



2015-16
SCHOOL COMPREHENSIVE EDUCATIONAL PLAN
(SCEP)

DBN: (i.e. 01M001):

13K605

School Name:

GEORGE WESTINGHOUSE CAREER AND TECHNICAL EDUCATION HIGH SCHOOL

Principal:

JANINE KIERAN

School Comprehensive Educational Plan (SCEP) Outline

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Section 1: School Information Page

School Information

School Name: George Westinghouse HS School Number (DBN): 13K605
Grades Served: 9 - 12
School Address: 105 Tech Place, Brooklyn NY 11201
Phone Number: 718-625-6130 Fax: 718-596-9434
School Contact Person: Janine L. Kieran Email Address: jkieran1@schools.nyc.gov
Principal: Janine L. Kieran
UFT Chapter Leader: Rita Albritten
Parents' Association President: Stanley Timo
SLT Chairperson: Susan Caprio
Title I Parent Representative (or
Parent Advisory Council
Chairperson): Laura Boyd
Student Representative(s): Faith Arthur
Jada Hamilton

District Information

District: 13 Superintendent: Karen Watts
Superintendent's Office Address: 1396 Broadway, Room 110, Brooklyn, NY 11221
Superintendent's Email Address: KWatts@schools.nyc.gov
Phone Number: 718-455-4635 Fax: 718-455-4684

Borough Field Support Center (BFSC)

BFSC: 94 Director: Bernadette Fitzgerald
Director's Office Address: 131 Livingston St., Brooklyn, NY 11201
Director's Email Address: BFitzge2@schools.nyc.gov
Phone Number: (718) 935-3954 Fax: (718) 935-4314

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)
Janine L. Kieran	*Principal or Designee	
Rita Albritten	*UFT Chapter Leader or Designee	
Stanley Timo	*PA/PTA President or Designated Co-President	
Ana Colon	DC 37 Representative (staff), if applicable	
Laura Boyd	Title I Parent Representative (or Parent Advisory Council Chairperson)	
Jada Hamilton	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
Faith Arthur	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
	CBO Representative, if applicable	
Christopher Ryan	Member/ UFT	
Joyce Bowens	Member/ UFT	
Denyse Charles	Member/ Parent	
Onika Williams	Member/ Parent	
Patricia Elson	Member/ Parent	
Emris Arthur	Member/ Parent	

Name	Position and Constituent Group Represented	Signature (Blue Ink)
Susan Caprio	Member/ CSA	
	Member/	
Joanne Williams	Member/Parent	
	Member/	
	Member/	
	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.

Our community continues to focus on students' academic, social and emotional health and growth; the professional growth of all members of the staff, and the creation of a culture and tone that reflect true collaboration, genuine support and inclusion of all members of the school community. These three components capture the vision for George Westinghouse. Therefore our mission is to ensure that every member of the staff works together to meet the needs of all students. Our goal is to encourage and enable every student to graduate on time with viable college and career options.

Our special populations include students with disabilities (SWD) and English Language Learners (ELL). Our SWD students are mostly in integrated co-teaching classes, and we have made significant progress in ensuring that they are provided with a balance of rigorous instruction with academic supports. This was accomplished by hiring teachers who are dually licensed and ensure that all staff understand the learning supports that required for this population of students. Our ELL students also receive these supports as a direct result of teachers' professional learning and collaboration.

In an effort to ensure that we stay true to our vision and mission, school leaders have partnered with educational consultants and community based organizations that will support our consistent efforts. We strive to provide all members of our community with the tools required to engage all learners. For example, in an effort to ensure that our students are college and career ready, we have partnered with:

- New York City College of Technology
- Monroe College
- Alfred State College
- Pace Upward Bound
- Bottom Line
- Brooklyn College Educational Talent Search Program
- St. Francis College

For guidance in industry we have partnered with:

- Futures and Options
- Transit Workers Union
- Scholars at Work
- MTA

- Construction Skills
- Metro Tech BID

One new initiative is our partnership with AVID. This new program is aligned with rigorous instruction and developing strong family and community ties. We have selected our 10th grade as a target population for this college readiness program as an additional source of support. We will continue to provide differentiated professional learning opportunities for our teachers' professional learning and growth. Our professional learning team, comprised of teachers, an assistant principal and educational consultant, has collected data through surveys and as reported in Advance to identify topics that will support teacher growth.

Our community's professional growth is supported by our focus on Teacher Collaboration and use of distributed leadership. This is evident in our teaming structures which include: Grade Teams, Content Teams and School Improvement Teams. All teams are run by a teacher leader who is supported by an administrator and educational consultants. The teacher leaders comprise what we refer to as our Design Team. We are open to sharing our effective practices with colleagues from other schools; we have submitted an application to the Learning Partners Program as well.

We will continue to implement a Positive Behavior Intervention System, coordinated by a new School Improvement Team, in an effort to address students' social and emotional learning. We will expand our work with peer mentors and advisory as an additional way of helping students to learn how to help themselves and their peers.

Our school's strengths include:

- A significant cohort of staff is willing and able to implement meaningful change to improve student outcomes and school tone.
- School leaders believe in teacher leadership and invite them to play an integral part of the decision making process.
- We coordinate our school improvement efforts and grade teams through Design Teams that meet bi-weekly.
- We continue to look for ways to improve our student outcomes and college/career readiness in multiple ways, including (1) our school's Instructional Focus and School Wide Practices, coordinated by our Professional Learning Team, (2) coaching by outside coaching partners to support instruction in all content areas, and (3) our expanding College Now Program with New York City Technical College.
- We have been working explicitly on building trust among all constituents of our community and have been tracking the growth of trust for two years, with an expectation that we will continue to track it.
- We are open to sharing our effective practices with colleagues from other schools through the Learning Partners Program.
- We are developing teacher leaders through the NYCDOE Teacher Leadership Program (TLP).
- A blend of academic and social/emotional course offerings meets students' needs: academic intervention services, honors and advanced placement, AVID and advisory.
- We believe in the arts and partner with various outside agencies to provide exposure and awareness, including Dancing Classrooms, the Brooklyn Academy of Music's Black Male Initiative and the Theater Development Fund.

- Grade and Content Teams are tracking student data meaningfully and conducting action research into best instructional practices, including teacher inter-visit processes and lesson study practices (including videotaping lessons for analysis).

Our school's areas for growth include:

- The need to build more consistently into our current Ladder of Consequences, a system when managing classroom behaviors that are inappropriate and disrupt instruction.
- The need for a more consistent and strategic alignment between the grading policy and instructional plans.
- The need for a more strategic use of data to inform instructional planning and school wide decisions.
- The need to build on our current outreach programs to increase parental engagement, which will help develop an identified trust deficit area and promote student achievement.
- The need for an increase in student-centered activities in instructional planning.
- The need for more teachers to provide feedback that is aligned to a rubric, actionable and time bound.

The tenet we have the made most progress in is tenet 5 – student's social and emotional developmental health. The following has been accomplished:

- We have developed a research-based advisory program for all students in grades 9 and 10.
- We have a student leadership program whereby students who participated in advisory as 10th graders push into current advisories.
- We hired a part-time social worker to work with students who demonstrate need based on consistent referrals to the deans' office.
- We have a cohort of staff who are scheduled to be trained in Restorative Practices.
- We have identified 40 students who will be trained as peer mediators.

We remain committed to making progress in all tenets, and we continue to use research-based strategies and professional protocols in our decision making processes.

13K605 School Information Sheet

School Configuration (2014-15)				
Grade Configuration	09,10,11,12	Total Enrollment	631	SIG Recipient
				N/A
Types and Number of English Language Learner Classes (2014-15)				
# Transitional Bilingual	N/A	# Dual Language	N/A	# Self-Contained English as a Second Language
				N/A
Types and Number of Special Education Classes (2014-15)				
# Special Classes	N/A	# SETSS	N/A	# Integrated Collaborative Teaching
				1
Types and Number of Special Classes (2014-15)				
# Visual Arts	5	# Music	6	# Drama
				N/A
# Foreign Language	7	# Dance	N/A	# CTE
				26
School Composition (2013-14)				
% Title I Population	70.7%	% Attendance Rate		84.5%
% Free Lunch	71.8%	% Reduced Lunch		7.4%
% Limited English Proficient	2.6%	% Students with Disabilities		17.2%
Racial/Ethnic Origin (2013-14)				
% American Indian or Alaska Native	0.9%	% Black or African American		76.5%
% Hispanic or Latino	17.7%	% Asian or Native Hawaiian/Pacific Islander		3.6%
% White	0.9%	% Multi-Racial		0.1%
Personnel (2014-15)				
Years Principal Assigned to School (2014-15)	6.21	# of Assistant Principals (2014-15)		3
# of Deans (2014-15)	1	# of Counselors/Social Workers (2014-15)		4
Personnel (2013-14)				
% of Teachers with No Valid Teaching Certificate (2013-14)	N/A	% Teaching Out of Certification (2013-14)		11.5%
% Teaching with Fewer Than 3 Years of Experience (2013-14)	0.5%	Average Teacher Absences (2013-14)		6.74
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	50.0%	Mathematics Performance at levels 3 & 4		46.5%
Credit Accumulation High Schools Only (2013-14)				
% of 1st year students who earned 10+ credits	70.5%	% of 2nd year students who earned 10+ credits		70.6%
% of 3rd year students who earned 10+ credits	73.8%	4 Year Graduation Rate		78.5%
6 Year Graduation Rate	74.4%			
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		NO
Hispanic or Latino	NO	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	NO			
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		NO
Hispanic or Latino	NO	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	NO	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	NO			

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.	D
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.	D
<p>Part 1b. Needs/Areas for Improvement:</p> <ul style="list-style-type: none"> Reflect on your school’s HEDI ratings (or self-ratings) in Part 1a, particularly any ratings of <u>D</u>eveloping and <u>I</u>neffective. Summarize your school’s strengths and needs relative to this element of the Framework for Great Schools and DTSDE tenet (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data trends and sources. <p>Our school had a DTSDE review during the 2013 – 2014 school year and we received a “Developing” in all four statements of practice – “A systematic plan for the implementation of curricula that are aligned to the Common Core Learning Standards (CCLS) in all content areas has not been fully developed. Inconsistent alignment between curricula and assessments in many content areas limits improvement in student achievement.”</p> <p>In an effort to provide rigorous instruction that supports all learners we will focus on SOP 3.3.</p> <p>3.2 DTSDE Finding – The school has not fully developed a systematic plan for implementing curricula that support the CCLS in all content and subject areas.</p> <p>3.2 DTSDE Recommendations:</p> <p>Prioritize and ensure the development and implementation of a coherent, written curriculum aligned with the CCLS and NYS Learning standards across all content areas and subjects, which is targeted to meet the needs of all students.</p> <p>3.3 DTSDE Finding – Although some teachers collaborate to review curricular materials, unit and lesson plans are inconsistently aligned to the CCLS across most content areas.</p>		

3.3 DTSDE Recommendations:

Use the existing meeting structures and implement a review protocol for all staff that assesses the design quality of units and lesson plans. Ensure that staff is regularly held accountable for revising and improving instructional plans based on the review processes.

3.4 DTSDE Finding – Some teachers have collaborated to address interdisciplinary curricula; however, the school does not prioritize the development of interdisciplinary curricula across all grade levels and core subjects.

3.4 DTSDE Recommendations:

Assess the current efforts to integrate the arts, technology, and other enrichment areas and implement additional opportunities for students to make connections across all of their programs.

3.5 DTSDE Finding – Teachers are beginning to look at data to inform curriculum planning but practices are inconsistent as are procedures in the use of feedback to help students improve.

3.5 DTSDE Recommendations:

Intensify the school-wide focus on providing quality feedback to students to ensure instructional feedback as well as written feedback for student work is appropriately provided on a daily basis. **Ensure that formative and summative assessments are frequently and consistently reviewed to provide alignment with the learning standards – this is a priority need.**

In summary, the school has taken steps to ensure that unit and lesson plans are aligned to the Common Core Learning Standards across content areas. Our professional learning team developed a checklist based on the Tri-State Quality Review Rubric for teachers' use in order to ensure that plans are aligned to CCLS. We will continue to provide professional learning opportunities for staff that occur on-site, and we will encourage all staff to participate in professional learning opportunities outside of our school. Upon review of the data as listed in the DTSDE, Quality School Report and School Survey, it is clear that we need to continue this work, and enhance it with a dedicated focus on student engagement and using assessment in instruction. A focus on Domain 3 is directly linked to planning rigorous instruction that will enable our students to be deemed college and career ready.

