



2015-16
RENEWAL SCHOOL
COMPREHENSIVE EDUCATIONAL PLAN
(RSCEP)

DBN: (i.e. 01M001):

03M415

School Name:

WADLEIGH SECONDARY SCHOOL FOR THE PERFORMING & VISUAL ARTS

Principal:

DAISY FONTANEZ

Renewal School Comprehensive Educational Plan (RSCEP) Outline

Section 1: School Information Page

Section 2: Executive Summary and Organizing Principles

Section 3: School Leadership Team (SLT) Signature Page

Section 4: Renewal School Narrative

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

- **Section 5A Framework for Great Schools Element - Rigorous Instruction**
- **Section 5B Framework for Great Schools Element - Supportive Environment**
- **Section 5C Framework for Great Schools Element - Collaborative Teachers**
- **Section 5D Framework for Great Schools Element - Effective School Leadership**
- **Section 5E Framework for Great Schools Element - Strong Family-Community Ties**

Section 6: Expanded Learning Time (ELT)

Section 7: Community School Description

Section 8: Academic Intervention Services (AIS)

Section 9: Title I Program Information

Section 10: Parent Involvement Policy (PIP) and School-Parent Compact (SPC)

Section 1: School Information Page

School Information

Wadleigh Secondary School for the performing and visual arts 03M415

School Name: _____ School Number (DBN): _____

Grades Served: 6 – 12

School Address: 215 West 114th street, New York New York 10026

Phone Number: 212-749-5800 Fax: 212-749-6463

School Contact Person: Daisy Fontanez Email Address: dfontan4@schools.nyc.gov

Principal: Daisy Fontanez

UFT Chapter Leader: Loretta Lewis

Parents' Association President: Gina Marshall

SLT Chairperson: Etta Covington

Title I Parent Representative (or Parent Advisory Council Chairperson): Faith Williams

Student Representative(s): Natasha Williams

CBO Representative: **Teachers College "Raising Educational Achievement Coalition of Harlem – REACH"**

District Information

District: District 3 Superintendent: Ilene Altschul

Superintendent's Office Address: 333 7th Avenue, New York, New York

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

Phone Number: 212-356-3739 Fax: 212-356-7514

Borough Field Support Center (BFSC)

Manhattan
BFSC: _____ Director: Yuet Chu
333 7th Avenue New York, New York
Director's Office Address: _____
YChu@schools.nyc.gov
Director's Email Address: _____
917-705-5856
Phone Number: _____ Fax: _____

Section 2: Executive Summary and Organizing Principles

The Objective

The intent of this Renewal School Comprehensive Educational Plan (RSCEP) is to continue to frame a three-year process for each Renewal school and design a comprehensive plan that outlines a strategic path to a paradigm shift in each school at every level. The motivation driving this work is our commitment to providing every child with a school that meets their academic and social-emotional needs. Closely accompanying this imperative is our belief that every school can be renewed and foster a community based culture of learning. The job of the district is to use our position to provide the systemic vision, strategies, and resources to facilitate school renewal through a collaborative effort including all stakeholders.

The core values held as essential for the success of the School Renewal Program:

- A “learning stance” must be held by all community members (district leaders, school leaders, school staff, community-based partners, students and families). The work should be approached with humility and integrity. We must all be willing learners.
- A “theory of action” must guide the work to ensure clarity and coherence.
- Authentic teams that collaborate in the spirit of trust, within and across the various levels of the school community, are prerequisites for successful school renewal
- Schools will be places of robust engagement, anchored in positive youth development, ensuring that the school environment is welcoming and empowering for students, families and community members.
- Strong professional development/learning is a fundamental part of our work.
- The school renewal implementation must be simultaneously dynamic and responsive as well as sustained over the three year period of renewal.

The organizing Theory of Action that guides the [School Renewal Program](#) strategy:

By using the Six Elements of the Framework for Great schools as our improvement structure, we seek to align instructional coaching and leadership development with structural supports in order to build staff capacity. Using schools instructional foci, school leaders and staff will implement changes in curriculum, instruction, school culture and structures so that there are sustainable improvements in student outcomes and school culture.

The arc of the School Renewal Program strategy:

In order to attain high levels of achievement for all students in Renewal schools we must build capacity to increase student achievement through the adoption of new attitudes and behaviors, research based strategies that improve teacher practice, coupled with the use of clear data driven supports for building students’ skills in the content areas and increasing student engagement. We are particularly prioritizing reading and writing across the curricula. The use of student learning data will drive instruction through strong teacher teams; onsite, job embedded professional learning and problem solving, and accountability at all levels of the system: central, district and school - for results. Renewal schools are provided with intensive training, leadership and pedagogical coaching, and structural supports, monitoring of implementation and ongoing feedback and revisions as needed. Further, each Renewal school will become a Community School and strategically partner with community based organizations (CBO) to integrate social services and expanded learning time into the fabric of the school to help them better serve the needs of students. These schools will stand as centers of opportunities where families can get the supports they need to make sure students come to school ready and able to learn.

Structure of the Renewal School Comprehensive Educational Plan (RSCEP)

The Renewal School Comprehensive Educational Plan (RSCEP) will serve as the organizing and overarching document for each Renewal school and will be directly aligned and developed around the elements of the [Framework for Great Schools](#), including the following:

- Establishing an overarching summative vision aligned with elements of the Framework for Great Schools and documenting key areas of celebration and renewal through analysis of assessments and by envisioning what the desired outcome for each school will be at the end of the School Renewal process.
- Setting interim assessment benchmarks that create the path for improvement by focusing on desired outcomes and goals. In this way, the plan will be mapped to the overarching summative vision. In addition to the five discrete goals formed around the elements of the Framework for Great Schools, each school will create an action plan.
- Transformation into a community school in order to increase student and family access to physical and mental health services and other social-emotional supports made available in or near the school.
- Expanded learning opportunities for all students, including additional instruction provided during afterschool and/or summer programming provided in collaboration with community partners.
- Intensive professional development for all staff to ensure effective implementation of curriculum and instruction aligned to the Common Core State Standards (CCSS) and to support staff in effectively responding to the differentiated academic and social-emotional needs of all students.
- Additional, focused strategies to increase parent and family engagement.

Information on the Framework for Great Schools and the DTSDE

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 RSCEP 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 Renewal School Comprehensive Educational Plan (RSCEP) 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 strategies and activities 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 and Renewal Committees 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 in response to the first five (5) 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 American Institute of Research (AIR) Needs Assessment, 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 Education 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:

1. Tenet 1: District Leadership and Capacity
2. Tenet 2: School Leader Practices and Decisions
3. Tenet 3: Curriculum Development and Support
4. Tenet 4: Teacher Practices and Decisions
5. Tenet 5: Student Social and Emotional Developmental Health, and
6. 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 RSCEP Development

School Leadership Teams should engage in the following steps:

- **Step 1:** Ensure that a fully formed and functional School Leadership Team (SLT) exists in every Renewal school and meets all the requirements of [Chancellor's Regulations A-655](#).
- **Step 2:** Conduct a comprehensive needs assessment informed by the American Institute of Research (AIR) needs assessment, 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:** Create a summative vision for the elements of the Framework for Great Schools.
- **Step 5:** Revisit your school's current goals, and 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 have identified, and will let your school community know when you have reached your goal.
- **Step 6:** Build consensus around strategies, activities, and programs to address students' needs in each action plan. Create action plans that translate into observable, effective strategies to improve student achievement.
- **Step 7:** Update your school's AIS section. Title I schools must also update the Parent Involvement Policy (PIP) and School-Parent Compact (SPC).
- **Step 8:** Complete the Expanded Learning Time (ELT) and the Community School sections.
- **Step 9:** 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 strategies and activities outlined in the action plans are resulting in improved student performance. Adjust practices, when necessary.

Treat the plan as a living document. Adjust practices 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 3: School Leadership Team (SLT) Signature Page

Directions: All SLT members are expected to sign this page to confirm their participation in the development of this Renewal School Comprehensive Educational Plan (RSCEP). SLT members' signatures indicates that they have been consulted with and given the opportunity to provide feedback on the plan and the plan's alignment with the school-based budget to support this school's educational program, which includes annual goals and action plans, Academic Intervention Services (AIS), Expanded Learning Time, Community School initiative, 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.

On the chart below:

1. List the names of each SLT member in the second column.
2. In the first column, indicate using an "X" if the person is an SLT member.
3. In the third column, record the position and constituent group represented such as staff, parent, student, Community Based Organization (CBO), or other contributor. Core mandatory SLT members are indicated by an asterisk*.
4. 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 RSCEP, not approval.
5. 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.

Check if SLT	Name	Position and Constituent Group Represented	Signature (Blue Ink)
x	Daisy Fontanez	*Principal or Designee	
x	Loretta Lewis	*UFT Chapter Leader or Designee	
x	Aviance Pride	*PA/PTA President or Designated Co-President	
x	Denise Faust	DC 37 Representative (staff), if applicable	
X	Michael Muniz	Title I Parent Representative (or Parent Advisory Council Chairperson)	
X	Habib Bangura	Community School Director (staff)	
x	Faith Williams	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
x	Natasha Williams	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	

Check if SLT	Name	Position and Constituent Group Represented	Signature (Blue Ink)
x	Marcia Daiter	Staff	
x	Sharlotte Williams	Staff	
x	Nakicha Beard	Parent	
x	Sheryl Hart	Parent	
X	Etta Covington	Staff/Parent/Other Contributor	
x	Gigs Taylor-Stephenson	Parent	
x	Keith Marcell	Parent	
x	Kevin Barney		
		Staff/Parent/Other Contributor	

Section 4: Renewal School Narrative

In a brief narrative, describe the current state of the Renewal school addressing the following:

1. Provide 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. What are the school's beliefs about student learning?
3. Identify any special student populations that the school has and what their specific needs are.
4. Describe the elements of the Framework for Great Schools in which the school made the most progress over the past year, and which elements remain most challenging. Be sure to include the historical progress the school has made with establishing family and community partner engagement.
5. List strong partnerships that currently exist with CBOs and or indicate whether this has been a challenge.
6. Summarize the Expanded Learning Time (ELT) opportunities that have been offered to your students this year.

1. Wadleigh Secondary School for the Performing and Visual Arts is small school with approximately four hundred and fifty students that is located in Central Harlem. The school was established in 1902 and has evolved over the years from the first all-girls school to its current status of a secondary art school. Our school's mission statement is that we are committed to combining the pursuit of education with character building and preparing students to function in the global market. We are determined to provide an academically rigorous program for all of our students, inclusive of our ELL and special needs populations. Through a thematic art approach, which includes instrumental music, vocal music, theater, dance and fine arts partnered with a standard driven curriculum, our students will be prepared to attain the highest level of academic success and artistic proficiency. With the collective energies of our teachers, support staff and parents, our students will be equipped with the knowledge and skills necessary to become critical thinkers, problem solvers, active life-long learners and productive competitive citizens in their communities and in the world at large. All students are expected to be college and career ready with strong literacy skills so they can express their ideas and critique the ideas of others for the betterment of society. In terms of our school community, what is unique is that we are the only secondary art school in NYC and that we offer six different art courses every day to all our middle school students. In addition, we utilize a unique scheduling system by which teachers are able to common plan every day and have an extended professional development every Wednesday after school. Our strongest collaboration is with the Apollo Theatre, College For Every Student (CFES) and Colgate Palmolive that provides internship, professional development, mentoring, and college and career collaboration with all students.

In terms of the school's strengths, as stated in the 2014 Quality Snapshot, we do an excellent job moving our special education students into a less restrictive environment and clearly message high expectations to both students and teachers. We have a very robust art program and many of our students were finalist and winners of significant art competitions. Our choir participates in annual performance at established art institutions such as Carnegie Hall and the National Choral festival. Our school's greatest accomplishments have been that the school has shown a steady increase in graduation rate, attendance and improvement in school culture. Over 85% of students and parents have expressed that they are either satisfied with the education their child is receiving or that the students feel safe in the building. Our greatest challenge is to increase the credit accumulation for our ninth grade students.

2. We believe that students learn best in a cooperative learning environment (ample student to student dialogue and accountable talk) with creative lessons, designed to be inquiry based, where students and teachers engage in authentic discussions that reflect extended, innovative, problem solving, provide students with multiple entry point into the discussion and critical thinking skills as well as students ownership of the learning process. Students must be able to articulate what they are learning and why is this important.

3. The school has a large population of low income and special education students. On our most recent quality snapshot, we were listed with 22% special education students. All our students qualify for free lunch through the Title 1 program. These students are limited in resources at home to help them succeed within the academic day. These students have significant social-emotional needs that must to be addressed. Currently 71 students either lives in a shelter or foster care. Several students suffer from suicidal ideation or chronic depression.

4. Rigorous Instruction : The school’s most recent quality review indicated that school is “developing” in the area of pedagogy and curriculum. The school has spent a significant amount of time and resources over the years to curriculum mapping and providing professional development on rigorous instruction. All curriculum maps are customized, and aligned to the Common Core. Students are at the developing stage of being actively engaged in ambitious intellectual activity and developing critical thinking skills, as stated in the school’s most recent Quality Review. The English language arts and social studies lesson plans and unit plans are currently aligned with Writing Is Thinking through strategic inquiry (WITsi). This writing strategy provides scaffolds to engage a variety of learners. This increased alignment of curricula is beginning to provide all students access to cognitively engaging curricula and rigorous tasks, across grades and subjects. The school’s most recent quality review indicated that “school leaders consistently communicate high expectations to the entire staff, provide training and have a system of accountability for those expectations. School leaders and staff establish a college-going culture that conveys high expectations for all students and offer ongoing feedback to help families understand student progress toward those expectations”. The 2014 quality snapshot indicated that 44% of students successfully completed an approved college preparatory courses and assessments. This document also shows that 67% of our students are meeting our 4 year college readiness index compared to our peer schools.

The school is still in the process of aligning and revising all curricula such as mathematics and science to Common Core Learning Standards (CCLS) and integrating the instructional shifts (WITsi). Curricula and academic tasks reflect planning to provide students access to rigorous curricula. The school needs to deepen the protocols and monitoring system for reviewing unit plans, formative and summative assessments, student work, and rubric to assure alignment with the common core learning standards (CCLS).

Supportive Environment : The school establishes a classroom and school culture where students feel safe. The quality snapshot indicated that 80% of our students feel safe in the building. 85% of the parents feel supported, and are satisfied with the education their child is receiving. The historical data from previous years progress reports show a steady increase in both parents and students indicating that the school provides a supportive environment. 91% of our teachers were rated either “effective” or “highly effective” in classroom environment. Teachers encourage students to challenge their peers.

Ensure that all staff members having active roles in promoting the use of the school wide social emotional program to further develop the school culture, and the school’s vision pertaining to social and emotional developmental health.

Collaborative Teachers: The school’s most recent quality review indicated that the school is “proficient” in the area of teacher team, and distributive leadership. The majority of teachers are engaged in structured, inquiry-based professional collaboration. Distributive leadership structures are in place so that teachers have a voice in key school-level decisions. Teachers are committed to the success and improvement of their classrooms and schools. Using the School Base option, teachers are given the opportunity to participate in professional development and common planning every Wednesday. Distributive leadership structures and teacher collaboration is resulting in improved student outcomes.

The school needs to deepen the development and implementation of protocols for analyzing individual and group data to help inform planning, and provide targeted and actionable feedback to students. The school needs to have more targeted support dedicated to students with disabilities, English language learners and lowest third students.

Effective School Leadership: The school was rated “effective” in school leadership. In order to be rated “highly effective” we need to continue to expand a prioritized schedule of targeted and frequent cycle of observations that provides constructive, instructive and actionable feedback coupled by meaningful and sustained professional development based on the identified needs for continuous improvement that is aligned with the school’s instructional goals, resulting in improved instruction that engages all students in challenging academic tasks.

5. Through this grant we now have active partnership with the following CBOs; Creative Connection (culinary and college readiness), 21st Leadership (After school drama club and parent workshops), Fresh Prep (US history and Global studies), LEAP (professional development on improving instruction and student engagement through questioning techniques). Creative Connections provide the College and Career Readiness for the culinary arts students. Our Art

students participates in several community events including the Choir singing at the winter show at the Harlem State office building and Carnegie Hall, open art display for the community at the school and State office building, Poetry book party at the Harlem State office building and Schaumburg Public Library; Art works display in Colgate central office and the State building. Our dance program partner with Arts Achieve to help provide feedback and professional development for the DOE Art initiative to improve state mandated arts programming. We have an active five year partnership with the Apollo Theatre “Oral History Project”. We have been the recipient of 21st Century Grant for the last six years. We have partnered with CEFS (College for Every Student) for more than a decade. The CFES members in the high school are now participate in peer mentoring for both high school and middle school students. We partnered with Children Aid Society to offer our students their own College Fair/College Week once every semester. Teachers College “Raising Educational Achievement Coalition of Harlem – “REACH” also partner with the school to provide academic support, parent engagement, and social emotional services to both our parents and students. Academic instruction incorporates the arts as leverage for students’ success.

