



**2015-16**  
**RENEWAL SCHOOL**  
**COMPREHENSIVE EDUCATIONAL PLAN**  
**(RSCEP)**

**DBN: (i.e. 01M001):**                   **10X440**

**School Name:**                         **DEWITT CLINTON HIGH SCHOOL**

**Principal:**                             **SANTIAGO TAVERAS**

## 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**

School Name: DeWitt Clinton High School School Number (DBN): 10X440  
Grades Served: 9, 10, 11, 12 and SE  
School Address: 100 West Mosholu Parkway South  
Phone Number: 718-543-2326 Fax: 718-548-0036  
School Contact Person: Santiago Taveras Email Address: stavera@schools.nyc.gov  
Principal: Santiago Taveras  
UFT Chapter Leader: Robert Golemba  
Parents' Association President: Esmeralda Rosa  
SLT Chairperson: Stan Dubin  
Title I Parent Representative (or  
Parent Advisory Council  
Chairperson): Elections will take Place June 20<sup>th</sup>, 2015  
Student Representative(s): Marquell Cole  
Shanel Gray  
CBO Representative: Antonia Campopiano

**District Information**

District: 10 Superintendent: Elaine Lindsey  
Superintendent's Office Address: 1 Fordham Plaza, Bronx, New York 10458  
Superintendent's Email Address: elindse@schools.nyc.gov  
Phone Number: 718-741-5852 Fax: 718-741-7098

**Borough Field Support Center (BFSC)**

BFSC: Bronx Director: Jose Ruiz  
Director's Office Address: 1230 Zerega Avenue, Bronx, New York 10462  
Director's Email Address: Jruiz2@schools.nyc.gov  
Phone Number: 718-828-7776 Fax: 718-828-3113

## **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.

<b>The Six Elements of the Framework for Great Schools</b>
<b>Rigorous Instruction:</b> 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.
<b>Supportive Environment:</b> The school establishes a classroom and school culture where students feel safe, supported, and challenged by their teachers and peers.
<b>Collaborative Teachers:</b> 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.
<b>Effective School Leadership:</b> 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.
<b>Strong Family-Community Ties:</b> School leadership brings resources from the community into the school building by welcoming, encouraging, and developing partnerships with families, businesses, and community-based organizations.
<b>Trust:</b> 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)
	Santiago Taveras	*Principal or Designee	
	Robert Golemba	*UFT Chapter Leader or Designee	
	Esmeralda Rosa	*PA/PTA President or Designated Co-President	
		DC 37 Representative (staff), if applicable	
	Baldomis Bautista	Title I Parent Representative (or Parent Advisory Council Chairperson)	
	Antonia Campopiano	Community School Director (staff)	
	Marquell Cole	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
	Shanel Gray	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
	Sasha Styles	Parent	
	Florencia Ayala	Parent	

Check if SLT	Name	Position and Constituent Group Represented	Signature (Blue Ink)
	Santia Gonzalez	Parent	
	Claris James	Parent	
	Gabriela Panagiosoulis	Staff	
	Andreas Dimitratos	Staff	
	Stefanie Gold	Staff	
	Awuraama Afari	Student	
	Afridah Rahman	Student	
		Student	
	Elizabeth Stone	Guidance Counselor	

## 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.

DeWitt Clinton High School (DWCHS), once touted as one of the best schools in NYC, is currently completing its 118<sup>th</sup> year. For more than a decade, the school has gone through very difficult times, resulting in DWCHS being designated as an Impact School, a School In Need of Improvement, and most recently a Community School and a Renewal School. The school's attendance, scholarship and graduation rates are at its lowest points in recent history.

The school faces multiple challenges. In September 2013 the school hired a new leader with many years of experience at different levels. Since the new leader has been in place, metrics demonstrate the school is heading in the right direction; attendance, scholarship, credit accumulation and the climate and culture of the school have all improved during his time at DWCHS. The Quality Review, Comprehensive Needs Assessment, and other needs assessments done through the Community School program all highlight further areas for improvement. Through the Renewal School Program, teacher feedback regarding Professional Development, the Air SEC, Data Co-Interpretation, data from the Advance System and our own internal needs assessments based on student outcomes, we have further confirmation with triangulation for areas of improvement. The school's demographics show that the school has a population of students who require a great deal of academic, social and emotional support. The school's enrollment for 2013-14 was 2746 students. For the 2014-15 year, the school enrollment was 1922 and the projection for the 2015-16 school year is 1685:

- 26 languages are spoken
- Approximately 54% are Latino, 31% African American, and 15% other
- Approximately 22% are ELLs and 21% are students with IEPs
- 70.2% are Title I eligible
- 233 students are in temporary housing or homeless
- 56 are court involved

The overall goal for the school as stated by the principal is to make DeWitt Clinton the high school of choice for all families in the Bronx. In order to achieve this goal, the school must improve the quality and rigor of instruction, continue to address the social and emotional needs of the students, develop a professional culture among the faculty and continue to build relationships with the partners and parents.

**If** the school engages in a supportive professional development process that includes ongoing curriculum development using backwards planning, aligning units and lesson plans to the common core learning standards so they are engaging, related to students' experiences, performance based, focused on critical thinking, **then** students will develop their knowledge of concepts and acquire the skills covered in all content areas, leading to higher scholarship, improved regents results, increased attendance and credit accumulation.

**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.**

DeWitt Clinton High School was once one of the largest schools in the City. DWCHS is located in the northwest section of the Bronx. The majestic school building sits on 26 acres of beautiful green fields near the reservoir and Lehman College. The school is known as the Castle on The Parkway. The school has gone from 4444 students in 2009-10 school year to an enrollment projection of 1665 for the 2015-16 school year. This drastic reduction in enrollment is a result of the school's reputation in the community, which suffered when it became an Impact School. This has resulted in lower demand for seats. The school has the largest population in the City of students in temporary housing, and students coming back to school after being incarcerated.

As a result of declining enrollment, low academic achievement and high number of incidents, the principal saw the need for a more personal approach to education and restructured the school into five theme-based Small Learning Communities, increased the amount of time for professional development for the staff, instituted an advisory system and focused on improving the climate and culture of the school.

The five theme-based Small Learning Communities (SLCs) are: Macy, Global, Health, Humanities and STEM. Macy is an honors program that was established in 1987 and continues to be one of the largest draws for our school. The Macy SLC is partnered with Lehman College and Connecticut State College to provide students with college experiences. The Global SLC is a program for English Language Learners. Students in this SLC are often over the counter students who have recently arrived in the country. This past year, the Global SLC started to implement the Shelter Instruction Observation Protocol (SIOP) model. SIOP “ is a research-based and validated model of sheltered instruction that has been widely and successfully used across the U.S. for over 15 years Professional development in the SIOP Model helps teachers plan and deliver lessons that allow English learners to acquire academic knowledge as they develop English language proficiency”. The Health SLC is a new program, which will focus on EMT and animal care. This SLC is partnered with the Bronx Zoo, Montefiore Hospital and other animal clinics in the neighborhood. The Humanities SLC is a new program that focuses on creative writing and the arts. It includes a drama program, a recording music studio, ceramics classes, guitar, keyboard and band. Partners include Behind the Books, Junior Achievement of New York, DA Media, as well as Scholastic and other organizations. The STEM SLC has two paths; one is an environmental sustainability (agricultural) path and one is a computer programming and robotics path. The environmental sustainability (agricultural) path of the STEM SLC is partnered with New York Grows and the computer-programming path is partnered Technology Education and Literacy in Schools (TEALS), a Microsoft Company.

The Principal incorporated common planning time in the schedule which allows teachers in the same SLC to meet together on a regular basis. This common planning time has been used for building trust, relationships, developing units of study, sharing instructional strategies, outreach to parents, inquiry, and much more. In addition, SLC teams and Student Success Summit teams use a Kid Talk protocol to acknowledge and make use of their experiences in supporting students for academics and attendance. Scholarship and attendance data are analyzed for individual students. This year subject area departments met monthly. Based on teacher feedback, departments will meet twice a month as we move into a single session. Monday professional development will be rotated between faculty, department and small learning community meetings.

With the help of College Access, Research & Action (CARA), the school will implement a Student Success Center which teaches 11<sup>th</sup> and 12<sup>th</sup> grade students the college process. Each youth leader will be hired by the school and have a caseload of 25-35 students. They are responsible for making sure students complete all aspects of the college application process.

The average ELA proficiency of last year’s incoming ninth graders was 2.3, which means that the students are reading below the 8<sup>th</sup> grade level. We will continue to partner with Scholastic and expand our Read 180 program. Additionally, we will provide professional development for the staff, including the Assistant Principals on how to use and implement Read 180. The model we are looking at is one where Scholastic staff will work closely with the Assistant Principals in reviewing curriculum and developing unit/lesson plans, which are rigorous, performance based, engaging and provide connections to students’ experiences. The Scholastic staff will model teaching, co-teach and then observe the teacher/AP to provide feedback on the implementation of the lesson. The Assistant Principals will be required to follow this same process when working with their staff. The idea is for each AP to work extensively with a small group of 1-2 teachers for a couple of weeks. Model, co-teach, observe and provide feedback before moving on to a new group of 1-2 teachers. This will be an ongoing process with the AP looping back to the first group of teachers to observe the changes in instruction, lesson and unit plan improvements, document teacher progress according to the Danielson Framework, and provide additional support when necessary. The assistant principals will engage on a 1-2 teacher PD cycle. Each cycle is approximately 10 days throughout the school year.

The mission of DWCHS is:

“To ensure our students develop critical thinking and problem solving skills through a challenging curriculum and positive learning environment. We empower our students by supporting their individual learning needs to become leaders, global citizens, and promoters of social change. The faculty, staff, parents and community members challenge and support our students to discover their potential and become lifelong learners. Our collective vision is to make

**What will be the school’s beliefs about student learning?**

It is our belief that all students will learn in rigorous classroom environments where each student receives appropriate support and can then demonstrate their learning at a high level. As teachers increase their use of Higher Order Thinking

Skills (HOTS) questions and provide ongoing scaffolding when needed, students will be able to demonstrate their learning at higher levels. Students learn best when engaged in critical thinking projects and lessons connecting content to their prior experience. We will continue to use the Depth of Knowledge chart to help teachers incorporate higher order thinking questions and to engage students in content rich rigorous discussions. The process of asking students these questions while connecting the content to real life experiences, makes the classroom lessons more dynamic and engaging for students. The Assistant Principals of each SLC, will work with Scholastic and model, co-teach, observe and provide feedback to teachers. The Danielson Framework will be used on an ongoing basis to continue to improve the quality and rigor of instruction. The overarching goal is to develop the capacity of each Assistant Principal to implement the use of the Danielson Framework for Teaching with fidelity, resulting in improved instruction. We have also introduced a new Do Now format which is an activity that requires students to think critically and explain a process for solving a problem or responding to a question, as opposed to actually solving or responding.

**Identify any special student populations that the school has and what their specific needs are.**

The school has a large number of students who are reading below grade level. We have nearly 20% of our students who are identified as ESL students and about 16% of our students are classified as students with disabilities. In addition, we have a number of students who live in transitional housing/shelters or are homeless (STH). We also have a large number of students that have been incarcerated. These students pose unique challenges. Our ELL's and SWD's require extra support. Many of our SWD also receive counseling mandated by their IEP's. Many of these students need support getting to school. Some of these students have been moved out of the borough and/or need to bring younger siblings to school. Students returning from incarceration often need time and support to transition into high school. Providing social and emotional support is essential in their success.

**Describe the elements for the Framework for Great Schools that the school made the most progress over this past year and which elements remain the most significant challenges. Be sure to include the historical progress the school has made with establishing family and community partner engagement.**

Supportive Environment, Collaborative Teachers and Effective School Leadership are three elements of the Framework for Great Schools where the school has made progress. There is still room for improvement and growth. With our School Leadership Team we have selected "Collaborative Teachers" as one of the leading indicators on the Renewal Schools Benchmarks.

Developing a more Supportive Environment is the first element the principal focused on when he came to DWCHS. He focused on making the school a place where students want to come to and enjoy learning. Our attendance rate has increased from 78.6% for the 2012-13 school year to our current 81.2%. The average attendance for 2014-15 school year was XX%. The school no longer leads NYC in number of incidents, an area where it had been number one for years. As of April 2015, DWCHS Campus is 14<sup>th</sup> in the top 20 list of schools for number of incidents. Although there has been improvement within both these elements, we have more work to do. The quality of instruction does not consistently challenge students. With our School Leadership Team we have selected "Rigorous Instruction" as one of the leading indicators on the Renewal Schools Benchmarks.

The second element of the Framework for Great Schools where the school has improved is in the area of teacher collaboration. The school program was restructured to provide opportunities for teachers to meet together on a daily basis in order to build trust, participate in professional development, and share successful practices. Creating common planning times for each Small Learning Community provided an opportunity for teachers to meet together as a team. Through AIR interviews, teacher surveys, and feedback, we know there is room for growth. For example, due to the demands on teacher time, ICT (Integrated Co-Teaching) teachers did not have time to meet with their collaborative team teaching partner. High priority has been placed on leveraging our scheduling and programming to improve upon this, and maximize the opportunities for co-planning and collaboration.

Effective School Leadership is one of the areas the school has also improved. The new principal comes to DWCHS with vast experience in working with struggling schools. He was born, raised, and attended public schools in the Bronx. His experience as a Principal, Superintendent, Senior Supervising Superintendent, Deputy Chancellor and Vice President for Cambridge Education make him uniquely qualified to help transform the school. Unfortunately, teacher interviews and surveys show some of the staff is still skeptical about his intentions, since he was once the face of closing schools and part of the NYCDOE. He is visible with a lot of energy and is approachable. He believes the school will transform if all of the school's stakeholders work together to achieve this one goal. His message about what our goal is has been consistent since day one. Our goal is to make DeWitt Clinton the high school of choice for all families in the Bronx.

Rigorous instruction, strong Family-Community Ties, and Trust are the three elements of the Framework for Great Schools where there is the most room for improvement. The overall quality of instruction in the school remains inconsistent. Through professional development for planning units of instruction, modeling, and co-teaching, our teachers will be supported to develop classroom environments where critical thinking, project based learning and performance assessments will contribute to rigorous student – centered learning environments. This is our priority area of focus for the upcoming year.

Developing stronger family and community ties is something we have been working on for the past two years. The principal has designated a full time room for the use of parents and has been working with the school's Community Based Organization (CBO), Good Shepherd Services (GSS), to improve the amount of parental and community engagement. Although DWCHS has a number of partners, we are planning to develop strong partnerships for each SLC to enhance the theme-based education we are offering.

Trust is something that must be built over time. Trust is one of the elements of the Framework for Great Schools that the principal prioritized. For example, during the 2013-14 school year, he provided opportunities for teachers to meet with him to talk about whatever was on their mind. He called these opportunities "Chat with Santi". Over the course of the year only a few teachers took advantage of these opportunities. The leader has an open door policy and encourages teachers to bring issues to his attention. These strategies have been met with limited success and other avenues are being explored in order to build trust.

#### **List strong partnerships that currently exist with**

DeWitt Clinton High School has developed strong partnerships with:

- Good Shepherd Services
- Sports and Arts Foundation
- Montefiore Hospital
- Lehman College
- Scholastic
- Council for Unity
- College Now
- Monroe College
- New York Public Library
- Junior Achievement of New York
- Behind the Book
- TDF
- CUNY Research Fund
- VA Hospital

Most of these partnerships have existed for more than five years. This is an area of strength for our school, which understands the importance of working together with outside partners to better serve and prepare our students for success. The school is now partnering with CARA to develop a college going culture for all students.