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.

More rigorous instruction will lead to higher levels of student engagement and outcomes. As such teachers' ratings in Domain 3 as indicated in the Measures of Teacher Practice in Advance in the Effective Rating will increase by 5% in June 2016 as compared to June 2015. (DTSDE 2/2014)

Part 3 – Action Plan

<p>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Engaging families and supporting their understanding of Rigorous Instruction and the Common Core in order to support their children at home. 	<p>Target Group(s) <i>Who will be targeted?</i></p>	<p>Timeline <i>What is the start and end date?</i></p>	<p>Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy? (include school, educational consultants and/or CBO staff)</i></p>
<p>Two curriculum planning workshops for up to 20 teachers will take place – one in July and one in August. Teachers will be required to bring a unit plan that is aligned to the curriculum map and using the Tri-State Rubric to check for alignment to CCLS. They will also be asked to identify the ways in which assessments align to the grading policy.</p>	<p>4 ELA teachers; 2 Social Studies teachers; 2 math teachers; 2 science teachers and 2 other teachers from additional content areas.</p>	<p>4 ELA teachers; 2 Social Studies teachers; 2 math teachers; 2 science teachers and 2 other teachers from additional content areas.</p>	<p>School leaders and educational consultants. School leaders, teacher leaders and teachers.</p>

Learning walks will be scheduled by grade teams twice per term for teachers to observe effective and highly effective practices in 3B, 3C and 3D. Per-session and per-diem funds will be used to allow for teacher to teacher pre and post conversations as well as coverages for classes. School leaders will also observe teachers and collect data.	Teachers who received a Developing in 3B, 3C and/or 3D.	October 2015 – May 2016	School leaders, teacher leaders and teachers.
Monthly professional development sessions will focus on deepening teachers' understanding of developing a true culture of college and career readiness which will lead to more rigorous instruction and higher student outcomes.	Self-selected teachers.	October 2015 – May 2016	School leaders, educational consultants and teachers.
Parents will be introduced to curricula that is aligned to the Common Core Learning Standards during extended parent conferences. Follow up workshops will be provided for parents to deepen their understanding of the CCLS and the ways in which rigorous curricula prepares students for college and careers. Parent surveys will be used to assess the success of these workshops.	Teachers on the Parent Engagement Team	October 2015 – May 2016	School leaders, teacher leaders, consultants, parent leaders, teachers and students.

Part 4 – Budget and Resource Alignment

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

Human Resources – three educational consultants; 8 teacher leaders (4 content and 4 grade); two assistant principals; the principal.

Instructional Resources – Exemplars of units/lessons with that are aligned to CCLS and the grading policy to ensure high levels of rigor and student engagement through the implementation of the school wide instructional strategies: – DEAR, Think/Write/Pair/Share, and text annotation.

Schedule adjustments – per-session funds for additional time for team meetings and curriculum design workshops ; coverage time for teachers to conduct inter-visitations; calendar of workshops for parents

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

Part 5 – Progress Monitoring

<p>Part 5a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.</p> <p>By February 1, 2016 teachers' ratings in domain 3 will increase by 2.5%.</p>
<p>Part 5b. In February 2016, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.</p>

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

Section 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.	D
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.	D
<p>Part 1b. Needs/Areas for Improvement:</p> <ul style="list-style-type: none"> Reflect on your school’s HEDI ratings (or self-ratings) in Part 1a, particularly any ratings of <u>Developing</u> and <u>Ineffective</u>. Summarize your school’s strengths and needs relative to this element of the Framework for Great Schools and DTSDE tenet (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data trends and sources. <p>Our school had a DTSDE review during the 2013 – 2014 school year and we received a “Developing” in all four statements of practice – “While there are a variety of activities and PD offerings relating to student social and emotional developmental health needs, the school does not have a comprehensive system of referrals and supports to meet the needs of all students, which limits students’ growth and success.”</p> <p>In an effort to build trust in our community and create a supportive environment that is conducive to learning we will focus on SOP 5.3.</p> <p>5.2 DTSDE Finding – Although a variety of activities and practices support student social and emotional developmental health, an overarching system with data- driven supports and resources to meet the needs of all students, is not yet in place.</p> <p>5.2 DTSDE Recommendations:</p> <p>Establish and articulate a school-wide vision, and implement a research- based overarching system of referral and supports for meeting the social and emotional developmental health needs of all students – this is a priority need.</p>		

5.3 DTSDE Finding – While there is some PD to build staff capacity to support student social and emotional needs, the school has not developed and implemented a school-wide vision for social and emotional health aligned to a curriculum and programs to provide students with a healthy school environment.

5.3 DTSDE Recommendations:

Adopt a curriculum of research-based practices that will facilitate the attainment of the school's vision for social and emotional development health that includes PD for all staff and monitoring protocols to ensure effectiveness in meeting the needs of all students.

5.4 DTSDE Finding – While the school community is beginning to collaborate to support the social and emotional needs of students, stakeholders do not consistently work together to develop a common understanding of their specific roles in developing a safe environment conducive to learning.

5.4 DTSDE Recommendations:

Use the school-wide vision, system, and curriculum to focus the collaboration and partnership efforts of all stakeholders to identify their roles and activities. Frequently and formally monitor the effectiveness of collaboration efforts in meeting the overall goals for student social and emotional developmental health.

5.5 DTSDE Finding – The school leader and support staff meet to consider student progress, but efforts to work with teachers to increase their understanding of the use of data to respond to student social and emotional needs is in the process of development.

5.5 DTSDE Recommendations:

Expand and formalize efforts to support students into a comprehensive and adaptive system, based on data, for delivering targeted supports and services to students and families. Frequently and formally assess the effectiveness of the activities and system to meet the needs of all students.

In summary, the school needs to establish a fully embedded Positive Behavior Intervention and Support (PBIS) program that recognizes students who make appropriate choices and provides social and emotional support for those who struggle. We need to use our advisory program as a means of developing students' social and emotional health, and provide research based curricula and professional training to the staff that are scheduled to work with students in this setting. The ladder of consequences, which was introduced in the spring of 2015, must be adhered to by all staff, and additional professional development as well as parent and student input are necessary as well. In order to increase student achievement, we need to address students' social and emotional needs. The creation of a supportive environment that has systems and structures in place will enhance our students' sense of belonging and develop stronger ties to our school community. According to the 2015 School Survey 80% of our students felt safe in our school as compared to 62% in 2014.

Part 2 – Annual Goal

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

Based on 2016 School Survey data, there will be a 5% increase in student responses to "I feel safe in my school" as compared to the 2015 School Survey.

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>In an effort to create a school culture where students feel safe, a ladder of consequences for student behavior management will continue to be implemented as well as a Positive Behavior Intervention Support System. These practices will be refined in 2015-2016 with the support of the PBIS educational consultant. Data will be collected and analyzed on</p>	<p>All members of the community.</p>	<p>October 2015 – May 2016</p>	<p>School leaders, advisory coordinator, educational consultants.</p>

students referred to detention and other measures. The team will conduct Fall and Spring PD sessions to increase the fidelity of implementation. Exit surveys will be used to assess staff's understanding and use of these strategies.			
The growing advisory system in the school will include professional development for advisory teachers by the advisory coordinator to help them implement the School Connect curriculum, and its efficacy will be routinely assessed by tracking advisory attendance and surveying students' experiences.	Self-selected members of the community.	October 2015 – May 2016	School leaders, advisory coordinator, educational consultants.
Student and parent surveys will be created and distributed to assess whether or not students feel safe and supported. Parent workshops will be scheduled to deepen parents' understanding of the school's vision for creating a supportive environment.	Students, parents and guardians	October 2015 – May 2016	School leaders, advisory coordinator, educational consultants.
Professional learning sessions will be provided to school staff on PBIS and the ladder of consequences. Entrance cards, exit tickets and learning walks will be used as a system of checking on the level of understanding and implementation.	All staff	October 2015 – May 2016	School leaders, teacher leader and educational consultant.

Part 4 – Budget and Resource Alignment

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

Human Resources - Three educational consultants; 5 teacher leaders (4 Design and 1 advisory coordinator); 1 guidance counselor; 1 social worker; data specialist; two assistant principals; the principal.

Instructional Resources - Curricula; data templates; analysis protocols; monitoring system.

Schedule Adjustments – Time and place in schedule for advisory; time for workshops to develop teacher and student capacity via research and facilitation; per session funds for additional time for team meetings and PBIS 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)		Title III		PTA Funded		SIG or SIF Grant		School Success Grant		Other

Part 5 – Progress Monitoring

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

A self designed school survey administered to students will reflect that 82.5% of students feel safe in our school.

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

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

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

Part 1 – Needs Assessment

<p>Part 1a. HEDI Rating (Highly Effective, Effective, Developing, or Ineffective) for DTSDE Tenet 4:</p> <ul style="list-style-type: none"> For schools that received an Integrated Intervention Team (IIT) School Review Report, consider the HEDI rating for each assessed Statement of Practice (SOP) and indicate on the chart below. For schools that did not receive an IIT School Review, or did not receive a HEDI rating for one or more SOPs: Self-rate your school for that SOP, informed by an analysis of student performance trends and any major findings/recommendations from your Quality Review (QR), or Alternative QR (AQR), and other relevant qualitative and quantitative data. Enter your HEDI self-rating(s) on the chart below. 		
Tenet 4 Statement of Practice (SOP) Addressed		HEDI Rating
4.2	School and teacher leaders ensure that instructional practices and strategies are organized around annual, unit, and daily lesson plans that address all student goals and needs.	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.	D
4.4	Teachers and students work together to implement a program/plan to create a learning environment that is responsive to students’ varied experiences and tailored to the strengths and needs of all students.	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).	D
<p>Part 1b. Needs/Areas for Improvement:</p> <ul style="list-style-type: none"> Reflect on your school’s HEDI ratings (or self-ratings) in Part 1a, particularly any ratings of <u>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>Our school had a DTSDE review during the 2013 – 2014 school year and we received a “Developing” in all four statements of practice – “While teachers collaborate and have participated in PD in a variety of areas, teachers do not consistently engage in instructional strategies and practices in keeping with CCLS expectations, which limits student engagement and achievement.”</p> <p>In an effort to provide rigorous instruction that results in high levels of student engagement and is reflective of teacher collaboration, we will focus on SOP 4.2:</p> <p>4.2 DTSDE Finding – School and teacher leaders are beginning to engage and support teachers in the process of considering data in the development of instructional plans, goals and practices. However, the impact on lesson plans and instruction in the classroom is inconsistent.</p> <p>4.2 DTSDE Recommendations:</p> <p>Expand and formalize efforts to use data into a universally known and used protocol for setting goals for students and aligning instruction and assessments to support students in reaching those goals. Frequently assess the degree of mastery of student goals and make adjustments, as needed – this is a priority need.</p> <p>4.3 DTSDE Finding – Many teachers have developed lesson plans that are beginning to reflect some elements of the CCLS. However, the use of higher order questions and content complexity and differentiation is inconsistent, limiting opportunities to reach all learners.</p>		

4.3 DTSDE Recommendations:

Expand and formalize efforts to model the instructional shifts of the CCLS for all staff, and refocus existing structures of peer visitation, informal walkthroughs, and lesson study to provide frequent feedback regarding the degree of quality implementation.

4.4 DTSDE Finding – While teachers have begun to collaborate to identify and acknowledge the needs of the diverse groups of students at the school, strategies and practices to create a learning environment that is responsive to student needs are inconsistent.

4.4 DTSDE Recommendations:

Use school and student data to expand and formalize the newly launched campaign, “Do the Right thing,” into a clearly articulated and explicitly taught system of behaviors and skills for all students. Ensure that the system is the foundation for all procedures and practices in the school community.

4.5 DTSDE Finding – Although some teachers provide strategies for grouping students based on formative and summative performance data, this practice is inconsistently used across classes and does little to encourage students to take ownership of their learning.

4.5 DTSDE Recommendations:

Formalize and focus data analysis protocols to expand strategies for using flexible grouping to meet the instructional needs of all students. Provide professional learning on the effective use of grouping strategies for all students.