6. Students will participate in extended learning time each day from 2:53pm until 3:53pm, except on Wednesdays. On Wednesday the extended learning time will begin at 2:00pm and end at 4pm. Students will be offered remedial courses, SAT prep, arts enrichment, credit recovery, creative writing and Lego robotics. All credit recovery courses will be supervised by Wadleigh teachers. Remedial course and SAT prep will be supervised by Wadleigh teachers in conjunction with Teachers College “REACH” program. Arts enriched extended learning time will be facilitated by Wadleigh Arts teachers, Apollo, Classical Theatre of Harlem, CFES, and 21st Century partnerships.

Section 5: Needs Assessment, Summative Vision, 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 Renewal 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), the American Institute of Research (AIR) Needs Assessment, and other relevant qualitative and quantitative data. 		
Tenet 3 Statement of Practice (SOP) Addressed		HEDI Rating
3.2	The school leader ensures and supports the quality implementation of a systematic plan of rigorous and coherent curricula appropriately aligned to the Common Core Learning Standards (CCLS) that is monitored and adapted to meet the needs of students.	E
3.3	Teachers develop and ensure that unit and lesson plans used include data-driven instruction (DDI) protocols that are appropriately aligned to the CCLS and NYS content standards and address student achievement needs.	E
3.4	The school leader and teachers have developed a comprehensive plan for teachers to partner within and across all grades and subjects to create interdisciplinary curricula targeting the arts, technology, and other enrichment opportunities.	D
3.5	Teachers implement a comprehensive system for using formative and summative assessments for strategic short and long-range curriculum planning that involves student reflection, tracking of, and ownership of learning.	E
<p>Part 1b. Needs/Areas for Improvement:</p> <ul style="list-style-type: none"> Reflect on your school’s HEDI ratings (or self-ratings) in Part 1a, particularly any ratings of <u>D</u>eveloping and <u>I</u>neffective. Summarize your school’s strengths and needs relative to this element of the Framework for Great Schools and DTSDE tenet (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data trends and sources. 		
<p>Strength</p> <ul style="list-style-type: none"> The Social Studies Team engaged in the first year roll out of Writing is Thinking through Strategic Inquiry. Although the team is in the initial stages of the process, students who had additional exposure during the latter half of the 2013-2014 school year had a passing percentage of 75.41% on the United States History Regents during the June 2015 administration. The Social Studies Team engaged in common planning to align content and develop common assessments. Results of the assessments were used to inform planning and re-teaching when necessary. United States History Regents results went from 43.24% on the January administration to 75.41% in June. The Arts Department builds a College and Career Readiness culture with its students by exposing them to internships with Cooper Union and Colgate Palmolive. 		
<p>Areas in need of improvement</p> <ul style="list-style-type: none"> To improve credit accumulation for 9th grade students, common assessments will be implemented across all subject areas. This will result in a 2% increase in credit accumulation. 		

- Writing is Thinking through strategic inquiry (WITsi) strategies will be used in all disciplines. The entire staff was trained during the Chancellor’s Conference Day in June, and further professional development will be provided throughout the school year by the Department of Education. This will support 9th grade students with credit accumulation and writing proficiency.
- The school needs to improve the proficiency performance rate in the middle school for both ELA and math.

Part 2 – Summative Vision for Rigorous Instruction

In a narrative, outline the Renewal school’s vision for this element, upon completion of the Renewal Program. Consider the following questions:

1. What curricula will be implemented? How will it be scaffolded for all students? What academic programs (CTE, AP, etc.) will be implemented? How will the instructional shifts be evident?
2. What rigorous learning experiences will students engage in through Expanded Learning Time?
3. What will the pedagogical practice look like? What will the mode of instruction be? What will classes look like?
4. How do the teachers use multiple entry points to ensure the success of every child?
5. How will consistency be supported across school faculty and community educators and across a longer learning day?
6. What will the assessments be? How will the data be collected and used? Who will analyze it and see that next steps are taken pedagogically and with regard to curricular revisions?
7. What percentage of students do you expect will show measurable growth in ELA and Math by year 2? (Elementary and Middle Schools)
8. What percentage of students do you expect will be at college readiness in English and Math by year two? (High Schools)
9. What graduation rate do you aspire to achieve by year two? (High Schools)

Over the past two years, teachers have developed and refined curriculum that is aligned with the Common Core Learning Standards and incorporates WITsi writing strategies. (CMP3 grades 6-8, Engage NY High School ELA and Math, ELA Common Core Aligned Literature, Scholastic Code X for grade 6–8). Through inquiry based lessons, students will participate in lessons that will initiate classroom discussions. Utilizing differentiated activities that support all learners including English Language Learners and Students with Disabilities, teachers will deliver customized, interdisciplinary curricula that engage students in intellectual and critical thinking activities in ICT and advanced placement courses in English and History. The instructional shifts will be evident in formative and summative assessments as well as individual classroom and homework assignments. In addition, the instructional shifts will be evident in lesson plans, unit plans, in the classroom environment.

Students will participate in Extended Learning Time each day from 2:53pm to 4:08 pm except on Wednesdays. The students in the Middle school will work on (literacy across the content areas with a focus on reading comprehension, academic vocabulary, making inferences) and guided reading assignments in mathematics and English Language Arts respectively. Wednesdays from 2pm – 3:53pm students will participate in Lego Robotics. High School students will earn credits in core subjects that they failed in the past. Students will earn the 54 hour requirement to ensure they are on track to graduate. In addition, we will offer SAT prep, creative writing, and Art enrichment.

Pedagogical practice will be student centered and inquiry based. Instruction will encourage thoughtful, critical discussions that require students to use text- and evidence-based answers. Teachers use multiple entry points in the lesson to differentiate instruction. Students will be grouped strategically depending on the purpose of the lesson and/or the data and assessments given to students. Students might be grouped homogeneously or heterogeneously to support student's learning.

Materials are differentiated for students based on feedback from formative and summative assessments. Teachers will post three pivotal questions for each lesson as a guide for instruction and assessment. Teachers will use the Depth of Knowledge (DOK) Wheel to construct multi-level questions, critical thinking wheels and/or Accountable Talk Stems.

Teachers will have common planning time during the day to discuss data, unit plans, lesson plans, review student work and discuss best practices. In addition, teachers will have the opportunity to conduct intervisitations of teachers to observe best practices and implement these practices in the classrooms. Consistency is supported through assessments and inquiry conducted around the data collected from WITsi activities, classroom quizzes, common unit tests, midterms, and finals, MOSLs, and performance tasks. This will ensure consistency across classrooms in teaching and learning.

Teachers will develop protocol and monitoring systems for reviewing data, unit plans, students' work, rubric, formative and summative assessment to refine unit and lesson plan that will target individual students while providing multiple entry point for all student to participate in the lesson. Teacher will be expected to provide targeted feedback to students to help the students build capacity while further their learning. Data will be analyzed both vertically and horizontally by the Academic Task Force, data specialist, grade teams, and content teams in 6 week cycles. The data will be used to make revisions to curriculum during department and grade team meeting. Team leaders along with administrative team will follow up to review updated and revised curricula and lessons.

According to NYS requirements, the school must show 13% growth in ELA and Math for the middle school. However, this year, 0% of our students performed at proficiency level in both ELA and Math.

We are expecting a 2 - 10% increase in the number of students who will be college and career ready in math and ELA.

Based on the current cohort data, we are expecting 50% - 60% graduation rate by June 2016.

Part 3 – 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 consistent with the expectations in part 2, responsive to the identified priority need(s) indicated in Part 1b, and be written as SMART – Specific, Measurable, Achievable, Relevant, and Time-bound. Indicate the qualitative or quantitative evidence that will demonstrate the goal was reached.

By June 2016 the use of WITsi strategies and analyzing common assessments across content areas will result in a 2% increase in credit accumulation rate in 9th grade; in Middle School, there will be a 5% increase in both ELA/Math NYS exams.

Part 4 – Action Plan

<p>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Engaging families and supporting their understanding of Rigorous Instruction and the Common Core in order to support their children at home. 	<p>Target Group(s) Who will be targeted?</p>	<p>Timeline What is the start and end date?</p>	
<ul style="list-style-type: none"> • 9th Grade teachers inquiry team will meet during grade level team meetings on Tuesdays and Thursdays during common planning time to receive training from 9th grade team leader on how to incorporate Writing is Thinking Through Strategic Inquiry (WITsi) strategies that are aligned to the content specific curriculum map and Scope and Sequence. The inquiry team will analyze a group of 15-20 students to determine the progress of using WITsi strategies in order to improve student's writing skills. • Teacher teams will collaboratively develop curriculum maps, pacing calendars, and lesson plans. Teacher teams will develop common CCLS benchmark assessments to monitor student progress towards passing common core assessments in 9th grade in order to determine if students are making progress towards state exams for both Middle School and High School.. • Teachers will also use the common planning time On Wednesdays and Fridays to analyze unit plans, lesson plans, student work and data from classroom assessments, state test data to make the necessary adjustments in the curriculum in order to develop instructional strategies to improve student performance. • During informal and formal observations, the administration will use the Danielson Framework components 1e, 3b, 3c, and 3d to ensure that teachers are using WITsi as a vehicle to support targeted student outcomes. • WITsi strategies will be used as a support in middle school in order to improve student's writing skills. • In Middle School, the math teachers will be working with a math consultant and the AP to develop coherent unit plans aligned to the Common Core Learning Standards in order to support students develop the necessary skills to meet state standards. 	<p>Teachers and staff</p>	<p>September 2015 to June 2016</p>	<p>Supervisors, lead teachers (academic taskforce) and Teachers College "Reach"</p>

<ul style="list-style-type: none"> The ELA department will use Code-X as the curriculum to support students with ELA in order to help students with reading and writing. 			
<ul style="list-style-type: none"> Teachers will develop units with formative assessments and post unit assessments that are aligned to the CCLS with options to address the needs of diverse learners. Tasks may be designed to involve student reflection and ownership of their learning. Middle School teachers will use ELA and math strategies to support the various learners in the classrooms and use ELA and Math workbooks during Extended Learning Time to support students with specific skills aligned to the Common Core Standards. 	Teachers	September 2015 to June 2016	Supervisors and department chairpersons
<ul style="list-style-type: none"> TC REACH's Family Engagement Supporting Academic Growth – TC REACH will work with teachers and parent coordinators to develop and deliver parent workshops that support parents with understanding the academic vision of the Wadleigh school community. 	TC REACH, parents, guidance, and PC	September 2015 to June 2016	Parent coordinator, and Parent association president
<p>The primary responsibility for engaging families rest with the Wadleigh school community. The school will use Student Sorter and Engrade to monitor student progress and share student data. Using schedule as a progress tracker, the school will develop parent capacity to monitor students' progress and increase the teachers' capacity to communicate this progress.</p>	TC REACH, parents, guidance, and PC	September 2015 to June 2016	TC Reach, Guidance, Administrators, Parent coordinator, and Parent association president

Part 5 – Budget and Resource Alignment

<p>Part 5a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.</p> <ul style="list-style-type: none"> WITsi supports and training Offer per session for Academic Task Force members to write and provide feedback on WITsi activities SBO vote to adjust schedule to accommodate common planning and professional development opportunities Common planning time is scheduled for all teachers on Wednesday afternoons. Teachers will create data binders and provide electronic copies in Google doc. Principal and assistant principals will schedule informal and formal observations with a main focus on Component 3 from the Danielson framework for teaching. The Academic Task Force will influence decisions made in common planning and professional development on Wednesdays. <p>Math consultant will be hired to support the Math department in both Middle and High School</p>

- School net to track observation feedback (priority focus)

Part 5b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.

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

Part 6 – Progress Monitoring

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

By end of marking period, we will determine how many students are on track towards earning credits towards the 10th grade' we will offer PM school to those students who failed one or more classes in order to be on track for June 2016. We will also analyze the common assessments for middle school to determine their progress towards being prepared for the Math/ELA exam.

As of February 2016, 81% of incoming 9th graders passed their courses term 1.

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

Section 5: Needs Assessment, Summative Vision, 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 Renewal 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), the American Institute of Research (AIR) Needs Assessment and other relevant qualitative and quantitative data. Enter your HEDI self-rating(s) on the chart below. 		
Tenet 5 Statement of Practice (SOP) Addressed		HEDI Rating
5.2	The school leader establishes overarching systems and understandings of how to support and sustain student social and emotional developmental health and academic success.	E
5.3	The school articulates and systematically promotes a vision for social and emotional developmental health that is aligned to a curriculum or program that provides learning experiences and a safe and healthy school environment for families, teachers, and students.	E
5.4	All school stakeholders work together to develop a common understanding of the importance of their contributions in creating a school community that is safe, conducive to learning, and fostering of a sense of ownership for providing social and emotional developmental health supports tied to the school’s vision.	E
5.5	The school leader and student support staff work together with teachers to establish structures to support the use of data to respond to student social and emotional developmental health needs.	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>Strengths</p> <ul style="list-style-type: none"> The school articulates and systematically promotes a vision for social-emotional development that provides the students with safe and healthy school environment. This is done during town hall meetings, advisory and parent workshops. Teachers are provided with professional development on social-emotional intelligence. The new school quality Snapshot has indicated that 85% of parents are satisfied with the education their child has received and 82% of students feel safe in the school. The 2015 AIR assessment also indicates that the school places a strong emphasis on college readiness. In addition, the AIR assessment also concluded that teachers believe all students can learn and they also provide academic support inside and outside the classroom. Stakeholders across the school community, students, teachers and parents work actively together in ensuring the school’s vision of “combining the pursuit of education with character building” as it relates to student social-emotional developmental health. As evidenced, Quality Review Report 2014-15, there is a structured time frame during the day for common planning and professional development. 		

• The administration works collaboratively with lead teachers (academic taskforce) and Student Government to develop and monitor plans to support students' social-emotional development health needs. The goal is to help prepare students to become academically and socially successful in the global market place. As evidenced in the Quality Review Report 2014-15 report, there are structures that support the school's high expectations have created a culture of accountability and ownership of increased student achievement.

• The school leaders ensures that all stakeholders strategically identify areas of need, and cultivates purposeful partnerships i.e (Colgate Palmolive, Hope Foundation, Apollo, College For Every Student, First Corinthian Church, Leadership program, Carnegie Hall, etc.) to promote, support and sustain our students social-emotional, health and academic achievement. There has been an 80% decrease of incidents in the building as reflected in OORS.

Areas in need of improvement

• The school needs to develop and strengthen partnerships to promote family engagement, advisory and student emotional health, and wellness, and safety. In the NYC School Survey 2014 - 15, 51% stated some of the time, students are harrassed or bullied by other students.

Attendance rate for the school was 79.83% for the 2014-15 year in comparison to 82.47% in 2013-14 academic year. Historically, the attendance rate at Wadleigh has been as low as 78% in 2010-11 year; 80% in 2011-12 & 2012-13 academic year.

Part 2 – Summative Vision for Supportive Environment

In a narrative, outline the Renewal Committee's vision for this element, upon completion of the Renewal Program. Consider the following questions:

1. How would you want school stakeholders to describe the school?
2. What do the CBO partnerships look like? How do they sustain and support the social and emotional growth and health of your students?
3. How is student voice and leadership supported?
4. What social-emotional learning framework will your school adopt (RULER, PBIS, etc.)?
5. How should the school be more proactive in promoting improved students social-emotional skills? How should counseling happen?
6. How will your school team measure social-emotional development?
7. How would teachers, community partners, and school leaders use data to respond to student social and emotional needs?
8. Indicate how your attendance and chronic absenteeism rates will improve?

The SEC assessment indicates that all teachers at Wadleigh believe all students can learn and that the school provides academic support inside and outside the classroom. All stakeholders should describe the school as a nurturing environment for students as well as staff. Wadleigh is a place where all stakeholders are valued and students encouraged to realize their full potential. Students understand and value the importance of coming to school on a daily basis.

All services from TC-REACH will establish priorities to achieve rapid and meaningful improvement in students' academic and social emotional needs. The CBO provides support through summer bridge programs and extended learning time to provide students with the social emotional supports during advisory. The Community Director of TC-Reach will be working with the guidance team to develop a plan of action to encourage students to come to school every day. Reach will also provide parents workshops that will link academic achievement to student attendance and tardiness, while providing parents with an opportunity for goal-setting and the development of an action plan around their children's attendance.

Student voice and leadership is supported through monthly scheduled meetings with the principal, weekly advisory classes and town hall meetings. Student government representatives are charged with the responsibility of speaking for

their peers. When necessary, student issues will be incorporated into the Advisory curriculum and supported by guidance counselors. The academic task force in collaboration with consultation team and “REACH” will develop student surveys at least twice a year that will be administered during advisory. The results from the surveys will be analyzed and used to revise the advisory curriculum. TC REACH will provide parents as partners’ workshops that will link academic achievement to student attendance and tardiness, while providing parents an opportunity for goal-setting and the development of an action plan around their children attendance.