#### **Summarize the Expanded Learning Time (ELT) opportunities that have been offered to your students this year.**

This past year (2014-15), the students have been offered a number of options to support learning and ensure their success. Through Sports and Arts foundation which offers tutoring for the four core content areas in grades 9-12, college trips, and other activities. All students in the 9<sup>th</sup> grade have an extra period of instruction every day. In our APEX classes, students are able to gain credits towards graduation by participating in this blended instruction model where 80% of the course is done online and the other 20% is done in the classroom. This credit-recovery mechanism for upper-classmen allows us to improve our graduation rate as students recoup their credits. We also offer additional support in all content areas for general education, ESL and SWD students Tuesday through Fridays and on Saturdays. These classes may use small group instruction for students who need extra support, individual tutoring, science lab make-ups and Regents preparation. The school offers over 30 different PSAL team sports and a number of different clubs offered in the DWCHS Campus.

#### **Instructional Focus for the Year**

The overall goal for the year is to increase the level of rigor in all classes. This will be done in collaboration with Scholastic. As mentioned above, providing professional development for the staff, including the Assistant Principals, will provide the staff with a better understanding of how to improve critical thinking in every lesson. Scholastic staff will work closely with the Assistant Principals in reviewing curriculum and developing unit/lesson plans, which are aligned to

the common core learning standards. Units will include rigorous performance based activities and provide connections to the students' experiences. The Scholastic staff will model teaching, co-teach and then observe the teacher/AP to provide feedback on the implementation of the Danielson Framework indicators of the lesson. The Assistant Principals will be required to follow this same process when working with their staff. The idea is for each AP to work extensively with a small group of 1-2 teachers for a couple of weeks. They will model, co-teach, observe and provide feedback before moving on to a new group of 1-2 teachers using the lens of the Danielson Framework via Advance. This will be an ongoing process with the AP looping back to the first group of teachers he/she works with to observe improvements in instruction, lesson and unit plans and to provide additional support.

We will work with teachers using Webb's Depth of Knowledge (DOK) to develop a common language and frame of reference when thinking about our students and how they engage with content. Teachers will use DOK levels to improve the rigor of their questioning techniques, instructional objectives, and assessments/tasks. End of year Measure of Teacher Practice shows that our teachers need the most support in Domain 3; therefore, we will be delving into Danielson's Framework to better understand the components of Domain 3, Instruction: 3b – Using Questioning and Discussion Techniques, 3c – Engaging Students in Learning, and 3d – Using Assessment in Instruction. All lessons will connect the content of the unit/lesson to students' personal experiences and provide opportunities for students to engage in small group discussion.

Other areas of focus for the year include ELA Common Core Shift 2: Knowledge in the Disciplines – Students build knowledge about the world (domains/ content areas) through TEXT rather than the teacher or activities and Shift 3: Staircase of Complexity- Students read the central, grade appropriate text around which instruction is centered. Teachers are patient, create more time and space and support in the curriculum for Close reading. In Math, we will focus on Common Core Shifts 3: Fluency – Students are expected to have speed and accuracy with simple calculations; teachers structure class time and/or homework time for students to memorize, through repetition, core functions; and Shift 4: Deep Understanding – Students deeply understand and can operate easily within a math concept before moving on. They learn more than the trick to get the answer right. They learn the math. In math, we will focus on using manipulatives in all lessons and units in order to allow for multiple entry points for all students.

Classroom expectations will continue for teachers to utilize a similar blackboard structure including: Aim, Instructional Objective written as "Students Will Be Able To" (SWBAT), Do Now (starter) & Assessment in the form of ongoing Check for Understanding (CFU). In addition, we will emphasize bell-to-bell instruction and encourage teachers to ask questions that are levels 3 & 4 on the DOK chart. This will be reinforced during ongoing professional development, daily walkthroughs by administrators, and feedback given to teachers during the observation cycle. The shift in instructional design described above will be part of the teachers professional development cycle as they plan units of instruction incorporating student outcomes aligned to learning objectives, HOTS questioning techniques and ongoing CFUs throughout the lesson.

In addition to the strategies and initiatives mentioned above, the school will be implementing WITSI writing program across the content areas and grades. Model teachers, ELA AP, and SLC representatives will be trained throughout the year, starting in October and ending in March 2016. They will then turnkey the strategies to the rest of the DWCHS staff during our Monday PD sessions and common planning times throughout the year. Once trained the teachers will implement these WITSI strategies as appropriate in their classes.

**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><b>Part 1a. HEDI Rating (Highly Effective, Effective, Developing, or Ineffective) for DTSDE Tenet 3:</b></p> <ul style="list-style-type: none"> <li>For 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.</li> <li>For schools that did not receive an IIT School Review, or did not receive a HEDI rating for one or more SOPs: Self-rate your school for that SOP, informed by an analysis of student performance trends and any major findings/recommendations from your Quality Review (QR), or Alternative QR (AQR), the American Institute of Research (AIR) Needs Assessment, and other relevant qualitative and quantitative data.</li> </ul>		
<b>Tenet 3 Statement of Practice (SOP) Addressed</b>		<b>HEDI Rating</b>
3.2	The school leader ensures and supports the quality implementation of a systematic plan of rigorous and coherent curricula appropriately aligned to the Common Core Learning Standards (CCLS) that is monitored and adapted to meet the needs of students.	D
3.3	Teachers develop and ensure that unit and lesson plans used include data-driven instruction (DDI) protocols that are appropriately aligned to the CCLS and NYS content standards and address student achievement needs.	D
3.4	The school leader and teachers have developed a comprehensive plan for teachers to partner within and across all grades and subjects to create interdisciplinary curricula targeting the arts, technology, and other enrichment opportunities.	I
3.5	Teachers implement a comprehensive system for using formative and summative assessments for strategic short and long-range curriculum planning that involves student reflection, tracking of, and ownership of learning.	D
<p><b>Part 1b. Needs/Areas for Improvement:</b></p> <ul style="list-style-type: none"> <li>Reflect on your school’s HEDI ratings (or self-ratings) in Part 1a, particularly any ratings of <u>D</u>eveloping and <u>I</u>neffective.</li> <li>Summarize your school’s strengths and needs relative to this element of the Framework for Great Schools and DTSDE tenet (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data trends and sources.</li> </ul>		
<p>DWCHS has received a rating of "Developing" in the last two years' Quality Review. The Superintendent specifically emphasized the lack of critical thinking and rigor in the classrooms visited during her visits. As for Tenet 3.2, the school leadership tried to develop systems and supports to ensure the quality implementation of a systemic plan of rigorous and coherent curriculum that was appropriately aligned to the common core learning standard to monitor and adapt to meet the needs of the students. The implementation was inconsistent. This is confirmed by the AIR survey, teacher interviews, Characteristics of Effectiveness survey and the observations of the principal which confirm that most classes rely on worksheets. The Principal and some of the Assistant Principals find that teachers often ask questions that are levels 1 or 2 on the Depth of Knowledge chart requiring only recall and memorization. Courses do not have common assessments and data is not consistently collected and used to make informed decisions regarding instruction. Few teachers use performance tasks or authentic assessments in their practice.</p> <p>As for Tenet 3.3, not all teachers develop and ensure that unit and lesson plans include data-driven instruction (DDI) protocols that are appropriately aligned to the CCLS and NYS content standards and address student learning and achievement needs.</p> <p>Although the school leader has developed a structure for common planning, the school would be rated "ineffective" in Tenet 3.4. The school leader and teachers have yet to develop 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.</p>		

As for Tenet 3.5, the school is also developing, because there is inconsistency in the teacher's implementation of 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.

### **Summary of our Strengths and Needs**

When looking at our teaching practice and routines at DeWitt Clinton High School we have made improvements over the past two years:

- We have developed a systemic blackboard configuration that includes: AIM, Do Now, Instructional Objective and a SWBAT.
- In addition, we have focused on ELA Shifts 4 & 6 previous two years (2013-14) and ELA Shifts 2 & 5 this past year (2014-15).
- We have also started to see more evidence of students working in groups.
- As for planning time, the school restructured into Small Learning Communities this year, which has provided common planning time for the majority of the teaching staff.
- We have made improvements in attendance, scholarship, students earning 10 or more credits, and Regents results.

Under current school leadership:

- Monthly attendance has improved an average of 3%
- Scholarship has improved 8.61% for the first semester, marking period 3
- New incoming 9th graders earning 10+ credits in their first year have increased from 53% to a projected 79%, based on first semester results for the current school year
- Our January regents pass rate has increased from 23% to 32.1% from 2013-2014 to 2014 to 2015, with notable increases in ELA (16.7%) and Algebra (17.4%)

As mentioned above, the school has work to be done in all four Statements of Practice of Tenet 3 of the Framework for Great Schools. We have developed structures and protocols for our common planning meetings and we expect to continue to build on these structures to further develop our instructional practices. Based on the feedback and the various needs assessments, our priorities for the 2015-16 school year are:

1. Tenet 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.
2. Tenet 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.
3. Tenet 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.

Although as a school our practice in Tenet 3.4 is ineffective, we believe that in order to develop interdisciplinary curricula targeting the arts, technology and other enrichment opportunities, we must first plan the core subject area curriculum. We intend to write goals that are aligned to the Common Core Learning Standards and address our needs. The Model Teachers (Ms. Kelly and Ms. Neary) will open their rooms to their peers. The purpose of these visits is to help build capacity by sharing successful practices. We hope this will lead to developing professional learning communities that will share unit/lesson plans as well as instructional strategies.

## **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)

**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?**

- Implementation of the NYC ELA and Math Curriculum
- Increased department meetings from 45 minutes a month to biweekly 80 minute meetings to
  - o Examine curriculum and co-plan lessons and assessments, including multiple entry points, school-wide formative and summative assessments
  - o Look at student work to drive instruction
  - o Scaffold units by always building from one lesson to the next and spiraling content
- Read 180/Scholastic – to diagnose and monitor student progress throughout the year
- Use SIG funds to pay for Scholastic- We will be implementing a system where Scholastic will model, team teach, observe and provide feedback
- We expect to have more hands-on activities and use of manipulatives in math classes. The use of manipulatives and connection to real life application will make the concepts more concrete for students
- Addition of calculus class (non-AP)
- The instructional shifts which we will be implementing this coming year (2015-16) are ELA Shifts 1 & 3 and in Math Shifts 3 & 4. Strategies will be developed during the department conferences and re-enforced during PD meetings with Scholastic
- We will be introducing an EMT class in the Health SLC. The expectation is that we develop a CTE certified program and course sequence

**What rigorous learning experiences will students engage in through Extended Learning Time**

- The guidelines for ELT prevent the school from offering advisory to any students during the ELT time.
- For upperclassmen, CARA will train students in peer mentoring for the college application process. Students will meet in a “Student Success Center”, housed in a location close to the cafeteria so students can stop in during their lunch periods as well as after school.
- Students who need credits to graduate will continue to take APEX classes, a blended model of on-line courses that also include direct instruction.
- Enrichment classes- the extended learning time will allow students to take electives that would normally not fit into their regular school day. For example, students may be able to take a robotics course outside of their SLC or students can take a Council for Unity class where they learn leadership skills that help resolve conflicts and unify the students in the DeWitt Clinton Campus.

**What will the pedagogical practice look like? What will the mode of instruction be? What will classes look like?**

- WITSI (Writing is Thinking through Strategic Inquiry) is a new writing program which provides high leverage writing strategies that close skill gaps surfaced through strategic inquiry that can be infused into curriculum across the content areas. (This is a new initiative for all renewal schools. The initial information session from Central began September 25, 2015. The training begins in October and it continues through March.)
- Teachers will continue using the current structure of Aim, SWBAT, Do Now, Instructional Objective and Summary. We will concentrate more closely on student-centered instruction aligned to Common Core Learning Standards (CCLS).
- Student-centered instructional techniques will include small group work designed to be interdependent, gaining knowledge from text, research projects, using the revision process to improve student work products, and using classroom time for oral presentations.
- The general workshop model will be followed, which includes: Warm up/Do Now/Motivation; Mini-lesson/whole group instruction; opportunity for group work, etc.; Closing/wrap-up/share-out/Assessment.
- We will increase the number of performance based tasks the students engage in throughout the year
- Performance tasks can lead to individual and group presentations

**How do the teachers use multiple entry points to ensure the success of every child?**

During SLC Common Planning/PD, teachers focus on the use of multiple entry points for students. Professional learning on Mondays will include the study of differentiation to provide student access to rigorous content. Differentiation techniques will be included in unit plans. Teachers will assess students in September to learn where the students’ strengths and needs are in order to address their needs over the course of the year and document student progress using an inquiry process. Teachers will be encouraged to use manipulatives when appropriate, and other materials to address different learning styles, while maintaining high expectations and incorporating rigor.

**How will consistency be supported across school faculty and community educators and across a longer learning day?**

As we continue to develop our SLC AP capacity, the principal will work with the APs to refine their understanding of using the Danielson Framework to support the design and implementation of rigorous instruction. The principal will norm observations to help the APs better evaluate their teachers and identify areas of teacher growth. Informal, non-evaluative observations at the beginning of the term will be conducted in order to build trust and collaboration. The following goals will ensure ongoing support of teacher development: 25% of all observations complete by November 30, 50% by December 18th, 75% by the beginning of March and 100% by early May, with all Formal Observations complete by December. This will be followed up by 1-1 conversations with each AP, tracking completion. Norming of observations will occur every 4 months to ensure consistency.

In addition, with the move to a single session, there will be the 80 minute blocks of Professional Development on Monday to look at lesson plan design to include rigorous instruction. Mondays will alternate between Department and SLC Professional Learning. It is anticipated that optional PD will begin in July to prepare for this next year.

**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?**

Departments will develop common benchmarks, formative and summative assessments/tasks for courses across SLCs (i.e., all students in HGS41 will have the same assessments.) The results will be entered in Skedula for administrators to review. These will also be reviewed in examining student work in Departments or SLCs. Students will collect work throughout the year and develop a portfolio which demonstrates their progress and understanding/knowledge of materials and concepts covered in class.

**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, teachers will implement data driven instructional strategies to develop common core aligned curriculum that is engaging and connects the content to real world experiences, which will result in the school meeting at least the Renewal School Benchmark of 51.3% as highlighted in the Leading Indicator “ Progress Toward Graduation- year 2 and 3”. (These are students earning 10 plus credits in their second and third year)

**Part 4 – Action Plan**

<p><b>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</b></p> <ul style="list-style-type: none"> <li>• <b>Research-based instructional programs, professional development, and/or systems and structures needed to impact change.</b></li> <li>• <b>Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH).</b></li> <li>• <b>Engaging families and supporting their understanding of Rigorous Instruction and the Common Core in order to support their children at home.</b></li> </ul>	<p><b>Target Group(s)</b> <i>Who will be targeted?</i></p>	<p><b>Timeline</b> <i>What is the start and end date?</i></p>	<p><b>Key Personnel</b> <i>Who is responsible for implementing and overseeing the activity/strategy? (include school, educational consultants and/or CBO staff)</i></p>
<p>Using Read 180, NYSITELL and SAGA (1:1 tutoring program for 230 incoming freshmen students), we will administer a baseline assessment to all incoming 9<sup>th</sup> grade students.</p> <p>Identify the dates, room location and proctors to administer the assessments.</p>	<p>9<sup>th</sup> grade incoming students</p>	<p>June through October 31, 2015</p>	<p>SLC Assistant Principals and SLC Coordinators</p>
<p>We will analyze results in SLC meetings and using an inquiry process, we will develop high leverage teaching practices to address student shortcomings in literacy.</p>	<p>All Teachers</p>	<p>October, 2015</p>	<p>SLC Assistant Principals and SLC Coordinators</p>
<p>The professional development work the school will engage in includes building unit and lesson plans that include appropriate instructional strategies to address the needs of various sub-groups in our student population. Strategies include formative assessment, multiple entry points, and scaffolding.</p>	<p>All Teachers</p>	<p>Ongoing, including summer</p>	<p>Principal, Scholastic, Assistant Principals and SLC Coordinators</p>
<p>The Principal, Scholastic coaches, and the Assistant Principals will design a structure and calendar to complete and support teachers in designing their units of study.</p> <p>The Model Teachers (Ms. Kelly and Ms. Neary) will open their rooms to their peers. The purpose of these visits is to help build capacity by sharing successful practices. We hope this will lead to developing professional learning communities that will share unit/lesson plans as well as instructional strategies.</p>	<p>All Teachers</p>	<p>Ongoing, including summer</p>	<p>Principal, Scholastic, Assistant Principals and SLC Coordinators</p> <p>Model Teachers</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.