In summary, our school community, in response to the 2013-2014 review, data predicted that student achievement would increase with a school-wide instructional focus that was known by all. The school wrote and adopted a focus along with three instructional practices that were used school wide. Student achievement rose. However, the teaching staff and administration felt that implementation of the practices could be improved. Therefore, rather than adopt a new set of practices, the same ones will be focused on in the 2015-2016 school year, but in deeper and more consistent ways. For instance, the DEAR practice, which didn't sustain student focus in some classrooms, will be enhanced by the use of “A Patterned Way of Reading”. The school wide practices became and will continue to be the center of teacher collaboration as the Professional Learning Team guides them through PD sessions, inter-visitations and the use of relevant resources. Teacher collaboration on the grade and content teams improved in the 2014-2015 school year. Collaboration will continue to improve with increasing proficiency in the use of protocols to analyze data (especially to guide student grouping in classrooms), in providing safe and positive learning environments, and in the development and refinement of curriculum maps, unit plans and lesson plans that are aligned to the CCSS and that incorporate in a dynamic way the school wide practices. All of the collaborating teacher teams, including the content teams, the grade teams, the school improvement teams and the design teams set SMART goals in the 2014-2015 school year based on data from multiple sources. The sources included scholarship data, Regents data, student work, teacher observations, and data found in the DTSDE, the School Quality Report and the School Survey. Teams began to become proficient in the use of action plans to achieve their SMART goals and to use a cycle of learning in their work. In the 2015-2016 school year the teams will become more proficient as teachers grow their leadership and teaming skills. They will do this through modeling, workshops and facilitation by administration and consultants. More teachers will be trained in the Teacher Leadership Program, offered by the Department of Education. The GWHS administration expects the increasing proficiency of teacher collaboration, the improved precision in the use of data, and more dynamic involvement of parents to produce further gains in student achievement.

Part 2 – Annual Goal

Indicate your school's 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools—Collaborative Teachers. Your goal must be responsive to the identified

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

As a result of teacher collaboration in grade and content teams, in June 2016 there will be a 10% increase of students passing all of their classes with a grade of 75 or higher (the new minimum for “Do the Right Thing” awards) as compared to the June 2015 scholarship report.

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) 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>Consistent protocols will be used for setting student goals and to align instruction and assessments. The degree of student mastery will be assessed frequently; adjustments will be made as needed. Parents of students in target populations will be</p>	<p>Grade, content and school improvement teacher leaders; teachers</p>	<p>October 2015 – May 2016</p>	<p>Principal, assistant principals, data specialist and educational consultants</p>

<p>informed and invited to team meetings.</p>			
<p>Through the cycle of learning, grade teams will develop strategies to improve students' success. They will engage in peer inter-visitations to provide collegial feedback on the implementation of the school wide practices that have increased student achievement.</p>	<p>Grade team teacher leaders; teachers</p>	<p>October 2015 – May 2016</p>	<p>Principal, assistant principals, teacher leaders and educational consultants.</p>
<p>Teachers' collaborative analysis of students' achievement levels indicates that the bar can be raised for the 2015-2016 school year. The requirement for student participation in "Do the Right Thing" celebrations will be raised from passing classes with an average of 65 to an average of 75. In grade and content team meetings, teachers will increase their collaborative analysis of relevant data from formative assessments to help each other better align their grades to the school's grading policy, which will help students improve students' averages. Parents will be invited to culminating student celebrations.</p>	<p>Grade and content team teacher leaders; teachers; students</p>	<p>October 2015 – May 2016</p>	<p>Principal, assistant principals, data specialist, teacher leaders and educational consultants.</p>
<p>The PL team, consultants and administrators will provide protocols, PD and ongoing guidance for collaborative analysis of formative assessment data, so that grade and content teams can develop strategies for the flexible grouping of students to meet their learning targets.</p>	<p>Grade and content teams; students</p>	<p>October 2015 – May 2016</p>	<p>Principal, assistant principals, PL team, data specialist and educational consultants.</p>

School leaders will present provide parents with an understanding of what collaborative teachers looks like at our school. Details regarding team goals and action plans will be discussed.			
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Part 4 – Budget and Resource Alignment

Part 4a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.											
Human Resources – Content and grade team teachers leaders and teachers, guided by Principal, Assistant Principals, 3 educational consultants and the PL team; teachers for extended learning opportunities.											
Instructional Resources - Curricula; data templates; analysis protocols; school wide grading policy.											
Schedule Adjustments – per-session funds for additional time for team meetings; coverage time for teachers to conduct inter-visitations.											
Part 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.											
X	Tax Levy		Title I SWP	X	Title I TA		P/F Set-aside	X	21 st Century		C4E
	Title I 1003(a)		Title III		PTA Funded		SIG or SIF Grant		School Success Grant	X	Other

Part 5 – Progress Monitoring

Part 5a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.
A review of the scholarship report data in January 2016 as compared to January 2015 will demonstrate an overall increase of students receiving grades of 75% in 3 or more classes by 5%.
Part 5b. In February 2016, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

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

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

Part 1 – Needs Assessment

<p>Part 1a. HEDI Rating (Highly Effective, Effective, Developing, or Ineffective) for DTSDE Tenet 2:</p> <ul style="list-style-type: none"> For schools that received an Integrated Intervention Team (IIT) School Review Report, consider the HEDI rating for each assessed Statement of Practice (SOP) and indicate on the chart below. For schools that did not receive an IIT School Review, or did not receive a HEDI rating for one or more SOPs: Self-rate your school for that SOP, informed by an analysis of student performance trends and any major findings/recommendations from your Quality Review (QR), or Alternative QR (AQR), and other relevant qualitative and quantitative data. Enter your HEDI self-rating(s) on the chart below. 		
Tenet 2 Statement of Practice (SOP) Addressed		HEDI Rating
2.2	The school leader ensures that the school community shares the Specific, Measurable, Ambitious, Results-oriented, and Timely (SMART) goals/mission and long-term vision inclusive of core values that address the priorities outlined in the School Comprehensive Educational Plan (SCEP).	D
2.3	Leaders make strategic decisions to organize programmatic, human, and fiscal capital resources.	D
2.4	The school leader has a fully functional system in place aligned to the district's Annual Professional Performance Review (APPR) to conduct targeted and frequent observation and track progress of teacher practices based on student data and feedback.	D
2.5	Leaders effectively use evidence-based systems and structures to examine and improve critical individual and school-wide practices as defined in the SCEP (student achievement, curriculum and teacher practices; leadership development; community/family engagement; and student social and emotional developmental health).	E
<p>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>Our school had a DTSDE review during the 2013 – 2014 school year and we received a “Developing” in three out of four statements of practice – “Although effective structures are in place for evaluating instruction, school leaders have not placed a consistent focus on goal setting, school improvement, or the best use of available resources to improve academic achievement at an accelerated rate.”</p> <p>Please note that SOP 2.4 in the DTSDE aligns with SOP 2.5 in this document. Therefore, the rating of Effective has been placed in SOP 2.5 despite it being reflected as SOP 2.4 in the DTSDE findings.</p> <p>In an effort to ensure that the school makes adequate yearly progress as measured by students’ academic, social and emotional growth we will focus on SOP 2.3.</p> <p>2.2 DTSDE Finding – While the SCEP contains SMART goals developed annually by the School Leadership Team (SLT), these goals do not reflect a long-term vision for continuous and sustained school improvement and are not uniformly known or understood by all stakeholders.</p> <p>2.2 DTSDE Recommendations:</p> <p>All members of our school community are not fully invested in the vision and mission that evolved from the community’s discussions and do not fully participate in the initiatives developed by the SITs.</p>		

Similarly, all members have not been receptive to the proven research that supports the school improvement processes.

While the agreements created by the staff are used frequently, and modeled routinely by administrators and team leaders, with visible effects in the school meetings, not all teachers have fully internalized the practice of using norms in their collaboration among each other and in their interactions with students.

2.3 DTSDE Finding – Although the school leader makes some decisions to deploy resources aligned with student and staff needs, the school lacks a comprehensive approach and system for allocation of resources to meet the needs of the school community.

2.3 DTSDE Recommendations: There is a need for a research based curriculum that addresses students’ social and emotional development when designing rigorous units and lessons of study.

A system of frequent assessments of the school’s progress needs to be put in place to ensure that we are meeting our goals – this is a priority need.

2.4 DTSDE Finding – The school leader has implemented some structures and encourages staff to use evidence to inform some of their practices. However, a formal and adaptive system that connects individual and school- wide evidence-based practices is not yet in place.

2.4 DTSDE Recommendations: Expand the use of current evidence- based practices to connect efforts across all content and subject areas. Identify and implement frequent monitoring benchmarks to assess implementation fidelity and achievement of SCEP goals.

In summary, the comprehensive, teacher-driven set of School Improvement Teams (SIT’s) that were put in place in the 2013-2014 school year were reshaped and expanded for the 2014-2015 school year to increase their efficacy. Team leadership has been developed and teaming skills throughout the staff have been improved, resulting in more efficient teamwork. The distribution of leadership and the overall coherence of the school design has thus improved. Staff has indicated in school surveys that leadership has produced measurable gains in the realization of its mission and vision. SMART goals connected to the school’s mission and vision were more precise and monitored more carefully by in the 2014-2015 school year than in the previous year – by teacher teams and administration alike. Strategic decisions to organize programmatic, human, and fiscal capital resources include (a) the creation of a calendar that solidified meeting times; (b) the purchase of manipulative tools for the math department; (c) the hiring of an organizational AP; (d) the hiring of a part time social worker to meet the social and emotional needs of the students; (e) the hiring of dually certified (content/SPED) teachers in math and English; (f) the programming of advisory into the students’ schedules; (g) the purchase of use of the I-Pad based LightSail reading program; and (g) the rebranding of the school with colors and messages that support our vision and mission and that create a purposeful, inspiring physical environment for staff and students alike. A fully functional system was continued in alignment with 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. The data gathered was used to create targeted PD opportunities for teachers and to direct the work of consultants to areas of highest need. Administrative decisions were based on research and evidence from surveys and other data sources to increase student achievement improve curriculum and teacher practices; support leadership development; increase community/family engagement; and promote student social and emotional developmental health.

Part 2 – Annual Goal

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

Frequent cycles of observation and purposeful feedback by school leaders to support effective instructional practices will result in a 5% increase in the overall passing rates for all Regents in June 2016 as compared to June 2015. (Quality School Report 2015)

Part 3 – Action Plan

<p>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Strategies to promote parent leadership and engagement as a key lever for school improvement. 	<p>Target Group(s) <i>Who will be targeted?</i></p>	<p>Timeline <i>What is the start and end date?</i></p>	<p>Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy? (include school, educational consultants and/or CBO staff)</i></p>
<p>School leaders will conduct cycles of observations, use periodic data and weekly meetings to provide teachers with actionable feedback to improve instruction and student outcomes. Parents will be informed of trends in instructional and assessment data at PTA and SLT meetings.</p>	<p>All teachers</p>	<p>October 2015 – May 2016</p>	<p>Principal, assistant principals, educational consultants.</p>

<p>Twice per year, teachers will submit a unit plan for assessment of the alignment to the CCLS as evidenced by the Tristate rubric.</p> <p>Educational consultants will be assigned to work with the four core content area teacher leaders in team meetings to assist in the development and vetting of unit plans to meet the needs of all students.</p>	<p>Teachers, Grade and Content teacher leaders</p>	<p>October 2015 – May 2016</p>	<p>Principal, assistant principals and educational consultants.</p>
<p>Grade and content team leaders will be supported by school leaders and educational consultants in the use of data to inform next steps in designing instructional plans at bi-monthly meetings.</p> <p>After school professional learning opportunities for teacher leaders on the successful use of protocols during teacher team meetings will be organized around the school’s vision and mission and will result in an increase of trust, motivation and skill needed by staff to follow through on the initiatives developed by the school community.</p> <p>Teacher leaders will receive the books, “The Power of Protocols” and “The Facilitators Book of Questions – Tools for Looking Together at Student and Teacher Work”.</p>	<p>Teacher leaders; students scheduled to take math Regents in January 2016 and June 2016</p>	<p>October 2015 – May 2016</p>	<p>Principal, assistant principal and educational consultants.</p>