TC- REACH will also provide workshops to parents on supporting child’s SEL growth. This will assist parents’ response at home to students’ SE needs. This will result in an increase in attendance, credit accumulation and a decrease in suspensions.

The framework students will be using is the Habits of Work and Habits of Heart Framework which focuses on the social emotional component such as respect, kindness, and reflection. In addition, Wadleigh will be using the advisory curriculum from the College Board to support the social and emotional component in advisory.

Each guidance counselor will be responsible for specific grades and utilize the student sorter as a vehicle to keep parents and teachers abreast of their progress such as attendance. In addition, the guidance counselors will provide information to teachers and advisors. In addition, the guidance counselors will meet in grade level teams to discuss the social-emotional needs of students who might not be excelling in a timely fashion.

The guidance team and administrative team will analyze data such as the OORs report, attendance data, and the progress students are doing academically to determine if students who have social emotional needs are succeeding. We will also review the I-Log reports to analyze how often students are being counseled by the guidance team.

TC REACH along with the school will be using Kinvoled to support the school with tracking attendance data. The district will hopefully assign an attendance teacher to conduct outreach efforts. We will also be getting an Americorp to assist with parent outreach. We will provide incentives and have competition by advisory and grade. The school will create bulletin boards so students can see how they have improved. We will have awards assemblies for both academic and improved attendance.

Part 3 – 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 consistent with the expectations in part 2, responsive to the identified priority need(s) indicated in Part 1b, and be written as SMART – Specific, Measurable, Achievable, Relevant, and Time-bound. Indicate the qualitative or quantitative evidence that will demonstrate the goal was reached.

●By June 2016, the school will implement structures and systems that addresses students’ social-emotional needs as measured by a 1% increase in student attendance in middle school and 1% increase in high school totaling 2% increase.

Part 4 – 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). • Engage families and expand their understanding of a supportive environment in order to support their children at home. 	<p>Target Group(s) Who will be targeted?</p>	<p>Timeline What is the start and end date?</p>	<p>Key Personnel Who is responsible for implementing and overseeing the activity/strategy? (include school, educational consultants and/or CBO staff)</p>
<ul style="list-style-type: none"> • All students will meet with their designated advisor every other Wednesday during 3th period to discuss various social-emotional topics. Advisory teachers will use the advisory curriculum from the College Board. As of February, the school librarian will write a Habits Memo for advisors to use in class which focused on the Habits of Mind, Heart, and Work. • We have monthly "Student government Meet With The Principal" sessions where students can discuss how they are making strides to improve attendance and creating a respectful and supportive environment. • Students with low attendance, long term absences, recidivist reports (behavior issues from the Dean's office) and 407 students will be assigned to a member of the attendance team and/or another mentor adult who will be able to encourage the students to come to school on a regular basis. • Guidance Counselors will consistently meet with their students based on referrals, course selections and counseling on college and career readiness. • Workshops and Town Hall Meetings will be held to address various student issues such as cyber bully and Respect for All, and building trust. 	<p>All students and selected staff</p>	<p>September 2015 – June 2016</p>	<p>Administrators, Guidance counselors, Programmer and Teachers Collect "Reach"</p>

<ul style="list-style-type: none"> • All students will be given the opportunity to become an active member of College For Every Student (CFES) 			
<ul style="list-style-type: none"> • Guidance counselors, School Base Support Team and AP special education will provide training on best practices how to address the needs of students with disabilities. The guidance team along with the ESL teachers will provide strategies on how to support the English Language Learners. In addition, the guidance team will work with parents and students and teachers to support our students who are overaged and undercredited by ensuring that students are attending PM school and other programs we offer after school. • Guidance Team and AP of Safety will look at attendance and suspension data on monthly basis (the Community School Director (CSD) will do the monthly report using Kinolved). 	<p>Guidance team, advisors, Special Ed. and ESL teachers and students with disabilities, ELL, and students who are overaged and undercredited</p> <p>Student Governement and Basketball Coach</p>	<p>September 2015 to June 2016</p>	<p>Administrative Team & TC REACH Community Director, AP-Safety</p>
<ul style="list-style-type: none"> • Guidance counselors will schedule before or after school meeting with parents to discuss students' academic and emotional needs. • Parent coordinator will work with the parent association and TC REACH Community Director to provide workshops to parents. Parent coordinator will provide newsletters to promote events and celebration during the school year. • The school will use Engrade to provide data profiles consisting of academic, ELT, Success Highways SEL, attendance (use Kinolved data), and suspension data for to track and monitor progress on a monthly basis. <p>Teachers and advisors will use Kinolve to reach out to parents to provide positive feedback and make parents aware when students are absent.</p> <p>Each month, parents will receive an attendance letter to keep them abreast of the number of days their child was absent/late. In addition, attendance team will make phone calls and use the school messenger to keep parents aware of their child's attendance.</p>	<p>All parents</p>	<p>October 2015 to June 2016</p>	<p>Parent coordinator, Parent association president, TC-REACH, AP-Safety</p>

Part 5 – Budget and Resource Alignment

Part 5a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.

Attendance team and guidance counselors will be compensated for meeting with parents according to the parents' schedule. SBO provides teachers and guidance counselors' time to contact parents to convey concerns and progress. Outreach must be logged and submitted weekly so that the school cabinet, Academic Task Force, CBO, attendance team and guidance can reference the logged data when monitoring student progress.

Part 5b. Indicate using an "X" the fund source(s) that will be utilized to support achievement of the specified goal.

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

Part 6 – Progress Monitoring

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

During the weekly attendance team meeting, counselors and team members will follow up with the students and the guardians to monitor progress and provide additional support. The Attendance Team will compile the weekly logs with their follow up and meet monthly with the Academic Task Force and cabinet to highlight progress and concerns. Attendance is expected to increase 1.5% by the completion of the Fall Semester and another 1% by the completion of the 2015-2016 school year.

As of February 2016, our Middle School is on track to meet the 1% increase in attendance. Currently, MS attendance 93%. Currently high school is 79.6 in comparison to last year 78% on the HS Quality Snapshot. Therefore, we are on target to meet the overall 2% increase in attendance.

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

Section 5: Needs Assessment, Summative Vision, 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 Renewal 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), the American Institute of Research (AIR) Needs Assessment and other relevant qualitative and quantitative data. Enter your HEDI self-rating(s) on the chart below. 		
Tenet 4 Statement of Practice (SOP) Addressed		HEDI Rating
4.2	School and teacher leaders ensure that instructional practices and strategies are organized around annual, unit, and daily lesson plans that address all student goals and needs.	E
4.3	Teachers provide coherent, and appropriately aligned Common Core Learning Standards (CCLS)-based instruction that leads to multiple points of access for all students.	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).	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 this element of the Framework for Great Schools and DTSDE tenet (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data trends and sources. 		
<p>Strengths:</p> <ul style="list-style-type: none"> As evidenced in the Quality Review 2014-15, the majority of teachers are engaged in structured, inquiry-based professional collaboration. This has led to the implementation of common core learning standards and strengthening the instructional capacity of teachers. Teachers use and promote a plan that clearly identify common understanding of expected behavior in classes. Students’ diversity and needs are respected; as evidenced in the DOE school survey 85% of the students agree that teachers create a safe and nurturing environment that is conducive to learning in their classes, and there are clear consequences to breaking the rules. As evidenced in the Quality Review 2014-15, across classrooms teachers create assessments, rubrics, grading policies that are aligned to the school’s curricula. The school uses common assessments to determine students progress towards goals across grades and subject areas. This has led teams to adjust curricula and instruction to support students in learning. <p>Areas in need of improvement:</p> <ul style="list-style-type: none"> As evidenced in the Quality Review 2014-15 and the AIR 2015 report, students are struggling with problem solving skills and teachers need to work on providing multiple entry points or scaffolds for struggling as well as students with special needs. 		

- As evidenced in the Quality Review 2015, school leaders and faculty are in the process of aligning curricula to the common core learning standards and integrating the instructional shifts.
- As evidenced in the observation reports for the 2014-15 year, teachers need to strengthen their lesson plans by incorporating multiple entry points to meet the needs of various learners.

Part 2 – Summative Vision for Collaborative Teachers

In a narrative, outline the Renewal Committee’s vision for this element, upon completion of the Renewal Program.

Questions to consider:

1. How is the school organized to promote teacher collaboration?
2. What teaching and learning look like? What underlying principles would influence the creation units and lesson plans? Do teachers work on units and lessons in teams?
3. How are teachers providing opportunities for to deepen learning for higher achieving students?
4. What system do teachers use to ensure that every child is safe in their class?
5. What data should teachers review regularly to ensure they plan for individual student needs? Should the teachers review student work collaboratively in teams?
6. How do you intend to use community educators / partners to support a collaborative teaching approach?

Through an SBO vote that provides teachers two Wednesdays a month to collaborate, teachers are working together to plan and refine curricula to meet the needs of their students and further implement unit plans, lessons that are aligned to the CCLS. This year, the school created a schedule to ensure that subject content teachers have time to collaborate during the day as well as Wednesday afternoons. Teacher leaders will attend the EngageNY professional development and share new learning and strategies with their teams.

This year, teachers will begin to use Understanding by Design Framework to develop unit plans. The units, lesson plans, common assessments will be aligned to CCLS. Teachers will be using tools such as Depth of Knowledge, WiTSI strategies, accountable talk, provide pivotal questions in their lesson plans to initiate discussion in the classrooms. Teachers will also work collaboratively to develop multiple entry points to support the various learners in their classrooms. Our focus for the 2015-16 year is to increase the level of writing across classrooms which will ultimately help students become prepared for college and career.

The high achieving students will have opportunities to take College Now courses, AP courses, as well as participating in after school programs which will provide enrichment in core subjects as well as the performing arts.

Teachers have a classroom structure with a set of expectations and norms for respecting each other and teachers. This year, we will have the Habits of Work and Habits of Heart Framework to support students in creating a safe classroom environment.

To closely monitor student needs, inquiry teams will follow a protocol to monitor students’ progress and gather evidence of student learning. Teachers will review state test data, homework, classwork, and common formative assessments to track student progress. Teachers will collaborate to analyze student work to evaluate the impact of their instruction and make adjustments to their curricula.

TC REACH- community based organization will support our school with professional development and also provide our students with activities that will enrich their academic skills. Through the 21st Century Grant, we have partners with Leadership, LEAP, Creative Connections and College Connections some of our teachers will be collaborating with the various partnerships to support our students.

Part 3 – 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 consistent with the expectations in part 2, responsive to the identified priority need(s) indicated in Part 1b, and be written as SMART –

Specific, Measurable, Achievable, Relevant, and Time-bound. Indicate the qualitative or quantitative evidence that will demonstrate the goal was reached.

By June 2016, 75% of teacher teams will develop six unit plans using the Understanding by Design Framework, as measured by the Understanding Design rubrics.

Part 4 – 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>
<ul style="list-style-type: none"> • All subject team leaders will participate in professional development provided by Teachers College-REACH to strengthen their practice with Understanding by Design (Wiggins). The professional development will include follow up that demonstrates for the staff how to implement changes based on student feedback. • Subject teams will meet on Wednesdays and Fridays to develop unit plans which will be measured by using a rubric to ensure that unit plans in order to ensure that units are rigorous and provide multiple entry points to meet the needs of various learners. <p>The Generation Ready math consultant will meet with the math teachers every Friday to our math department teachers in developing unit plans that are aligned to common core learning standards in order to ensure that students will be receiving rigorous curriculum.</p>	<p>All staff</p>	<p>September 2015-June 2016</p>	<p>Administrators, Academic Task Force, TC REACH, Generation Ready Math Consultant</p>
<ul style="list-style-type: none"> • Teachers will develop lesson plans from the units that were created and develop lessons with multiple entry points such as WITsi strategies, Depth of Knowledge entry points (questioning and discussion and/or tasks). Subject teams will collaborate on teacher and content teams to strengthen their lesson plans by providing 	<p>All staff</p>	<p>September 2015-June 2016</p>	<p>Administrators, Academic Task Force, school-based WITsi liaison</p>

multiple entry points using Witsi strategies to use as a vehicle for multiple entry points.			
<ul style="list-style-type: none"> The special education teachers, ESL teachers, and the AP for Special Education will collaborate on teacher teams (Tuesday - Friday) (common planning and inquiry) to ensure that English Language Learners, Students with Disabilities, and other high need student groups are being provided with scaffolded strategies and multiple entry points, 	All Staff	September 2015-June 2016	Administrators, Guidance, School Implementation Team
<ul style="list-style-type: none"> The parent coordinator will work with AP Guidance and counselors to schedule meetings with parents of priority students and teachers. Parents will receive feedback on classroom progress, credit accumulation, progress toward graduation and upcoming common assessments and Regents exams. Through our partnership with REACH, parents will be provided tools such as ENGRADE and supports to act on the data in order to better monitor student progress. 	All Parents with an emphasis on parents of students who are struggling.	October 2015-June 2016	AP guidance, Parent Coordinator, Parent Association, Guidance Counselors, REACH, representative teachers

Part 5 – Budget and Resource Alignment

Part 5a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.											
<ul style="list-style-type: none"> Using the SBO voting process, the teachers schedule will be adjusted to provide professional development and we will offer per session so teacher teams can collaborate and work on unit plans after school. Teachers College “REACH” will provide professional development to staff on improving questioning techniques, Understanding by Design and effective use of data in inquiry cycles Supplies for professional development workshop -\$1000 (Title I 1003a) Teachers will use Engrade to submit all grades 											
Part 5b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.											
X	Tax Levy	X	Title I SWP		Title I TA	X	P/F Set-aside		21 st Century	X	C4E
	Title I 1003(a)		Title III		PTA Funded		SIG or SIF Grant		School Success Grant		Other

Part 6 – Progress Monitoring

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

By January, 75% of the teacher teams will use the Understanding by Design Framework and develop a minimum of three unit plans that are aligned to the CCLS. As of February 2016, we are on target 75% of the teams have created at least three units.

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

Section 5: Needs Assessment, Summative Vision, 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 Renewal 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), the American Institute of Research (AIR) Needs Assessment 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 (RSCEP).	E
2.3	Leaders make strategic decisions to organize programmatic, human, and fiscal capital resources.	E
2.4	The school leader has a fully functional system in place aligned to the district's Annual Professional Performance Review (APPR) to conduct targeted and frequent observation and track progress of teacher practices based on student data and feedback.	E
2.5	Leaders effectively use evidence-based systems and structures to examine and improve critical individual and school-wide practices as defined in the RSCEP (student achievement, curriculum and teacher practices; leadership development; community/family engagement; and student social and emotional developmental health).	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> and <u>I</u>. Summarize your school's strengths and needs relative to this element of the Framework for Great Schools and DTSDE tenet (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data trends and sources. 		
<p>Strengths:</p> <ul style="list-style-type: none"> The school's mission and school goals are clearly articulated and supported by all stakeholders. The goals are uniformly known and discussed across the entire school community. As evidenced in the Quality Review 2014-15, the school leader meets with the Academic Taskforce, comprised of teacher-leaders, guidance counselor, parent coordinator and focuses communication on instructional practices, school goals, culture and systems for improvement. The school leader in collaboration with the programmer made strategic decisions which enabled teachers to collaborate in grade level teams and subject tams, use partnerships such as 21st Century, Apollo Theater, College For Every Students to support student achievement. As evidenced in the Quality Review 2014-15, a system of accountability and the use of student data allows the school community and parents kept abreast of student progress. 		
<p>Areas in need of improvement:</p> <ul style="list-style-type: none"> The school needs continue to use data to improve students achievement, curriculum, and teacher practices. After analyzing the 2014-2015 Advance MOTP teacher observation data the lowest rated component was 3b 		

questioning and discussion techniques, with a 2.66 overall rating. The school needs to improve teacher practice around questioning and discussion techniques in order to engage students in meaningful, high level discussions.

Part 2 – Summative Vision for Effective School Leadership

In a narrative, outline the Renewal Committee’s vision for this element, upon completion of the Renewal Program. Consider the following questions:

1. How will school leader articulate a shared vision and mission to the entire school community? How will the Principal ensure the CBO partnership is strong? How will the CBO partners collaborate with school staff to ensure that students’ academic and social-emotional needs are being met?
2. What kind of evidence based systems would a school leader put in place to ensure that the school and individuals continues to improve? What kind of supports? Who would he/she collaborate with? What would those collaborations look like?
3. How would the leader organize student and teacher programs to ensure students’ needs are met? Fiscal capital?
4. What approach would the school leader have to conducting observations? How would he/she ensure that teachers are provided accurate, timely, and actionable feedback coupled with the support to implement the feedback?
5. How will the school support a shared accountability? What systems will be developed to share academic, behavior, Social Emotional Learning (SEL), and attendance data with partners so that strategies can be created and assessed to support growth?
6. What and how will the leader delegate to assistant principals and the community school director?