School will monitor scholarship rates and the progress students are making toward earning 10 or more credits for the year, after every marking period.

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

**Part 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.

The school has data dives built into the calendar. We will have done three Data Dives before the end of January. There are two types of data dives. One series at the school level will examine cohort data before the end of the first marking period to ensure students are enrolled in appropriate classes and attending school regularly (DONE) . The second series occurs at the SLC level and looks at the scholarship report after each marking period. Teachers are required to submit support plans for students who are in danger of not achieving at a credit-bearing level. These interventions may be holistic as well as academic.

**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><b>Part 1a. HEDI Rating (Highly Effective, Effective, Developing, or Ineffective) for DTSDE Tenet 5:</b></p> <ul style="list-style-type: none"> <li>For 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.</li> <li>For schools that did not receive an IIT School Review, or did not receive a HEDI rating for one or more SOPs: Self-rate your school for that SOP, informed by an analysis of student performance trends and any major findings/recommendations from your Quality Review (QR) or Alternative QR (AQR), 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.</li> </ul>		
<b>Tenet 5 Statement of Practice (SOP) Addressed</b>		<b>HEDI Rating</b>
5.2	The school leader establishes overarching systems and understandings of how to support and sustain student social and emotional developmental health and academic success.	D
5.3	The school articulates and systematically promotes a vision for social and emotional developmental health that is aligned to a curriculum or program that provides learning experiences and a safe and healthy school environment for families, teachers, and students.	D
5.4	All school stakeholders work together to develop a common understanding of the importance of their contributions in creating a school community that is safe, conducive to learning, and fostering of a sense of ownership for providing social and emotional developmental health supports tied to the school’s vision.	D
5.5	The school leader and student support staff work together with teachers to establish structures to support the use of data to respond to student social and emotional developmental health needs.	D
<p><b>Part 1b. Needs/Areas for Improvement:</b></p> <ul style="list-style-type: none"> <li>Reflect on your school’s HEDI ratings (or self-ratings) in Part 1a, particularly any ratings of <u>D</u>eveloping and <u>I</u>neffective.</li> <li>Summarize your school’s strengths and needs relative to this element of the Framework for Great Schools and DTSDE tenet (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data trends and sources.</li> </ul>		
<p><b>As for tenet 5.2, the school is developing.</b> The school leader establishes overarching systems and understandings of how to support and sustain student social and emotional developmental health and academic success. Although there is still room for improvement, we have assemblies that bring students and faculty together for recognition and problem solving. Good Shepherd Services provides each SLC with a licensed social worker to support students with their social and emotional needs and attendance intervention.</p> <p><b>As for tenet 5.3, the school is developing.</b> Although 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, we are in the initial stages of implementing the Restorative Circles curriculum. The “Restorative Circles is a community process for supporting those in conflict. It brings together the three parties to a conflict – those who have acted, those directly impacted and the wider community – within an intentional systemic context, to dialogue as equals. Participants invite each other and attend voluntarily. The dialogue process used is shared openly with all participants, and guided by a community member. The process ends when actions have been found that bring mutual benefit”.</p> <p><b>As for tenet 5.4, the school is developing.</b> Although 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, the systems that are already in place at the school need to be restructured so that all the needs of all</p>		

students are met effectively impacting the education and social and emotional development of every student students in the building.

**As of tenet 5.5, the school is developing** . The school leader, Guidance Counselors and student support staff work together with teachers to establish structures to support the use of data to respond to student social emotional developmental health needs. We have weekly student support team meetings that focus on students' attendance, scholarship and their social needs. Good Shepherd Services is providing supplemental services to students. Each SLC has a GSS liaison who participates in the weekly attendance meetings and "kid talk" meetings.

develop a common understanding of the importance of the on at are currently in your classes. These students will be our focus gr

## **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?

### **1- How would you want school stakeholders to describe the school?**

"Dewitt Clinton is the High School of Choice for All Families in the Bronx". In order to make DWC the high school of choice, we must increase our graduation rates, attendance rates, scholarships and improve the reputation of the school. We can measure the progress we are making by tracking the number of applicants that apply to our school year after year and eventually, we can see where the school ranks against other Bronx schools in total number of applicants.

### **2 - What do the CBO partnerships look like? How do they sustain and support the social and emotional growth and health of your students?**

Our partnerships with Good Shepherd services, CARA, Montefiore Clinic, Sports and Arts Foundation, Sports and Arts, Brothers and Sisters United, Council for Unity, LYFE program, Pathway to Graduation, YABC, JrROTC, JANY, TDF, Behind the Book, College Now, Monroe College, VA Hospital, SAGA and DWC Alumni Association address social and emotional growth for all students, especially those 'at risk' students with support and mentorships.

- Good Shepherd Services- GSS is a leading youth and family development agency with more than 80 programs serving over 26,000 participants a year. The mission of GSS is to surround at-risk New York City youth and their families with a web of supports that promote a safe passage to self-sufficiency. Building on its relationship with DWCHS, and extensive experience providing services to the student population, under the Community School model, GSS will provide student-centered, personalized services to students and families, grounded in a Youth and Family Development (YFD) framework. This strength-based YFD approach builds on students' and families' existing competencies, while recognizing the importance of meeting their developmental needs. We will partner with GSS to provide individual and group counseling to high-risk students; student and family outreach to engage them to use the services available in the school and community; peer leadership to target youth through soft skills and social emotional training, group work, and service learning; and Extended Learning Time activities based on the needs of the student population

- CARA is an organization which helps build student awareness and access to the college application process. Next year the school will open a CARA Student Success Center. The CARA program teaches 11<sup>th</sup> and 12<sup>th</sup> grade students all about the college process and then hires these students as Youth Leaders to work with the current 12<sup>th</sup> grade class. Each Youth Leader will have a caseload of 25-35 students, who they assist in completing the college application process.

- Montefiore Clinic- DWC has a full service Montefiore Clinic that provides medical, dental, optical, therapeutic and family planning services. The Clinic also provides internships for the students.
- Sports and Arts Foundation provides a series of services to DWC students including, tutoring, SAT preparation, enrichment activities, college awareness activities and experiential learning opportunities.
- Sports and Arts, which is different from the Sports and Arts Foundation, is an organization where students take part in drug abuse counseling and seminars.
- Brother and Sisters Unity provides DWC students with small group counseling, conflict resolution, peer mediation and sensitivity training.
- Council for Unity provides DWC students with classes which develop their negotiation skills in dealing with conflict. The purpose is to develop a safe learning environment in the Campus.
- Living for the Young Family through Education (LYFE) program “fosters a generational impact which positively influences the life outcomes of student parents and their children”.
- Pathways to Graduation provides classes for students to earn a TASC (Test Assessment Secondary Completion) diploma.
- YABC- Young Adult Borough Center is designed for high school students who are behind in credits and are considering dropping out.
- JrROTC- Junior Reserve Officer Training Corps is a program that fosters student achievement and leadership and public service.
- JANY- a volunteer driven program providing students opportunities to participate in community service activities, college and career readiness activities.
- TDF- Theater Development Foundation provides students with access and education of the performing arts.
- Behind The Book- to inspire NYC Public School students to love reading by bringing authors and their books into classrooms.
- College Now- Committed to providing students with the opportunity to engage in advanced and challenging coursework outside of the high school curriculum.
- Monroe College- Jumpstart program offers HS students the opportunity to earn college credits before entering college.
- Our partnership with the VA hospital continues to provide internship opportunities for our students.
- SAGA- A very small engaging individualized 2 to 1 math tutoring program specializing with 9<sup>th</sup> grade incoming students, with the University of Chicago.
- DWC Alumni Association provides DWC seniors with scholarship opportunities and leadership development.

These partnerships provide ongoing services and supports and internships as mentioned above.

### **3- How is student voice and leadership supported?**

Students’ voices are heard and given due consideration before making any decisions that impact student learning life at Clinton. Our student government has a major role in making student voices heard. The student council meets with the Principal on a regular basis, and asks for additional meetings when necessary. Students are also part of the School’s Leadership Team. In September, we will create a CARA Student Success Center program where students will have the opportunity to mentor each other. DWC also provides students with a voice in the following areas: Student Government, Magpie, Clinton News, JROTC, Film Club, DWCHS TV, DWCHS.net, Instagram, Facebook, Twitter, Council for Unity and Brothers & Sisters United. In addition we have numerous clubs, afterschool activities and 30 PSAL teams.

### **4- What social-emotional learning framework will your school adopt (RULER,**

In addition to the items mentioned above, Guidance Counselors, Restorative Circles, College Access Research and Action and other frameworks, such as family individual counseling through Montefiore Clinic. Mandated counseling services are provided according to the students’ IEP.

### **5- How should the school be more proactive in promoting improved students social-emotional skills ? How should counseling happen?**

The Guidance Counselors meet students individually, in groups, in classrooms to provide information around the graduation requirements and to address their social and emotional needs. The Guidance Counselors meet with teachers, attendance teachers, CBO’s, parents, social workers, case workers, students and administrators. Through these meetings the students’ social emotional needs are identified. The mandated counseling services are provided as per IEP. Further social emotional needs are met through Guidance Counselor services, assessment and referral to appropriate partnerships. This is supplemented by the partnerships mentioned above.

**6- How will your school team measure social-emotional development?**

This is measured during weekly attendance meetings, assemblies after every marking period, and measured by scholarship, report cards, incident reports (OORS), Pupil Personnel Team meetings, parental outreach and Kid-talk meetings during the SLC leadership team regular “check in”, as well as Ongoing dialog between teachers and Guidance Counselors and anecdotes in Skedula and iLog.

**7- How would teachers, community partners, and school leaders use data to respond to student social and emotional needs?**

DOE teachers, guidance counselors, community partners, and school leaders will use data to respond to student social and emotional needs. Data from attendance reports generated from ATS will be used to identify patterns of absenteeism. During the student success summit meetings, we will analyze the intake process for students returning back to school from suspension or hospitalization. The SLC teams during Professional Development time will also analyze scholarship report data, Regents data, etc.

**8 - Indicate how your attendance and chronic absenteeism rates will improve?**

Improved communication about students’ issues (suspensions, hospitalizations, illnesses, etc.) which lead to absences and missed work will occur so we can work together to support students. Use School Messenger data reports to identify student family contact information. Identify LTAs and conduct home visits. Use of counseling services to outreach to families and identify the needs to support the family in improving attendance.

*If* we support students so that they feel safe and academically challenged by DOE staff and the students see the school as a supportive setting, and communication is more effective between students, teachers, parents, guidance counselors and administrators, *then* attendance will increase to meet the Renewal School Benchmark of 82.2% by the 2015-16 school year and .

**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 create a culture that encourages students to support one another, Good Shepherds Services to provide for their social and emotional growth, and for parents to feel welcomed and invited as evidenced by a 5% increase in the supportive environment category of the NYCDOE School Survey as compared by the results from 2014-15.

**Part 4 – Action Plan**



				ELA teachers and students			ELA teachers
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**Part 5 – Budget and Resource Alignment**

<b>Part 5a.</b> Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.											
We will leverage our Community Based Organization to make sure they provide most of the support to the parents. In addition, we will work together to train more staff in Restorative Circles in order to support all teachers and students on a daily basis.											
<b>Part 5b.</b> Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.											
X	Tax Levy		Title I SWP		Title I TA		P/F Set-aside		21 <sup>st</sup> Century		C4E
X	Title I 1003(a)	X	Title III		PTA Funded		SIG or SIF Grant		School Success Grant	X	Other

**Part 6 – Progress Monitoring**

<b>Part 6a.</b> Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.											
After developing a calendar of events for the year over the summer, we can measure the number of trainings, events, etc. which were implemented according to the plan. Information gathered from this data can serve to make mid-year adjustments if necessary. We will monitor monthly attendance, LTA data and other attendance indicators to ensure that we are moving closer to meeting the attendance benchmark of 82.2% We expect to make 1% gains each month as compared to 2014-15 school year. Each SLC should target 10 students each to provide intensive attendance outreach. In addition, we will monitor scholarship after every marking period, to ensure that students are making progress toward earning the necessary credits to be promoted from one grade to the next.											
<b>Part 6b.</b> In <b>February 2016</b> , review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.											

**Section 5: Needs Assessment, 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><b>Part 1a. HEDI Rating (Highly Effective, Effective, Developing, or Ineffective) for DTSDE Tenet 4:</b></p> <ul style="list-style-type: none"> <li>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.</li> <li>For schools that did not receive an IIT School Review, or did not receive a HEDI rating for one or more SOPs: Self-rate your school for that SOP, informed by an analysis of student performance trends and any major findings/recommendations from your Quality Review (QR) or Alternative QR (AQR), 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.</li> </ul>		
<b>Tenet 4 Statement of Practice (SOP) Addressed</b>		<b>HEDI Rating</b>
4.2	School and teacher leaders ensure that instructional practices and strategies are organized around annual, unit, and daily lesson plans that address all student goals and needs.	D
4.3	Teachers provide coherent, and appropriately aligned Common Core Learning Standards (CCLS)-based instruction that leads to multiple points of access for all students.	D
4.4	Teachers and students work together to implement a program/plan to create a learning environment that is responsive to students’ varied experiences and tailored to the strengths and needs of all students.	D
4.5	Teachers inform planning and foster student participation in their own learning process by using a variety of summative and formative data sources (e.g., screening, interim measures, and progress monitoring).	D
<p><b>Part 1b. Needs/Areas for Improvement:</b></p> <ul style="list-style-type: none"> <li>Reflect on your school’s HEDI ratings (or self-ratings) in Part 1a, particularly any ratings of <u>Developing</u> and <u>Ineffective</u>.</li> <li>Summarize your school’s strengths and needs relative this element of the Framework for Great Schools and DTSDE tenet (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data trends and sources.</li> </ul> <p>In <b>Tenet 4.2</b> , we are developing because although ELA and Math teachers have adopted the Engage NY curriculum, in the needs assessment teachers felt they needed more professional development on unit, lesson planning and academic rigor to cognitively engage all students across grade and performance levels.</p> <p>In regards to <b>Tenet 4.3</b> , we conducted school wide professional development during our common planning time to create checks for understandings and multiple entry point strategies. Our curriculum and unit plans need to be aligned to the Common Core Learning Standards and include ongoing checks for understanding and multiple entry point strategies on a consistent basis.</p> <p>In regards to <b>Tenet 4.4</b></p> <p>In <b>Tenets 4.5</b> , we are developing because although we began our checks for understanding, more work needs to be done on providing students with specific feedback that will inform their learning process.</p>		

**Part 2 – Summative Vision for Collaborative Teachers**

<p>In a narrative, outline the Renewal Committee’s vision for this element, upon completion of the Renewal Program. Questions to consider:</p> <ol style="list-style-type: none"> <li>How is the school organized to promote teacher collaboration?</li> <li>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?</li> <li>How are teachers providing opportunities for to deepen learning for higher achieving students?</li> <li>What system do teachers use to ensure that every child is safe in their class?</li> </ol>
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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?