Resources such as Regents Review books for all students will be made available for all students who are scheduled for Social Studies, Science and Math Regents as an additional support for students.			
School and teacher leaders will provide non-evaluative and formative feedback to struggling teachers (teachers who received a Developing in 1E and/or 3C) in an effort to improve instructional planning and implementation.	Teachers	October 2015 – May 2016	School and teacher leaders

Part 4 – Budget and Resource Alignment

Part 4a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.											
Human Resources – Content, Grade and SIT Teams, with assistance from consultants and the administrative staff.											
Instructional Resources – Educational consultants, books for teacher leaders and Regents review books for students.											
Schedule Adjustments - Per-session funding will be used to pay for 8 teacher leaders to attend after school professional learning sessions.											
Part 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.											
X	Tax Levy		Title I SWP	X	Title I TA		P/F Set-aside	X	21 st Century		C4E
	Title I 1003(a)		Title III		PTA Funded		SIG or SIF Grant		School Success Grant		Other

Part 5 – Progress Monitoring

Part 5a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.
Results of January 2016 Regents will reflect a 2.5% increase in student passing rates as compared to January 2015.
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.	D
6.4	The school community partners with families and community agencies to promote and provide training across all areas (academic and social and emotional developmental health) to support student success.	D
6.5	The school shares data in a way that promotes dialogue among parents, students, and school community members centered on student learning and success and encourages and empowers families to understand and use data to advocate for appropriate support services for their children.	D
<p>Part 1b. Needs/Areas for Improvement:</p> <ul style="list-style-type: none"> Reflect on your school’s HEDI ratings (or self-ratings) in Part 1a, particularly any ratings of <u>D</u>eveloping and <u>I</u>neffective. Summarize your school’s strengths and needs relative to this element of the Framework for Great Schools and DTSDE tenet (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data trends and sources. <p>Our school had a DTSDE review during the 2013 – 2014 school year and we received a “Developing” in three out of four statements of practice – “While the school regularly uses family outreach mechanisms and communicates high expectations for all students, strategies for building relationships have not yielded reciprocal communication with all families. Training and support for staff and parents, in order to foster this relationship is not yet fully in place, therefore limiting the ability of some parents to support increases in academic achievement and social emotional growth of their student.”</p> <p>In an effort to build strong family and community ties, the school will focus on SOP 6.3.</p> <p>6.3 (Strengths)</p> <p>The school has a variety of ways of communicating with families in various languages. The school holds regularly scheduled parent workshops on college readiness. The Parent Engagement Team – will continue to find ways of engaging parents and developing strong ties to support student success.</p> <p>6.3 (Needs – DSTDE 2/2014)</p> <p>A systemic way of communicating with parents in languages other than English and Spanish has not been put into place. The school needs to ensure that communication is reciprocal and in parents’ native languages. The school needs to create a calendar of workshops that will meet the needs of all parents/students. The school needs to invite parents</p>		

into the classroom more regularly to enhance parents' understanding of what their child is learning in classes and in school – this is a priority need.

6.4 (Strengths) There are many partnerships – college, career and social/emotional health – that the school has established to support student success.

6.4 (Needs – DTSDE 2/2014)

Teachers need more professional learning opportunities to help them learn how community based partnerships can augment students' success. Parents need more professional learning opportunities to help them learn how community based partnerships can augment their children's success.

6.5 (Strengths)

Meeting structures – including parent workshops, School Leadership Team and Parent Teacher Association meetings – are used to provide parents with data. Data is readily available to parents and the school shares data sources and outcomes with parents.

6.5 (Needs – DTSDE 2/2014)

The school needs to disaggregate the data so that parents understand how to use it to support their child's success – this is a priority need.

In summary, the school has a variety of ways of communicating and engaging with families; there are regularly scheduled parent workshops on college readiness, and there are many partnerships – college, career and social/emotional health – that the school has established to support student success. An established School Improvement Team – the Parent Engagement Team (PET) – will continue to find ways of engaging parents and developing strong ties to build upon these systems. Meeting structures – including parent workshops, School Leadership Team and Parent Teacher Association meetings – are used to provide parents with data. However, in an effort to build stronger family-community ties, and empower parents to support their children as they prepare for college and careers, we need to educate our parents on how to interpret and use the data we provide. Parents need to be aware of what their child is learning and why it is important in order to provide support.

Part 2 – Annual Goal

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

Training and support for staff and parents will result in an increase of the daily average attendance by 4% in June 2016 as compared to June 2015. (DTSDE 6/2014)

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>School leaders and educational consultants will provide professional development to build staff capacity to work with families in urban schools, and how to better develop effective relationships in order to work collaboratively with parents between the months of October 2015 and June 2016.</p> <p>School staff will partner with parents to conduct a school</p>	<p>Parents, school staff and students.</p>	<p>October 2015 – June 2016</p>	<p>Principal, assistant principals, PET teacher leader and educational consultants.</p>

<p>walk through to assess how welcoming the school is for students and their families.</p> <p>School staff will be asked to identify a minimum of 5 parents with whom they will develop a reciprocal communication and a deep understanding of parent needs and availability.</p>			
<p>The attendance team, school and teacher leaders will review data as found on ATS to identify students with increasing patterns of absenteeism. Action plans will be developed for these students; parent conferences will be scheduled to determine specific individual needs. Systems to address student lateness will be established. Attendance incentives will be used to motivate students to attend school regularly.</p>	<p>Students and parents.</p>	<p>October 2015 – June 2016</p>	<p>Principal, assistant principals, attendance team, teacher leaders and teachers.</p>
<p>Community events will be scheduled to provide parents with opportunities to engage with the George Westinghouse staff in order to gather data at to their child’s academic, social and emotional growth and progress. Data will be disaggregated into a “parent user friendly” version to allow them to engage in reciprocal communication with school staff.</p>	<p>School community</p>	<p>October 2015 – June 2016</p>	<p>Principal, assistant principals and parents</p>
<p>A community newsletter will be published, a minimum of six times, for parents to gain insights into what their child is learning, opportunities for parent education, upcoming school events, and celebrations’ of student work.</p>	<p>School community</p>	<p>October 2015 – June 2016</p>	<p>Principal, assistant principals, Design Team teacher leaders, guidance counselors, college advisor and parent coordinator.</p>

Part 4 – Budget and Resource Alignment

Part 4a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.											
Budget alignment: Educational consultants, funds for incentives and events, and per-session for staff. Resource alignment: Access to student attendance data and scheduling in order to enable staff and parents to meet.											
Part 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.											
X	Tax Levy		Title I SWP	X	Title I TA		P/F Set-aside	X	21 st Century		C4E
	Title I 1003(a)		Title III		PTA Funded		SIG or SIF Grant		School Success Grant		Other

Part 5 – Progress Monitoring

Part 5a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.											
Aggregate student attendance will increase by 2% by the end of January 2016 as compared to January 2015.											
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)	All 11th grade students receive the AIS English Language Arts course if they have not currently taken and passed the ELA Regents (some transfer students and Honor students may be in this category). This allows for the ELA teacher of the non-AIS course to provide students with rigorous and standard based instruction that does not have to be tied to test preparation, as might be the case if the AIS course was not offered. Historical ELA passing rates and trends led the school to adopt this AIS model.	All 11th grade students are programmed for an English AIS class during the school day. This course is run using a “3/2 split” model in conjunction with physical education. That is, a student will have the AIS class on Monday, Wednesday and Friday of each week, and have the physical education class on Tuesday and Thursday of each week or vice-versa. The days for each course are switched at the start of the spring term in order for physical education time requirements to be met. The purpose of this AIS course is to provide students with additional supporting in acquiring the necessary reading and writing skills to pass the ELA Regents.	Additional class programmed in schedule.	During the school day.
Mathematics	All 9th grade students receive the AIS mathematics course unless they have taken and passed the Algebra	All ninth grade students are programmed for a Math AIS class during the school day. This course is run using a	Additional class programmed in schedule.	During the school day.

	<p>Regents (some students take the course and exam in 8th grade). This allows for the math teacher of the non-AIS course to provide students with rigorous and standard based instruction that does not have to be tied to test preparation, as might be the case if the AIS course was not offered.</p> <p>Historical Algebra Regents passing rates and trends led the school to adopt this AIS model.</p>	<p>“3/2 split” model in conjunction with physical education. That is, a student will have the AIS class on Monday, Wednesday and Friday of each week, and have the physical education class on Tuesday and Thursday of each week or vice-versa. The days for each course are switched at the start of the spring term in order for physical education time requirements to be met. The purpose of this AIS course is to provide students with additional supporting in acquiring the necessary math skills to both pass the Algebra Regents and be successful as they take higher level math courses. While no specific AIS course has been created for students in science, the school has restructured its science sequence and course offerings to improve Regents passing rates. Students are currently programmed for environmental science in tenth grade if they fail the Living Environment Regents, which is given in 9th grade (June and August). This allows students to build on certain scientific knowledge that they learned in</p>		
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		9th grade as opposed to completely “shifting gears” and studying a mostly unfamiliar science if programmed for chemistry of physics. Students are given an opportunity to retake the Living Environment Regents in January.		
Science	10th grade students who have not yet passed the Living Environment Regents.	While no specific AIS course has been created for students in science, the school has restructured its science sequence and course offerings to improve Regents passing rates. Students are currently programmed for environmental science in tenth grade if they fail the Living Environment Regents, which is given in 9th grade (June and August). This allows students to build on certain scientific knowledge that they learned in 9th grade as opposed to completely “shifting gears” and studying a mostly unfamiliar science if programmed for chemistry of physics. Students are given an opportunity to retake the Living Environment Regents in January.	Additional class programmed in schedule.	During the school day.
Social Studies	All 10th grade students receive the AIS Global History course. This allows for the global history teacher of the non-	All tenth grade students are programmed for a Global History AIS class during the school day. This	One-to-one, small group, and large group depending on service.	During the school day.

	<p>AIS course to provide students with rigorous and standard based instruction that does not have to be tied to test preparation, as might be the case if the AIS course was not offered.</p> <p>In addition, because students must study two years of global history, the AIS course allows for review of concepts taught in 9th grade that might not be possible in the current course.</p> <p>Historical Global History Regents passing rates and trends led the school to adopt this AIS model.</p>	<p>course is run using a “3/2 split” model in conjunction with physical education. That is, a student will have the AIS class on Monday, Wednesday and Friday of each week, and have the physical education class on Tuesday and Thursday of each week or vice-versa. The days for each course are switched at the start of the spring term in order for physical education time requirements to be met. The purpose of this AIS course is to provide students with additional supporting in acquiring the necessary reading and writing skills to pass the Global History Regents and be successful when they take US History.</p>		
<p>At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)</p>	<p>All 9th grade students receive the AIS mathematics course unless they have taken and passed the Algebra Regents (some students take the course and exam in 8th grade). This allows for the math teacher of the non-AIS course to provide students with rigorous and standard based instruction that does not have to be tied to test preparation, as might be the case if the AIS course was not offered.</p>	<p>The school has several programs/staff available to provide at-risk services:</p> <p>The school employs a part time social worker from a community based organization, Counseling in Schools, who provides group and individual counseling for students in grades 9 through 12 who have poor attendance and/or academic concerns. These are often students who may be</p>	<p>One-to-one, small group, and large group depending on service</p>	<p>During the school day.</p>

	<p>Historical Algebra passing rates and trends led the school to adopt this AIS model.</p>	<p>at risk of dropping out.</p> <p>The school also has a social worker on site Monday through Thursday as part of the RAPP (Relationship Abuse Prevention Program) Program. The RAPP counselor works with students in grades 9 through 12 who are experiencing issues with relationship abuse (sexual, physical, verbal and emotional abuse), domestic violence and other relationship concerns/issues. The RAPP counselor provides individual and group counseling.</p> <p>Currently, the school psychologist primarily works with those students requiring three year reviews, but there have been several re-evaluations and initial evaluations performed this year for those students identified by parents or staff as being in an inadequate placement. The social worker who works with the school psychologist as part of the SBST team, counsels students are receiving “at risk” counseling services.</p> <p>The related services social worker</p>		
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		<p>provides counseling for those students whose IEPs indicate mandated counseling.</p> <p>The school nurse sees students with a range of medical conditions including asthma, diabetes, allergies, anaphylactic, ileostomy care, migraines, heart murmurs and sickle cell anemia. In addition, the nurse runs a Healthy Options Program (HOP) for those students who are obese.</p>		
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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.
School leaders attend hiring fairs and hire teachers with experience; there is a high priority placed on teachers who are dually licensed in content and special education. To every extent possible, teachers are given assignments that are in their content area and reflect their preferences in terms of upper or lower grades.

