models at the parent orientation, we provide parents with a Parent Survey & Program Selection Form in the parents' preferred language, where parents can indicate their program choice. We inform the parents that they must return the completed and signed form within 5 school calendar days. We also inform them that if the parent does not return the form within 5 school calendar days, the student must be placed in a bilingual program if one exists at the school; otherwise, the student is placed in the English as a New Language program. We inform the parents that the forms must be collected in room 329. Dr. Leykina secretary collects all forms and keeps track of the dates they are returned. Within 4 school calendar days, families receive a reminding phone call. This call is recorded in the phone call log. If the form is not returned within the first 5 calendar days, the secretary and Ms. Lawson, our parent coordinator, contact the family again. This second attempt is also documented in the phone log. The third home call is made within the 3 school days of the previous attempt, and this attempt is also recorded in the log.

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

Once the student's program has been determined we send parents a placement letter in the parents' preferred language indicating the program in which their child has been placed.

All ELL-related documents are kept in the student's cumulative record. The ELL documents are normally forwarded to DOE schools upon transfer to another DOE school as per all applicable policies. Additionally, we maintain an ELL Folder of Critical Documents for all ELLs in the Office for the ELLs, room 329. We follow all applicable laws and regulations pertaining to the retention of records, including but not limited to Chancellor's Regulations A-820 and the Family Educational Rights and Privacy Act (FERPA). The documents in the folder include dated and signed copies of each student's Home Language Identification Survey; Parent Survey and Selection Form; copies of the Program Placement Letter; copies of the Entitlement letter for the newly identified ELLs; copies of the continued entitlement letter for the continuing ELLs.

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

We follow all applicable laws and regulations pertaining to the retention of records, including but not limited to Chancellor's Regulations A-820 and the Family Educational Rights and Privacy Act (FERPA). The documents in the folder include dated and signed copies of each student's Home Language Identification Survey; Parent Survey and Selection Form; copies of the Program Placement Letter; copies of the Entitlement letter for the newly identified ELLs; copies of the continued entitlement letter for the continuing ELLs.

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.

We administer the New York State English as a Second Language Achievement Test (NYSESLAT) to all English language learners annually to measure progress in English language acquisition and to determine continued eligibility for ELL services for the following year. In order for students to receive a valid score, we make every effort to administer all sections (speaking, reading, listening, and writing) of the NYSESLAT to every ELL. In order to ensure that, we follow a multi-step procedure.

First, we identify all students eligible for NYSESLAT testing. We print out the RLER report from ATS for a list of NYSESLAT-eligible students. From this list, we identify any NYSESLAT-eligible students who have long-term absences and call their parents to ensure students are present during scheduled exam times.

Next, we administer All Subtests of the NYSESLAT during the provided by the NYS and NYC DOEs administration window and carefully track student completion of each part of the test. We train and assign a sufficient number of staff and adjust our school schedule to ensure that we are able to administer to all NYSESLAT-eligible students the speaking subtest during the administration

window. We realize that administering the reading, listening, and writing subtests during the administration window of 10 school days requires additional staffing and modification of school schedule. We carefully track completion and ensure students who were not present during times originally scheduled have opportunities to complete the NYSESLAT.

After that, we make sure that all students eligible to take the NYSESLAT have been tested. We follow up with students who have not taken the NYSESLAT and their families to emphasize the importance of the NYSESLAT by making them aware that the NYSESLAT determines their English proficiency, whether a student will receive ENL and/or bilingual services the following school year, and contributes to promotional decisions.

12. Describe how your school ensures that continued entitlement and transitional support parent notification letters are distributed. We send Non Entitlement/Transition Letters to parents of all students who have exited ELL status.. Letters are sent to parents before the beginning of the school year but no later than September 15 of the school year in which the student is no longer entitled. Letters are sent in the preferred language of the parent.
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).

All parents of new admits usually select Transitional Biligual program. The majority of our ELLs are not new admits to the NYC public schools by the time they come to us.

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.