During faculty, department, and team meetings, the school leader will spend time reinforcing the shared vision of the school community. The Principal in collaboration with the Director of TC-REACH will develop accountable benchmarks that are aligned with the school’s goals and RSCEP. The principal will meet monthly with TC REACH to monitor the progress of the goals. TC REACH will participate in the inquiry team, attendance team, professional development, ELT and planning session with staff. TC REACH will develop a strategic advisory curriculum with the staff to address the student SEL. The reinforcement of language will be deliberate and meaningful as it relates to the benchmark goals.

The school leader’s first path of communication is through the cabinet. Members of the cabinet are responsible for overseeing different areas of the school structure and will be responsible for articulating the progress that they are meeting toward the specific benchmarks. The instructional members of the cabinet will compile teacher observations schedule that will target teachers who are most in need of improvement and are rated most heavily in the areas of developing and ineffective. Because these teachers will most likely have a TIP, they will be identified for additional support and most likely have more than the minimum number of required observations. Feedback will be timely and actionable. In addition, they will receive additional support from the administrators, ATR Assistant Principal to improve pedagogy and implement the feedback. We will provide professional development to support teachers with questioning and discussion. Because stakeholders are on more than one team, communication will be improved. In an effort to promote transparency and trust, all minutes from teams (attendance, guidance, academic task force, etc.) will be shared and accessible to all staff. We will begin the process to use google docs as a vehicle to foster school-wide communication.

In collaboration with the administration team and programmer, we have provided a schedule to ensure that students will get the classes needed to prepare for college and career. In addition, through Extended Learning Time (ELT), our students will have opportunities after school to improve their academic abilities, excel in their areas of strengths. The 21st Century Grant along with the funding allocated for ELT will enable our teachers to provide the academic programs so students can accumulate credits they failed in previous years. Teachers will be able to meet during the week to collaborate during school and on Wednesday afternoons to review curriculum, lessons, student data, student work to improve student achievement.

The administration will conduct a round of informal observations by using the Danielson Framework. We will meet to calibrate what we observed in the classrooms. Schedules will be created to ensure that observations are done in a timely manner and that actionable feedback is given in a timely manner. The administration team will review the

observation reports to strategically determine which teachers need additional support in Domain 3b Questioning and Discussion as well as other areas in Domain 3. Teachers will be provided with a tools that can support them in improving their pedagogical skills as well as providing professional development.

The school leader in collaboration with the administrative team, the Academic Task Force, Guidance Team, TC Reach partnership will develop benchmarks so that we can monitor the progress of the school. The progress will be shared in teacher team meetings, through parent engagement so that all stakeholders are held accountable for the progress of our students. Our school data specialist and the Community Director will work collaboratively to gather data from various sources such as attendance, formative and summative assessments, scholarship reports, and OORs reports which will enable the Academic Taskforce and Guidance team to strategically make adjustments to improve instruction, attendance, behavior and address the needs of SEL.

The school leader will provide a matrix of responsibilities to the administrative team and to the Community Director which are aligned to the school goals. The Cabinet which includes the Community Director will meet once a week to track the progress of their responsibilities which are aligned to the school goals.

Part 3 – 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 consistent with the expectations in part 2, responsive to the identified priority need(s) indicated in Part 1b, and be written as SMART – Specific, Measurable, Achievable, Relevant, and Time-bound. Indicate the qualitative or quantitative evidence that will demonstrate the goal was reached.

By June 2016, the school administration will customize support given to all teachers in Domain 3B-Questioning and Discussion as measured by a 5% increase of teachers receiving an effective rating in the Measures of Teaching Practice (MOTP), in comparison to the baseline assessment which was done in the fall 2015.

Part 4 – 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>All teachers will receive targeted feedback in order to improve pedagogy in questioning and discussion. However, teachers who have a TIP and are consistently rated ineffective and developing will meet with their instructional assistant principal and principal to target areas of concern. Additional supports will be provided by the ATR Principal assigned to the school. Teacher's College-REACH will provide workshops on Quality Questioning.</p> <p>Teachers and teachers who have a TIP will be given outside PD opportunities to showcase schools in order to strengthen their teacher practice to support student learning. Administrators will also provide teacher coverage so ineffective and/or developing teachers can visit other classes of teachers who are effective or highly effective. The effective/highly effective teachers will visit their colleagues' classes to determine if they are implementing what they learned in their colleagues' classrooms. This will ensure accountability in order to improve teacher pedagogy.</p> <p>The school will provide professional development in Questioning and Discussion and provide tools, books (Quality Questioning by Jackie Acree), articles to support teachers with questioning and discussion. In addition, teachers who are consistently effective in questioning and discussion will be targeted for classroom inter-visitations to support teachers who are developing and/or ineffective.</p>	<p>Staff with TIP and/or consistent ineffective and developing ratings and teachers with effective or highly effective rating in 3B, and lead teachers who will be able to support their colleagues</p>	<p>September 2015-June 2016.</p>	<p>Principal, instructional assistant principals, ATR</p>

The school will purchase Critical Thinking Wheels which will support students with disabilities, English Language Learners as well as students who are high achievers. The Critical Thinking Wheels will provide teachers with the tools to help students become better with questioning and discussion.	Students	September 2015-June 2016	Teachers
The parent coordinator in collaboration with TC REACH will develop workshops and events to support the design and implementation of intentional family engagement in current and future plans to create sustainable relationships between the school, the student, the family and their community. These workshops will focus on topics such as ESL, SEL, strengthening the family, college and career readiness and providing them with copies of tools we have given students to support their learning.	Parents	September 2015 – June 2016	Parent coordinator, TC REACH Community Director, Parent Association

Part 5 – Budget and Resource Alignment

Part 5a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.											
<ul style="list-style-type: none"> • Teachers schedules will be adjusted using the SBO voting process to allow teachers to participate in Wednesdays professional development and common planning • School net will be used to monitor observation data from Advance (priority focus) 											
Part 5b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.											
	Tax Levy		Title I SWP		Title I TA	X	P/F Set-aside		21st Century		C4E
	Title I 1003(a)		Title III		PTA Funded		SIG or SIF Grant		School Success Grant		Other

Part 6 – Progress Monitoring

Part 6a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.
<ul style="list-style-type: none"> • The administration will monitor teacher data through Advance to strategize if goals are being met during each monthly observation cycle. • By the completion of the fall semester, the cabinet will reassess to ensure that teachers are making positive growth within the Danielson framework. Teachers, who are not, will be given more intensive supports through the CBO for the spring semester. • 5% increase in teachers receiving an effective rating in Domain 3 • 60% of informal observation completed

- 20% of formal observation completed

- All observations completed will have actionable feedback and next step

As of February 2016, we are on target to reaching our goal of having teachers rated effectively in questioning and discussion by 5%

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

Section 5: Needs Assessment, Summative Vision, 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 Renewal 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), the American Institute of Research (AIR) Needs Assessment and other relevant qualitative and quantitative data. Enter your HEDI self-rating(s) on the chart below. 		
Tenet 6 Statement of Practice (SOP) Addressed		HEDI Rating
6.2	The school leader ensures that regular communication with students and families fosters their high expectations for student academic achievement.	E
6.3	The school engages in effective planning and reciprocal communication with family and community stakeholders so that student strength and needs are identified and used to augment learning.	E
6.4	The school community partners with families and community agencies to promote and provide training across all areas (academic and social and emotional developmental health) to support student success.	E
6.5	The school shares data in a way that promotes dialogue among parents, students, and school community members centered on student learning and success and encourages and empowers families to understand and use data to advocate for appropriate support services for their children.	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>Strengths:</p> <ul style="list-style-type: none"> The school leader and teachers regularly communicate to parents and students the school’s priority and plans for college and career. The school community proactively develops opportunities to engage students, families and community in conversations regarding high academic expectation. As evidenced in the 2014-15 DOE school survey, 87% of our parents believe that the school keeps them informed of what their child is learning, and were satisfied with the response they received when they contacted the school. This has made an impact on ensuring that the school communicates high expectations and families understand their role in the school's continued improvement. As evidenced In the 2014-15 Quality Review Report, parents shared that the school uses Engrade, eChalk, parent newsletters, and global messenger to communicate with families about school issues and events. The staff communicates regularly with parents concerning student progress, achievements and needs. The school is at the beginning stage of developing a system to monitor the effectiveness of communication. The AIR assessment indicated that the school provides various opportunities for parent involvement including students’ academic needs. This has made an impact on the school culture in our community. As evidenced in the 2014-15 Quality Review Report, the school leader, in collaboration with community agencies such as Operation Hope, Apollo, Teachers College “REACH,” and 21st Century Leadership, has developed a plan to ensure that 		

families are engaged and supported around students' academic, social and emotional growth. Professional development has been planned for classroom teachers and guidance counselors to help ensure and sustain parent engagement.

Areas in need of improvement:

- As evidenced in the 2015 AIR assessment, we need to improve the way data is shared with parents 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.

As evidenced, in the end of year attendance results, our attendance rate decreased by 2.64% resulting in an overall 79.83% attendance rate for the 2014-15 year.

Part 2 – Summative Vision for Strong Family and Community Ties

In a narrative, outline the Renewal school's vision for this element, upon completion of the Renewal Program.

Questions to consider:

1. Within the Community School model, how will families be welcomed into the school and made a part of the school community? What support will school safety officers and all staff be given to help create a welcoming environment?
2. How does the school provide support to families so that they understand and can take an active role in what their child is learning?
3. How would the school engage the community and families? How would they ensure that teachers are able to learn from families about the children being taught?
4. How do families partner with the school and CBO to support student success? Will there be dedicated space for families?
5. What adult education offerings can your school community provide to families?
6. How would families be able to access and understand student data and progress?

- The school will conduct two parent orientation workshops for new and returning parents to provide a welcoming and nurturing environment. In the beginning of the school year, parents will be invited to come meet the teachers during events that will be scheduled for parents in the beginning of the school year. The Principal will meet with the head of security to put structures in place to provide a welcoming environment.
- The school will develop a culture of shared responsibility and accountability while creating a space to support student success. The school will develop a culture of academic parent-teacher partners. The school will focus on the access of the parents. Teachers will be encouraged to make positive outreach to parents. The school along with Teacher's College Reach Program will provide engagement activities and workshops for parents that impact students' achievement. The school will use ENGRADE and Kinolved, as progress tracker build parent capacity to monitor their children's progress and teachers' capability to communicate progress. The data on ENGRADE will be shared with the family regularly during each marking period in a productive, proactive way that focus on the student's strengths and areas which need to be improved.
- The advisors, guidance counselors, parent coordinator and Teacher's College Reach program will and the Community School Director will be collaborating to ensure that families play an active role in their child's education. The advisors and guidance counselors will be able to provide information to teachers about the social emotional issues which will enable teachers to have a holistic viewpoint of their students.
- The Community School Director who will collaborate with school attendance team as well as other appropriate key personnel and partners to establish, document, implement, monitor and refine a school-wide attendance incentive program reflecting research-based promising practices around attendance; Support attendance team members with intervention activities to promote family engagement and increase attendance; Collaborate with school guidance team as well as other appropriate key personnel, and partners to establish, document, implement, monitor and refine a school-wide tiered system of prevention and responsive interventions for

students, families and educators to support students' social-emotional development. Families will be encouraged to participate in family Events –that bridge school and family communities. Events may include Assembly Awards Ceremony to recognize academic achievement and attendance, family art workshops, theatre/dance/ music performances, academic & celebratory carnivals, or cultural excursions.

- The Parent Coordinator along with the Community Director will distribute a survey to determine the types of adult programs that could be offered through the various partnerships we have at Wadleigh.
- The Community Director will be offering workshops to parents about student data and progress. The parents have access to ENGRADE, will be able to communicate with their child's advisor, guidance counselor and/or parent coordinator.

Part 3 – 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 consistent with the expectations in part 2, responsive to the identified priority need(s) indicated in Part 1b, and be written as SMART – Specific, Measurable, Achievable, Relevant, and Time-bound. Indicate the qualitative or quantitative evidence that will demonstrate the goal was reached.

By June 2016, the school's guidance counselors, parent coordinator, and CBO will increase their parent outreach activities (1:1 conferences, parent notification, etc.), resulting in a 5% increase in new parent participation in student functions (Engrade usage, student performances, Curriculum Night, etc.)

As of February 2016, we are making progress towards reaching our 5% increase in new parent participation through a variety of activities and student support functions.

Part 4 – 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) 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>
<ul style="list-style-type: none"> • Strengthening Intentional Communication for Parent Engagement – in conjunction with Achievement Initiative, provide workshops or group conversations around inviting parents and supporting parent's duty to assist their child in succeeding at school. Topics could include: reflective listening, parent invitations, and conflict resolution. 	<p>Parents and community</p>	<p>September 2015 – June 2016</p>	<p>REACH – CBO Parent coordinator Community school director</p>

<ul style="list-style-type: none"> Supporting Academic Growth –workshops that support parents to learn how to use ENGRADE in order to monitor their's child's progress. College & Career Readiness – workshops around helping parents understand and then prepare their students with planning and actions to support their children in order to gain access to higher education. Strengthening the Family – in conjunction with Achievement Initiative, provide workshops to help parents understand their family’s communication styles, individual contributions and overall family dynamics to help foster healthy family relationships. 	Parents and families	September 2015 – June 2016	REACH – CBO Parent coordinator ESL coordinator Community school Director, 21st Century
<ul style="list-style-type: none"> Workshops and events for parent coordinators to support their design and implementation of intentional family engagement in current and future plans to create sustainable relationships between the school, the student, the family and their community. Workshops, events, and supportive structures for parent leaders to further enable the social networking of parents in, as well as out of, the Parent Association in order to increase parent-parent relations in order to strengthen family engagement. 	Parents and families	September 2015 – June 2016	REACH – CBO Community school director/Parent Coordinator

Part 5 – Budget and Resource Alignment

Part 5a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.											
Renewal funds and PTA funds will be set aside for workshops and supplies to facilitate workshops.											
Part 5b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.											
	Tax Levy	X	Title I SWP		Title I TA	X	P/F Set-aside		21st Century		C4E
	Title I 1003(a)		Title III		PTA Funded		SIG or SIF Grant		School Success Grant		Other

Part 6 – Progress Monitoring

Part 6a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.
<ul style="list-style-type: none"> REACH in partnership with the Parent Coordinator will host a minimum of four workshop each semester Community School director will be hired by September 2015.
Part 6b. In February 2016 , review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

Section 6: Expanded Learning Time (ELT) Program Description

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

Part 1 – ELT Program Goal(s)

Describe the summative goal(s) of the ELT program for the 2015-2016 school year. Be sure to construct the goal to be SMART – <u>S</u> pecific, <u>M</u> easurable, <u>A</u> chievable, <u>R</u> ealistic, and <u>T</u> ime-bound.
Increase student participation in ELT programming by at least 25% through the design, implementation, and monitoring of a comprehensive ELT program that includes opportunities for academic remediation and arts-based programming.

Part 2 – ELT Program Type

Is the ELT program voluntary or compulsory?	X	Voluntary		Compulsory
If the ELT program is voluntary, indicate how you will actively encourage the participation of all students, with the goal of serving at least 50% of students.				
Students who have completed course work but have not pass the NYS Regents will be programmed for tutoring session				
Students who have failed course in math, ELA, science, and social studies will be programmed for PM School				
All ninth grade students will be required to take their art classes at 9 th period				
Middle school and high school students will have the opportunity to take extracurricular classes such as Chess, Creative Writing, and Portfolio Art.				
Middle school students with grade lower than level 3 on the NYS MS assessment will participate in remediation for ELA and math				
Students will be offered the possibility to register for SAT prep and creative writing (newspaper)				
Students on track will audition for fall musical, or participate in arts enrichment with teacher recommendations				

Part 3 – ELT Program Description

Target Population: The ELT program for a Renewal School will be offered to all students in the school.
Describe how the school will meet the following SED requirements for an ELT program: How will the school integrate academics, enrichment, and skill development through hands-on experiences that make learning relevant and engaging? How will CBO staff and the school’s teachers be integrated to provide a seamless learning day?

- Offer a range of activities that capture student interest and strengthen student engagement in learning so as to promote higher attendance, reduces risk for retention or drop out, and increases the likelihood of graduation.
- Actively address the unique learning needs and interests of all types of students, especially those who may benefit from approaches and experiences not offered in the traditional classroom setting.
- What new content areas and opportunities will be offered to students?
- Contain components designed to improve student academic, social, and emotional outcomes, including opportunities for enrichment programs such as in music and art.
- Ensure instruction in any core academic subject offered in the program will be delivered under the supervision of a teacher who is NYS certified in that particular content area.
- How will community educators receive professional development? Are there plans to provide joint PD to school faculty and community partner staff?
- How will outreach be made to families?