**How is the school organized to promote teacher collaboration?**

The school is structured into five Small Learning Communities which are led by an Assistant Principal and a teacher who acts as the SLC Coordinator. In order to address student needs in addition to academics, each SLC has its own Guidance Counselor and GSS social worker. The school schedule currently builds in common planning time for staff members within each SLC. Next year, the school is moving to a single session schedule. Extended sessions on Monday and Tuesday will provide the time for teachers and other staff members to deepen their work around instruction and student support.

**What does 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?**

Every other Monday will be focused on department professional development where subject area teachers can create, and refine their unit plans. SLC teams will then meet on alternate Mondays to collaborate on vertical alignment of curriculum. These team meetings provide input from various constituents; general education, special education and ESL teachers. It is this collaboration, along with support from the principal, assistant principals, and Scholastic that will provide opportunities to deepen learning for high achieving students and provide support for struggling students. Teachers' units will include assessments and skill based benchmarks that provide student data for guiding instruction. Teacher feedback to students will be specific and timely, providing students the tools/skills they need to improve their work. The school will start to implement the WITSI writing program for all students as soon as our staff receives training. The school will be implementing WITSI writing program across the content areas and grades. Model teachers, ELA AP, and SLC representatives will be trained throughout the year, starting in October and ending in March 2016. They will then turnkey the strategies to the rest of the DWCHS staff during our Monday PD sessions and common planning times throughout the year. Once trained the teachers will implement these WITSI strategies as appropriate in their classes.

**How are teachers providing opportunities to deepen learning for higher achieving students?**

During Kid Talk, conferences, common planning time or the Monday professional development time, teachers will review student work and create opportunities for enrichment as evidenced by student need.

**What system do teachers use to ensure that every child is safe in their class?**

Teachers develop norms/rules in the beginning of the year in order to establish a safe and nurturing space conducive to learning. Assistant Principals support teachers who may be struggling with classroom management in order to improve the learning environment in the classroom. We will train additional teachers in Restorative Circles, so that they can manage conflicts between students. In addition, each SLC will have a designated enrichment room to establish a space within each SLC that supports students that have trouble focusing in their regular classroom. There will be computers, access to online materials and resources aligned to the students courses and a caring adult that will support them identifying an appropriate lesson and completing the task.

**What data should teachers review regularly to ensure they plan for individual student needs? Should the teachers review student work collaboratively in teams?**

Teachers should review the formative assessment data that is the result of our summer and early September assessments that we will use to evaluate the students' needs. All mandated students will have IEP's available on SESIS for teachers to help meet individual needs and to plan instruction. ESL teachers will use the data obtained from Achieve 3000. Teachers will use Skedula on an ongoing basis to monitor student progress. As mentioned above, teachers will engage in an inquiry process as they look at student work together to refine the assessment process and give students the support they need to be successful. Formative assessment, class and homework tasks, in-class tests and quizzes will be used to ensure appropriate adjustments to instruction are made.

**How do you intend to use community educators / partners to support a collaborative teaching approach?**

Teachers will be encouraged to bring in guest speakers on a regular basis. In addition, our community school partner, Good Shepherd Services, provides each SLC with a liaison that comes into classes and addresses the students regarding social and emotional support. DeWitt Clinton is partnered with CARA to work with the 11<sup>th</sup> grade ESL and ELA teachers on the implementation of a college readiness curriculum that includes the students writing their personal essays for college. Sports and Arts provides students with academic support, drug abuse counselling and seminars.

**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, teachers will engage in inquiry based collaborations during SLC professional learning sessions centered around analyzing student data and will develop CCLS aligned units that contained multiple entry points for all learners in department meetings that will result in instructional coherence and higher student achievement for all learners as evidenced by an increase of at least 5.2% in regents completion rate as indicated by the Renewal School Benchmark and at least 1 CCLS aligned unit per core course.

#### Part 4 – Action Plan

<b>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</b> <ul style="list-style-type: none"> <li>• Research-based instructional programs, professional development, and/or systems and structures needed to impact change.</li> <li>• Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH).</li> <li>• Strategies to promote teacher-parent collaborations to improve student achievement.</li> </ul>	<b>Target Group(s) Who will be targeted?</b>	<b>Timeline What is the start and end date?</b>	<b>Key Personnel Who is responsible for implementing and overseeing the activity/strategy? (include school, educational consultants and/or CBO staff)</b>
During department meetings held on Monday afternoons, teachers will create units of study and lesson plans using a backwards planning design that reflects rigorous instruction, multiple entry points, CFU, scaffolding, and CCLS aligned performance tasks.	Students	September and Ongoing	Teachers, Assistant Principals and Scholastic
Assistant Principals will implement with fidelity all observations as indicated in the Advance / Danielson Framework, and provide timely and relevant feedback to teachers. AP's will proactively schedule all observations and have a calendar of observations for the year. As part of their monthly meetings with the Principal, they will indicate when feedback and additional support is being given to the teachers.	Teachers	September and Ongoing	Assistant Principals of Supervision
Teachers who have been rated ineffective or developing will be assigned to common planning time professional development to work with Scholastic in developing units of study as per contractual Circular 6 responsibilities.	Teachers with Ineffective/ Developing ratings	September and Ongoing	Scholastic, Assistant Principals Supervision
Teachers will use common Regents Rubrics or Common Core rubrics for assessments, incorporating them into units of study and engaging in an inquiry process to	Students and teachers	September and Ongoing	Assistant Principals, Coordinators and teachers

determine effective teaching practices along with areas where students need further support.			
The Model Teachers (Ms. Kelly and Ms. Neary) will open their rooms to their peers. The purpose of these visits is to help build capacity by sharing successful practices. We hope this will lead to developing professional learning communities that will share unit/lesson plans as well as instructional strategies. This collaborative approach will help the school develop capacity at a faster rate.	All teachers	Ongoing	Model Teachers

**Part 5 – Budget and Resource Alignment**

<b>Part 5a.</b> Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.											
We will monitor the number of students taking regents classes and ensure that those students are registered for the appropriate regents. We will check how effective we are in that during the January regents.											
<b>Part 5b.</b> Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.											
X	Tax Levy	X	Title I SWP	X	Title I TA		P/F Set-aside		21 <sup>st</sup> Century		C4E
	Title I 1003(a)		Title III		PTA Funded	X	SIG or SIF Grant		School Success Grant		Other

**Part 6 – Progress Monitoring**

<b>Part 6a.</b> Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.
The progress towards graduation will be measured at the mid-point for the year by looking at the progress students are making in accumulating credits towards graduation. 75% of Cohort R students will gain 6 or more credits after the end of the first semester.
<b>Part 6b.</b> 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><b>Part 1a. HEDI Rating (Highly Effective, Effective, Developing, or Ineffective) for DTSDE Tenet 2:</b></p> <ul style="list-style-type: none"> <li>For 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.</li> <li>For schools that did not receive an IIT School Review, or did not receive a HEDI rating for one or more SOPs: Self-rate your school for that SOP, informed by an analysis of student performance trends and any major findings/recommendations from your Quality Review (QR) or Alternative QR (AQR), 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.</li> </ul>		
<b>Tenet 2 Statement of Practice (SOP) Addressed</b>		<b>HEDI Rating</b>
2.2	The school leader ensures that the school community shares the Specific, Measurable, Ambitious, Results-oriented, and Timely (SMART) goals/mission and long-term vision inclusive of core values that address the priorities outlined in the School Comprehensive Educational Plan (RSCEP).	D
2.3	Leaders make strategic decisions to organize programmatic, human, and fiscal capital resources.	E
2.4	The school leader has a fully functional system in place aligned to the district's Annual Professional Performance Review (APPR) to conduct targeted and frequent observation and track progress of teacher practices based on student data and feedback.	D
2.5	Leaders effectively use evidence-based systems and structures to examine and improve critical individual and school-wide practices as defined in the RSCEP (student achievement, curriculum and teacher practices; leadership development; community/family engagement; and student social and emotional developmental health).	D
<p><b>Part 1b. Needs/Areas for Improvement:</b></p> <ul style="list-style-type: none"> <li>Reflect on your school's HEDI ratings (or self-ratings) in Part 1a, particularly any ratings of <u>Developing</u> and <u>Ineffective</u>.</li> <li>Summarize your school's strengths and needs relative to this element of the Framework for Great Schools and DTSDE tenet (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data trends and sources.</li> </ul>		
<p><b>For Tenet 2.2, the school is developing.</b> The school leader is ensuring 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 addresses the priorities outlined in the Renewal School Comprehensive Educational Plan (RSCEP) by sharing its development with the staff. A group of teachers, administrators, guidance counselors, CBO, students and parents, comprised of each SLC and core subject are met to vet the writing of the RSCEP. The core values and priorities, along with progress towards benchmarks will be addressed during monthly faculty meetings in SY2015_16.</p> <p><b>For Tenet 2.3, the school is effective.</b> School leaders make strategic decisions to organize programmatic, human, and fiscal capital resources. This year, the principal saw the need for a more personal approach to education and successfully restructured the school into five theme-based Small Learning Communities, increased the amount of time for professional development for the staff, and developed structures for student support, including Student Success Summit Teams by SLC. The SLC structure will continue next year.</p> <p><b>For Tenet 2.4, the school is developing.</b> 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. While the school completed its teacher observations on time, the process itself was not leveraged as a major part of teacher improvement. Additionally, observations done by the Assistant Principals need further improvement in the listing of evidence for and rating of each component, explicit time bound steps for teachers, and a system for follow up. For SY2015_16, the Principal and Assistant Principals will develop</p>		

an observation calendar that takes into account teacher ratings and uses the observation/feedback cycle as a tool for teacher improvement.

**For Tenet 2.5, the school is developing.** The school is effectively using 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), a variety of data will be made available during faculty, SLC, and Department meetings as follows:

- Student Achievement (SLC) – Assistant Principals have access to marking period data to distribute to their teams. Teachers will examine student performance on Skedula at the middle and after the end of each marking period to develop action plans for students who are in danger of not achieving at a satisfactory level.
- Curriculum and Teacher Practices (Department) – Unit plans including student work from performance tasks will be reviewed in course level groups.
- Leadership Development (SLC) – Teachers in the position of SLC Coordinator will continue their leadership development by working together with teachers to fulfill the PD needs of their SLC, and in teams designed to address student social-emotional needs. Weekly support meetings will be in place for the SLC Coordinators.
- Community/Family Engagement (Schoolwide) – The school will continue to work closely with its CBO to track family attendance at school events.
- Student Social Emotional developmental health (SLC) – Decreasing attendance is one of the primary indicators that a student may be in need of support. As it has done this year, the school will continue to work closely with its CBO during the Student Success Summit meeting to find students who have patterns of decreasing attendance and reach out to them. In addition, the school will proactively screen for students with attendance issues in order to address them immediately in September, partnering students with adults who will encourage them to attend school.

## **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?

• **How will school leader articulate a shared vision and mission to the entire school community? How will the Principal ensure the**

The school leader will consistently articulate a shared vision and mission to the entire school community during monthly faculty meetings. Weekly meetings with the CBO Program Director will continue to ensure the CBO partnership is strong and able to respond to the needs of the school. CBO staff currently collaborates with school staff in a school wide weekly meeting attended by all SLC teams and in individual meetings by SLC to ensure that students’ academic and social-emotional needs are being met. They will continue to do so.

• **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?**

Attendance metrics, scholarship reports, incident reports, and attendance metrics for Extended Learning Time activities are already in place and will continue to be used by administration and SLC teams to chart improvement. Individual student improvement is the most important part of our work. In partnership with the school's CBO we will continue to support student academic and social-emotional needs, bringing in the family and referencing other service providers when needed. The school is undertaking a sizable endeavor to increase the number of college going students in its population by partnering with College Access Research and Action (CARA) to construct a Student Success Center and train students to assist their peers in successfully navigating the college application process.

• **How would the leader organize student and teacher programs to ensure students' needs are met? Fiscal capital?**

Student programs are organized to ensure students are on track for graduation and to ensure that their IEP mandates are implemented. Teacher programs are organized to meet the needs of the student population. As the school increases its scholarship rate, more elective classes will be made available.

• **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?**

The Principal and Assistant Principals will develop an observation calendar that takes into account teacher ratings and uses the observation/feedback cycle as a tool for teacher improvement. The Advance Web Application HTML report gives the Principal a way to track the accuracy and timeliness of observations conducted by the Assistant Principals. Monthly follow up with each individual Assistant Principal will include progress made by teachers in a Teacher Improvement Plan if needed, Domain specific ratings, examining two observations to ensure the quality of verbal/written feedback, teacher follow up and support, scholarship reports, and Skedula activity. The principal will norm observations to help the APs better evaluate their teachers and identify areas of teacher growth. Goals of 25% of all observations complete by mid-November, 50% by December 20th, 75% by the beginning of March and 100% by early May, with all Formal Observations complete by December. This will be followed up by 1-1 conversations with each AP, tracking completion. Norming of observations will occur every 4 months to ensure consistency.

• **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?**

The school currently conducts a schoolwide Student Success Summit Meeting with the coordinators of all five SLCs. During this meeting, attendance reports, scholarship reports, and team reports are communicated to the coordinators, attendance teachers, and GSS social workers. In turn, the information is brought back to individual SLC teams and communicated to the Assistant Principal, Guidance Counselor, CBO representative, and attendance teacher. All of these individuals attend teacher meetings within the SLC, alerting teachers to various challenges being faced by individual students as well as support measures that are taking place.

• **What and how will the leader delegate to assistant principals and the community school director?**

The Principal and Assistant Principals will continue to have weekly Cabinet meetings where specific initiatives and programs are discussed and responsibility for various activities is delegated. In addition, the Principal meets with the SLC teams to conduct cohort data dives where students who need academic support are identified and suggestions are made for follow up. The Community School Director will continue to meet with the Principal on a weekly basis to report on initiatives, activities, and individual student progress.

### 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 leader will implement the WITSI writing program, across the grades and content areas which in turn will increase the percentage of students passing the ELA regents by 5%.