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).
All teachers are provided with professional learning opportunities that are embedded into our school day. There is also a calendar of after school professional learning workshops available. Teachers are provided with opportunities to lead teams and make decisions that impact our school, including participation in the hiring process.

Part 3: TA Schools Only

3a. Use of Program Resources

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

3b. TA Coordination with the Regular Program

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

Part 4: SWP Schools Only

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

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

4b. Measures to Include Teachers in Decisions Regarding Assessments

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

N/A

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	594,229.00	X	11,12,15,16,19,20,23,24,26,27,28,29
Title I School Improvement 1003(a)	Federal	0		
Title I Priority and Focus School Improvement Funds	Federal	117,068	X	11,12,15,16,19,20,23,24,26,27,28,29
Title II, Part A	Federal	0		
Title III, Part A	Federal	0		
Title III, Immigrant	Federal	0		
Tax Levy (FSF)	Local	4,077,757.00	X	11,12,15,16,19,20,23,24,26,27,28,29

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.

Title I Parent Involvement Policy

1. George Westinghouse High School will take the following actions to involve parents in the joint development of the District Parental Involvement plan (contained in the RDCEP/DCEP Addendum) under Section 1112 – Local Educational Agency Plans of the ESEA:
 5. School Leadership Team will include discussion of Title 1, Part A parent involvement policy and will be an active participant in discussion of the development of the Title 1 parent involvement policy.
 5. Parent Association meetings will include discussion of Title 1, Part A parent involvement policy. Parent feedback will be used to identify parent workshops and events that will lead to higher levels of parent involvement and engagement.

2. George Westinghouse High School will take the following actions to involve parents in the process of school review and improvement under Section 116 – Academic Assessment and Local Educational Agency and School Improvement of ESEA:
 5. School Leadership Team will conduct a PASS review, in an instructionally useful manner, to help all students in Title 1, Part A programs to meet the challenges of the Common Core and State Standards.
 5. Parent feedback forms will be provided to teachers in an effort to promote a meaningful dialogue that will lead to deeper understanding of the Common Core and State Standards.

3. George Westinghouse High School will coordinate and integrate parental involvement/engagement strategies in Title I, Part A with parental involvement/engagement strategies under the other programs:
 5. Annual Title 1 Parent Awareness Night
 5. Annual Title 1 Parent Conference Day
 5. Parent/Teacher Conferences
 5. College Readiness Workshops
 6. Pupil Path Trainings
 5. Understanding the Common Core Workshops
 5. On-going individual parent meetings

4. George Westinghouse High School will conduct an annual evaluation, with the involvement of parents, to determine the effectiveness of the parental involvement policy in an effort to improve the quality of its Title I Part A program. The evaluation will include identifying barriers to greater participation by parents (with particular attention to parents who are economically disadvantaged, are disabled, have limited English proficiency, have limited literacy, or are of any racial or ethnic minority background). The school will use the findings of the evaluation to design strategies for more effective parental involvement, and to revise, if necessary the parental involvement policies.

5. George Westinghouse High School will build the parents' capacity for strong parental involvement and engagement, in order to ensure parents' participation in programs, workshops and events designed to support a partnership aimed at increasing students' academic success. Specifically the school will conduct:
 5. Parent Conferences and/or workshops

1. The school will provide assistance to parents of children served by the school, as appropriate, in understanding topics such as the following, by undertaking the actions described in this paragraph
 1. Common Core and New York State Standards;
 2. Diploma Requirements including New York State Regents Exams;
 3. The requirements of Title I, Part A;
 4. How to monitor their child's progress; and
 5. How to communicate with educators and work toward supporting students' success.

2. George Westinghouse High School will provide materials and training to help parents work with their children to improve their children's academic achievement, such as using technology, as appropriate, to foster parental involvement by:

5. The school will provide materials and training to help parents work with their children to improve academic achievement in the areas of literacy, technology, math in a variety of settings. SAT review books, Barron's Review books, binders with loose leaf will be provided to parents. Also included are after school parent conferences, the use of the parent coordinator's office, guidance offices and departmental offices. The school will foster a warm and supportive atmosphere.

3. George Westinghouse High School will, with the assistance of the district and parents, educate its teachers, pupil services personnel, principals and other staff in how to reach out to, communicate with and work with parents as equal partners, in the value and utility of contributions of parents, and how to implement and coordinate parent programs and build ties between parents and schools by:

5. The school will provide professional development opportunities for staff to improve communication techniques when dealing with parents and community for the purpose of enhancing students' chances for success. Parents will be offered opportunities to evaluate individual and group conferences in a continuing effort to make improvements. An ongoing dialogue with the PTA committee and other pertinent personnel will take place as well.

4. George Westinghouse High School will, to the extent feasible and appropriate, coordinate and integrate parental involvement programs and activities with Relationship Abuse Prevention Program, Dancing Classrooms, and public programs and conduct and/or encourage participation in activities, such as Parent Resource Centers, that support parents in more fully participating in the education of their children by:

5. Guidance personnel will monitor the students in their caseloads who are on homebound or hospital bound instruction. They will communicate with parents on a regular basis, and they will do the necessary paperwork to update students' records. This also includes any student who is a part of a school for pregnant teens as well.

5. George Westinghouse High School will take the following actions to ensure that information related to the school and parent-programs, meetings and other activities, is sent to parents of Title I participating children in

an understandable and uniform format, including alternative formats upon request, and, to the extent practicable, in a language the parents can understand:

5. Parents are afforded the opportunity to participate in conferences with an interpreter should they require one. Several forms are available in Spanish which is the major alternate language of the students in our school.

Adoption

This School Parental Involvement Policy and the School Parent Compact has been developed jointly with, and agreed on with, parents of children participating in Title I, Part A programs, as evidenced by the attendance sheets at PTA meetings and PAC meetings.

This policy will be adopted by George Westinghouse High School at the November PTA meeting and will be in effect for the period of one year. The school will distribute this policy to all parents of participating Title I Part A children on or before December 8, 2014.

This Parent Involvement Policy (including the School-Parent Compact) was distributed for review by Janine Kieran on October 19, 2015 at the October PTA meeting for review.

The final version of this document will be distributed to the school community on November 2, 2015 and will be available on file in the Parent Coordinator's office.

A copy of the final version of this policy will also be submitted to the Office of School Improvement as an attachment to the school's SCEP and filed with the Office for Family Engagement and Advocacy.

Principal's Signature: Janine L. Kieran

Date: October 13, 2015

School Parent Compact

September 21, 2015

School Responsibilities

George Westinghouse High School will:

Provide high quality curriculum and instruction in a supportive and effective learning environment that enables the participating children to meet the State's student academic achievement standards as follows:

All students will receive a rigorous academic and technical program. Academic interventions will be integrated into the student's school day as well as in our after school program. Students' progress will be monitored by guidance staff, teachers and all those who interact with them on a daily basis. They will be encouraged to meet or exceed expectations. Parents will be welcomed into our school, and there will be ongoing communication in an effort to provide support, encouragement and a celebration of success.

Hold parent-teacher conferences during which this Compact will be discussed as it relates to the individual child's achievement. Specifically, those conferences will be held:

November 19th and 20th 2015 (Fall Semester)

March 10th & 11th 2016 (Spring Semester)

In addition to the two parent/teacher conference dates that are scheduled as indicated above, evening parent conferences will be held each term to provide parents with an additional opportunity to meet with guidance staff, school administrators, social workers and teachers. Progress reports will be used as an additional communication tool during the school year.

Provide parents with frequent reports on their children's progress. Specifically, the school will provide reports as follows:

School Report cards, student report cards, SKEDULA, ARIS Parent Link; in house progress cards are available for parents throughout the term. In addition, our school messenger system is utilized to send out daily messages to parents of absentee students and messages about special meetings. Mailings with regard to Promotion in Doubt are mailed out as well. Parent Association meetings which are held once per month are also attended by various staff members who provide meaningful information to the parents who attend.

Provide parents reasonable access to staff. Specifically, staff will be available for consultation with parents as follows:

Communication is on-going at George Westinghouse High School. Parents are contacted by phone and mailings by teachers and support staff throughout the school year. Messages about their child's progress as well as the emotional and social development are addressed by these various forms of communication.

Individual conferences are an option throughout the school year whereby teachers and support staff are available by appointment.

Provide parents opportunities to volunteer and participate in their child's class, and to observe classroom activities as follows:

Parents are encouraged to participate in their child's education by attending Report Card Conferences four times per year to review students' report card grades. They are always welcome to volunteer in our school library as well. They are also invited to attend school wide events that are designed to either address concerns or celebrate success. Parent volunteers are welcomed through our Parent Coordinator's office as well as through the individual contacts that are made by teachers and support staff.

Parent Responsibilities

We as parents will support our children's learning in the following ways:

5. supporting my child's learning by making education a priority in our home by:
 - making sure my child is on time and prepared everyday for school;
 - monitoring attendance;
 - talking with my child about his/her activities every day;
 - scheduling daily homework time;
 - providing an environment conducive for study;
 - making sure that home is completed;
 - monitoring the amount of television my children watch;
5. participating, as appropriate, in decisions relating to my children's education;
5. participating in school activities on a regular basis;
5. staying informed about my child's education and communicating with the school by promptly reading all notices from the school or the school district either received by my child or by mail and responding as appropriate;
5. reading together with my child every day;
6. providing my child with a library card;
5. communicating positive values and character traits, such as respect, hard work and responsibility;
5. respecting the cultural differences of others;
5. helping my child accept consequences for negative behavior;
5. being aware of and following the rules and regulations of the school and district;
5. supporting the school's discipline policy;

5. expressing high expectation and offer praise and encouragement for achievement.)

PART II – OPTIONAL ADDITIONAL PROVISIONS

Student Responsibilities:

We, as students, will share the responsibility to improve our academic achievement and achieve the State’s high standards.

Specifically, we will:

5. come to school every day and be ready to do our best and be the best;
5. come to school with all the necessary tools of learning – pens, pencils, books, a book bag, etc.
5. listen and follow directions;
5. participate in class discussions and activities;
6. be honest and respect the rights of others;
5. follow the school’s/class’ rules of conduct;
5. ask for help when we don’t understand;
5. complete all assignments on time;
5. study for exams;
5. read at least 40 minutes every day outside of school
5. get adequate rest, eat well and exercise
5. give our parents/guardians, all notices and information we receive at school every day.