Paste response to questions here:

- b. TBE program. *If applicable.*

79 percent of our ELLs participate in the TBE program. All ELLs receive the number of ESL classes based on their latest NYSESLAT/LAB-R results. Beginners have 3 periods of ESL instruction, Intermediate students – 2 period of ESL instruction, and advanced students – 1 period of ESL and one period of ELA instruction every day. Our ELLs who are also SWDs are receiving services in two categories. Those of them who are diploma-bound students participate in ESL classes together with non-disabled ELLs. These classes are taught by certified ESL teachers assisted by paraprofessionals. ELLs with IEPs requiring alternative assessment participate in specifically designed self-contained ESL classes with curriculum and methodology appropriate to meet their needs.

Besides appropriate number of ESL classes, our bilingual program participants receive one period of Haitian Creole Native Language Arts every day. We have 4 yearly cycles of Haitian Native Language Arts available. At the end of the 3rd yearly cycle the students take LOTE examination. If they pass it, and we have had a 100% passing rate for the last 3 years, they receive a Foreign Language Regents credit. The curriculum and approaches in this class mirror those of the ELA classes and prepare Haitian students to transfer their skills into English when they eventually take ELA regents examination. Those students who do not achieve a passing score on the NYSESLAT but pass Haitian LOTE examination participate in the fourth NLA cycle, Haitian Creole Theater Arts, developed a creative writing and public speaking course in Haitian.

Besides NLA classes, bilingual students also participate in Math, Science, and Social Studies instruction in both languages. Math and Science classes are taught by certified teachers whose native language is Haitian Creole. In these classes, the amount of native language instruction is determined by the teacher based on the individual needs of students. When necessary, Haitian bilingual paraprofessional and/or peer tutors assist the students in the classroom. For the Global History classes, where our students show weaknesses in academic language and content much more, we make sure that two educators are present in every class; one of them is a certified teacher of Social Studies who is a native speaker of Haitian, and another is our Haitian Creole NLA teacher.:

c. DL program. *If applicable.*

n/a

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

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

ENL instruction is delivered according to the CR Part 154 to all ELLs, including ELLs who are SWDs requiring 15:1 classes according to their IEPs. Beginner have three 45 minute-long periods of ESL classes a day; Intermediate students have two 45 minute-long periods of ENL instruction a day; Advanced students receive one 45 minute-long period of ESL instruction a day and one 45 minute-long period of ELA instruction a day. All these classes are taught by NYS Certified ESL teachers. ELA classes are taught by the NYS Certified ELA teachers.

All bilingual students receive one 45 minute-period of NLA instruction a day.

Students in ENL program receive instruction in content area classes only in English.

Students in transitional bilingual program receive content area instruction in a combination of English and Haitian Creole based on their learning needs. Beginners have at least 25% of their content area instruction taught in English, and 75% in Haitian Creole. Intermediate students have 50% of their content area instruction taught in English and 50% taught in Haitian Creole. Advanced students have at least 75% of their content area instruction delivered in English and 25% of their content area instruction delivered in Haitian Creole.

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.

All content area classes in a transitional bilingual program are taught by a NYS Certified content area Haitian Creole bilingual teachers. In bilingual Global Studies classes, our Haitian Creole NLA State Certified teacher is being pushed in to reinforce linguistic instruction delivered by the bilingual Social Studies teacher.

Student participating in the ENL program receive all their content area instruction only in English, delivered by the NYS Certified content area teachers.

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

Since no Haitian Creole NYS or NYC standardized assessment is available, our Haitian Creole bilingual teachers in cooperation with the Haitian Native Language Arts teacher developed a series of formative assessment tools geared to assess the learning needs of ELLs in every content area. These tools are utilized by the teachers at least 3 times each semester. Data gathered with these tools is analyzed by the teachers during the action research and used to develop targeted instructional interventions in all content area classes where ELLs learn. :