### Part 4 – Action Plan

<p><b>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</b></p> <ul style="list-style-type: none"> <li>• Research-based instructional programs, professional development, and/or systems and structures needed to impact change.</li> <li>• Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH).</li> <li>• Strategies to promote parent leadership and engagement as a key lever for school improvement.</li> </ul>	<p><b>Target Group(s) Who will be targeted?</b></p>	<p><b>Timeline What is the start and end date?</b></p>	<p><b>Key Personnel Who is responsible for implementing and overseeing the activity/strategy? (include school, educational consultants and/or CBO staff)</b></p>
<p>During his meetings with individual assistant principals, the principal will follow up on progress made by teachers who have a Teacher Improvement Plan, examine two observations for Danielson domain specific ratings and evidence alignment and quality of verbal/written feedback, teacher follow up and support, scholarship reports, and Skedula activity.</p>	<p>Assistant Principals</p>	<p>August through June 2016</p>	<p>SLC Assistant Principals</p>
<p>The school will seek out instructional leaders from the teaching staff and partner them with teachers who need additional support. The SLC Coordinators will continue meetings to enhance their leadership development.</p>	<p>Teachers</p>	<p>September, 2015 through June 2016</p>	<p>Principal, Assistant Principals, Scholastic Achievement (SAP) Partners, Teachers</p>
<p>Scholastic Achievement Partners (SAP) will work with DWCHS to develop the capacity of the assistant principals to lead the instructional direction of their SLCs, facilitate professional learning, and develop their observation and feedback skills.</p>	<p>Assistant Principals</p>	<p>September, 2015 through June, 2016</p>	<p>SAP Coaches</p>
<p>Student Success Summit Meetings include strategies for family outreach.</p>	<p>Families of students</p>	<p>September, 2015 through June, 2016</p>	<p>SLC Coordinators, attendance teachers, GSS social workers, guidance counselors, teachers, and SLC assistant principal.</p>

The Assistant Principals will develop a protocol to use in reviewing students work	Assistant Principals	December 2015 to February 2016	Principal and Assistant principal
Director of School Renewal will work with the Assistant Principals and the principal in strengthening inquiry practices	Assistant Principals	Spring Semester 2016	DSR and APs

**Part 5 – Budget and Resource Alignment**

<b>Part 5a.</b> Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.											
We will monitor the Regents results in January to ensure that we are making or exceeding the goal. we should meet the goal in JAnuary as well.											
<b>Part 5b.</b> Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.											
X	Tax Levy		Title I SWP		Title I TA		P/F Set-aside		21 <sup>st</sup> Century	X	C4E
	Title I 1003(a)		Title III		PTA Funded		SIG or SIF Grant		School Success Grant		Other

**Part 6 – Progress Monitoring**

<b>Part 6a.</b> Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.
We will have an increase of 5% (55.87%) in the January 2016 ELA Regents. The June 2016 Regents results will be 5% which translates to 67% as compared to June 2015.
<b>Part 6b.</b> In <b>February 2016</b> , review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

**Section 5: Needs Assessment, 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><b>Part 1a. HEDI Rating (Highly Effective, Effective, Developing, or Ineffective) for DTSDE Tenet 6:</b></p> <ul style="list-style-type: none"> <li>For 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.</li> <li>For schools that did not receive an IIT School Review, or did not receive a HEDI rating for one or more SOPs: Self-rate your school for that SOP, informed by an analysis of student performance trends and any major findings/recommendations from your Quality Review (QR) or Alternative QR (AQR), 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.</li> </ul>		
<b>Tenet 6 Statement of Practice (SOP) Addressed</b>		<b>HEDI Rating</b>
6.2	The school leader ensures that regular communication with students and families fosters their high expectations for student academic achievement.	D
6.3	The school engages in effective planning and reciprocal communication with family and community stakeholders so that student strength and needs are identified and used to augment learning.	D
6.4	The school community partners with families and community agencies to promote and provide training across all areas (academic and social and emotional developmental health) to support student success.	D
6.5	The school shares data in a way that promotes dialogue among parents, students, and school community members centered on student learning and success and encourages and empowers families to understand and use data to advocate for appropriate support services for their children.	D
<p><b>Part 1b. Needs/Areas for Improvement:</b></p> <ul style="list-style-type: none"> <li>Reflect on your school’s HEDI ratings (or self-ratings) in Part 1a, particularly any ratings of <u>D</u>eveloping and <u>I</u>neffective.</li> <li>Summarize your school’s strengths and needs relative to this element of the Framework for Great Schools and DTSDE tenet (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data trends and sources.</li> </ul>		
<p><b>DWCHS’s HEDI ratings were “developing” in all areas in part 1 of tenet 6.</b>                  We rated ourselves as Developing in tenets 6.2-6.5 for the following reasons:                  6.2: The school leader (principal) does not complete and distribute monthly newsletters to parents and families. We have also had low attendance at Parent Association meetings and events.                  6.3: Parent teacher-conferences and curriculum evenings both yield a low turnout. Report Cards are given out and mailed home three times per semester, with limited communication in between.                  6.4: These practices were not fully provided because there was a six month delay in bringing on our community partner Good Shepherd Services. As a result, parent engagement and student success support could have been more effective.                  6.5: Report cards do not provide detailed information about students’ academic progress. In addition only 22% of teachers are utilizing Skedula as a means to communicate with families regarding students’ progress.  <b>Strengths and Needs are as follows:</b>                  6.2: The Principal implemented an automated a “phone blast” which is a phone call system that automatically calls families with pertinent school information. The Principal reported that this system makes 90.83% contact and has the ability to identify nonworking numbers.                  6.3: The school will host four parent teacher conferences for the 2015-2016 school year, the dates are as follows:                  September 30 – Family Night                  November 19<sup>th</sup> – Evening/ November 20<sup>th</sup> - Afternoon                  March 17<sup>th</sup> – Evening/ March 18<sup>th</sup> – Afternoon                  May 10<sup>th</sup> – Evening</p>		

Teachers will be trained on how to properly use Skedula, they will also be expected to utilize this tool as a means of communication with parents regarding academic progress.

6.4: GSS will support the 5 SLC's and provide social and emotional support for all students as needed. GSS will continue to attend all the weekly SLC meetings as well as provide sensitivity trainings for staff, to improve student engagement and academic success. GSS will continue running parent support groups and facilitating family interventions on an as needed basis.

6.5: The school is making efforts to provide more opportunities for families to educate themselves on ways to keep informed about their child's academic progress. As stated, teachers will be expected to enter assignments and grades into Skedula for parents and students to access. Parents will also be offered training on the use of Skedula at various times during the year and be encouraged to utilize it.

## **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?

**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?**

Parents are greeted warmly by school safety and personally escorted to their destination. If they are required to wait, they will be taken to the "Parents' Welcome Room". The Parent Welcome Room is equipped with computers healthy living information as well as information about the school. The Parent Association President is also available in the Parents' Welcome Room to answer questions and be of assistance to the parents.

**How does the school provide support to families so that they understand and can take an active role in what their child is learning?**

DWCHS will offer Webinars to teach parents and students how to read transcripts, report cards, and how to use Parent Portal, an extension of Skedula, which enables parents to see their child's grades and progress. It is our hope that this will initiate a dialogue between parents and teachers as to what may or may not be working for their child. We offer services for parents in the Parents' Welcome Room, including computer classes in English and Spanish during the week and on weekends, a Healthy Living Program, which gives the parents an opportunity to exercise as well as provides them with tips for healthy eating and recipes. In addition, GSS offers monthly support groups for parents on various topics such as social emotional support, transcript literacy and how to navigate the DOE to better help their children.

**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?**

Families will be engaged through the upcoming Curriculum nights and Parent Teacher nights in order to inform parents about what their child needs to pass classes and ultimately graduate. The school will be a resource center for parents as well as the community and provide services according to their needs. Outreach will continue to be done on an Ongoing basis through the School Phone Messenger and events like the Unity in the Community Day we had in April. In addition, parents will be provided with e-mails through the Skedula system, which will provide Ongoing information about their child's academic progress.

**How do families partner with the school and CBO to support student success? Will there be dedicated space for families?**

As mentioned above, the school has a designated Parents Welcome Center, where parents are welcomed at all times. In addition, the Guidance Counselors provide support to the family by meeting with the child and the family a few times a year. The CBO also has licensed social workers assigned to each SLC. These social workers provide social and emotional support to the student and the parent as necessary. The social worker can also connect families to other resources outside the school, which are may be more convenient for the family. In addition, DWCHS has incorporated a Student Success Center and partnered with SAGA to support students' academic needs in math and college success transition.

**What adult education offerings can your school community provide to families?**

We have and will continue to offer ESL and Computer classes for the parents in the evenings and on Saturdays. We also offer parents and students CUNY and FAFSA Saturday information sessions to assist parents and students support in completing these applications.

**How would families be able to access and understand student data and progress?**

The school has an active website which parents can to view webinars which explain graduation requirements, the college and financial aid application process and much more. In addition, the school will provide workshops and training throughout the year on these topics and others that parents may have an interest in. In addition, parents are encouraged to participate in Pupil Path to monitor student progress.

**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, 40% of parents will use Skedula at least 4 times a year to review their child's gradebook, stay abreast of anecdotes, and be knowledge of their student's progress as evidenced by a 7% increase ( from 63% to 70%) in the Strong Family Community ties category of the NYC School Survey as compared to the results from 2015.

**Part 4 – Action Plan**

<p><b>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</b></p> <ul style="list-style-type: none"> <li>• Research-based instructional programs, professional development, and/or systems and structures needed to impact change.</li> <li>• Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH).</li> <li>• Strategies to promote stronger family and community ties and to increase parent involvement in support of improved student outcomes.</li> </ul>	<p><b>Target Group(s) Who will be targeted?</b></p>	<p><b>Timeline What is the start and end date?</b></p>	<p><b>Key Personnel Who is responsible for implementing and overseeing the activity/strategy? (include school, educational consultants and/or CBO staff)</b></p>
<p>In the month of September 2015 parents will be offered workshops at various times (day, evening, weekend) on how to navigate through and become</p>	<p>Parents and guardians</p>	<p>September 2015 – June 2016</p>	<p>GSS</p>

proficient in Skedula. These workshops will be offered during day hours, evening hours and on weekends to accommodate parents.			
Create a webinar instructing parents and students on the use of Skedula	Parents and students	September 2015 – June 2016	Principal, Technology Specialist
Teachers and paraprofessionals will be trained on how to properly use Skedula	Teachers and paraprofessionals	September 2015 – June 2016	Principal, Cabinet, SLC Coordinators
Teacher and paraprofessional use of Parent Contact Time on Tuesdays to update Skedula	Teachers and paraprofessionals	September 2015 – June 2016	Principal, Cabinet, SLC Coordinators
The Student Success Center counselors, youth leaders, as well as the Guidance Counselors will prepare FAFSA meetings with students and set up individual meetings with parents to fill out the financial education applications on line.	Parents and Students	Jan 2016 to April 2016	Good Shepherd Services, GCs and Youth Leaders

**Part 5 – Budget and Resource Alignment**

<b>Part 5a.</b> Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.											
Skedula allows for the administrators to review usage on an ongoing basis. The data provides the number of users, as well as the names of those using the system. This data would be used to provide targeted support to teachers.											
<b>Part 5b.</b> Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.											
X	Tax Levy	X	Title I SWP	X	Title I TA		P/F Set-aside		21 <sup>st</sup> Century		C4E
X	Title I 1003(a)		Title III		PTA Funded		SIG or SIF Grant		School Success Grant		Other

**Part 6 – Progress Monitoring**

<b>Part 6a.</b> Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.
We will monitor the teachers’ use of Skedula on a monthly basis in order to ensure that staff is using it regularly. In addition, we will monitor the scholarship results every marking period in order to ensure that we are making progress toward meeting our goal.
<b>Part 6b.</b> In February 2016, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

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

**Directions:** Expanded Learning Time (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.
The implementation of ELT provides students the opportunity to earn extra credit and reach our Renewal School Benchmark of 51.3% as highlighted in the Leading Indicator, “Student Progress – Year 2 and 3.”

**Part 2 – ELT Program Type**

Is the ELT program voluntary or compulsory?	<input type="checkbox"/>	Voluntary	<input checked="" type="checkbox"/>	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.				

**Part 3 – ELT Program Description**

<b>Target Population:</b> The ELT program for a Renewal School will be offered to <b>all students</b> 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?
<ul style="list-style-type: none"> <li>• 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.</li> <li>• Actively address the unique learning needs and interests of all types of students, especially those who may benefit from approaches and experiences not offered in the traditional classroom setting.</li> <li>• What new content areas and opportunities will be offered to students?</li> <li>• Contain components designed to improve student academic, social, and emotional outcomes, including opportunities for enrichment programs such as in music and art.</li> <li>• Ensure instruction in any core academic subject offered in the program will be delivered under the supervision of a teacher who is NYS certified in that particular content area.</li> <li>• How will community educators receive professional development? Are there plans to provide joint PD to school faculty and community partner staff?</li> <li>• How will outreach be made to families?</li> </ul>

Students are divided into five SLCs. Each SLC offers elective courses designed around its theme. Blended online learning environments appeal to students who need to acquire credits in a non-traditional classroom environment. Multiple opportunities for peer mentoring through CARA, peer intervention through Restorative Circles, and peer tutoring through Arista are also available. The GSS Resource Coordinator will be the central coordinator for CS services. They will work in partnership with the principal, NYC DOE staff, and partnering CBOs to assess current services and encourage students and parents to engage in the model; determine additional services that are needed and conduct outreach to potential service partners; and oversee GSS' direct services. Partner communication will take place through summer planning sessions, weekly meetings during the summer and school year, monthly advisory council meetings that include at least one representative from each partnering organization (after year one, advisory council will meet every two months unless otherwise determined), and end of the year review sessions involving all participating partners. During these meetings best practices will be shared in addition to critical assessment of programming to ensure that supports align and target the school's goals.

ELT work will be integrated with GSS through each of five social workers, one who is assigned to each SLC. The school will offer Animal Care, Robotics, Computer Programming, MOS certification, a two year EMT course leading to state certification, CARA student support, JROTC, and other learning opportunities. The school maintains a Choral group Band, Orchestra, and digital recording studio. It is one of the few schools in NYC that publish a school newspaper. All instruction will be delivered by NYS certified teachers in their content area. GSS and SAGA tutors may work with small groups of students in close collaboration with a subject area teacher.

Currently, GSS social workers attend weekly Attendance Improvement and Dropout Prevention Meetings along with SLC Coordinators and attendance teachers. These meetings will focus on an inquiry process for our students who are in danger of becoming chronically absent or already categorized as such. PD for effectively constructing and maintaining an effective inquiry process will take place in those meetings. Additionally, GSS social workers will be present on Tuesdays where, as part of the staff, they will have an opportunity to work with Skedula.

#### **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.

The ELT program is being implemented by the school in collaboration with GSS. The Principal, an AP Supervision, and the GSS coordinator meet on a weekly basis to ensure seamless delivery of services. Other service providers include but are not limited to:

- Montefiore School Based Health Program
  - o Type of services: (e.g. health, mental health, dental, vision, hearing) The clinic provides community health, mental health, dental and medical services. We do incorporate vision and hearing screening as well as physical examinations for school, sports, working papers, and college.
- Lehman College – students take College Now courses, as well as a summer “Master’s Program” for honor students
- Bronx Community College – includes a part time college counselor and college visits
- DWCHS Alumni Association – a strong partner with the school which sponsors scholarships, a leadership weekend for 24 students, and an annual Alumni Dinner where 20-30 students get to meet with prominent DWCHS Alumni
- The LYFE Center – Living for the Young Family through Education provides free childcare and support services to help student parents stay on track to graduation.
- Pathways to Graduation (P2G) program – Attended by approximately 100 students, P2G helps young adults who are 18 – 21 years of age earn their high school equivalency diploma.
- Sports and Arts Foundation – For DWCHS students. It provides after school tutoring, college trips, and counseling. The Sports and Arts Foundation has partnered with our school for the past 5 years. They provide tutoring and regents exam preparation for approximately 300 students. The tutoring sessions are Tuesday through Friday from 3:00 to 6:00 PM. In addition, they provide our students with 4 college trips a year.