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 13	Borough Brooklyn	School Number 605
School Name George Westinghouse 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 Janine Kieran	Assistant Principal Nick Pillari
Coach n/a	Coach n/a
ENL (English as a New Language)/Bilingual Teacher Lauren Fitzgerald	School Counselor Mercy Kurian
Teacher/Subject Area Inna Huber - English	Parent Stanley Timo
Teacher/Subject Area	Parent Coordinator Carolette Rouse
Related-Service Provider Nick Pillari	Borough Field Support Center Staff Member type here
Superintendent Karen Watts	Other (Name and Title) n/a

C. Teacher Qualifications

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

Number of certified ENL teachers currently teaching in the ENL program	1	Number of certified bilingual teachers <u>not</u> currently teaching in a bilingual program	0	Number of teachers who hold both content area/common branch and TESOL certification	1
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]	2	Number of teachers who hold both a bilingual extension and TESOL certification	1
Number of certified ENL teachers <u>not</u> currently teaching in the ENL program	0	Number of teachers currently teaching a self-contained ENL class who hold both a common branch license and TESOL certification [applicable to grades K-6]	0	Number of special education teachers with bilingual extensions	

D. Student Demographics

Total number of students in school (excluding pre-K)	609	Total number of ELLs	12	ELLs as share of total student population (%)	0.00%
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Part II: ELL Demographics

A. ELL Programs

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

This school offers (check all that apply):

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

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

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

B. ELL Years of Service and Programs

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

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

	ELLs by Subgroups									Total
	Newcomer ELLs (0-3 years of service)			Developing ELLs (4-6 years of service)			Long-Term ELLs (receiving 7 or more years of service)			
	All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD	
TBE										0
DL										0
ENL	3	1	1	8	2	1	1			0
Total	0	0	0	0	0	0	0	0	0	0

Number of ELLs who have an alternate placement paraprofessional: _____

C. Home Language Breakdown and ELL Programs

Transitional Bilingual Education

Number of ELLs by Grade in Each Language Group

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

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

Number of ELLs by Grade in Each Language Group

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

* EP=English proficient student

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

Number of ELLs by Grade in Each Language Group

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

This Section is for Dual Language Programs Only

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

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

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

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

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

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Home Language	English	Home Language
Comprehensive English/Common Core ELA	4	0	3	0
Integrated Algebra/CC Algebra	10	0	6	0
Geometry/CC Algebra	1	0		0
Algebra 2/Trigonometry		0		0
Math _____		0		0
Chemistry		0		0
Earth Science		0		0
Living Environment	10	0	4	0
Physics	1	0	0	0

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Home Language	English	Home Language
Global History and Geography	5	0	4	0
Geography		0		0
US History and Government	2	0	1	0
LOTE		0		0
Government		0		0
Other _____				
Other _____				
NYSAA ELA				
NYSAA Mathematics				
NYSAA Social Studies				
NYSAA Science				

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

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

- Describe what assessment tool your school uses to assess the early literacy skills of your ELLs (e.g., EL SOL, Estrellita, Fountas and Pinnell, DRA, TCRWP, teacher-created assessments). What insights does the data provide about your ELLs? How will this data help inform your school's instructional plan? Provide any quantitative data available to support your response.
We use teacher-created assessments or old NYSESLAT exams to assess early literacy skills. If available, we also use the NYS ELA 8th grade exam and spring NYSESLAT scores to gauge literacy skills of incoming 9th grade students. Students in grades 10 through 12 have been assessed previously on the NYSESLAT. Data on current students indicate that all students scored at Level 1 or 2 prior to entering high school. This data combined with the information obtained from the NYSESLAT data (described below) show that a more intense focus on reading and writing skills is required in ESL classes, with less of a focus on listening and speaking skills. The ESL teacher is implementing more reading and writing activities in class to support development of these modalities. Some of these interventions include annotating text, DEAR (Drop Everything and Read) and Think, Write, Pair, Share. In addition, since this data seems to be consistent with school wide literacy needs of non-ELL students, ELL students in content area classes are also benefiting from our school wide instructional focus on literacy that hones in on improving reading, writing, speaking, and listening skills.
- What is revealed by the data patterns across performance levels (on the NYSITELL and NYSESLAT) and grades?
Data on current students indicate that the majority of students have met or are very close to reaching English-language proficiency in listening and speaking, but results are varied for reading and writing. The majority of students are functioning at the intermediate level in reading and writing, however a number are at an advanced level. As a result of this wide-range of abilities, classes are differentiated and reading and writing assignments are tailored to meet the needs of each student. The data shows the need for more interventions focused on more reading and writing for older students who have not yet progressed in their evaluation of their English language acquisition on the NYSESLAT and on the English Regents exam. At this time, no students have been assessed using the NYSITELL.
- How does your school use information about Annual Measurable Achievement Objectives? What does the data reveal? (see [SED memo](#) and [AMAO tool](#))
As mentioned, the pattern that has revealed itself over time is that students are struggling with reading/writing (and, as the periodic assessment data seems to reveal, it seems that writing may present the larger challenge). The ESL teacher has taken this information into account in the planning of his instruction and in her work classroom. Further, she reaches out to other teachers of ELLs to support students in all content areas.

4. For each program, answer the following:
- What are the patterns across performance levels and grades? How are ELLs faring in tests taken in English as compared to the home language?
 - Describe how the school leadership and teachers are using the results of the ELL periodic assessments.
 - What is the school learning about ELLs from the periodic assessments? How is the home language used?
- a) The data indicates that, as with the NYSESLAT data, older students are not performing as well as younger students. At this time, no students have taken tests in their home language, as our only program is ESL. School leadership and teachers are using this data to determine how best to support students in their academic classes. Patterns indicate that scores in reading/writing are in marked contrast to scores in listening/speaking for all proficiency and grade levels. Currently, all ELLs in our ESL classes take exams in English and not in their native language. However, students have access to word -to-word translation dictionaries, home language dictionaries and content-focused glossaries in their home-language. Home languages are used in lesson plans whenever possible and if it is helpful. It is used for reading articles, and understanding vocabulary.
- b) The results of the ELL periodic assessment were shared with all English teachers and teachers who have ELLs in their classes. This data is being used by teachers to identify specific strengths and weaknesses in the following areas: vocabulary, word study, reading strategies, grammar/usage, spelling, writing and grammatical conventions. The data will be used to strategically develop future interventions that address the needs of each individual.
- c) Periodic Assessment data shows that all students scored well on vocabulary meaning, but did not fare as well with word study, with only 5 students scoring above 60%. Reading comprehension and reading strategies scores were uncharacteristically high. Spelling was another weak point, with only 4 students scoring above 60%. Writing conventions scores had two of the lowest scores, with two students getting 0%. The data is revealing that writing may be more of an issues for students than reading as they struggle with conventions and word usage. As mentioned previously, home languages are used in lesson plans whenever possible and if it is helpful. It is used for reading articles, and understanding vocabulary. However, students have access to word -to-word translation dictionaries, home language dictionaries and content-focused glossaries in their home-language.
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 ESL teacher is well-advised through looking at data and through outreach to other content teachers as to each students' second language development progress. The school wide instructional focus on literacy for all students and content area teachers use various scaffolds (such as modeling, bridging prior and new knowledge, schema building, etc.) to meet the needs of ELLs.
7. For dual language programs, answer the following:
- How are the English-proficient students (EPs) assessed in the target language?
 - What is the level of language proficiency in the target language for EPs?
 - How are EPs performing on State and other assessments?
- n/a
8. Describe how you evaluate the success of your programs for ELLs (e.g., meeting AYP for ELLs).
The success of our program is evaluated in several ways. We analyze the number of students who improve their scores or score at a level of proficiency on the NYSESLAT. We also look at student scholarship data to determine credit accrual and progress toward graduation. We also evaluate student progress on standardized tests (Regents, etc.) to determine students making AYP. The biggest hurdle for all ELLs does seem to be Regents exams, as can be seen with the low number of students achieving passing grades.

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.
All new registrants to the school are given the HLIS form on the day of enrollment by the Assistant Principal of Student Support Services to complete. If parents require translation services during the intake process, the Assistant Principal contacts staff who speak the necessary language. If no staff speak the native language, telephone translation is sought through the DOE. The Assistant Principal of Student Support Services does the initial assessment of the HLIS to determine if additional steps are required. The Assistant Principal conducts the informal interview in English. If the interview is needed in the native language, the Assistant Principal contacts staff who speak the native language. If no such staff member is available, telephone translation services are sought. When additional

steps are required, the ESL teacher is consulted and additional steps are taken within the 10 day time frame, including the administration of the NYSITELL or LAB-R, if necessary. All new entrants whose HLIS responses indicate a home language of Spanish and who are newly identified as ELLs based on NYSITELL results are administered the Spanish LAB. The Assistant Principal of Student Support Services is also a licensed English teacher and the ESL teacher is fully licensed and speaks Spanish. Languages spoken by school pedagogues include: Spanish, Haitian Creole, Russian and French.

2. Describe how assessments are used to identify SIFE (Students with Interrupted/Inconsistent Formal Education) within 30 days of enrollment (e.g., LENS, SIFE questionnaire, student work).
If the indication that a student is SIFE is revealed at the time of completion of the HLIS by the parent, the student will be administered the Oral Interview Questionnaire. Based on responses given during the interview, the student will be administered the LENS. Results of the LENS will be provided to the teachers of the student for instructional planning purposes. The student's work will be evaluated throughout the year to determine the student's final SIFE status after initial identification.
3. Describe the identification for newly enrolled students with IEPs. Include titles of the Language Proficiency Team (LPT) members (refer to [ELL Policy and Reference Guide, ELL Identification](#) section).
Students with IEPs will be given the HLIS upon enrollment. If the student's home language is other than English, the LPT will meet to determine if the NYSITELL should be administered. The Language Proficiency Team consists of:
Nick Pillari: Assistant Principal
Lauen Fitzgerald: ESL teacher, Spanish teacher (TESOL certified)
Jenna Hurley: Spanish teacher
Elisabeth D'Antonio: English teacher, Special Education teacher
Jovana DeLeon: Social Worker
The student's parent or guardian.
If the interview is needed in the native language, the Assistant Principal contacts staff who speak the native language. If no such staff member is available, telephone translation services are sought. The LPT makes a determination as to whether the student may have second language acquisition needs or 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 is administered 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. Within 5 school days of ELL determination, the school inform parents of the results of the NYSITELL and ELL status using the NYCDOE standard parent notification letters in the parents' preferred language.
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.
Above-mentioned letters and surveys are mailed back or returned by the students and collected by the ESL teacher, Lauren Fitzgerald, or the Office of Student Support Services. Students are placed in free-standing ESL according to initial LAB-R results or previous NYSESLAT scores, as well as IEPs. Where needed, parents are invited to discuss placement. If needed, translators are made available for these meetings.
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).
If a student is determined to be an ELL as a result of the ELL Identification Process during first time entry or reentry, the parent/guardian /students 18+ will be informed of their right to request that the ELL Identification Process be done a second time at the same time that they are being informed of instructional models during the parent orientation session. The ESL teacher and Assistant Principal of Student Support Services inform parents/guardian/students 18+ of this right. Parents are informed that this must be a written request, and that the school can assist with the translation of the letter if the letter cannot be written in English. All documentation is kept in the student's cumulative file.
6. What structures are in place at your school to ensure that parents understand all three program choices (transitional bilingual education, dual language, and freestanding ENL) through the mandated parent orientation within the specified timeframe? Describe the process, outreach plan, and timelines.
The school conducts orientations for newly enrolled 9th grade students, including ELL students, at which such topics as state standards, assessments, school expectations, and student programs are addressed. The principal and assistant principals of each academic discipline address the students and their parents at these orientations and are available to discuss their concerns. Furthermore, all new admits who are found to be ELLs and are new to the school system have entitlement letters, which are in multiple home languages, mailed to their home addresses within ten days of admission. These include a Parent Survey and Program Selection in the home language. These indicate the student's level (beginner, intermediate or advanced) and restate their course placement and courses offered by the school. In our case, this is free-standing ESL only. The letter further advises parents of their right to the option to

transfer students to another school if they desire bilingual or other programs not offered. The school recognizes that parental involvement is essential to ensure the success of ELL students, and therefore, efforts have been put forth to involve parents as equal partners in the education of their children. In accordance with the Revised Procedures for Identifying and Placing New English Language Learners, parents of new ELLs attend a parent orientation with the ESL teacher, Lauren Fitzgerald, at which they are informed of the various types of programs for English Language Learners. These orientations take place on an as-needed basis and are scheduled both in the morning and the afternoon to provide scheduling options for parents. As needed, translators are made available, and videos and literature are provided in the home language wherever possible. Parents are asked to complete and submit a Parent Assurance Survey/Program Selection Form. Furthermore, the ESL teacher, Lauren Fitzgerald, along with content area teachers, routinely contacts parents to provide them with updates on the progress of their children. Progress letters are sent to inform parents about the problems and/or successes their child may be experiencing. Letters are also sent to the students' homes to inform parents of upcoming events, such as Parent/Teacher Interviews. To the extent possible, these letters are sent both in English and in the parents' native language. After parents are informed of all three program models at the parent orientation, the school provides parents with a Parent Survey & Program Selection Form (in the parents' preferred language), where parents can indicate their program choice. The parent is asked to 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 is placed in ENL (as the school does not have a bilingual program). The school documents all attempts to gather initial parent selection preference.