Using priority focus and 21st Century and Extended Learning Time funding sources, the school will provide credit recovery for all core subjects (math, ELA, social studies and science) in the high school and art enrichment activities. These ELT will be on Mondays, Tuesdays, Thursdays and Fridays from 2:53 – 4:08. On Wednesday the students will participate in enrichment/socio-emotional support activities such as arts production (musical, visual art club, Glee club), oral history project, creative writing (Wadleigh online newspaper), Lego robotics, internship and targeted advisory group counseling. TC REACH will provide additional ELT services such as data-driven tutoring interventions, summer bridge for incoming 6th graders, 9th graders and seniors, SAT preparation. REACH and the administration will collaborate on designing professional development for teachers and community partners. Parent outreach will be done by teachers, guidance counselors, parent coordinator and community school director.

Part 4 – ELT Program Implementation and Oversight

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

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

Key personnel responsible for the implementation and overseeing the ELT program will be school administration and site coordinator.

Students' progress will be assessed using the mid-year and end year benchmark in the RSCEP with a focus on the Framework for excellent school.

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

The bridge program will be implemented July 1 – August 13.

ELT program will be implemented September – June of 2015 -16 school year.

Part 5 – ELT Budget and Resource Alignment

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

Using the compensation time posting we will post ELT positions for math, ELA, science and social studies in the high school. Posting in the middle school will be for math and ELA (guided reading).

REACH will provide tutors for SAT prep using Princeton Review. They will also provide coordinators for the middle school robotics (mind storm), young audience NY for graphic art design (online newspaper).

21C with leadership and Classical theatre of Harlem will provide enrichment in the performing and visual arts

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

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

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

Part 6 – ELT Progress Monitoring

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

By February 2016 we should see an increase in credit accumulation which will lead students towards college and career readiness.

February 2016 all Regents results will show an increase of 3%

More than 50% of the students are actively participating in ELT activities with daily attendance rate of 80%

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

Section 7: Community School Description

Directions: The Community School program is directly aligned to the Framework for Great Schools element – Strong Family and Community Ties.

Part 1 – The Community School Program Goal(s)

Indicate the summative goal(s) of the Community School program for the 2015-16 school year. Be sure to construct the goal to be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.

By June 2016, 100% of teachers, students, and parents will be provided with a range of activities (i.e. professional development for teachers, expanded learning opportunities & programming for physical and mental wellness for students, and workshops for parents to support students' academic and social-emotional needs in order to improve student achievement.

Part 2 – Community School Program Description

Part 2a. Identify the target population(s) to be served by the Community School program and the scope of the services provided.

Through its partnership with Teachers College, Columbia University's Raising Educational Achievement Coalition of Harlem (REACH) initiative, Wadleigh seeks to improve the educational opportunities and outcomes of all students through a scope of services that reflect a set of coherent and strategic actions across five key areas as outlined below:

Teaching & Learning: Leadership –REACH will support school leaders with the development, implementation, and monitoring of school improvement plans by: 1) compiling annual data-based school case studies used during the retreat process to identify assets, challenges and trends; 2) facilitating an annual planning retreat to draft school improvement plans to address identified assets, challenges and trends within the community school context as well as the compilation of REACH workplans reflecting annual activities for each of the five key areas that are align to the retreat outcomes for school improvement planning; 3) designing and delivering series of professional development meetings for principals and/or APs; and 4) providing regular job-embedded consultations/coaching for principals and/or APs.

Teaching & Learning: Pedagogical Practices – REACH will provide a professional development series focused on team leadership and instructional practice to teachers identified by the principal to improve their capacity to design, deliver, monitor and refine rigorous instruction aligned with the Danielson Framework and to turnkey their learning to their colleagues by 1) designing and delivering series of eight monthly cohort PD sessions as well as an annual summer institute for teachers across REACH partner schools; and 2) providing regular job-embedded, on-site coaching sessions for individual teachers.

Expanded Learning Opportunities (ELO) – REACH will provide high-quality inclusive extended leaning time, afterschool and summer programs that: 1) reflect students' interests as ascertained from surveys and/or focus groups as well as enriches and diversifies Wadleigh's overall arts program; 2) are aligned to a set of Common Core Learning Standards as well as strategies to support College and Career Readiness; 3) include regular reviews of student data; 4) include professional development focused on effective instructional practice for TC graduate students who serve as ELO staff ; and 5) showcases student work for the entire school community at least twice throughout the year.

Physical & Mental Health – REACH will improve access to and use of health services that ensure students are well-prepared to learn by: 1) providing vision and dental screenings for all students as well as health screenings (i.e. BMI, Hypertension, and Glucose) for parents as well as health education workshops for all stakeholders through partnerships with community-based providers; 2) establishing inventory of community-based resources to systematically support and track referrals for health and social services for students and families; 3) establish a suite of school-based social emotional and mental health services for students through partnerships with Columbia University School of Social Work and NY Foundling; 4) utilizing data to routinely assess health and wellness needs of

community to inform programming and intervention; and 5) development and implementation of a comprehensive attendance plan with tiered interventions to improve the school's annual attendance and absenteeism rates.

Family Support & Engagement – REACH will build families' knowledge, skills and confidence to effectively extend their children's learning and well being by: 1) conducting parent focus groups each year to ascertain their perspectives around their needs and interests for programming; 2) providing family engagement activities across four key areas – parents as partners to help families learn how to support students' academic and social-emotional development at home; educators as partners to help school staff more effectively invite and engage parents in the life of the school; adult education to support parents with achieving their goals around GED/TASC, ESL, workforce readiness, and financial planning; and celebrations to provide students and parents with opportunities to enjoy showcases of student work and performances; 3) using feedback data to drive ongoing family engagement planning; and 4) provide on-site PD consultations/coaching for parent coordinators and parent leaders.

Part 2b. Describe how the school will meet the NYCDOE requirements for a Community School in the School Renewal program.

1. Renewal Schools are expected to pair with a community-based partner organization (CBO) and together with members of the School Leadership Team, hire a Community School Director. The Director will lead implementation of the needs and asset assessment, and other critically important coordinating activities. Indicate how you will leverage this aspect of the work.
2. Renewal Schools are expected to personalize the needs of all students, through strategic programming and services, as determined by the needs and asset assessment, and must also offer Expanded Learning Time (ELT) and mental health programming. Indicate how you will implement this work, and describe other programming you anticipate to be in place to strengthen this initiative.
3. Renewal Schools are expected to emerge as Partnership Schools, which are places where parents and families feel welcome, attend parent-teacher conferences, participate in the conversation and decision-making around the renewal of their schools, and have many opportunities to advocate for their children. Monthly Forums engaging families and community stakeholders will be a critical part of this parent engagement strategy. Describe how you will implement this aspect of the work.
4. Renewal School Principals are expected to meet on a weekly basis with their Community School Director, select Assistant Principals, key staff, and other CBOs, to analyze trends in data and case manage individual students. Data tools and training will be available for schools to use. Indicate how you will implement this aspect of the work.

Wadleigh and REACH will continuously collaborate to ensure that the Community School program activities meet the NYC DOE requirements for a Community School. In Spring 2015, Wadleigh selected Teachers College, Columbia University's REACH initiative as its lead CBO under the School Renewal program. REACH subsequently recruited and hired Mr. Habib Bangura as the school's Community School Director. As part of the REACH model, Wadleigh has been engaged in an annual school improvement planning process that includes a needs and asset assessment accomplished through the REACH compilation of the annual data-based school case study that reflects information across the five key areas and is used during the retreat process to identify assets, challenges and trends as well as to consequently draft school improvement plans and REACH work plans to address the identified assets, challenges and trends within the community school context. The entire REACH team, including the Community School Director, and the school's leadership team is involved in this process.

The school's ELT program has been structured to provide an array of academic offerings that primarily align to remediation, credit recovery, Regents preparation, and college readiness. These ELT strands were established by the school leaders in response to an examination of the student data that illustrated these areas as students' greatest needs in terms of making progress to graduation. Students were subsequently assigned to the different offerings based on a review of their NYSED 2015 exam outcomes at the middle school level and their transcript outcomes (i.e. missing credits and Regents pass rates) at the high school level. The school subsequently collaborated with REACH and its 21st Century partners to provide expanded learning activities after the mandated ELT to ensure that all students continue to have access to other programming, particularly activities that emphasize the arts so that the school can continue to strengthen this key focus of its mission and vision.

The school has incorporated the Community School Director into its School Leadership Team. The REACH Family Engagement Coordinator and Community School Director has been working together to develop and administer surveys to parents to begin to obtain their input around the different topics. REACH will facilitate an annual parent focus group forum in Spring 2016, which is a key element of its model to provide parents with another opportunity to provide feedback. Additionally, the REACH Family Engagement Coordinator and Community School Director are regularly working with the Parent Association Leadership and the Parent Coordinator as well as its key partners to develop, implement, and monitor a family engagement calendar of activities that reflect REACH's four pillars for engagement: parents as partners; educators as partners; adult education; and celebrations. At each of the planned activities, participants are surveyed about their needs, interests, and perspectives on the Community School programming as well as their interest and availability to volunteer in support of different aspects of the work. It is anticipated that as the number of participants as family engagement events increases, the REACH Family Engagement Coordinator and Community School Director will be able to expand the network of individuals engaged in the development, implementation, and monitoring of the family engagement calendar of activities from primarily the Parent Association Leadership and the Parent Coordinator. The Community School Director also has established a monthly newsletter to routinely publicize the work of the Community School program to all constituents, including parents and students. The intention is to ensure that the programming not only facilitates strong family and community ties but meaningful ones as well.

REACH and Wadleigh have established several layers of data-driven interfaces around the Community School program. The principal and Community School Director have a weekly standing meeting that was established in September. At those meetings, the Community School Director provides the principal with current and available data around key indicators, primarily excerpted from the Student Sorter and Kinolved, to strategize short-term and long-term plan adjustments. In addition to these meetings, the REACH Director has separate routine meetings with the Community School Director and the principal to address concerns and to ensure that the work of the initiative continues to be responsive to students' needs and aligned to the school's goals. These meetings also leverage data from the Student Sorter, Kinolved, and NYSED Item Analysis. The principal and Community School Director also meet with other members of the REACH team (i.e. Expanded Learning Opportunities Associate; Senior Instructional Specialist; Family Engagement Coordinator) to review and troubleshoot activities that reflect their specific areas of programming and will use a variety of data sources that may include parent survey data, teacher outcomes on PD checks for understandings and feedback surveys, teachers' instructional artifacts, and student work artifacts from ELT/ELT. There also are the bi-annual data dialogues with REACH, the school's leadership and key partners; and the annual school improvement retreat.

Part 3 – Community School Program Implementation and Oversight

Part 3a. Who will implement the Community School program? Who will oversee the program?

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

There are several REACH key personnel and partners that will be responsible for the design, implementation, monitoring, and refinement of the Community School program activities at Wadleigh. The REACH key personnel include: Kecia Hayes who is the REACH Director and supervises the entire university-assisted, community school initiative for Teachers College, Columbia University; Angela Fulcher who is the Expanded Learning Opportunities Associate and manages all aspects of the extended leaning time, after-school and summer programs; Catherine Hogg who is the Senior Instructional Specialist and is responsible for the design and delivery of all teacher professional development activities; Mike Ramsey who is the Family Engagement Coordinator and oversees all family engagement programming; Habib Bangura who is the Community School Director at Wadleigh and provides school-based leadership around the different REACH components, particularly those related to Physical & Mental Health; and Yu Bai who is the Data Assistant and supports the routine analysis of data to inform programmatic decision making. REACH key partners that also are responsible for elements of the Community School program include NY Foundling

and Columbia University School of Social Work who support the mental health activities; Helen Keller International, Smile Programs, and Family Health Institute that provide programming around physical health development; Kinolved to support activities to improve the school's attendance improvement activities; Tribeca Film, Young Audiences New York, The After-School Corporation (TASC), American Center for Musical Arts, and Columbia University School of the Arts to assist with enhancing the after-school programming. In addition to these key personnel and partners, Wadleigh also leverages the Superintendent and Director of School Renewal for Community School District 3 to also support the design, implementation, and oversight of the Community School program at Wadleigh. There are several school-based staff who are involved in the Community School programming at Wadleigh and they include: Ms. Fisher (teacher) who assists with coordinating the extended learning time/expanded learning opportunities; Ms. DeLaRosa, Mr. Romain, and Ms. Ramirez (guidance counselors) who are working with NY Foundling and Columbia University School of Social Work to strengthen a student support team that provides students with appropriate and timely social emotional and mental health supports; Mr. Ayetiwa and Mr. Wilson (assistant principals) who are working with the principal (Ms. Fontanez) and REACH to improve teacher practice through professional development and supervision. The school also has been assigned an Americorp Fellow (Ms. Martha Barberos) who provides support around the attendance activities within the Community School program at Wadleigh.

The Extended Learning Time (ELT) is scheduled for one hour and fifteen minutes each day for four days per week and consists of programming that is academically focused to help middle school students strengthen their literacy and math skills so they are better prepared for the NYSED assessments; and to help the high school students with credit recovery, Regents preparation, and college readiness in terms of SAT preparation as well as college essay writing. The ELT program is primarily staffed by Wadleigh teachers as they responded to the job posting and consequently are entitled to those positions based on the UFT contract. REACH is supporting the college essay writing offering through the provision of staff. In addition to the ELT activities, Wadleigh students have expanded learning activities (ELO) provided by REACH and the school's 21st CCLC after the ELT period on the four days as well as on the fifth day of the week when ELT is not offered. The REACH ELO activities are primarily arts-based to intentionally augment and diversify students' exposure to the arts field.

REACH and Wadleigh leadership will continuously collect, analyze, and reflect on data across the five key areas to evaluate the program and assess the impact of activities on student achievement in order to make appropriate and timely adjustments. Quantitative (i.e. primarily focus group and survey data from different stakeholders) and qualitative data (i.e. primarily student attendance and behavioral incidents; promotion and assessment data such as NYSED ELA and math exams for grades 3-8; Regents exams and attempts, credit accumulation, and graduation rates for high school students) is used to monitor and evaluate the work both to inform decisions on how specific interventions might be improved (ongoing formative evaluation) and to measure progress toward final outcomes (annual summative evaluation). In addition to reviewing the school's annual data published through NYSED and NYC DOE, REACH will collaborate with the school staff to gather and analyze data specific to the five key areas. For example, the Senior Instructional Specialist and all other PD providers from Teachers College use a REACH data tool to track professional development interventions by teacher/topic so that the focus and duration of professional development can be examined against NYC DOE Advance data on teachers' performance. This is coupled with Checks for Understanding exit slips and feedback forms for each cohort PD session. The Expanded Learning Opportunities Associate utilized the NYSAN Quality Self-Assessment Tool to monitor all ELT and ELO activities in addition to tracking attendance through Kinolved as well as conducting routine reviews of student work for targeted sample of students. The Family Engagement Coordinator collects attendance and feedback data from parent participants at each event. The Community School Director collects data on student attendance through Kinolved as well as from key partners to include the information in the school's Student Sorter so that there is a comprehensive data set for each student (demographics, outcomes, and interventions). The data collected and documented through the Student Sorter data are shared with the Data Assistant who will conduct a set of analyses as determined by questions posed by REACH and Wadleigh; and the analyses are reviewed for action/program adjustments. While the data is analyzed, shared with the school, and used by the REACH team throughout the year, twice per year, REACH, its partners and Wadleigh

leadership meet for a data dialogue so that they have dedicated time to collectively review the information and make decisions about any adjustments that may be needed.

Part 3b. Indicate resources needed including human resources, instructional resources, and schedule adjustments to implement the Community School program.

Resources include the community school director, parent coordinator, teachers, supervisor for the 21C grant, and members of 21C leadership

Part 3c. Timeline for implementation and completion, including start and end dates.

REACH activities for 2015-2016 began with the annual school retreat in May 2015 and will continue throughout the entire academic year (June 2016).