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

All ELLs are evaluated in Listening, Speaking, Reading, and Writing by their ESL teachers at least 5 times a semester. Our ESL team developed a series of formative assessment tools geared to evaluate student progress in each modality. Data gathered with these tools is analyzed by the ESL and bilingual teachers during the action research every Monday and used to develop targeted instructional interventions in all content area classes, all ENL classes, and all ELA classes where our ELLs learn. During the NYSESLAT testing, all ELLs are personally invited to be tested for each of the four modalities. A careful attendance is taking by the proctors during each testing session. Students who were not present at the initial testing session for any of the 4 modalities are identified immediately after the testing. These students are tracked and invited to the make-up testing sessions scheduled at least 4 times within the permitted time by the NYS regulations testing window of time. response to question here:

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

Newly arrived ELLs with very low English literacy skills participate in the after-school RIGOR-based small-size sessions. These sessions run twice a week from 3:30 to 5:30 p.m. on Tuesdays and Thursdays. Math tutorial sessions specifically designed for the beginners are run for two days a week at the same time on Wednesdays and Fridays. These sessions utilize Destination Math on-line solution and Castle Learning on-line solution and allow the teacher to individualize intervention services. Our intermediate and advanced ESL learners work on bridging similar gaps in the Achieve 3000 afterschool sessions running 4 times a week at the same time. All these sessions are funded by the Title III money.

85 percent of our ELLs are SIFE. We also have a significant number of long-term ELLs. We address their needs through the SIFE grant after school and on Saturdays. The participants take part in Science, Social Studies, and ELA Regents – preparation sessions. ESL teachers provide push-in services during these sessions. During the school day, all ELLs receive content-based ESL instruction in their free-standing ESL classes and in their NLA class. Haitian Creole NLA lessons class mirrors ELA lessons, but utilize Haitian reading and writing to prepare the students for the ELA Regents examination. In their ESL classes, the students learn English through the content of various subject areas, mostly History and Science. For the participants in the Haitian Bilingual program, these ESL lessons reinforce their learning in bilingual science and History classes. Bilingual content area teachers conduct their lessons in different combinations of Haitian Creole and English, depending on the linguistic needs of the students. To accelerate English language development, a certified teacher of ELA is being pushed into the ESL class for advanced learners. Our after school and Saturday sessions are enriched by the use of History Alive! , Castle Learning, and Achieve 3000 solutions.

All instruction for ELLs is tailored to address their individual needs. The teachers maintain portfolios of each ELL and systematically analyze the progress each student makes during the after-school weekly common planning time sessions each Monday from 2:10 TO 2: 50 PM.

30 ELLs, 10 of them are NYS Regents-Diploma bound SWDs, participate in the Nursing Home Internship program. Under the supervision of one teacher and 3 paraprofessionals, they work in the local nursing home primarily with the Haitian-speaking patients on Mondays from 1:30 to 5: 30 p.m, and on Saturdays from 8:30 a.m. to 1:30 p.m.

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.
† Clara Barton High School, Our ESL, bilingual, and Special Education teachers meet every Monday from 1:20 to 3:30 to examine gathered student data collected during the previous week, to develop instructional interventions, and to analyze and improve teaching practices for ELLs who are SWDs. They are joined by the related service providers and guidance counselors who work with ELLs and SWDs. All ELLs who are SWDs receive appropriate number of ESL classes in accordance to their latest NNYSESLAT score. These classes are taught by a NYS certified ESL teacher. The setting in these classes corresponds to the IEP recommendations of the students. For all 15 ELLs who are NYS AA SWDs, three 15:1 classes are being taught by this teacher.
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?
Paste response to question here:
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?
At Clara Barton High School, Our ESL, bilingual, and Special Education teachers meet every Monday from 1:20 to 3:30 to examine gathered student data collected during the previous week, to develop instructional interventions, and to analyze and improve teaching practices for ELLs who are SWDs. They are joined by the related service providers and guidance counselors who work with ELLs and SWDs. All ELLs who are SWDs receive appropriate number of ESL classes in accordance to their latest NYSESLAT score. These classes are taught by a NYS certified ESL teacher. The setting in these classes corresponds to the IEP recommendations of the students. For all 15 ELLs who are NYS AA SWDs, three 15:1 classes are being taught by this teacher.

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 DUALY 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 DUALY 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.