7. Include how your school reaches out to parents to ensure Parent Surveys and Program Selection forms are returned in a timely manner and how your school monitors parent program choice. As per CR Part154.2, if a form is not returned, the default program for ELLs is bilingual education.
Follow up phone calls will be made using by the ESL teacher, Lauren Fitzgerald, and using over the phone interpreters where necessary. Home visits will be conducted by the attendance family worker, Leroy Talbot, when these outreach methods are not effective. When received Parent Survey and Program Selection forms are stored in the student's permanent record and the information is recorded in ATS.
8. Describe how your school monitors the *Parent Survey and Program Selection* forms that have not been completed and returned.
The ENL teacher, Lauren Fitzgerald, will monitor the return of the forms and notify the administration of any support required.
9. Describe how your school ensures that placement parent notification letters are distributed.
Once the student's program has been determined based on parent selection process, the Assistant Principal for Student Support Services send parents a placement letter (in the parents' preferred language) indicating the program in which their child has been placed.
10. Describe how your school retains all ELL documentation for each child (i.e., HLIS, non-entitlement, and entitlement letters).
All documents are kept in the students' cumulative folder with all other official school documentation. The Pupil Accounting Secretary maintains these records. Access is permitted by school administration and guidance counselors. Teachers are allowed access to documentation only when reviewed with a guidance counselor or administrator.
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.
In conjunction with the ESL teacher, Laren Fitzgerald, the Assistant Principal of Student Support Services, runs the RLER report from ATS for a list of NYSESLAT-eligible students. The required number of exams are ordered for students appearing on the report. The ESL teacher adheres to all of the testing windows for each section of the NYSESLAT and begins each part as soon as possible to ensure that all students take each part. A testing schedule is created and students are informed of when they will be taking each section. Teachers of ELLs are informed of these testing periods and are infomed to send students to the appropriate place if students forget they are to take the test or are trying to avoid taking the test. Phonecalls are made to the parents of students who do not take a section of the exam. Extensive efforts are made to provide make-up sections for students who missed a part of the exam. The ESL teacher takes on this responsibility and works with the Assistant Principal of Student Support Services to ensure that all students are tested. For the most part, only students who are chronic absentees miss parts of the exam. NYSESLAT-eligible students who have long-term absences are identified and outreach is made to their parents to ensure students are present during scheduled exam times
12. Describe how your school ensures that continued entitlement and transitional support parent notification letters are distributed.
Continued entitlement letters and transitional support parent notifaication letters will be mailed at the start of the school by the Assistant Principla of Student Support Services. Copies of letters will be kept in the students's files.
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).

We have had only one student whose parents have opted for bilingual services and transferred their child to another school. All others have wanted ENL. If there is a deviation from this trend, the school will seek to determine how programs offered at the school can be better aligned with parent choice.

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.
Stand-alone ENL instruction seeks to develop English language skills so that students can succeed in core content courses. It is delivered by a certified ENL teacher to students who require the service. Stand-alone ENL classes are self-contained. Stand-alone ENL classes are heterogeneous and taught by a teacher licensed in TESOL and Spanish. The classes are ungraded. Integrated ENL instruction seeks to build English language skills through content area instruction. It is delivered through co-teaching by a certified ENL teacher and a certified content area teacher. Students are programmed by grade level to be in the same required core class, and the ESL teacher is assigned to the class for the number of days required to meet the required instructional minutes.
 - b. TBE program. *If applicable.*
n/a
 - c. DL program. *If applicable.*
n/a
2. How does the school ensure the mandated number of instructional minutes is provided according to proficiency levels in each program model?
 - a. How are explicit ENL, ELA, and HLA instructional minutes delivered in each program model (see charts 5.1 and 5.2 below)?
Each core course is taught in 45 minutes periods each day. The ESL teacher is programmed to be in the classroom for the required number of minutes that each student requires.
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.
The language of instruction for all classes is English, and multiple texts are used as well as other media. Classes focus on the four essential modalities of reading, writing, listening and speaking and the curriculum is aligned with both ELA and ESL New York State Learning Standards and New York City ELA Performance Standards. Learning strategies are taught explicitly and careful attention is paid to develop students' critical thinking skills. Classes use structured immersion and instruction draws upon various strategies to scaffold, support and raise students' academic achievement. Techniques include the CALLA approach, differentiated instruction, balanced literacy scaffolded for ELLs and project-based authentic language learning activities. Students receive language-to-language dictionaries and content-area glossaries for use in classes and during high-stakes testing. The school complies faithfully with all time and location mandates for testing.
4. How do you ensure that ELLs are appropriately evaluated in their home languages throughout the year?
ESL classes are taught in and students are tested in English. Students have access to word -to-word translation dictionaries and native language dictionaries
5. How do you ensure that ELLs are appropriately evaluated in all four modalities of English acquisition throughout the year?
Students are evaluated during their ESL classroom time in a number of ways. Lessons are developed to maximize student discussion, increase reading comprehension and stamina, and promote writing as a means of expressing claims. Students also complete mock NYSESLAT exams as a means of evaluating their progress throughout the year.
6. How do you differentiate instruction for each of the following ELL subgroups?
 - a. SIFE
 - b. Newcomer

- c. Developing
- d. Long Term
- e. Former ELLs up to two years after exiting ELL status

a. The ESL teacher uses various data from ATS and ARIS to determine the performance of the student(s) before coming to high school. Parental communication usually yields more specific information about the causes and the extent of the interruption to the child's education. Various classroom assessments are then used to determine areas of weakness and the student's language and instructional needs. Instruction is differentiation to the extent possible to try to meet these needs. Traditional ELL supports are provided (language to language dictionaries/glossaries, instructional strategies such as modeling, bridging prior and new knowledge, schema building, etc., vocabulary development, rubrics that help students determine their own progress and proficiency) and further assessments are given. Progress is measured against baseline data and instruction is modified as needed. In addition, these students can participate in school wide tutoring and assistance sessions when offered.

b. As with SIFE, the ESL teacher uses various data from ATS and ARIS to determine the performance of the student(s) before coming to high school if available. Various classroom assessments are then used to determine areas of weakness and the student's language and instructional needs. Instruction is differentiation to the extent possible to try to meet these needs. Traditional ELL supports are provided (language to language dictionaries/glossaries, instructional strategies such as modeling, bridging prior and new knowledge, schema building, etc., vocabulary development, rubrics that help students determine their own progress and proficiency) and further assessments are given. Progress is measured against baseline data and instruction is modified as needed. In addition, these students can participate in school wide tutoring and assistance sessions when offered. Traditionally, George Westinghouse high school has not had a large number of newcomers.

c. Students who have received 4 to 6 years of service, are provided with the level of ESL instruction needed, and as with previously mentioned students are researched and assessed. For students in this category, more emphasis is placed on determining areas of weakness on the NYSESLAT and what English language acquisition issues remain that are impeding the student from testing out or what academic deficiencies are present that are preventing the student from testing out. For these students sometimes additional guidance is needed from the content areas teachers to determine difficulties the student is having. Instruction is differentiated to provide these students with academic support and/or NYSESLAT preparation. In addition, these students can participate in school wide tutoring and assistance sessions when offered.

d. Students who have received more than 6 years of service, are provided with the level of ESL instruction needed, and as with previously mentioned students are researched and assessed. For students in this category, more emphasis is placed on determining areas of weakness on the NYSESLAT and what English language acquisition issues remain that are impeding the student from testing out or what academic deficiencies are present that are preventing the student from testing out. For these students sometimes additional guidance is needed from the content areas teachers to determine difficulties the student is having. Instruction is differentiated to provide these students with academic support and/or NYSESLAT preparation. In addition, these students can participate in school wide tutoring and assistance sessions when offered. Students in this category may sometimes benefit from intervention from the guidance counselor, as they no longer feel that they should be in ESL and their attendance begins to worsen. Guidance intervention can sometimes assist in these situations.

6e. The ESL teacher monitors progress of former ELLs and ensures that ELLs receive testing accommodations as needed on Regents examinations. These often include time extension, separate location, third reading of listening selection on ELA Regents, bilingual dictionaries and glossaries and simultaneous use of English and alternative language editions.

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.

If a student is determined to be an ELL as a result of the ELL Identification Process during first time entry or reentry, the parent/guardian /students 18+ will be informed of their right to request that the ELL Identification Process be done a second time at the same time that they are being informed of instructional models during the parent orientation session. The ESL teacher and Assistant Principal of Student Support Services inform parents/guardian/students 18+ of this right. Parents are informed that this must be a written request, and that the school can assist with the translation of the letter if the letter cannot be written in English. All documentation is kept in the student's cumulative file. For those students reidentified as ELL or non-ELL, the school will conduct monthly meetings to determine student progress. These meetings will include an Assistant Principal, ENL teacher, the student's ELA teacher, a content area teacher and the student's guidance counselor. Prior to this meeting, the ENL teacher will ask all of the student's current teacher's to fill out a school developed form about the student's academic and social progress. At the meeting the team will review these reports and any other available assessment information (Regents exam, Performance Based Tasks, Regents predictives, etc.) to determine the student's progress. The principal will be provided copies of summaries of these meetings. When the team feels that enough information has been acquired they are able to make a determination, the Assistant Principal who has been attending the meetings will meet with the Principal to review the data and provide the group's final determination. The principal will then meet with the parent and student and make the final decision.

Chart 1: What instructional strategies and grade-level materials do teachers of ELL-SWDs use that both provide access to academic content areas and accelerate English language development?

The ESL teacher uses direct instruction as well as cross-curricular content-area projects. Students work in small groups to allow stronger students to assist weaker ones in indirect teaching and self-learning. A content-area based textbook and workbook series is utilized in the classroom as well. Currently, several special needs students are hearing impaired and receive services through a separate hearing department program, as specified in their IEPs. IEP requirements for these students take priority over ESL per state regulations. Additionally, these students' LAB-R and NYSESLAT scores are being re-evaluated by the DOE due to clarification of state regulations that indicate they may have been tested in error and should not be classified as ELLs. These students may be reevaluated using the new English Language Acquisition Needs Determination (ELAND) Review Procedures. For those students who are ELL-SWDs, the Assistant Principal of Student Support Services ensures that in addition to ESL services, students are provided with the recommended services that are listed on the IEPs of ELL students.

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?

Curricular materials are chosen to meet the needs of ELL-SWDs or curricular materials are differentiated to allow ELL-SWDs access to the curriculum. Class sizes are extremely small, allowing for extensive personalized attention for each student, which is particularly useful for ELL-SWDs. In regard to other classes, students are scheduled according to their IEP mandates but mainstreaming occurs in our technology, PE, arts and foreign language courses. Student progress in each content area is reviewed to determine if students require different educational placements. These decisions are made in conjunction with the content area teachers, and flexible programming is implemented as needed.

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

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



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

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

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

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

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

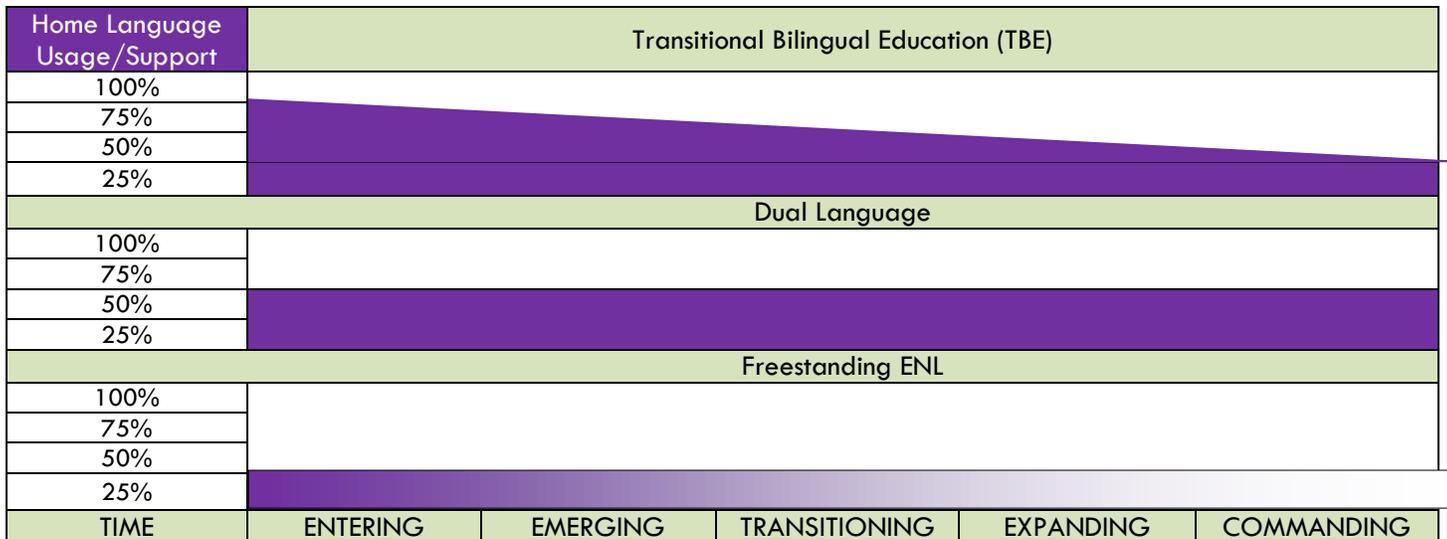


*Note: “other approved services” does not apply to New York City at this time.