- Junior ROTC – For DWCHS students in all grades, this program services 100 – 150 students annually. It began in 1981. There are two academic components, science and leadership. There are four levels of each. Students who complete the program obtain a three or four year certificate (good for college ROTC). If a student decides to enter the Armed Forces, they go in at E3 pay rate instead of E1. The program monitors student progress. Graduation rate for students in this program is consistently above 90%.
- Middle School Leadership Academy – Approximately 80 middle school students who are currently living in temporary housing come to the school every Saturday. They engage in a variety of activities both academic and enrichment. Students are provided with peer mentors from DWCHS and outside organization perform short programs, which allow the students to engage in discourse to develop their spoken word and critical thinking skills.
- The Clinton Garden is at the heart of sustainability efforts at DeWitt Clinton High School. Its success rests upon deep student involvement and dedication and the support of numerous partners and community organizations. Yes, they compost. The core group maintaining the garden is the Environmental Affairs Club (30 students per year). At least 500 students make use of the Clinton Garden every school year. There are plans to expand the garden by creating an outdoor classroom incorporated into a community learning space to be utilized by students, faculty and staff of DeWitt Clinton High School Campus as well as neighbors from the surrounding Jerome Park Reservoir and Norwood communities and the Bronx and city itself.
- YABC- DWCHS will start a YABC program this coming Fall to provide overaged under-credited students with an opportunity to work during the day and attend classes in the evening. This program will serve 250 students from schools across the borough.
- We have assigned 5 assistant principals to supervise the ELT program. The duties for overseeing the ELT program are being distributed between the five APs. The responsibilities include supporting teachers with curriculum, overseeing attendance, outreach to parents, accurate programming for students, meeting with students and maintaining accurate records of participation both with staff and students.

Various programs are evaluated by participation rates. If the program is related to academic achievement, scholarship and attendance rates are examined.

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

ELT started in September 2015 and will end in June 2016. ELT is part of their school day which provides an opportunity for enrichment and academic support. Staff and guidance counselors are reviewing transcripts to identify the course offerings and students to be programmed for these ELT classes.

**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.

The NYCDOE has provided the school with an ELT allocation which will be used for teachers who will teach the ELT assigned courses throughout the year. In addition, the school will use SIG money to pay teachers for any additional classes which will not be covered by the ELT allocation.

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

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

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

**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.

We will monitor the pass rate for all students after each marking period and make the necessary adjustments to ensure we meet our goal.

**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.

If we are able to engage parents in every aspect of their child’s learning and we are able to provide them access to their child’s real time progress in every class using Skedula and parents can see all the data the teacher sees, then Student Progress will increase and the school will be able to meet the Renewal School Benchmark of 51.3% as highlighted in the Leading Indicator, “Student Progress – Year 2 and 3” and attendance will increase to meet the Renewal School Benchmark of 82.2% by the 2015-16 school year .

### **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.

DWCHS serves a student body that is underserved and high-risk, even within the demographical context of the Bronx. DeWitt Clinton High School received over 300 (about 12% of enrollment) late-enrolling Over the Counter (OTC) students this year. Within that number is the highest number in the city of OTC students who have been incarcerated. In the 2013-2014 school year (SY), the school admitted 46 such students. While the school is determined to provide services to these students, it needs additional support to be able to address their social-emotional needs as well as their academic needs. As a whole, the student body at DWCHS is underperforming. The Progress Report for SY2012\_13 showed a 54.6% graduation rate. A comparative analysis of scholarship rates by grade level shows Grade 9 students as needing the most support in order to effectively negotiate their high school study sequence.

Approximately 65% of students are Latino and 25% African American; approximately 20% are English Language Learners, representing 26 native languages; 16% are Special Education students; 75% are Title I eligible. Of the current enrollment of 1,970, 232 students are in temporary housing or homeless, and 62 are court-involved students. Due to high rates of safety incidents, DWCHS became a scanning school in SY2005-2006; and was identified as an impact school in SY2011-2012.

**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.

#### **Good Shepard Direct Services - GSS**

GSS is a leading youth and family development agency with more than 80 programs serving over 26,000 participants a year. GSS’ mission is to surround at-risk New York City youth and their families with a web of supports that promote a

safe passage to self-sufficiency. Building on its relationship with DWCHS, and extensive experience providing services to the student population, under the CS model, GSS will provide student-centered, personalized services to students and families, grounded in a youth and family development (YFD) framework. This strength-based YFD approach builds on students' and families' existing competencies, while recognizing the importance of meeting their developmental needs. We will partner with GSS to provide individual and group counseling to high-risk students; student and family outreach to engage them to use the services available in the school and community; peer leadership to target youth through soft skills and social emotional training, group work, and service learning; and Extended Learning Time activities based on the needs of the student population.

### **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.

The GSS Resource Coordinator will be the central coordinator for CS services. S/he will work in partnership with the principal, NYC DOE staff, and partnering CBOs to assess current services and encourage students and parents to engage in the model; determine additional services that are needed and conduct outreach to potential service partners; and oversee GSS' direct services. Partner communication will take place through summer planning sessions, weekly meetings during the summer and school year, monthly advisory council meetings that include at least one representative from each partnering organization (after year one, advisory council will meet every two months unless otherwise determined), and end of the year review sessions involving all participating partners. The GSS Resource Coordinator will report out to all constituencies during the Spring Legislative Breakfast. During these meetings best practices will be shared in addition to critical assessment of programming to ensure that supports align and target the school's goals.

#### Support Services

As a large school, DeWitt Clinton HS is fortunate to have a wide range of support services in place that fit into the holistic CS service model. CBOs and other community partners, under the coordination of the GSS Resource Coordinator, will provide school day and after school support services, as outlined below:

- DOE Living for the Young Family through Education (LYFE) will provide free childcare and support services during the school day to help student parents stay on track to graduation.
- Pathways to Graduation (P2G) program helps young adults who are 18 – 21 years of age earn their high school equivalency diploma.
- Montefiore Hospital houses a full service program in the second floor of our building which provides the students with dental, medical and mental health services. The Montefiore Clinic and Hospital has been a partner with DWCHS for over 12 years and operates during school hours and during the summer.
- Project Bully Free Zone includes counseling sessions during the school day.
- APEX learning – This online learning classroom operates from 10 AM to 4 PM when school is open. It is an alternative learning environment for under-credited students.
- Sports and Arts Foundation has partnered with DWCHS for the past 5 years, providing tutoring, regents exam preparation and college trips outside of regular school hours.
- Junior Reserve Officer's Training Corps (JROTC) has two academic components, science and leadership and offers three or four year certificates towards college ROTC. Students enrolled in this program attend classes during the day, have tutoring after school, and go on ROTC related field trips.
- Middle School Leadership Academy in cooperation with the Office of Youth Development serves middle school students who are currently living in temporary housing at the school every Saturday, providing peer mentoring, academic and enrichment activities.
- Lehman College offers College Now courses, as well as a summer "Master's Program" for honor students. These activities take place outside the scheduled school day.
- Bronx Community College offers college counseling and college visits.

- DWCHS Alumni Association sponsors scholarships, a leadership weekend for 20 students, and an annual Alumni Dinner where 20-30 students get to meet and converse with prominent alumni.
- Writing is Thinking through Strategic Inquiry (WITSI) is a high leverage writing strategies that close skill gaps which can be infused into curriculum across content areas.
- SAGA- 1:1 tutoring program for 230 incoming freshmen students), we will administer a baseline assessment to all incoming 9<sup>th</sup> grade students.
- Identify the dates, room location and proctors to administer the assessments.

**Students who have been suspended:** In SY 2013\_14, a total of 240 students were suspended for 370 incidents. The number of suspensions increased from the previous year, but suspendable incidents were committed by fewer students. 63 students were suspended multiple times. The GSS Resource Coordinator will facilitate a program for intake and follow up in order to decrease the number of students who are categorized as repeat offenders.

**Students in Temporary Housing:** The school has a total of 232 students in temporary housing. The school works with D. A. Media to provide extra-curricular enrichment activities for these students. The students will meet with their mentors from 2:45 until 5:45 PM Tuesdays through Fridays. Activities include music production, dance, and film.

**Parentified Students:** The school has many students who are responsible caretakers of their younger siblings. Through this program, the school has plans to create a safe space for its students to pick up their siblings from elementary or middle school and return to the campus with them. Students will be mentored by a licensed teacher. Students will be able to complete their homework and engage in recreational activities.

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

We will need to ensure that the CBO liaison meets regularly with the SLC attendance team in order to ensure all students are provided with the necessary supports. In addition, the SLCs must monitor attendance on a weekly basis to quickly respond to absences.

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

GSS works with DWCHS throughout the calendar year. The anticipated start date is 7/1/2015, with an end date of 6/30/2016.

**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.

<b>Type of Academic Intervention Service (AIS)</b>	<b>Criteria for determining AIS services</b>	<b>Type of Program or strategy (e.g. repeated readings, interactive writings, etc.)</b>	<b>Method for delivery of service (e.g. small group, one-to-one, tutoring, etc.)</b>	<b>When the service is provided (e.g. during the school day, before or after school, etc.)</b>
<b>English Language Arts (ELA)</b>	NYSITEL results Incoming 8 <sup>th</sup> grade ELA proficiency Marking period and semester grades Teacher recommendation	Read 180 Achieve 3000 APEX WITSI	Small group instruction, one-to-one tutoring, blended learning	Before school, after school, Saturday Academy, during the school day
<b>Mathematics</b>	Incoming 8 <sup>th</sup> grade Math proficiency Marking period and semester grades Teacher recommendation	Carnegie Math APEX Castle Learning SAGA	Small group instruction, one-to-one tutoring, blended learning	Before school, after school, Saturday Academy, during the school day
<b>Science</b>	Marking period and semester grades Teacher recommendation, Incoming 8 <sup>th</sup> grade Science performance	APEX Castle Learning	Small group instruction, one-to-one tutoring, blended learning	Before school, after school, Saturday Academy, during the school day
<b>Social Studies</b>	Marking period and semester grades Teacher recommendation	APEX Castle Learning	Small group instruction, one-to-one tutoring, blended learning	Before school, after school, Saturday Academy, during the school day
<b>At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)</b>	Marking period and semester grades Teacher Recommendation GSS Recommendation SLC Coordinator/AP Recommendation	The strategy will be determined based on the needs. Any of the strategies mentioned above may be used once the needs assessment is completed and a support strategy identified.	Small group and one on one counseling	Before school, after school, during the school day

## 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.			
<b>X</b>	<b>Schoolwide Program (SWP)</b>		<b>Targeted Assistance (TA) Schools</b>
			<b>Non-Title I</b>

### Part 2: All Title I Schools

#### 2a. Highly Qualified Teachers (HQT)

Describe the strategies and activities including strategies for recruitment, retention, assignments, and support including high quality professional development that ensures staff is highly qualified.
<p>Due to declining enrollment, we do not anticipate hiring any additional staff for the 2015-2016 school year. Scholastic will be providing Professional Development to continue our transition to rigorous instruction grounded in the Common Core Learning Standards. This will be focused on building the capacity of Assistant Principals, as well as groups of teachers.</p> <p>In addition, we are transitioning to a single-session school in order to take advantage of the 80 minute PD period on Mondays that will be used to support CCLS instruction while continuing the Professional Learning Communities established within our Small Learning Communities.</p>

#### 2b. High Quality and Ongoing Professional Development

Describe the strategies and activities for high quality professional development for teachers, principals, staff, and paraprofessionals that enable all students to meet Common Core State Standards (CCSS).
<p>All staff will meet weekly for 80 minutes of Professional Development on Mondays. This will be grounded in an unpacking of the CCLS, looking at student work, creating and modifying unit and lesson plans, and creating rigorous tasks and assessments used to drive instruction. Currently, assistant principals meet weekly to plan professional development together. They use the same presentation and materials so each teacher in the school has a similar experience. The sessions are debriefed by the assistant principals using teacher artifacts generated during the sessions. The assistant principals will continue their current practice. This year, Advance data shows Domain 3 (Instruction) to be in need of the most support. As instructional leaders, the assistant principals will work with Scholastic to develop their capacity to support teacher understanding of practice, to move instruction towards improved student outcomes. The assistant principals will create and implement professional development in collaboration with Scholastic in order to improve teacher practice in Domain 3. In addition, they will work with Scholastic to have the skill set necessary for teachers and instructional staff to drive rigorous and relevant instruction in each classroom. The assistant principals will be responsible for following up with teachers on the implementation of their recommendations to improve instruction. Assistant principals will also conduct daily non-evaluative walkthroughs in order to acquire an overview of teaching and learning in their SLC and any progress that is being made or further support that is needed regarding whole school pedagogical initiatives.</p>

### Part 3: TA Schools Only

#### 3a. Use of Program Resources

Describe how the TA program resources will assist participating children to meet proficiency.
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**3b. TA Coordination with the Regular Program**

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

**Part 4: SWP Schools Only**

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

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

**4b. Measures to Include Teachers in Decisions Regarding Assessments**

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

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

**Directions:** All Schoolwide Program (SWP) schools in NYC are conceptually consolidating their Federal, State, and Local funds, even though the Galaxy system reports the allocations in separate accounting codes<sup>1</sup>. To be eligible for the flexibility consolidation of Federal funds enables, a Schoolwide Program school must identify in its Schoolwide plan (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 consolidated<sup>2</sup>. **On the chart below**, indicate which Federal, State, and/or local Tax Levy program funds that are consolidated in your school’s Schoolwide Program, the amount each program contributes to the consolidated Schoolwide pool, and verification that the school has met the intent and purposes of each program whose funds are consolidated.

Program Name	Fund Source (i.e. Federal, State or Local)	Funding Amount Indicate the amount contributed to Schoolwide pool. (Refer to Galaxy for FY '16 school allocation amounts)	Place an (X) in <u>Column A</u> below to verify that the school has met the intent and purposes of each program whose funds are consolidated. Indicate in <u>Column B</u> , section references where a related program activity has been described in this plan.	
			Column A Verify with an (X)	Column B Section Reference(s)
Title I Part A (Basic)	Federal	1,767,878.00	X	
Title I School Improvement 1003(a)	Federal			

Title I Priority and Focus School Improvement Funds	Federal			
Title II, Part A	Federal			
Title III, Part A	Federal	49,944.00	X	
Title III, Immigrant	Federal			
Tax Levy (FSF)	Local	11,311,572.00	X	

**<sup>1</sup>Explanation/Background:**

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

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

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

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

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

- **Title I, Part A – Schoolwide Programs:** To upgrade the entire educational program in the school in order to improve the academic achievement of all students, particularly the lowest-achieving students. This includes provision of services for Students in Temporary Housing (STH).
- **Title I School Improvement 1003(a):** To support implementation of school improvement activities identified through the Diagnostic Tool for School and District Effectiveness (DTSDE) reviews or a school review with district oversight and included in the DCIP/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.

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**Parent Involvement Policy (PIP)**

Educational research shows a positive correlation between effective parental involvement and student achievement. The overall aim of this policy is to develop a parent involvement program that will ensure effective involvement of parents and community in the school. DeWitt Clinton High School, 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. DeWitt Clinton High 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 1<sup>st</sup> of each school year to advise parents of children participating in the Title I program about the school's Title I funded program(s), their right to be involved in the program and the parent involvement requirements under Title I, Part A, Section 1118 and other applicable sections under the No Child Left Behind Act;
- schedule additional parent meetings, e.g., quarterly meetings, with flexible times, such as meetings in the morning or evening, to share information about the school's educational program and other initiatives of the Chancellor and allow parents to provide suggestions;
- translate all critical school documents and provide interpretation during meetings and events as needed;
- conduct an Annual Title I Parent Fair/Event where all parents are invited to attend formal presentations and workshops that address their student academic skill needs and what parents can do to help;

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

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

School-Parent Compact (SPC) – Modified by the SLT

DeWitt Clinton High 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 and Assessments.