Section 8: 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)	Lowest third, overage, under credited, ESL or SWD	<ul style="list-style-type: none"> • For middle school students, the Academic Intervention Program includes double periods during the school day (where differentiated instruction is provided in small-group settings by teachers through the Accelerated Reader program – Achieve 3000 and MyOn). • Middle School students are also provided 75 minutes of academic enrichment four times a week. • These programs help to minimize the occurrence of low performing students who lack the knowledge, skills, reading and comprehension skills and may experience, test anxiety, and low expectations for success. <p>For high school students, Academic intervention is provided for students</p>	Small group instruction and tutoring for level 1 and 2 students.	During lunch period 1 – 2 days per week

		<p>failing a Regents exam via a Regents review during lunch and after school. PM school is offered to students who fail classes and repeater classes are offered during each semester to assist with credit accumulation.</p>		
Mathematics	<p>Lowest third, overage, under credited, ESL or SWD</p>	<ul style="list-style-type: none"> For Middle school students, Academic Intervention Program includes a double period block during the school day (where differentiated instruction is provided in small-group settings). Students are also provided 1 hours of instruction four times per week after school. <p>For High School students, lower level students will be scheduled for ICT classes or double period classes. After school PM class will be offered to students to assist with credit accumulation. Regent review will be offered after school. WiTsi will be used to help differentiate classroom instruction.</p>	<p>Small group instruction and tutoring for level 1 and 2 students.</p>	<p>During lunch period 1 – 2 days per week</p>
Science	<p>Lowest third, overage, under credited, ESL or SWD</p>	<ul style="list-style-type: none"> For middle school, students are scheduled for 5 periods of instruction per week instead of the required 4 periods per week to 	<p>Whole class & small groups</p>	<p>Classroom instruction</p>

		<p>include lab time, which is provided by their regular Science teacher.</p> <p>After school homework help is made available through our Literacy/Homework help program as well as through our CBO, the New York City Mission Beacon Program.</p> <p>For high school, academic intervention takes place during the school day in small groups and during class periods with differentiated instruction. After school PM class will be offered to students to assist with credit accumulation. Regents review classes will be offered after school.</p>		
Social Studies	Lowest third, overage, under credited, ESL or SWD	<ul style="list-style-type: none"> • For middle school, the Academic Intervention Program consists of small group instruction based on our instructional strategy, the Workshop Model. • For high school, academic intervention takes place during the school day in small groups and during class periods using differentiated instruction. 	Whole class & small groups	Classroom instruction

		<p>After school PM class will be offered to students to assist with credit accumulation. Regent review classes will be offered after school.</p>		
<p>At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)</p>	<p>SWD, LTA, overage under credited</p>	<ul style="list-style-type: none"> • Mandated counseling will be provided, one to one or in a group setting is provided to students at risk. • Attendance dropout prevention intervention services are also provided. • Students are referred by teachers for one to one tutorial services. • Students are counseled and tutored so that placement in the least restrictive environment is the ultimate option. • Academic testing, referral initial evaluation or re-evaluation is available for special education services. Placement in the least restrictive environment is the ultimate option. <p>Initial evaluation and one to one and/or group counseling.</p>	<p>Small groups & individual</p>	<p>Instructional day</p>

Section 9: Title I Program Information

Directions:

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

Part 1: Title I Status

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

Part 2: All Title I Schools

2a. Highly Qualified Teachers (HQT)

Describe the strategies and activities including strategies for recruitment, retention, assignments, and support including high quality professional development that ensures staff is highly qualified.
<ul style="list-style-type: none"> • Recruitment is based on the Open Market process • Teachers are provided assistance in designing meaningful unit and lesson plans (using UBD) and rubrics. • Teachers are helped with content knowledge and pedagogy through consistent low-inference observations with immediate and effective feedback. • Teachers are encouraged to pursue courses that lead to administrative licenses and are allowed to do their internship under the schools' existing administrative team. These teachers are given opportunity to take the lead in curriculum design, common core learning standards protocol and professional development. • Teachers are provided a mentor their first year teaching. Teachers with an ineffective rating are required to meet once per week with their direct supervisor to assist them with lesson planning. • The school has created a teacher resource room for instruction purposes, planning and professional development. This room is equipped with a smart board, computers and printers. • Supervisors assist teachers with lesson planning as per their TIP .

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).
Differentiated professional development is provided based on observation reports and areas needing improvement. Teachers are also given the opportunity to participate in professional development outside the building based on their interest and needs.

Part 3: TA Schools Only

3a. Use of Program Resources

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

n/a

3b. TA Coordination with the Regular Program

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

n/a

Part 4: SWP Schools Only

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

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

n/a

4b. Measures to Include Teachers in Decisions Regarding Assessments

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

- All teachers will meet during the Common Planning sessions to design common assessments that are aligned to their content-specific curriculum map and scope and sequence.
- Departments will create instructional files that include curriculum maps, assessments, unit plans, best teaching practices, pacing calendars and resources to supplement their lessons in Google docs.
- Teachers will also use the common planning time to analyze data from STARS and skedula, and review the common assessments to make the necessary adjustments to the curriculum and implement individual instructional strategies.
- During informal and formal observations, the administration will focus on designing coherent instruction (Danielson 1e), engagement (Danielson 3c) and questioning techniques (Danielson 3b).
- The academic taskforce and inquiry team will review the data from the common assessments to identify specific target groups of students (overage/under-credited/other missing graduation requirements).

Administration and academic taskforce meet regularly to revise the professional development plan based on data that derives from observations, inquiry team, WITsi, and coaching

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 (RSCEP) 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	344,376.00		
Title I School Improvement 1003(a)	Federal	\$16,000		
Title I Priority and Focus School Improvement Funds	Federal	\$80,000		
Title II, Part A	Federal	0		
Title III, Part A	Federal	0		
Title III, Immigrant	Federal	0		
Tax Levy (FSF)	Local	2,650,058.00		

1Explanation/Background:

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

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

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

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

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

- **Title I, Part A – Schoolwide Programs:** To upgrade the entire educational program in the school in order to improve the academic achievement of all students, particularly the lowest-achieving students. This includes provision of services for Students in Temporary Housing (STH).
- **Title I School Improvement 1003(a):** To support implementation of school improvement activities identified through the Diagnostic Tool for School and District Effectiveness (DTSDE) reviews or a school review with district oversight and included in the DCIP/RSCEP.
- **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 10: 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 RSCEP goals for improving student achievement. Schools are encouraged to include feedback from the Parent Coordinator when updating the policy. In addition, if the school community will be engaged this year in central parent involvement initiatives, such as Parent Academy, which will provide training for school communities to help strengthen family-school partnerships, please be sure to include these activities in the school's policy.

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

Parent Involvement Policy (PIP) Template

Educational research shows a positive correlation between effective parental involvement and student achievement. The overall aim of this policy is to develop a parent involvement program that will ensure effective involvement of parents and community in the school. Wadleigh Secondary School for the Performing and Visual Arts, in compliance with the Section 1118 of Title I, Part A of the No Child Left Behind (NCLB) Act, is responsible for creating and implementing a parent involvement policy to strengthen the connection and support of student achievement between the school and the families. The school's policy is designed to keep parents informed by actively involving them in planning and decision-making in support of the education of their children. Parents are encouraged to actively participate on the School Leadership Team, Parent Association, and Title I Parent Committee as trained volunteers and welcomed members of the school community. Wadleigh Secondary School will support parents and families of Title I students by:

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

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

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

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

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

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

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

School-Parent Compact (SPC) Template

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

I. School Responsibilities

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

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

Support home-school relationships and improve communication by:

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

Provide parents reasonable access to staff by:

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

Provide general support to parents by:

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

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

II. Parent/Guardian Responsibilities:

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

III. Student Responsibilities:

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

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

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

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

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

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

Part A: School Information	
Name of School: <u>Wadleigh Secondary School for</u>	DBN: <u>03M415</u>
This school is (check one):	
<input checked="" type="checkbox"/> conceptually consolidated (skip part E below) <input type="checkbox"/> NOT conceptually consolidated (must complete part E below)	

Part B: Direct Instruction Supplemental Program Information
The direct instruction component of the program will consist of (check all that apply):
<input type="checkbox"/> Before school <input checked="" type="checkbox"/> After school <input type="checkbox"/> Saturday academy
Total # of ELLs to be served: <u>15</u>
Grades to be served by this program (check all that apply):
<input type="checkbox"/> K <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 <input checked="" type="checkbox"/> 9 <input checked="" type="checkbox"/> 10 <input checked="" type="checkbox"/> 11 <input checked="" type="checkbox"/> 12
Total # of teachers in this program: <u>1</u>
of certified ESL/Bilingual teachers: <u>1</u>
of content area teachers: <u>0</u>

Part B: Direct Instruction Supplemental Program Information

Describe the direct instruction supplemental program here and include the

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

Begin description here: _

The rationale for our extended day program is to provide supplemental instruction to students who need and desire to receive additional services. Because our data indicates that students struggle with writing, this will be the emphasis of our instruction. In addition, we would also like to implement a cultural awareness component where the students participate in local trips.

- High school students are the focus of the after school program, however, a middle school student who wishes to attend will be permitted. Our focus on the high school is because we only have four middle school students.

- Our after school classes will run one hour in duration, three days per week. Our program will begin on or about November 3, 2014 pending approval of the plan and run until June 16, 2015. Once a month, students will participate in an after school trip to participate in different cultural experiences. This will include, trips to museums, cultural attractions around New York City, and visits to restaurants. Parents will be invited to attend with their child.

- Instruction will be delivered in English.

- One certified ESL teacher will provide instruction. Supervisory funding is not necessary through Title III because a supervisor is already assigned and funded through the 21st Century grant.

- Our after school program will use Achieve3000 to differentiate reading levels and provide additional support from what students use during the school day. We will supplement our writing program with the Complete English WebSuite which differentiates support in vocabulary, grammar, and writing. Both programs allow teachers to track student progress and focus on modules that students need.

-
-

Part C: Professional Development

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

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

Begin description here: _

- Our professional development plan is for all teachers because they all teach ELLs or former ELLs in their classes. Our goal is to send teachers over the course of the school year to attend professional development that is specific to content or specific to English Language Learners. The teachers will be responsible for sharing the materials and what they learned to the staff members during common planning, faculty meetings, and department meetings. As professional development is scheduled

Part C: Professional Development

through the Department of English Language Learners, accommodations will be made to send teachers. The workshops will last the duration of the school year. Currently a teacher is scheduled to attend a workshop that addresses ELLs in Special Education.

- Another provider that we are working with is Learning through an Expanded Arts Program (LeAp). Since our focus is writing, we anticipate workshops in songwriting and communicating through cartoons. The latter workshop builds language fluency and sequencing while focusing on sentence structure. The Songwriting workshop focuses on musical components, composition, and performance.

Part D: Parental Engagement Activities

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

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

Begin description here: _

- The biggest challenge that we face is getting parents to come to the school. Using no more than \$250 of the budget, we will provide refreshments for the parents during our workshops. We are currently looking to LeAp to deliver "Adult Literacy Skills for ELL/Bilingual Adults", at no cost to Title III. Through games and activities, parents will focus on grammar and vocabulary. With the current budget, parents will be invited for two workshops from 3 p.m. to 5 p.m. One session will be offered on January 14, 2015 and the other on March 18, 2015.

- Parents will be notified via letters home and the school website.

Part E: Budget

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

Allocation Amount: \$ _____

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Professional salaries (schools must account for fringe benefits) <ul style="list-style-type: none"> • Per session • Per diem 	_____	_____
Purchased services <ul style="list-style-type: none"> • High quality staff and curriculum development contracts. 	_____	_____
Supplies and materials <ul style="list-style-type: none"> • Must be supplemental. 	_____	_____

Part E: Budget**FOR SCHOOLS NOT CONCEPTUALLY CONSOLIDATED ONLY.** Ensure that your Title III budget matches your Title III Plan.

Allocation Amount: \$ _____

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

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

2015-16 AND 2016-17 SCHOOL YEAR

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

Part I: School ELL Profile

A. School Information

District 3	Borough Manhattan	School Number 415
School Name Wadleigh Secondary School for the Perfor		

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 Daisy Fontanez	Assistant Principal Michael Wilson
Coach type here	Coach type here
ENL (English as a New Language)/Bilingual Teacher Uni Manni/ENL	School Counselor
Teacher/Subject Area Melissa Stanton/SpEd	Parent type here
Teacher/Subject Area type here	Parent Coordinator Eunice Paul
Related-Service Provider type here	Borough Field Support Center Staff Member type here
Superintendent type here	Other (Name and Title) type here

C. Teacher Qualifications

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

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

D. Student Demographics

Total number of students in school (excluding pre-K)	403	Total number of ELLs	17	ELLs as share of total student population (%)	0.00%
--	------------	----------------------	-----------	---	--------------

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 checked="" type="checkbox"/>	7 <input checked="" type="checkbox"/>	8 <input checked="" type="checkbox"/>	9 <input checked="" type="checkbox"/>	10 <input checked="" type="checkbox"/>	11 <input checked="" type="checkbox"/>

This school offers (check all that apply):

Transitional bilingual education program (TBE)	Yes <input type="checkbox"/>	No <input checked="" type="checkbox"/>	If yes, indicate language(s):
Dual language program (DL)	Yes <input type="checkbox"/>	No <input checked="" type="checkbox"/>	If yes, indicate language(s):
Freestanding ENL	Yes <input 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	17	Newcomers (ELLs receiving service 0-3 years)	2	ELL Students with Disabilities	9
SIFE	2	Developing ELLs (ELLs receiving service 4-6 years)	5	Long-Term (ELLs receiving service 7 or more years)	10

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

	ELLs by Subgroups									Total
	Newcomer ELLs (0-3 years of service)			Developing ELLs (4-6 years of service)			Long-Term ELLs (receiving 7 or more years of service)			
	All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD	
TBE	0			0						0
DL	0			0						0
ENL	2	1	1	5	1	1	10	0	7	0
Total	0	0	0	0	0	0	0	0	0	0

Number of ELLs who have an alternate placement paraprofessional: 1

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: _____

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			1				0
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic														0
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other														0
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				0
Transitioning (High Intermediate)							1				1		1	0
Expanding (Advanced)							2	1			1	1	2	0
Commanding (Proficient)									1		1	1	2	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													1	0

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

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3					0
4					0
5					0
6	2				0
7	1				0
8		1			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	2								0
7	1								0
8	1								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		3	
Integrated Algebra/CC Algebra	7		1	
Geometry/CC Algebra	2		1	
Algebra 2/Trigonometry Math _____				
Chemistry				
Earth Science	1		1	
Living Environment	6		1	
Physics				

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Home Language	English	Home Language
Global History and Geography	5		3	
Geography				
US History and Government	4		3	
LOTE				
Government				
Other _____				
Other _____				
NYSAA ELA				
NYSAA Mathematics				
NYSAA Social Studies				
NYSAA Science				

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

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

- Describe what assessment tool your school uses to assess the early literacy skills of your ELLs (e.g., EL SOL, Estrellita, Fountas and Pinnell, DRA, TCRWP, teacher-created assessments). What insights does the data provide about your ELLs? How will this data help inform your school's instructional plan? Provide any quantitative data available to support your response.
 The School uses data compiled from many sources to determine the literacy skills of our ELL students. Students are given baseline tests on MyOn and Achieve 3000 to determine liexile levels and determine skills and strategies where students require assistance. In addition, benchmark assessments given in October provide further information on literacy skills. On an on-going basis, we use teacher-created assessments to monitor progress and, schoolwide, all teachers use Writing is Thinking Through Strategic Inquiry (WITsi) to assess student sentence skills to stregetically address and strengthen problem areas.
- What is revealed by the data patterns across performance levels (on the NYSITELL and NYSESLAT) and grades?
 According to the data, we have a high percentage of students who are long term and have an IEP. We have 59% of students who are long term, and of those students 70% have IEPs. In addition, many of these students do not have native literacy skills. Currently we have only one student who has a preferred language other than English. Last year we were successful in moving 39% of students to the Commanding level. Of these students: 2 were Long Term (7+) ELLs, 1 was Developing (4-6) SWD ELL, and 4 were Newcomer (1-3) ELLs. The data shows that the school is having success in moving students who do not have learning disabilities that interfere with language acquisiiton. The data also shows that the majority of the students who are struggling to make progress are students with IEPs (70% of these students have been receiving ELL services for since the first grade) with low to no literacy skills in native language.
- How does your school use information about Annual Measurable Achievement Objectives? What does the data reveal? (see [SED memo](#) and [AMAO tool](#))
 Paste response to question here:
- 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?

Our school does not give ELL periodic assessments. The administration and teachers of ELL students use MOSL data and ongoing writing activities from WITs to diagnose writing difficulties and differentiate instruction.

5. Describe how your school uses data to guide instruction for ELLs within the Response to Intervention (RtI) framework (for grades K-5). [Refer to [ELL Policy and Reference Guide, Support Services for ELLs \(RTI and AIS\)](#) section and [RtI Guide for Teachers of ELLs](#).]

Paste response to question here:

6. How do you make sure that a student's new language development is considered in instructional decisions?
Instructional decisions are based on NYSESLAT data and on-going teacher assessments to scaffold and differentiate learning. ESL classes are taught using English Language Arts strategies and ESL methodologies with native language support as needed. ESL teachers collaborate in the lesson planning process with content teachers to support new language development such as highlighting vocabulary, inclusion of visuals, and strategic student grouping.
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?

Paste response to questions here:

8. Describe how you evaluate the success of your programs for ELLs (e.g., meeting AYP for ELLs).
The school uses data from NYSESLAT, Regents, NYS ELA as well as teacher made assessments in evaluating the success of our ELL program. If we are unable to make adequate growth within any modality, ESL teachers conference with teachers and students to change the instructional approach and provide more support.