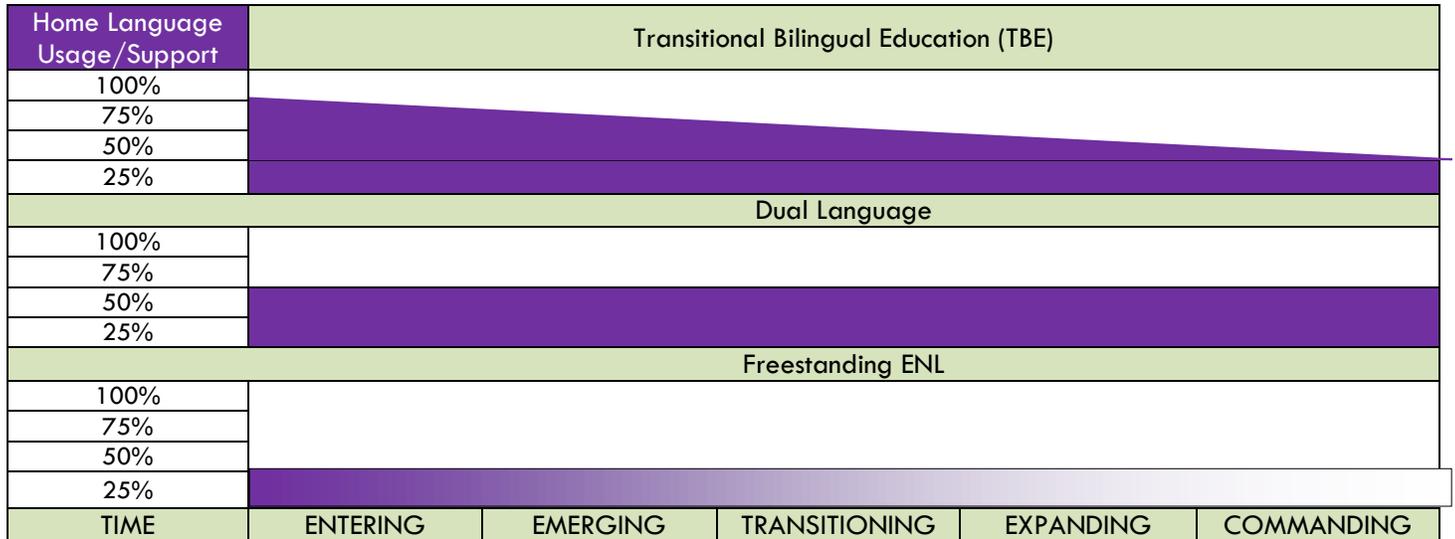


*Note “other approved services” does not apply to New York City at this time.