Chart 5.3

Home Language Usage and Supports

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



A. Programming and Scheduling Information--Continued

10. Describe your targeted intervention programs for ELLs in ELA, math, and other core content areas (specify ELL subgroups targeted). List the range of intervention services offered in your school for the above areas as well as the language(s) in which they are offered.
Due to the limited number of ELLs, specific interventions are not targeted at them. These students receive the same targeted intervention strategies that are offered to non-ELL students. These services include credit-recovery opportunities using an online system and Saturday Regents preparation classes. These students also receive AIS courses during their day to acquire skills and prepare for various Regents exams. Ninth grade students receive this course in Algebra. Tenth grade students receive this course in Global History. Eleventh grade students receive this course in English Language Arts. All services are provided in English. The ESL teacher is in regular contact with parents and content-area teachers to address the specific needs of ELLs.
11. Describe the effectiveness of your current program and how it is meeting the needs of your ELLs in both content and language development.
The small size of our programs allows us to schedule students so that they receive a very structured and supportive environment. This has led to a significant number of students improving their scores on the NYSESLAT. This also allows for effective academic supports as designed by content area teachers.
12. What new programs or improvements will be considered for the upcoming school year?
There are currently no new programs or services being considered for the upcoming school year, however, we are developing a program in which we will serve ELLs and former ELLs under the new study and staffing requirements for the 2015-2016 year.
13. What programs/services for ELLs will be discontinued and why?
As the budget allows, there are currently no plans to discontinue programs or services for ELLs.
14. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
Student's ability to have a schedule similar to their peers that allows them to participate in school events and activities is taken in to consideration when scheduling ESL classes. ELLs participate fully in all school programs. They have full access to the CTE programs we offer (Multimedia Internet Technology, Electrical Installation and Practice, Culinary Arts and Computer Systems Support). ELLs can participate in all offered PSAL sports teams. In addition, a variety of clubs exist (National Honor Society, FIRST Robotics, Chess Club, Martial Arts Club, Anime Club, NYC Explorer Club, International Trip Club and Creative Arts Club). Currently the school is offering after school Regents tutoring and Saturday school classes, in which all ELLs can participate. In addition, ELLs can take advantage of the after school library hours that are being offered throughout the week.
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.
iPads are used to support reading comprehension development. Students are currently using a program called LightSail to create their own reading library and analyze their reading comprehension on a daily basis. Moreover, many other texts, content-area glossaries, language dictionaries, classroom reading libraries, field trips, as well as media such as film, audio CDs and tapes, overhead projectors, maps, computers and internet sites are used.
16. How is home language support delivered in each program model (DL, TBE, and ENL)?
All instruction is in English, however, the LEP/ELL Coordinator, Lauren Fitzgerald, does speak fluent Spanish and French if needed. Within the classroom, students are encouraged to use resources such as Google Translate to translate words into and from their home language. Translators are available for parent meetings, letters, IEP meetings, etc., and glossaries and native language dictionaries are provided to students for in-school and at-home usage.
17. Explain how the school ensures all required services/resources support and correspond to ELLs' ages and grade levels.
All services and resources correspond to ELLs' ages and grade levels. At the high school level, ages and grade levels are close enough that students can work together in meaningful ways. That being said, materials are differentiated by age/grade level if needed. Texts are also chosen to meet students' interests and are chosen so that they are relevant to perhaps other classes they are taking.
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).
The school conducts orientations for newly enrolled 9th grade students, including ELL students, prior to the start of the school year, at which such topics as state standards, assessments, school expectations, and student programs are addressed. The principal and assistant principals of each academic discipline address the students and their parents at these orientations and are available to discuss their concerns
As needed, translators are made available. Additionally, a summer school Bridge program is offered to all incoming freshmen, including ELLs.
19. What language electives are offered to ELLs?
Currently, ELLs are only offered to take Spanish as a Foreign Language at George Westinghouse High School.
20. For schools with dual language programs:

- a. What dual language model is used (e.g., side-by-side, self-contained)? Explain how much of the instructional day (percentage) EPs and ELLs are integrated.
- b. In which language(s) is each core content area taught?
- c. How is each language separated for instruction?
- d. Is emergent literacy taught in the child's home language first (sequential), or are both languages taught at the same time (simultaneous)?

n/a

B. Professional Development and Support for School Staff

1. Describe the professional development plan for all ELL personnel at the school. (Include all teachers of ELLs.)
In order to ensure that all students meet the rigorous new standards and pass all Regents examinations, the ESL teacher will be sent to all region-wide/city-wide professional development sessions available, including CFN PDs. Information will be shared in professional development sessions with English Language Arts teachers and content area teachers. The ESL teacher will also work in tandem with content area and special education teachers and assistant principals to explore best practices in teaching and learning for ELLs. These meetings will be both informally structured as the need arises and formally structured during department meetings throughout the year. ELL news is communicated in school newsletters.
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?
2. The school offers various professional development sessions to all teachers as we work to implement the Common Core Learning Standards. Daily common planning enables teachers to develop and revise unit and lesson plans, run inquiry teams and school improvement teams. Teachers know through the use of ARIS which students are ELL. They modify their instructional plan to ensure that these students' needs are met; strategies are shared during common planning sessions. Educational consultants are on site weekly to provide additional support to teachers as well.
3. What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?
3. ELL students are invited to summer bridge programs to support a smooth transition to high school. Ninth grade guidance counselors are provided with NYSESLAT data in addition to students performance level data.
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.
4. All teachers have received the mandated 7.5 hours of ELL training as per Jose P. All staff are encouraged to attend school based, CFN offered and/or DOE professional development sessions as needed.

C. Parental Involvement

1. How does the school provide annual individual meetings with parents of ELLs to discuss goals of the program, language development progress, language proficiency assessment results, and language development needs in all content areas? Include provisions for interpretation and translation as needed. Note these meetings do not include mandated parent orientation meetings and DOE-scheduled parent-teacher conferences?
 1. The school conducts orientations for newly enrolled 9th grade students and their parents, including ELL students, at which such topics as state standards, assessments, school expectations, and student programs are addressed. The principal and assistant principals of each academic discipline address the students and their parents at these orientations and are available to discuss their concerns. As needed, translators are made available and literature is provided in the home language wherever possible. Furthermore, the ESL teacher along with content area teachers routinely contact parents to provide them with updates on the progress of their children. Progress letters are sent to inform parents about the problems and/or successes their child may be experiencing. Letters are also sent to the students' homes to inform parents of upcoming events, such as Parent/Teacher Interviews. To the extent possible, these letters are sent both in English and in the parents' native language. Where needed, parents are invited to discuss placement with the LEP/ELL Coordinator. If needed, translators are made available for these meetings. Parents are invited to all Open School events, as well as student recognition ceremonies and special events.
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.

Files will be kept by the ESL teacher on all students. All outreach efforts, meetings held and accommodations provided will be kept in these files. These files will be housed in the office of the Assistant Principal for guidance.
3. Describe ELL parent involvement in your school. Include specific activities that foster parental involvement for parents of ELLs. Parents of ELLs are often present at Parent/Teacher Conferences and during open school nights. ELL parents are often offered translation services are available for all parent-focused activities. A number of ELL and former ELL parents attended the Parent Appreciation Night this May 2015.
4. Does the school partner with other agencies or Community Based Organizations to provide workshops or services to ELL parents? Counseling in Schools - an onsite Community Based Organization - provides services to parents of ELL students who qualify based on 8th grade attendance data. No other partnerships have been established, but all ELL parents may be referred to outside organizations by the Parent Coordinator, Carolette Rouse, or the 9th grade guidance counselors. Translation services are available on site through the use of bilingual school staff.
5. How do you evaluate the needs of the parents?

A teacher developed parent survey was distributed at a PTA meeting during the fall term. Individual needs of parents are communicated directly to the school through the guidance counselor and/or parent coordinator. These needs are then brought to the attention of school leaders.
6. How do your parental involvement activities address the needs of the parents?

Based on feedback from surveys, as well as direct meetings and both formal and informal communication with parents, the needs of parents are addressed.

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.

Part VI: LAP Assurances

School Name: George Westinghouse High School

School DBN: 13K605

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)
Janine Kieran	Principal		6/1/15
Nick Pillari	Assistant Principal		6/1/15
Carolette Rouse	Parent Coordinator		6/1/15
Lauren Fitzgerald	ENL/Bilingual Teacher		6/1/15
Stanley Timo	Parent		
Inna Huber/Spanish	Teacher/Subject Area		6/1/15
Jenna Hurley/Spanish	Teacher/Subject Area		
	Coach		1/1/01
	Coach		1/1/01
Mercy Kurian	School Counselor		6/1/15
Karen Watts	Superintendent		6/1/15
	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: **13K605** School Name: **George Westinghouse High School**
Superintendent: **Karen Watts**

Before you begin, please check the following:

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

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

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

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

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

The RPOB report that is generated in ATS enables us to identify those students whose home language is not English and therefore provide both written and oral translation/interpretation services to them and their families as needed.

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.

An analysis of our interpretation needs reveals that 85% of our parents communicate in English. The second largest language group is Spanish which comprises 7.5% of our parent population. The third largest group is Haitian-Creole speaking parents who comprise 2.5% of our parent population. When necessary, documents and messages are translated in to these languages by staff and outside translators. The school community is informed at faculty meetings, PTA meetings and SLT meetings of the various languages spoken by our parents and the consistent availability of translation and interpretation services. In addition, in our Main Office and through out the school, we display the DOE Translation and Interpretation Unit posters.

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.)

Written translation services are provided through letters, fliers and announcements, which are translated into various languages (as identified in the RPOB report) and backpacked home. Using our phone message system, we inform parents/guardians of information in various languages. Messages are generally sent out multiple times on separate occasions to ensure that the calls have successfully reached our parents/guardians.

In-house school staff provide assistance with written translation services when needed.

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.

Oral interpretation services that the school will provide take place on Open School Evening and Open School Day (Parent-Teacher Conferences), at our monthly PTA meeting and at our annual Title 1 Conference. Bilingual staff is available to provide this service at those times or as needed during the school day or after school. We have many native Spanish, Haitian-Creole, Russian, and Arabic speakers within our school community.

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.

Bilingual staff is available to provide translation of documents as needed during the school day or after school in order to ensure timely completion. We have many native Spanish, Haitian-Creole, Russian, and Arabic speakers within our school community that have been approached and continue to be approached to translate written materials. Any languages that are unable to be translated by in-house staff will be provided by the Translation & Interpretation Unit.

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.

Interpretation services will be provided by in-house school staff that speak necessary languages. Interpretation services via the Translation and Interpretation Unit will be used in the event of the need for translation of a language that staff do not speak.

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.)

Information on how to use the abundance of services available will be discussed and provided at preliminary school staff meetings and through e-mail correspondence. All resources will be provided and there will be a demonstration on how to use the over-the-phone interpretation service.

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

We will fulfill Section VII of Chancellor's Regulations - A663 by:

- 1) Using our phone message system to notify parents/guardians of important school related issues, dates (ex: Regents exams, mid-term exams, PTA meetings, etc.) etc.
- 2) Being certain that signs are posted to inform parents/guardians that they will be able to receive translation services when they enter our building.
- 3) Utilizing the DOE website to obtain letters, that already exist, in foreign languages and re-print them on our school letterhead to be either mailed or backpacked home to parents/guardians.
- 4) Displaying the Parents' Bill of Rights in a conspicuous location in school.

Part F: Monitoring and Quality Control

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

Our school will gather informational feedback on translation using the parent survey and also but administering our own school-specific survey through our ESL coordinator.