Part IV: ELL Identification Process

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

1. Describe the steps followed for the initial identification of ELLs. These steps must include administering the K–12 Home Language Identification Survey (HLIS) which includes the student and parent interviews in English and/or the parent's preferred language of communication, and the formal initial assessments (i.e., NYSITELL, Spanish LAB, and LENS). Identify the person(s) responsible, including their qualifications. Refer to [ELL Policy and Reference Guide, ELL Identification](#) section.

When students first come into the building to enroll, they meet with the student pupil personnel secretary in room 106. If a student is a new admit and hasn't been in the NYC or NYS school or has been out of the NYC or NYS school system for more than two years, the secretary has the parent complete the HLIS form and notifies the ELL coordinator, a TESOL certified teacher, to meet with the parent and child for an interview. If the student is coming from a school within NY State, the secretary requests ELL status information from the previous NYS school within 2 days of enrollment; if information is not obtained within school 5 days of enrollment, then the school continues with new admit protocols. However, if ELL status information is received within 30 days and after the new admit protocols have been completed, then, the previous school's information is entered and overrides the current assessment information. For new admits: If, based on the HLIS and oral interview, it is determined that the home language is Other Than English and English is not the preferred language of communication, the ELL coordinator contacts the testing coordinator to print out the NYSITELL materials and administers the test in a separate quiet room. If the home language is Spanish, the ELL student is also administered the Spanish LAB by the Spanish teacher who is dually licensed in TESOL. If there is a history of inconsistent schooling and the ELL student has been in the United States for less than a year, the student is also given the Literacy Evaluation for New Students (LENS) in their native language. If the student also has an IEP, the Language Proficiency Team (LPT) convenes to determine NYSITELL eligibility. If the LPT determines that the student is eligible, the student will take all the relevant test as previously mentioned. If the LPT determines that the student is not eligible for the NYSITELL, then the recommendation is sent to the Principal for a decision. If the Principal feels that the student should take the NYSITELL, then it is administered and follows the new admit protocol for testing. If the Principal concurs that the student is not eligible for NYSITELL, the recommendation is sent to the Superintendent for final approval. Based on the Superintendent's decision, the student and parent is notified within 3 days of the decision. All testing is done within 5 days of student enrollment (except for IEP students who will take the tests within 5 days of NYSITELL eligibility) so that the parent can be notified of the services for which the student is entitled. During the initial enrollment process, if the student is administered the NYSITELL then the parent is also shown a video in the language of their choice so they can determine their preference for language instruction. The parents are also advised at this time that ENL is the only class offered at the school and that their choice for Dual Language or Transitional Bilingual Education program will be kept on file and will be offered if 20 students of that same language and grade also requests the program. If the parent does not want their child in the ENL program and wants another type of language instruction, the school will help the parent locate another school where the program is offered. After watching the video and discussion of the school options for language instruction, the parent is given the Parent Survey and Program Selection Form. This is kept in the student's cumulative file and a separate record is kept and tallied by parent preference. If the parent is unable to watch the video at the time of enrollment, an

appointment is scheduled for when the parent is to return and meet with the ENL Coordinator for parent orientation. After the student completes the NYSITELL test, it is scored immediately and the parent is informed within 5 days whether the student is entitled to services. A letter of entitlement/non-entitlement in the student's preferred language is provided to the parent and a copy is kept in the student cumulative folder. Copies of forms are also kept in an ELL Folder of Critical Documents.

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, based on the HLIS and oral interview of the SIFE questionnaire, the ELL student has been in the United States for less than twelve months and also has a history of inconsistent or interrupted schooling prior to arrival to the United States, the ELL coordinator will administer the LENS in the student's native language if available; collaborate with a teacher who speaks the native language of the ELL student for help in assessing student work; and if there is no one in the school who speaks the ELL student's native language, contact the Translation Services Unit to help in evaluate the students level of proficiency and SIFE status. In addition, during the initial 30 days, the ELL Coordinator will conference with the student's teacher to assess student work and progress in class.

3. Describe the identification for newly enrolled students with IEPs. Include titles of the Language Proficiency Team (LPT) members (refer to [ELL Policy and Reference Guide, ELL Identification](#) section).

If a student is a new admit and has never been in the NYC or NYS school or has been out of the NYC or NYS school system for more than two years, the secretary has the parent complete the HLIS form and notifies the ELL coordinator, a TESOL certified teacher, to meet with the parent and child for an interview. If, based on the HLIS and oral interview, it is determined that the home language is Other Than English and English is not the preferred language of communication and the student also has an IEP, the Language Proficiency Team (LPT) convenes to determine NYSITELL eligibility. The LPT consists of: Daisy Fontanez, Principal; Michael Wilson, Asst. Principal; Uni Manni, ENL Teacher; Melissa Stanton, SpEd Teacher; Eunice Paul, Parent Coordinator. The LPT meets and reviews the HLIS and oral interview, the student's history of language use in the school and home, student work if available, and the information provided by the CSE as to whether the student's disability is the determinant factor affecting whether the student can demonstrate proficiency in English, paying particular attention to assessments performed in the student's home language. Based on the evidence, if the LPT determines that the student is eligible to take the NYSITELL, the student will take all the NYSITELL and all the relevant tests as previously mentioned in the new admit protocol. If the LPT determines that the student is not eligible for the NYSITELL, then the recommendation is discussed with the Principal for a decision. If the Principal feels that the student should take the NYSITELL, then it is administered and follows the new admit protocol for testing. If the Principal concurs that the student is not eligible for NYSITELL, the recommendation is sent to the Superintendent for final approval.

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.

The ENL Coordinator maintains records of all students who are newly admitted to Wadleigh. The ENL Coordinator administers the NYSITELL and keeps track of all the results. The NYSITELL is scored immediately and the ENL Coordinator contacts parents by phone and mails out the entitlement/non-entitlement letter in their preferred language within 5 school days after the NYSITELL has been scored. Parents are informed of their right to appeal the ELL status within 45 days of enrollment at the same time they are informed of the NYSITELL results.

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).

The ENL Coordinator contacts parents by phone and mails out the entitlement/non-entitlement letter in their preferred language within 5 school days after the NYSITELL has been scored. Parents are informed in their preferred language of their right to appeal the ELL status within 45 days of enrollment when they are informed of the NYSITELL results by phone and by letter.

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.

During the initial enrollment process, if the student is administered the NYSITELL then the parent is also shown a video in the language of their choice so they can determine their preference for language instruction. The DOE's Translation and Interpretation Unit is used so that parents can be fully advised of the program choices available to them and answer any questions they may have. The parents are also advised at this time that ENL is the only class offered at the school and that their choice for Dual Language or Transitional Bilingual Education program will be kept on file and will be offered if 20 students of that same language and grade also requests the program. If the parent does not want their child in the ENL program and wants another type of language instruction, the school will help the parent locate another school where the program is offered. After watching the video and discussion of the school options for language instruction, the parent is given the Parent Survey and Program Selection Form. Records of attendance, language used and program selection with a tally of parent program selection is kept in a cumulative file to ensure that parent selection is honored once minimum numbers have been reached for Dual Language or TBE. If the parent is unable to watch the video at the time of enrollment, an appointment is scheduled within 3 school days for when the parent is to return and meet with the ENL Coordinator for parent orientation. The parent is informed within 5 days after the NYSITELL is scored whether the student is entitled to services. The ENL Coordinator contacts the parent by phone and a letter of entitlement/non-entitlement in the student's preferred language is mailed to the parent and a copy is kept in the student's cumulative folder.

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.
Every effort is made to get the forms returned from parents. Most parents complete the paperwork before they leave the school. On the rare occasion that a Parent Survey and Program Selection gets sent home, the ENL Coordinator and Parent Coordinator make daily phone calls until the form is returned. The returned forms are kept in the student's cumulative folder. Program choices are additionally filed according to choice.
8. Describe how your school monitors the *Parent Survey and Program Selection* forms that have not been completed and returned.
Every effort is made to have the form completed at school or returned to the school. The ENL Coordinator keeps record of all forms of contact made to inform parents. This record is kept in the student's cumulative folder. If on the rare occasion the form is not completed and returned within 18 days parent choice is recorded in the ELPC screen as "Parent did not return survey" and the student is placed in an ENL program based on proficiency level. The parent is notified by phone and by letter that there is no Bilingual Program available at the school and that the school has placed the student in an ENL program. The parent is further advised that the school will help the parent locate another school that offers a Bilingual or TBE program if the parent does not want the student in an ENL program.
9. Describe how your school ensures that placement parent notification letters are distributed.
The ENL Coordinator sends a placement letter within two weeks of the start of school. All returned placement letters are kept in the student's cumulative folder and copies are kept in the ELL Folder of Critical Documents. Should parents contact the ENL Coordinator for a change in placement, the parent request is kept on file in the student's folder and also added to the running tally of parent requests for language programs in order to ensure that parent requests are met based on threshold numbers.
10. Describe how your school retains all ELL documentation for each child (i.e., HLIS, non-entitlement, and entitlement letters).
All ELL-related documents are kept in the student's cumulative folder. Additionally the ELL Coordinator keep copies of important documents in the ELL Folder of Critical Documents. These are: HLIS, Parent Survey and Selection Form, Program Placement Letter, Entitlement Letter (newly identified ELLs) and Continued Entitlement Letter (continuing ELLs), Non Entitlement Letter, and Language Proficiency Team NYSITELL Determination Form
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.
Students are advised of the NYSESLAT test at least 2 weeks prior to testing and a letter is sent home to the parent in the preferred language to inform them of the upcoming test. However, the ENL teachers usually inform the students of the upcoming NYSESLAT periodically throughout the school year as the four modalities of the test are part of lesson planning and instruction. The speaking section is administered by teams of teachers who work together to ensure reliability of scoring. Students are pulled from class and administered the Speaking portion individually in a quiet testing room. The Reading, Writing, and Listening sections are given full days for completion. If students are absent, the ENL Coordinator and guidance counselors call home. The Asst Principal of Safety also enters the students' names into the CASS system so that when students swipe for attendance, the school aide is alerted to contact the ENL coordinator so that the student can make up the missing portions of the test.
12. Describe how your school ensures that continued entitlement and transitional support parent notification letters are distributed.
Continued Entitlement and transitional support parent letters in the preferred language are sent by the ENL Coordinator within 10 days of the start of school or sent out no later than September 15. All returned letters and the copies of sent letters are kept in the student's cumulative folder. Additionally, copies of the letters are kept in the ELL Folder of Critical Documents.
13. After reviewing the Parent Survey and Program Selection forms for the past few years, what is the trend in program choices that parents have requested? Provide numbers. Are the program models offered at your school aligned with parent requests? If no, why not? How will you build alignment between parent choice and program offerings as per Aspira Consent Decree? Describe specific steps underway. (Refer to question six).
In the past few years, all parents have requested the ENL program. Only one parent in the past 2 years has requested a bilingual program. Most of the ELL students are dominant in English. Only 3 ELL students have a dominance in their native language, Spanish.

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.
Students are grouped in three ways: by single grade level and proficiency level; single grade level and mixed proficiency levels; and in SpEd classes where they are ungraded with mixed proficiency levels. Currently we have two standalone ENL classes organized by grade and proficiency level: one in M.S. and one in H.S. for the two students who require stand-alone ENL classes based on proficiency levels. Most of our students are at the Transitioning and Expanding levels and are serviced through Integrated ENL classes organized by grade level except in the case of SpEd classes as stated above. As much as possible, the school attempts to program clusters of cohort ELLs with the same home language background in subject areas classrooms so that students can access content by interacting with each other at varying levels of language proficiency. The school applies the flexibility option toward more Integrated ENL in order to maximize the ability of our ENL teachers to serve the needs of our ELL students.
 - b. TBE program. *If applicable.*
Paste response to questions here:
 - c. DL program. *If applicable.*
Paste response to questions here:
2. How does the school ensure the mandated number of instructional minutes is provided according to proficiency levels in each program model?
 - a. How are explicit ENL, ELA, and HLA instructional minutes delivered in each program model (see charts 5.1 and 5.2 below)?
In M.S. students are blocked by grade with mixed proficiency levels. All Entering and Emerging students receive 225 minutes of stand-alone ENL and 225 minutes of Integrated ENL in an ELA class. Transitioning and Expanding students receive 180 minutes of Integrated ENL in a content area. Commanding students receive 90 minutes of Integrated ENL in a content class.
In H.S. students are organized by grade and subject with mixed proficiency levels. Entering and Emerging students receive 225 minutes of stand-alone ENL separated by no more than two grade levels. They also receive an additional 225 minutes of Integrated ENL in an ELA class. Entering students receive another 180 minutes of Integrated ENL class. Transitioning and Expanding level students receive 180 minutes of Integrated ENL in a content class. Commanding students receive 90 minutes of Integrated ENL in a content class.
The ENL teachers keep a weekly log of minutes served for each student and is given the flexibility on how those minutes are served based on the above parameters.
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.
Common Core standards are used to create standards based lessons throughout the school. ENL strategies and methodology is used in stand-alone ENL classes to foster language development. In addition, ENL teachers integrate online resources to augment language development such as Achieve3000, MyOn, PBS Media, ESL Brainpop, NewsELA, Scholastic In Action, and Google translate to reinforce content knowledge in different areas in English and preferred language when available. In Integrated ENL classes, ENL teachers conference and discuss lesson strategies to scaffold vocabulary and increase explicit instruction on complex areas of study. For example: promoting academic writing via sentence frames, increased visual aids/prompts to augment complex ideas, offering articles in native language to reinforce academic content and access prior learning, and WITSi to target areas of improvement in writing. Teachers also use heterogeneous groupings so that ELLs who have a common home language with peers utilize collaborative tasks that target content and generate interactions in the home language to facilitate language acquisition.
4. How do you ensure that ELLs are appropriately evaluated in their home languages throughout the year?
Teachers who are fluent in the ELL student's preferred language will periodically meet with the student and help teachers to evaluate student progress. For other languages that are less common, the DOE Translation and Interpretation Unit is used.
5. How do you ensure that ELLs are appropriately evaluated in all four modalities of English acquisition throughout the year?
Students are assessed informally on an ongoing basis through teacher observations and interactions in class. Reading and Writing is formally assessed and analyzed through the use of WITSi exercises, Achieve3000, and MyOn. Based on these evaluations, areas of struggle are reinforced and corrected. Listening and Speaking is consistently evaluated by the student's ability to participate in group discussion, ability to follow classroom instruction, and interactions with peers.
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

Currently, all students use Achieve3000 in their English, Science, or Social Studies class. This program differentiates instruction with different supports (lexiles, option to have materials read, vocabulary) for SIFE, Newcomers, Developing, Long Terms and Former ELLs to enable them to access content area reading. In addition, we use a range of teacher supports to differentiate instruction for all our ELLs. At this time, we do not have any SIFE students. The two students who were previously identified as SIFE are now at the Transitioning level and no longer considered SIFE. Newcomer students are given picture dictionaries, native language-English dictionaries, and when available, articles in preferred language for help in content area instruction. Teachers also group students with same languages to assist in language acquisition. Furthermore, teachers who speak the preferred language of the ELL student are called upon as needed to help clarify content when there is evidence of confusion or difficulty that is not able to be addressed using ENL strategies. All students benefit from the use of scaffolded learning experiences such as increased use of visuals, highlighted texts, graphic organizers, and online resources that provide reading activity matched to student lexiles. Many of our Long Term ELLs have learning disabilities that are unrelated to language acquisition. For these students who do not have literacy skills in their home language and English is their dominant language, ENL teachers work with their Sp Ed teachers to provide additional scaffolds that build foundational skills in literacy. Additional time and modified assignments are also provided as needed to support individual student learning. Former ELLs are given extra support in writing through WITsi, graphic organizers, and testing accommodations. Finally, teachers use online resources such as Achieve3000 and MyOn to reinforce independent reading in the classroom and at home.

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.

During phase 2 of the re-identification process, ENL teachers meet with content teachers to conference on the progress of each re-identified ELL during common planning. During these meetings, discussion takes place on student progress and on whether additional provisions are needed based on samples of student work. If any concern arises during these meetings that the re-identification of ELL status is not promoting student progress even with additional support services, then the ENL coordinator calls for a parent meeting to discuss the teachers’ concern that the student has been adversely affected by the determination. The Principal considers the recommendations of staff and parent consultation and decides whether to reverse the determination within the 6-12 month period. If the Principal's decision is to reverse the ELL status, the Principal consults with the Superintendent. Final decision notification is sent to the parent in the parent's preferred language within 10 school days.