#### **I. School Responsibilities**

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

- respecting cultural, racial and ethnic differences;
- implementing a curriculum aligned to the Common Core State Learning Standards and using academic learning time efficiently
- providing high quality instruction by highly qualified teachers in all content areas 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 and providing parents with reasonable access to staff by:

- convening an Annual Title I Parent Meeting prior to December 1<sup>st</sup> of each school year; participants will be informed of the program's status, funded programs and their right to be involved;
- explaining the procedures regarding appointments with teachers, and informing them that more flexible times are available; transportation or child care is available for those who cannot attend a regular meeting (if necessary and funds are available)
- providing all school related information, as well as conduct meetings and activities for parents of participating children 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 timely information regarding grades, behavior and any other pertinent information;
- ensuring that staff will have access to language interpretation services;

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 as well as advising parents their right to file a complaint under the Department's General Complaint Procedures and consistent with the NCLB Title I requirement for Elementary Secondary Education Act (ESEA) and Title I programs;
- educating parents about academic achievement standards and assessments and how to monitor their child's progress by providing professional development opportunities;
- ensuring that the Title I funds are utilized to implement activities as described in this Compact and the Parent Involvement Policy;

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

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

- 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 and limiting TV and video games time;
- check and assist my child in completing homework when necessary and see to it that my child is reading each day (for a minimum of 15 minutes);
- encourage 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 discuss this Compact with my child;
- participate, when appropriate, in the decisions relating to my child's education and share responsibility for the academic achievement of my child;
- communicate with teachers about my child's educational needs and stay informed about their education by reading and responding to all notices received from the school, teachers or district;

- participate in or request training offered by the school, district, or Central/State Education Department
- take part in the school’s Parent Association or serve whenever possible on advisory groups, e.g., Title I Parent Committees, School or District Leadership Teams;

**III. Student Responsibilities:**

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

- 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;
- try my best to learn at all times

The basis for the School-Parent Compact is to strengthen the connection between schools and families. It is to ensure that the entire school staff, parents and students will share responsibility for improved academic achievement.

\_\_\_\_\_ School Date

\_\_\_\_\_ Parent Date

\_\_\_\_\_ Student Date

### 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>Dewitt Clinton High School</u>	DBN: <u>10X440</u>
This school is (check one):	
<input checked="" type="checkbox"/> conceptually consolidated (skip part E below)	
<input type="checkbox"/> NOT conceptually consolidated (must complete part E below)	

Part B: Direct Instruction Supplemental Program Information
The direct instruction component of the program will consist of (check all that apply):
<input checked="" type="checkbox"/> Before school <input checked="" type="checkbox"/> After school <input checked="" type="checkbox"/> Saturday academy
Total # of ELLs to be served: <u>200</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>10</u>
# of certified ESL/Bilingual teachers: <u>8</u>
# of content area teachers: <u>2</u>

## Part B: Direct Instruction Supplemental Program Information

Describe the direct instruction supplemental program here and include the

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

Begin description here: \_

Rationale :We are currently working with a group of 191 Long-Term ELLs to help them succeed in their classes. The implementation of the small learning communities has created an atmosphere of collaboration in which teachers are able to share their concerns about what students are lacking. These discussions have resulted in the formation of many new clubs and programs that focus on supporting student achievement in various ways.

A review of our data shows that part of the Title III funds should support intensive tutoring for our Bilingual/ELL students. Last year our Limited English Proficient Students did not meet Adequate Yearly Progress (AYP) in English, Math and Graduation Rate. Our Progress Report for the 2013-2014 school year shows that we did not get additional credit for English Language Learners. Qualitative Data shows that students need assistance in Common Core Learning Standards (CCLS) in order to pass the English Regents and NYSESLAT. We are working in the area of strengthening students' skills by completing six Common Core aligned units of study (two in ELA, two in social studies and two in science) with embedded tasks which will require students to ground reading, writing and discussion in evidence form texts. In addition, all students will complete two Common Core aligned units of study in mathematics with embedded tasks which require students to reason with equations and inequalities, model with Mathematics and/or construct viable arguments and critique the reasoning of others. Knowing that this is a difficult task because of the academic vocabulary involved, tutoring will be provided through Title III money to support individual learning needs of students which will support credit accumulation and skill building.

Subgroups and grade levels of students to be served & Schedule duration & Types of materials

Our school offers instructional services for all our English Language Learners on Saturdays and during the week before and after school.

In the ELL Academy Saturday Tutoring Program and the Before and After School ELL Academy Tutoring Program students receive supplemental tutoring support to help them pass their classes. The Saturday Tutoring Program takes place on Saturdays from 9:00 to 12:00 pm.

We will also have a Science Bilingual teacher working with our ELLs from 6:30 AM until 8:00 AM (This will be our Before School Title III class in room 218). This class will meet every Tuesday and Thursday. The after school program runs for two hours per day on Tuesday and Thursday as well. We offer tutoring for all our Bilingual/ESL students in the content areas of Math, Science, Social Studies and ESL (Newcomers, Beginning, Intermediate and Advanced Levels).

Students attending tutoring are identified by their teachers, guidance counselors and identified based on the NYSESLAT data/Regents data. Based on the NYSESLAT data analysis from 2012 48 of our ELLs scored Beginners, 73 Intermediate and 41 Advanced. In 2013, 70 students scored Beginners, 59 Intermediate and 48 Advanced. In 2014, 79 students scored Beginners, 74 Intermediate and 69 students Advanced. Twenty five students tested out in 2014. Many students moved up from Beginners into Intermediate in 2014 and many moved up from Intermediate to Advanced. In both the Saturday and after school programs, students receive one-on-one tutoring, group tutoring and computer assisted instruction using Achieve 3000 and MyOn differentiated reading programs.

In both of our tutoring programs students will be grouped according to their needs. The students who are identified as SIFE (if needed) and Beginners (NYSESLAT and teachers assessments results) will review the language acquisition skills that they need in order to succeed in their classes. These students are selected because their literacy level is low not only in English, but in their native language as well (Spanish in most cases). They need support in English and we want to prepare them for

## Part B: Direct Instruction Supplemental Program Information

the ELA/Global, Science and Math regents exams. They will be serviced by a collaborative team of teachers: bilingual social studies teacher, bilingual math teacher, bilingual science teacher as well as ESL teachers. This collaborative team of teachers will meet twice a week (Tuesdays and Thursdays) during period 3 (Common Planning Time during regular school hours at no cost to Title III) to discuss and plan together their activities and lessons for the Saturday, before/after school Title III classes. They will discuss strategies to meet the needs of our ELLs during the Title III Program. They also analyze data and modify the curriculum so that the needs of our students are met and their academic progress improves. We are also providing services for the Intermediate students who exhibit good oral skills in English. Although these students are fluent in English, they demonstrate weakness in their writing skills. These students will receive support by licensed ESL, Bilingual Content Area teachers. In these classes the students will strengthen their language arts skills through a series of Academic Intervention Activities that focus on the gaps in language acquisition. This will help them to pass the English regents, as well as to understand and apply the learning strategies to their other required exams. The acquisition of these strategies will enable them to be successful in all of their classes.

Our Advanced group has diverse needs. This group needs intervention that is focused on their identified language acquisition gaps in preparation for the English regents, the NYSESLAT exam and other content area Regents examinations. These students will study and analyze varying literature in depth in English and Spanish to strengthen both languages. When students are academically proficient in their first language, they are able to transfer the skills and perform equally as well in their second language. Our licensed ESL teachers provide instructional strategies that will help them to enhance their reading, writing, listening and speaking skills. Bilingual content area teachers support tutoring in Social Studies, Science and Mathematics.

In response to the socio-instructional needs of our ELL students and at no cost to Title III, we are in the process of creating a Peer Intervention/Tutoring program at no cost to Title III. This program will be supervised by the Assistant Principal of the Foreign Language and ESL Department and the Global SLC coordinator. This program will provide immediate and continued support English Language Learner Newcomers need academically, socially and emotionally in a new country, in a new city, in a new school while learning a new language. The instructional focus of this program is to help our newly arrived Newcomer ELL students to learn English. The students in this Peer Intervention/Tutoring program will meet weekly in different settings during period 3 to support our Newly arrived students. We will utilize the media of music, art, history, first and second language of the diverse ethnic backgrounds of the students to motivate students' participation and learning outcomes. The ELL mentees will interact and learn from their ELL Student Mentors, who have also come from different countries, and who are achieving success in their academic and social lives. Our goal is for our newly arrived students to show improvement in their classes because of the instructional support they will receive from their mentor. The ELL students who will serve as a mentor in this program and will also receive language acquisition support through systematic literacy based activities. For example, these students will be required to write weekly journals in which they reflect upon what they did throughout the week with their assigned student. These journals will be reviewed by the Global SLC Coordinator, an experienced and licensed ESL teacher, and they will receive a miscellaneous grade for the work that they do as participation in this program. In the past we had a program called the ELL Big Brother Brother/Big Sister program and we had a lot of success with this program. These students who worked as mentors improved their oral skills because they were consistently communicating with the teachers, the students, the Assistant Principal and the Coordinator of the program. This Peer Intervention program will be created to support our students starting in November of 2014 at no cost to Title III.

In addition, we have incorporated into our curriculum a supplemental class utilizing the Achieve 3000 technology program to meet the instructional needs of our Long-Term ELLs and Advanced ESL students. This class will meet every Tuesday and Thursday from 2:50 until 3:40 PM. This research based instructional program, conducted by an appropriately licensed ESL teacher, increases reading comprehension, vocabulary, and writing proficiency. In this class, students receive the help that they need in order to improve their literacy skills in reading and writing. Also, they have the opportunity to practice decoding individual sounds in complex English vocabulary to help them read and be able to take

## Part B: Direct Instruction Supplemental Program Information

advantage of the offered enrichment to their academic English language skills. Also our Intermediate/Advanced level students use this program twice a week in their ESL classes during the regular school hours (day time). Teachers are trained to use Achieve 3000 and the corresponding materials which they incorporate into their lessons. Teachers have the accessibility of posting assignments and projects for their students to complete in school and at home. The data based on the performance and reading level of these students, is used to determine instructional goals in the ESL classes. Teachers analyze the data together with the Assistant Principal and develop differentiated lessons to better serve the students and help them to improve their reading levels. These selected Intermediate/Advanced level classes work on Achieve 3000 Tuesdays and Thursdays. Tax Levy funds will support this supplementary class that meets every Tuesday and Thursday from 2:50 until 3:40 PM and is taught by a licensed ESL teacher after school. The teacher, Magda Luniewski's regular schedule is 8:00-2:50.

We have also incorporated into our curriculum a supplemental class utilizing MyOn online reading program. This is a reading program that will support our Newcomers/Beginners ESL students. This program is currently being used in our ESL Newcomers/Beginners classes twice a week. Tax Levy funds will support this supplementary class that meets every Tuesday and Thursday from 2:50 until 3:40 PM and is taught by a licensed ESL teacher after school. The teacher's regular schedule is 8:00 - 2:50.

## 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: From September 2014 to June 2015, our teachers work in their assigned Common Plannig Time three times a week in order to build capacity in meeting the needs of our SIFE/LTE students. During these meetings they focus on the lesson planning using differentiated instruction techniques, goal setting and analyzing students work following the CCLS. They also create rubrics aligned to Danielson and CCLS such as participation and writing rubrics. They also select and create strategies for all students (including ELLs/SWDs) that is aligned to shifts 2/5 and DOK and they also create common assessments across subject levels that are ongoing and allow students to self reflect. The ongoing assessments should: be aligned to curriculum, provide students a clear understanding of mastery, allow for actionable and meaningful feedback. Teachers also develop schedules for Learning Walks with a focus on "Checking for Understanding". As a team they also develop intervention plans/schedule for students who need support. During these meetings teachers also analyze data using Skedula.

These meetings are either provided by Pearson, the Assistant Principal or the SLC Coordinator. During these meetings we also focus on the techniques that promote language acquisition and content mastery through differentiated instruction and student involvement. The sessions address the need to improve the integration of academic vocabulary, SIOP Model techniques and increased use of higher order thinking skills in Math and other content areas. Work is done through an Inquiry Process to align the ESL curriculum to the Common Core Learning Standards. Our teachers continually work on designing coherent instruction for our student. The teachers meet three times a week during period 3. Our Global Small Learning Community for Newcomers is responsible for the academic/socio-emotional success for all our ESL students.

The ESL Professional Development Plan includes the following: The Preparation of Lessons (Include content and language objectives, Provide supplementary materials, Adapt content, Plan meaningful activities); Instruction (Building background knowledge, Comprehensible input, Strategies, Interaction,

### Part C: Professional Development

Practice/Application, Lesson Delivery), Review and Evaluation (Review of key vocabulary, Review of key content concepts, Feedback) and Assessments of comprehension and learning. Teachers continue deepening their work this year on Standard 1 (Argument and Opinion and also Reading Text for Information) of the Common Core Learning Standards for ELA in Reading, Writing, Listening, Speaking and Language. Teams include not only the ESL and Foreign Language teachers, but also our bilingual content area teachers. Teachers participate in the Professional Development provided by the Office of ELLs and the Network. We continue our work using Danielson's Framework for Teaching, concentrating on Planning and Preparation, using Questioning and Discussion Techniques, Engaging students in Learning and using assessment in instruction. We are strengthening the common language and understanding of what quality teaching looks like by deepening the school community's comprehension of Charlotte Danielson's Framework for Teaching. These workshops are ongoing and they happen three times a week.

### 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: \_\_\_\_\_ It is our goal to engage parents of English Language Learners in their child's education. To that end, in partnership with the Parents Association monthly meetings are conducted to support parents in raising their children. To that end, each meeting contains a workshop portion which will discuss the college process, how to talk with teenagers, how to recognize the signs of depression in teenagers, how to help teenagers navigate peer influence, bullying, gangs, sex and drugs. Guidance Counselors from the school, Social Workers from Good Shepherd and invited experts conduct these workshops. In addition to the monthly Saturday meetings, parents are invited to our Curriculum Night event at the school. This is a big and important event because parents have the opportunity to visit every single teacher's classroom and discuss the curriculum for that subject, see their children's work and discuss with the teacher the academic progress of their children. This is in addition to our regular parent-teacher conferences. The Parent Coordinator conducts meetings on how to use Aris so that parents can keep track of their child's scholastic progress. The Parents Association also offers courses during the week and on Saturdays. One is Basic and Advanced Computer Literacy, the second is preparing for the GED in English and in Spanish and the third is an ESL class. The Parents Association also buys dictionaries and glossaries for parents who do not speak English. The Parents Association also purchases Literature Books and gives them to parents so that they can read them with their children. Parents are notified of these activities through PA meetings, mailings and phone messaging. This year both parent committees are working together as a team, Parents' Association in Conjunction with Title I Parent Advisory Council. Any supplies we buy for parents are with Title I funds.