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. Newly arrived ELLs with very low English literacy skills participate in the after-school RIGOR small-size sessions. These sessions run twice a week from 3:30 to 5:30 p.m. on Tuesdays and Thursdays. Math tutorial sessions specifically designed for the beginners are run for two days a week at the same time on Wednesdays and Fridays. These sessions utilize Destination Math and Castle Learning on-line solution and allow the teacher to individualize intervention services. Our intermediate and advanced ENL learners work on bridging similar gaps in the Achieve 3000 afterschool sessions running 4 times a week at the same time. All these sessions are funded by the Title III money.
11. Describe the effectiveness of your current program and how it is meeting the needs of your ELLs in both content and language development. Our current program is meeting the needs of ELLs in content and language development. We need to provide additional services for ELLs who are SWDs in helping them to achieve 10+ credits each year. We also need to expand our support to those ELLs and former ELLs who participate in our Health Professions major. Our needs analysis indicates that these children need extensive support on academic health-professions related language development in study skills, and in socio-emotional growth.
12. What new programs or improvements will be considered for the upcoming school year? We will expand our Field experience in the nursing homes for the ELLs. Prior to this year, our ELLs received only ESL instruction during this program. Now, these students will receive also bilingual instruction. Based on our needs assessment, we discovered that over 90% of our Haitian Creole Transitional Bilingual students are trilingual, and were educated in French in Haiti. As a result, we started providing additional LOTE class in French for these children every day.
13. What programs/services for ELLs will be discontinued and why? None of the programs or services will be discontinued.
14. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building. ELLs participate in all programs and extracurricular activities offered to the English proficient students. Besides, they are invited to participate in the after-school and Saturday credit bearing and non-credit bearing sessions in Academic English; in Health Career-related English; in Life Skills; in Native Language Literacy and Leadership; in Computer Literacy; and in the Nursing Home Field Experience. The parents of ELLs are invited for Family Nights combining informational sessions and social learning at least 6 times a year. These sessions are conducted in English and in the languages of the families. Intensive Achieve 3000-assisted tutorial instructional sessions are also delivered on Tuesdays, Wednesdays, Thursdays, Fridays, and Saturdays. Weekly Teas with Teachers group counseling sessions are conducted with the ELLs, do address their social and emotional needs.
15. What instructional materials, including technology, are used to support ELLs? Include core content area as well as language materials; list ELL subgroups if necessary. We Use Achieve 3000, RIGOR, Destination Math, Castle Learning, and History Alive! . We also collaborate with educational departments of Brooklyn Museum and Brooklyn Botanical Garden, Morgan Library, Brooklyn Public Library, and use their materials in our classrooms.
16. How is home language support delivered in each program model (DL, TBE, and ENL)? All transitional bilingual students are native speakers of French, Haitian Creole. They take Haitian Creole NLA classes and French LOTE classes. All other ELLs are taking either French or Spanish three-year sequences of courses commencing in Regents Examination.
17. Explain how the school ensures all required services/resources support and correspond to ELLs' ages and grade levels. All supports and services are designed based on the initial assessments, so they are individually tailored to address the needs of each ELL. We are using the Universal Design for Learning principles to make our services accessible for children of all ages and abilities.
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). Before the beginning of the school year we conduct an orientation meeting for all newcomers. The interpreters in all main school languages are available during these meetings. We also have a trained staff member available to assist the newcomers during the intake process, administer HLIS, and discuss educational placement options available in this school and transfer options to other schools in NYC.
19. What language electives are offered to ELLs? Besides Haitian Creole and French, we offer Spanish and Russian.
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)?

a. Both languages are used all day for instruction.

b. None of the subjects are taught separately, every class is integrated.

c. Language is separated by the themes. Mostly, Haitian is used when the students are in school. English is used when the students are in the Hospital, doing their internship.

d. Both languages are taught simultaneously.

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.)
All teachers working with ELLs are identified through the analysis of their class lists. We use ARIS, DAEDALUS, SESIS, and ATS to identify these teachers. Our ESL and bilingual teachers collaborate in designing a professional development plan based on the student data analysis in September. This plan allows us to work with all school personnel involved with ELLs at a minimum of one Monday a month for 3 hours. At least four Saturday workshops for teachers, each workshop is 5-hour long; are planned for the staff working 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 staff members working with ELLs and former ELLs meet as a team every Monday. They plan together and discuss the progress of their students. In addition, they participate in numerous DOE run professional initiatives, i. e., QTEL institutes, NYS TESOL and SABE conferences, HABETAC and other BETAC sponsored workshops and lecture series devoted to the issues of first and second language acquisition, academic and cultural literacy, and teaching English through content area.
3. What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?
n/a
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 faculty is participating in two full-day professional development initiatives, one in November and one in June, devoted to the needs of ELLs, SWDs and native speakers of English who experience literacy acquisition difficulties. Representatives from RIGOR and/or Achieve 3000 work on these days for several hours with a target group of teachers on approaches of utilizing these curricula in their classes to best suit the needs of the students.:

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?