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

Currently, all students use Achieve3000 in English, Science, or Social Studies class that supports ELL-SWDs with lexile-matched reading, option to have materials read, and vocabulary enhancement for content areas. ENL teachers use this software to provide additional reading support and to encourage independent reading at home in order to accelerate language development. Online resources such as PBSmedia and ESL Brain Pop provide audio-visual presentations that build student's content knowledge. In addition, teachers provide picture dictionaries, native language-English dictionaries, and when available, articles in preferred language for content areas. Teachers also group students with same languages to assist in language acquisition. Students benefit from the use of scaffolded learning experiences such as increased use of visuals, highlighted texts, and graphic organizers. Many of our Long Term ELLs have learning disabilities that are unrelated to language acquisition. For these students who do not have literacy skills in their home language and English is their dominant language, ENL teachers work with their Sp Ed teachers to provide additional scaffolds that build foundational skills in literacy. Additional time and modified assignments are also provided as needed to support individual student learning.

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?

ENL teachers work closely with Sp Ed teachers in the Integrated ENL program to provide additional scaffolds that build foundational skills in literacy and meet IEP goals. WITsi helps students to address areas of improvement in sentence development, grammar, and writing skills. For Entering and Emerging level students, free-standing ENL class focuses on teaching literature, writing, and language development using ESL methodologies.

Chart

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

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

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

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



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

Chart

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

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

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

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

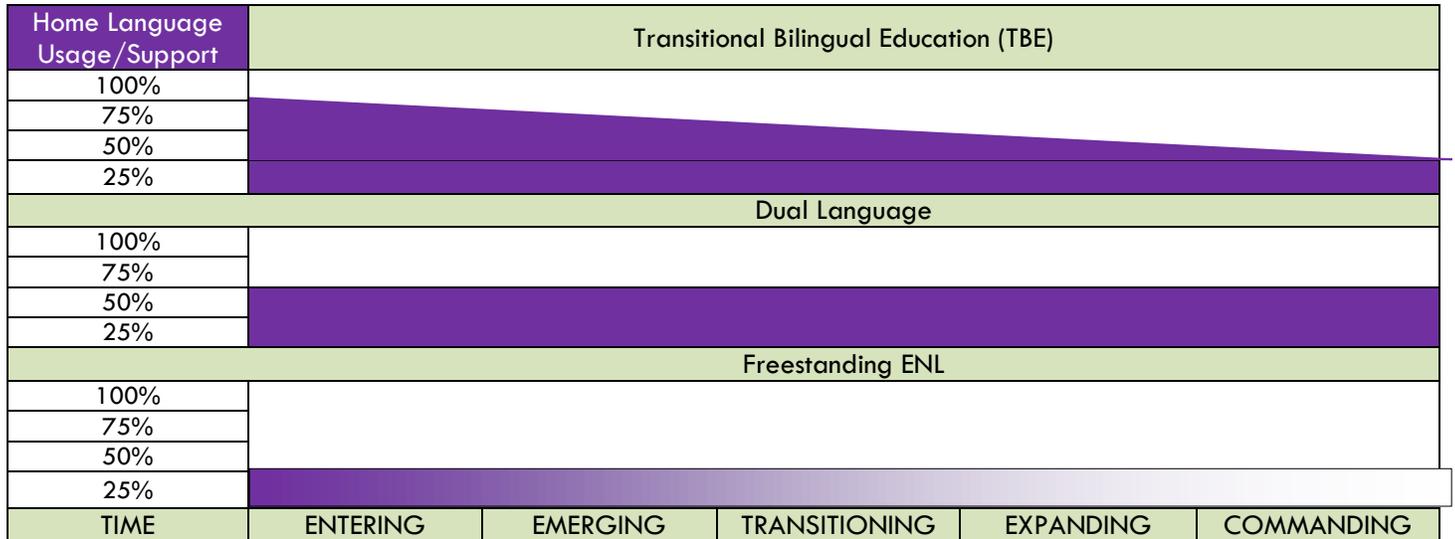


*Note “other approved services” does not apply to New York City at this time.

Chart 5.3

Home Language Usage and Supports

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



A. Programming and Scheduling Information--Continued

10. Describe your targeted intervention programs for ELLs in ELA, math, and other core content areas (specify ELL subgroups targeted). List the range of intervention services offered in your school for the above areas as well as the language(s) in which they are offered. Our ELL students receive targeted services and instruction in content areas such as Social Studies, Science, Technology, as well as, the Arts Studios (Dance, Drama, Musci, anad Visual ARts). Specifically, Academic Intervention Services are provided to meet the needs of all students, in particular our ELL students, who require additional assistance to meet the State Standards in ELA, Mathematics, Science and Social Studies. Through the AIS program, the most effective strategies for creating high-quality learning environments for diverse groups of students are used in an attempt to close the achievement gap for minority, low-income, and learners not yet proficient in English. Additionally, our Extended Learning Time program enables students to enhance, enrich and extend literacy and mathematics strategies acquired during the school day. During Extended Learning Time, students develop in-depth content knowledge and enrichment, as well as, remedial support. Students are involved in projects that require them to discuss ideas while working in various settings. Students do extensive reading to develop schema around specific topics, review mathematics concepts using technology, and practice test-taking strategies. All intervention programs are given in English. In the transition time after obtaining proficiency on the NYSESLAT, students are provided with ELL modifications on state exams. Additionally, the ENL teacher conferences with content area teachers on the progress of ELLs in their classes. ELLs are encouraged to participate in all programs that Wadleigh has to offer. Due to Wadleigh being a performing and visual arts school, ELLs can express themselves through music, art, and dance in a way that they may not be able to do in other schools.
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 school's program has had success with meeting the needs of ELLs in language development with 54% of ELL students taking the 2015 NYSESLAT testing at the Commanding level and considered proficient. This was a considerable increase from the previous year when 24% of ELL students who took the 2014 NYSESLAT were proficient and 0% testing proficient in 2013. In H.S. 75% of ELL students passed the English and U.S. History Regents. However, ELL students continue to struggle in Math and Science with only 1 student passing both. In M.S. none of the students met proficiency in ELA, Math, or Science.
12. What new programs or improvements will be considered for the upcoming school year?
This year we are looking to support ELL-SWDs further through the Integrated ENL program where ENL teachers will work closely with the Sp Ed teachers to address student learning needs. WITsi is being used school-wide to improve student writing. Extended Learning Time will provide students with extra support in content areas and test-taking strategies.
13. What programs/services for ELLs will be discontinued and why?
After school program only for ELLs will be discontinued due to lack of staff and funding. However, ELL students still participate in whole school Extended Learning Time and After school programs.
14. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
Paste response to question here:
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.
Online resources used to boost language development are Achieve3000, MyOn, PBS Media, ESL Brainpop, NewsELA, Scholastic In Action, and Google translate to reinforce content knowledge in different areas in English and preferred language when available. In Integrated ENL classes, ENL teachers conference and discuss lesson strategies to scaffold vocabulary and increase explicit instruction on complex areas of study. For example: promoting academic writing via sentence frames, increased visual aids/prompts to augment complex ideas, offering articles in native language to reinforce academic content and access prior learning, and WITsi to target areas of improvement in writing. Teachers also use heterogeneous groupings so that ELLs who have a common home language with peers utilize collaborative tasks that target content and generate interactions in the home language to facilitate language acquisition.
16. How is home language support delivered in each program model (DL, TBE, and ENL)?
Home language support is provided by the availability of dual language dictionaries, literature, and online resources. In addition, teachers group ELL students with same the home language as peers to facilitate discussions in home language. Teachers who speak the same home language as the ELL student are also called upon to support the student progress.
17. Explain how the school ensures all required services/resources support and correspond to ELLs' ages and grade levels.
ELL students are programmed according to grade level. Differentiation occurs within the classroom based on readiness and proficiency levels. The resources in the classroom are age and grade appropriate and provide the appropriate entry point for individual students. Teacher's also differentiate reading and/or assignments so that all students are learning the same content. Achieve3000 is used to provide same grade appropriate content at different lexiles.
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).

All newly enrolled ELL students meet with the ELL Coordinator and Parent Coordinator who take the student on a tour of the school and provide students with information about the school environment. New ELL students are strongly encouraged to participate in our extended learning activities. Most of the activities are academic in nature, but after school activities develop life skill, such as the culinary art entrepreneur program or social skills through the sports and arts clubs. Students also meet bi-monthly with their advisor who provides academic supports and guidance on school matters.

19. What language electives are offered to ELLs?

Students are offered Spanish.

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)?

Paste response to question here:

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.)
ENL teachers are provided with PD opportunities to improve their pedagogy. ENL teachers get regular email updates on professional development trainings that are offered by the DOE Division of English Language Learners and Student Support. Also, our community partner Teacher's College provides Professional Development. Teachers and Administrators collaborate on PD selections that best serve our ELL students.
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?
Professional Development scheduled support the academic reading and writing demands that ELL students struggle to master. Topics for trainings scheduled are: Supporting ELLs with On-Demand Writing for the ELA Regents and Collaborative Strategic Reading (CSR). These trainings focus on strategies to support reading and writing fluency to help ELL students engage in the Common Core Learning Standards. In addition, to help support teachers of ELLs with respect to Common Core Learning Standards, teachers are provided ongoing professional development with regard to addressing the standards, lesson planning, unit planning, task writing, and scaffolding lessons to provide students with support.
3. What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?
Teachers are provided professional development on using the curriculum from the College Board which helps students to develop behaviors that lead to success in school and beyond. This curriculum is used during advisory and helps students to monitor their progress under the guidance of a caring adviser teacher, build supportive relationships with peers, and be provided with the resources necessary to make thoughtful decisions about their future.
4. Describe how your school meets the professional development requirements as per CR Part 154.2: 15% of total hours for all teachers and 50% of total hours for bilingual education/ENL teachers receive ELL-specific professional development. Include how records are kept for professional development activities (e.g. agendas, attendance). Refer to [ELL Policy and Reference Guide, Professional Development](#) section.

Teachers are scheduled for a minimum of 15% of their total professional development hours on trainings that focus on language acquisition, co-teaching strategies, and integrating language and content instruction for ELLs. For ENL teachers, a minimum of 50% of the required professional development hours are dedicated to language acquisition in alignment with core content instruction. ENL teachers attend PDs provided by the DOE Division of English Language Learners and Student Support. These trainings are turn-keyed to teacher during common planning and designated PD days. Also, our community partner Teacher's College provides Professional Development. Teachers and Administrators collaborate on providing PDs that best serve our ELL students. All records of attendance are kept by administration to ensure mandated hours are kept.

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?

ENL teachers keep a log of all parent contact including phone calls, letters, and meetings. Progress reports are sent to students each marking period to keep parents abreast of how the student is progressing in class. An annual meeting is scheduled by the ENL teacher in the beginning of the second semester to discuss student goals and language development progress. At this time, discussion takes place concerning NYSESLAT results, language development needs in all classes, and NYSESLAT testing dates. The scheduled meetings will be planned to accommodate the attendance of the student's content teachers. Translation services are provided by staff who speak the home language or by the DOE Translation and Interpretation Unit.

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.

ENL teachers keep records of all parent contact including phone calls, letters, and meetings. Copies of critical ELL documents are kept in the student's cumulative folder. In addition, dated and signed copies of critical ELL documents are kept in the ELL Folder of Critical Documents.

3. Describe ELL parent involvement in your school. Include specific activities that foster parental involvement for parents of ELLs. Parent involvement at Wadleigh is an ongoing endeavor. We encourage parents, including parents of ELLs to come to PTA meetings, Parent-Teacher conferences and to visit the school, and attend their children's classes at any time. The school partners with Mission Society and 21st Century Leadership to conduct workshops for parents throughout the year. Parents are asked what type of workshops they would find helpful and beneficial. Also, at the beginning of the year, there is a school barbecue with translators available for parents. This allows families to meet administration, faculty, and staff of their child's school. As always, translation services are also provided by staff during informal parent meetings and Parent-Teacher conferences.
4. Does the school partner with other agencies or Community Based Organizations to provide workshops or services to ELL parents? The school partners with Teachers College, Mission Society, and 21st Century Leadership to conduct workshops for parents throughout the year. Parents are asked what type of workshops they would find helpful and beneficial. Also, at the beginning of the year, there is a school barbecue with translators available for parents. This allows families to meet administration, faculty, and staff of their child's school. As always, translation services are also provided by staff during informal parent meetings and Parent-Teacher conferences.
5. How do you evaluate the needs of the parents? The Parent coordinator holds parent events regularly throughout the school year and meets with parents to support their needs. ENL teachers provide parents with progress reports and parents have the opportunity to call the teacher with any concerns regarding their child's progress. During parent-teacher conferences and scheduled teacher meetings, parents have an opportunity to speak to the ENL teacher as well.
6. How do your parental involvement activities address the needs of the parents? Parents are asked what kinds of workshops they would like to attend in school by the Parent coordinator. Then during the workshops, the parent coordinator also addresses parent needs and concerns.

D. Additional Information

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

Paste response here:

Part VI: LAP Assurances

School Name: **Wadleigh Secondary School**

School DBN: **03M415**

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)
Daisy Fontanez	Principal		10/26/15
Michael Wilson	Assistant Principal		10/26/15
Eunice Paul	Parent Coordinator		10/26/15
Uni Manni/ENL	ENL/Bilingual Teacher		10/26/15
	Parent		1/1/01
Melissa Stanton/SpEd	Teacher/Subject Area		1/1/01
	Teacher/Subject Area		1/1/01
	Coach		1/1/01
	Coach		1/1/01
	School Counselor		1/1/01
	Superintendent		1/1/01
	Borough Field Support Center Staff Member _____		1/1/01
	Other _____		1/1/01
	Other _____		1/1/01
	Other _____		1/1/01

2015-2016 LANGUAGE TRANSLATION AND INTERPRETATION PLAN

Requirement under Chancellor's Regulations – for all schools

DBN: **03M415** School Name: **Wadleigh Secondary School for Perfo**
Superintendent: **Ilene Altshul**

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.

Wadleigh uses the Home Language Report to identify the different home languages of families in the school. Currently there are parents who speak languages in Bengali (1), French (6), Haitian Creole (1), Mandinka (3), Spanish (96), and Wolof (1). Information on home languages and preferred language of communication are attained through the HLIS and Blue Cards. This information is updated into ATS and all documents are kept in the students' permanent records. A copy of the HLIS is also kept in the ELL Critical Documents folder maintained by the ENL Coordinator. Translation and interpretation needs for schoolwide events and meetings are referred to the Parent Coordinator a month in advance for translation. For informal and immediate language translation/interpretation needs, bilingual staff are used.

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.

Currently there are parents who speak languages in Bengali (1), French (6), Haitian Creole (1), Mandinka (3), Spanish (96), Niger-Congo, and Wolof (1).

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.)

Translation and Interpretation needs for schoolwide events/meetings are referred to the Parent Coordinator a month in advance. These events/meetings include parent orientation, school barbecue, Curriculum Night, parent/teacher conferences, regional fairs and workshops, regional parent training sessions, suspension hearing and impartial hearings, citywide or regional parent meetings, and community education council meetings. Informal meetings and translation/interpretation needs such as parent-teacher progress reports, disciplinary meetings, and student advisements are provided by bilingual staff and by the DOE's Translation and Interpretation Unit.

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.

At the beginning of the school year parents are invited to parent orientation, school barbecue, and curriculum night. In the Fall and Spring parents are invited to attend the parent-teacher conferences. In addition, in the Spring ENL teachers schedule meetings with parents to discuss ELL student progress. Throughout the school year, parents are invited to attend events at the school that celebrate students' artistic achievements such as the Talent Show, Choir concerts, Art Shows and Exhibits. The Parent Coordinator also schedules periodic parent workshops that parents can attend. Informal interactions made by teachers, guidance counselors, and administration include phone calls and parent meetings to discuss student work and progress.

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.

Schoolwide events are referred to the Parent Coordinator a month in advance for translation/interpretation which is usually provided by the DOE's Translation and Interpretation Unit. Additional language needs are provided by Bilingual Staff at the school. For documents that need immediate translation, school staff is used. Currently we have staff who speak Spanish, French, Haitian Creole, Romanian, and Russian.

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 needs are mostly met by the over-the-phone Translation and Interpretation Unit. For parent meetings, bilingual staff is also used to discuss sensitive issues where staff knowledge of the student benefits the process. During school events, a combination of bilingual staff and the DOE's over-the-phone Translation and Interpretation Unit is used.

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.)

Teachers are sent an internal school memo by the LAC that outlines the use of translation services and informs staff of their responsibility to have all communication to parents be accessible in their preferred languages. The LAC and the Parent Coordinator are both available to faculty to advise and support the access of language service needs.

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

The LAC works with the Parent Coordinator to fulfill notification requirements. Welcome Posters are prominently displayed by the entrance to the school and in the main office. Signage noting the availability of translators and translated materials and the Parents' Bill of Rights are displayed in the main office and are available in all languages in both the Parent Coordinator's office and the main office. A copy of the Language ID Guide is provided to the security desk and the front desk at the main office.

Part F: Monitoring and Quality Control

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

Wadleigh uses the school's parent survey to monitor parent feedback on the quality of communication with the school. Attendance records and feedback at parent events are additionally used to monitor parent involvement and determine further actions to increase parent engagement and collaboration.