Parents are very active part of our school community. Parents of ELLs participate in all whole school parental functions. They are present at the PTA meetings and parent teacher conferences and actively participate in all of them. We provide translated versions of all documents created for and by the parents in Haitian Creole, French and Spanish. We also provide qualified interpreters for every parent who requests such service while communicating with individual staff members or participating in any group activities. For the parents of ELLs we provide additional services. Intergenerational Computer, Math and English Literacy classes , as well as SAT preparation classes for parents and their children are part of our Saturday Academy. We also conduct at least 3 meetings with the parents of ELLs devoted to the issues of academic and cultural adjustment of their children to new school and new country. At least twice a year we have an ELL FAMILY MOVIE NIGHT, where the families of our ELLs get together in the evening to watch and discuss a film relevant to their lives. It could be a film about their native country, or about the lives and struggles of immigrants in the United States

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.

Paste response here:

4. Does the school partner with other agencies or Community Based Organizations to provide workshops or services to ELL parents?
We invite representatives of Haitian BETAC and FLAMBAYANT community-based organization to present for our pare

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

We conduct surveys, phone and in-person interviews in Haitian Creole, French, and Spanish in order to assess the needs of the parents.

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

Based on the needs assessment conducted last year we are planning parental activities for this school year. All parental activities directly address the needs of the parents.

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.

Our hold – over students requires assistance in academic language development; study skills development; and Regents test preparation. They receive specifically designed assignments developed by our certified teachers of ENL in collaboration with certified bilingual content area teachers and certified NLA teacher.

Our ESL and bilingual teachers collaborate in writing new ENL curriculum devoted to teaching academic English through Humanities and Sciences content.

The team meets every Monday from 1:20 to 3:30 to work on this project during our Inquiry and Common Planning time.

We also provide supplemental Academic and Social English Language Development Services after school and on Saturday.

We use Achieve 3000 and RIGOR literacy solutions, as well as assistance of community–based organizations to provide these services.

3. We attack deficits in listening skills from two different perspectives: as an essential part in social skills development and as an essential part in academic language development.

As a social skill, we incorporate listening activities into ESL instruction devoted to effective communication with adults and peers. Such instruction is being delivered during two types of lessons: lessons in social behavior, and lessons in effective group work.

Both types of lessons are designed by the ESL/Bilingual team of certified teachers and qualified paraprofessionals and delivered during ESL, NLA, and bilingual content area classes, and during the supplementary after school and Saturday services.

Additionally, we use recording features in our laptops recorders and computers with speakers to conduct a variety of listening comprehension activities in all during the day and after school classes. When working on individualized ACHIEVE 3000 sessions, the students also have access to the listening feature of the software and use headphones.

In the beginning of the school year, all ELLs who continue struggling with reading and/or writing are assessed with two standardized instruments: Achieve 3000 LEVEL SET assessment tool and Periodic assessment for ELLs. This assessment approach allows us to define specific reading subskills we need to attack for each individual ELL. Obtained individual assessment results, as well as, reading work samples from the students' portfolio collected during the previous school year, and the most recent NYSESLAT scores are used by ESL, bilingual, and NLA teachers to target specific reading difficulties and group learners by common reading subskills deficits within their classes.

This permits teachers to differentiate ENL, Content Area, and NLA lessons based on specific reading difficulties experienced by individual students.

In ENL and NLA classes, we supplement reading instruction, with the Brain Pop! literacy solution for the Advanced and Intermediate ELLs, and RIGOR solution for the Beginning ELLs. We also use Castle Learning solution to supplement content area instruction. re:

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)
	Principal		1/1/01
	Assistant Principal		1/1/01
	Parent Coordinator		1/1/01
	ENL/Bilingual Teacher		1/1/01
	Parent		1/1/01
	Teacher/Subject Area		1/1/01
	Teacher/Subject Area		1/1/01
	Coach		1/1/01
	Coach		1/1/01
	School Counselor		1/1/01
	Superintendent		1/1/01
	Borough Field Support Center Staff Member _____		1/1/01
	Other _____		1/1/01
	Other _____		1/1/01
	Other _____		1/1/01

2015-2016 LANGUAGE TRANSLATION AND INTERPRETATION PLAN

Requirement under Chancellor's Regulations – for all schools

DBN: **17K600** School Name: **Clara Barton**
Superintendent: **Mi**

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.

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.

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.)

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.

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.

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.

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.)

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

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)