**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"> <li>• Per session</li> <li>• Per diem</li> </ul>	_____	_____
Purchased services <ul style="list-style-type: none"> <li>• High quality staff and curriculum development contracts.</li> </ul>	_____	_____
Supplies and materials <ul style="list-style-type: none"> <li>• Must be supplemental.</li> <li>• Additional curricula, instructional materials.</li> <li>• Must be clearly listed.</li> </ul>	_____	_____
Educational Software (Object Code 199)	_____	_____
Travel	_____	_____
Other	_____	_____
<b>TOTAL</b>	_____	_____

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

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

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

## Part I: School ELL Profile

### A. School Information

District <b>10</b>	Borough <b>Bronx</b>	School Number <b>440</b>
School Name <b>Dewitt Clinton High School</b>		

### B. Language Allocation Policy Team Composition

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

Principal <b>Santiago Tavaréz</b>	Assistant Principal <b>Gilbany Suárez-Estrella</b>
Coach <b>Laura Payano</b>	Coach
ENL (English as a New Language)/Bilingual Teacher	School Counselor <b>Chris González</b>
Teacher/Subject Area <b>Carmen Varela</b>	Parent <b>Florencia Ayala</b>
Teacher/Subject Area <b>Bessy Martínez</b>	Parent Coordinator <b>Inés Cariño</b>
Related-Service Provider	Borough Field Support Center Staff Member <b>type here</b>
Superintendent <b>Elaine Lindsey</b>	Other (Name and Title) <b>Marlena Palacios, AP</b>

### 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	<b>6</b>	Number of certified bilingual teachers <b>not</b> currently teaching in a bilingual program	<b>0</b>	Number of teachers who hold both content area/common branch and TESOL certification	<b>0</b>
Number of certified bilingual teachers currently teaching in a bilingual program	<b>9</b>	Number of certified foreign language/world language teachers providing home language arts (HLA) to students in bilingual programs [applicable to grades 7–12]	<b>9</b>	Number of teachers who hold both a bilingual extension and TESOL certification	<b>0</b>
Number of certified ENL teachers <b>not</b> currently teaching in the ENL program	<b>0</b>	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]	<b>0</b>	Number of special education teachers with bilingual extensions	<b>3</b>

### D. Student Demographics

Total number of students in school (excluding pre-K)	<b>1744</b>	Total number of ELLs	<b>401</b>	ELLs as share of total student population (%)	<b>0.00%</b>
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# Part II: ELL Demographics

## A. ELL Programs

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

### This school offers (check all that apply):

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

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

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

## B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
<b>All ELLs</b>	401	<b>Newcomers</b> (ELLs receiving service 0-3 years)	224	<b>ELL Students with Disabilities</b>	65
<b>SIFE</b>	63	<b>Developing ELLs</b> (ELLs receiving service 4-6 years)	44	<b>Long-Term</b> (ELLs receiving service 7 or more years)	44

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

	ELLs by Subgroups									Total
	Newcomer ELLs (0-3 years of service)			Developing ELLs (4-6 years of service)			Long-Term ELLs (receiving 7 or more years of service)			
	All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD	
<b>TBE</b>	191	69	8	49	10	14	89	1	42	0
<b>DL</b>										0
<b>ENL</b>	50	18	0	13	1	0	9	0	0	0
<b>Total</b>	0	0	0	0	0	0	0	0	0	0

Number of ELLs who have an alternate placement paraprofessional: 5

## 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 Spanish										81	83	136	29	0
SELECT ONE														0
SELECT ONE														0
<b>TOTAL</b>	0	0	0	0	0	0	0	0	0	0	0	0	0	0

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

\* EP=English proficient student

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

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

### Freestanding English as a New Language

#### Number of ELLs by Grade in Each Language Group

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish										77	130	102	51	0
Chinese										0	0	0	0	0
Russian										0	0	0	0	0
Bengali										10	9	12	1	0
Urdu										2	1	2	0	0
Arabic										4	4	8	1	0
Haitian										0	0	0	0	0
French										1	6	1	0	0
Korean										0	0	0	0	0
Punjabi										0	0	0	0	0
Polish										0	0	0	0	0
Albanian										2	1	0	2	0
Other										2	1	1	1	0
<b>TOTAL</b>	<b>0</b>													

## Part III: Assessment Analysis

### Assessment Breakdown

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

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

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
<b>Entering</b> (Beginning)										19	37	44	6	0
<b>Emerging</b> (Low Intermediate)										4	11	25	6	0
<b>Transitioning</b> (High Intermediate)										6	11	10	0	0
<b>Expanding</b> (Advanced)										20	8	38	17	0
<b>Commanding</b> (Proficient)										5	3	5	1	0
Total	0	0	0	0	0	0	0	0	0	0	0	0	0	0

#### FORMER ELLS BASED ON REVISED EXITING CRITERIA

GRADES 3-8: EXPANDING ON NYSESLAT AND TEST AT LEVEL 3 OR 4 ON THE ELA  
 GRADES 9-12: EXPANDING ON THE NYSESLAT AND TEST 65 OR HIGHER ON THE ENGLISH REGENTS

	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
Total														0

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

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

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

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

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

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Home Language	English	Home Language
Comprehensive English/Common Core ELA	216		28	
Integrated Algebra/CC Algebra	51	230	6	23
Geometry/CC Algebra	15	15	1	0
Algebra 2/Trigonometry Math _____	7	11	0	0
Chemistry	0	0	0	0
Earth Science	29	76	0	1
Living Environment	86	96	10	21
Physics	0	0	0	0

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Home Language	English	Home Language
Global History and Geography	27	70	5	20
Geography	0	0	0	0
US History and Government	28	77	7	31
LOTE		185		170
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)	23	8	11	8				
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 the NYSESLAT scores, Modalities report from the NYSESLAT, the ELE scores, the NYSITELL scores, the ELA regents scores as well as the uniform assessments that are provided within the classrooms (Pre-assessments, Interim assessments and post assessments). The data obtained from these assessments have provided insights about our ELLs. For instance, the NYSITELL scores has shown us that 77 of the students scored Beginners and 4 students scored Advanced. The NYSITELL scores have also allowed us to identify about 63 SIFE students. The NYSESLAT scores has provided the following insights: Last year we had 77 students who received a score of Beginners on the NYSESLAT . Also, about 79 students scored Intermediate on the NYSESLAT exam last year and a total of 68 students scored Advanced. The modalities reports has also provided the following information: our students are still struggling in reading and writing. The students always perform better in listening and speaking. Due to the information we have obtained, the school has made instructional changes across the board: Uniform exams have been created targeting reading and writing across the board. Specific activities have been included into the daily lessons to help our ELLs become better readers and writers. Activities Annotating, Text Graffiti, Table Talk are being implemented in the classroom with a focus on increasing ELLs' ability to read and write with the support of academic and specific vocabulary words. The schoolwide intracutlional focus has been revised focusing on the Common Core Standards and Academic Vocabulary. This is our new Instructional Focus: As a learning community, our instructional focus is to build/strengthen literacy skills for all students in every subject area by creating daily lessons that incorporate text-based answers and rigorous academic vocabulary.  
 ere:
- What is revealed by the data patterns across performance levels (on the NYSITELL and NYSESLAT) and grades?  
 The data revealed that most of the ESL students perform low in the reading and writing. Students who are administered the NYSITELL exam score low all across all the modalities, especially the Newcomers. When comparing the NYSITELL scores with the NYSESLAT exam, the data shows that many of our ELLs are still struggle with the reading and writing.  
 The data shows that many of our ELLs need need one to one support They also need a system in which the reinforcement of scaffolding activities and strategies are implemented every class. Many of our ELLs have great resistance to writing. The data has also revealed to us that we have many struggling readers. The students develop their skills in listening and writing faster than their

reading and writing skills. Due to these findings, the school has taken the responsibility of making drastic instructional decisions to meet the needs of the students. For instance, this year, the school has a new instructional focus focusing on text-based answers and academic language. The curriculums across all content areas have been revised and aligned to the Common Core Standards. Teachers have been attending more PD with Pearson during their professional periods as well as after school. The focus has been to increase students' literacy level. Teachers have been implementing different activities in classes such as the Graffiti text, Text Talk activity presented by Pearson. Teachers have been incorporating other activities such as the Annotating activity with an emphasis on academic vocabulary.

3. How does your school use information about Annual Measurable Achievement Objectives? What does the data reveal? (see [SED memo](#) and [AMAO tool](#))

The AMAO is used to determine the areas that we need to improve in order to support our ELLs in the classroom. This tool is used to drive instruction. Teachers are given the time to analyze the information and discuss the difference between AMAO 1 and AMAO 2 and predict the future outcomes based on our students' performance across the board. This data reveals to us the percentage of students who either made progress or have not made any progress at all. In our case, we have identified at risk factors based on the information shown in the AMAO tool. We have a large number of long term ELLs and over-age students. Also, attendance has become a challenge because many of our students have less than a 90% attendance in the school.

According to the data analysis and AMAO status estimator the following information has been revealed:

We have 103 long Term ELLs

276 ELLs took the NYSESLAT in 2015

Students who attained proficiency on the NYSESLAT - 27 students - 9.78%

#ELLs who scored at or below 25th growth - 14 students

#ELLs who scored at or below 25th growth percentile and scored at level 1 or 2 on Math - 9 students

# under-credited ELLs based on age - 153 students

#ELLs held over in past 3 years - 124 students

#ELLs with at risk level 3 or greater - 246 students

#ELLs with at risk level 5 or greater - 136 students

#ELLs that passed ELA regents - 10 students

#ELLs in years of service 5 or 6 - 40 students

#ELLs with 2 or more years of service but scored at first quartile on NYSESLAT - 115 students

#ELLs that scored at first quartile on NYSESLAT for 2 or more years in a row

The use of the AMAO tool has allowed us to develop systems to prevent these types of challenges and to also create a system of support for those students who are struggling across the board. We are currently working on attendance. We have created two teams within the Global SLC, the attendance team and the parental outreach team. These two teams focus on reaching out the students who are not coming to school. We are also contacting the parents, letters are being sent out. Appointments are being scheduled with the parents. We have KID-TALK. During these meetings to analyze the attendance of all the ELLs and we create systems to address these issues.

Instruction:

All teachers are in the process of creating new units aligned to the ELA and Common Core Standards. Every unit will end with a performance task aligned to CCLS. We are also in the process of incorporating the Witsi strategies. Teachers are working in inquiry groups where they are analyzing students' assessments and work to determine next steps and strategies to address the needs of all our ELLs.

4. For each program, answer the following:
- What are the patterns across performance levels and grades? How are ELLs faring in tests taken in English as compared to the home language?
  - Describe how the school leadership and teachers are using the results of the ELL periodic assessments.
  - What is the school learning about ELLs from the periodic assessments? How is the home language used?

Our school does not administer periodic assessments, but the data that we have obtained from the NYSESLAT, NYSITELL scores, Regents exams, ELE, and in school assessments, is shared with the NLA and content area teachers. The data is analyzed and discussed and strategies are created as well as implemented in the NLA classes. We provide support for the students in their native language in all content classes - TBE program.

A - The patterns across performance levels and grades are as follows - Based on our inquiry focus - What are the common struggles of our students when taking an assessment and when performing in class?:

-We observed that basically most of our students struggled with attempting to complete tasks that required reading comprehension.

- We see that students lack the vocabulary power, the grammar skills, and the spelling modalities to achieve at a higher level. These struggles are complex and vary from level to level, sometimes from class to class. Furthermore, expressing a topic sentence followed by series of supporting sentences create an array of limitations including citing evidence or making textual references.
- Students struggle with vocabulary, citing evidence, writing paragraphs / essays and expressing the main idea from reading.
- They have lacked exposure to research and academic vocabulary both in English and their native language. Their academic vocabulary is limited in their native language.

These findings have allowed us to create systems to support the students. We are in the process of revising our curriculum across all subject areas once again based on the needs of the students and based on the information that we have obtained from the data. Our inquiry process of analyzing student work has shifted to a more rigorous process.

B & C- Based on these findings, we have developed a plan - The average ELA proficiency of last year's incoming ninth graders was 2.3, which means that the students are reading below the 8th grade level. We will continue to partner with Scholastic and expand our Read 180 program. Additionally, we will provide professional development for the staff, including the Assistant Principals on how to use and implement Read 180. The model we are looking at is one where Scholastic staff will work closely with the Assistant Principals in reviewing curriculum and developing unit/lesson plans, which are rigorous, performance based, engaging and provide connections to students' experiences. The Scholastic staff will model teaching, co-teach and then observe the teacher/AP to provide feedback on the implementation of the lesson. The Assistant Principals will be required to follow this same process when working with their staff. The idea is for each AP to work extensively with a small group of 2-3 teachers for a couple of weeks. Model, co-teach, observe and provide feedback before moving on to a new group of 2-3 teachers. This will be an ongoing process with the AP looping back to the first group of teachers to observe the changes in instruction, lesson and unit plan improvements, document teacher progress according to the Danielson Framework, and provide additional support when necessary.

C - Students are provided with glossaries. We also use Achieve 3000 which is a differentiated reading program with native language support. Students are also paired with students who speak their native language as well.

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\*](#).] This is not applicable to us because we serve 9-12 students.
6. How do you make sure that a student's new language development is considered in instructional decisions?  
We make sure that this is considered in instructional decisions by sharing the data obtained from all administered assessments. Analyzing the strengths and weaknesses that our students have in literacy has helped us as a school make instructional decisions across the board. This data is used to drive instruction and planning. Activities and multiple entry points are techniques that are implemented in the classrooms with the goal of helping our ELLs improve in reading and writing and supporting the fast development in listening and speaking. Also, in regards to the Instructional Environment of the school: Recognizing the shift to CCLS represents an increased emphasis on reading and writing in the content areas, teachers will work in content area teams to learn how to emphasize literacy experiences in their planning and instruction, constantly building students' ability to access more complex texts. Assistant Principals from Mathematics, Science, ELA, Social Studies and Special Education will engage in CCLS literacy driven professional development which will then be turn-keyed to their staff on a weekly basis. In this environment, the ELL Inquiry Teams, will provide an additional dimension by establishing a collection of best practices based on looking at student work and data inquiry. These best practices will be disseminated in the content area meetings. Teachers will take responsibility for their implementation, and offer feedback to the ESL teachers regarding student performance, continuing the Inquiry process.

Planned Instructional Program: The ESL/Bilingual Department teachers will form inquiry teams based on the NYSESLAT proficiency categories. These teams will work together with content area teachers to establish and examine data instruments that will be used to drive instruction, leveraging classroom practices to address the needs of all students, but with particular emphasis on the ELLs. Inquiry teams/teacher workgroups will examine student work from Beginner, Intermediate, and Advanced ELL students, reporting their results to the content area teams. Student work will include examples from CCLS units of study in Mathematics, Science, ELA, and Social Studies.

Student Support: Three ELL study groups, based on proficiency categories will meet weekly for 90 minutes during their Mondays' and Tuesdays' meetings. The study groups will be led by the ESL teacher who is on the Inquiry team. Suggested student support activities will include: front-loading content area vocabulary, text annotation, the writing and revision process, and scaffolded activities to bring students to an appropriate literacy level using multiple entry points including Achieve 3000, MyOn and Read 180. Content area teachers will participate in the ELL study groups and in the Regents exam preparation.

CCLS: Upon analysis of the completed literacy tasks from SY 2014 -2015, the ESL department saw that ELL students struggled with analysis of difficult reading materials and articulation of their ideas in writing. In order to address these needs, the Inquiry teams will focus on developing a set of best practices addressing the NYSED Common Core Instructional Shift #2, Building knowledge through content rich nonfiction and informational texts. Scaffolding students' ability to access more complex texts across content areas will enable students to engage in independent study to enrich their understanding of content and endow them with reading and writing skills necessary for a successful post-secondary experience.

Planning Team: The planning team will be comprised of the Assitant Principal Supervision and the three ESL teachers from the levelled Inquiry Teams. Meetings will occur after school for 90 minutes every week with the Inquiry Teams.

Content area teachers teach with a focus on helping the students build their English Language skills. The strategies applied are aligned to many of the strategies that are implemented in the ESL classes.

7. For dual language programs, answer the following:
  - a. How are the English-proficient students (EPs) assessed in the target language?
  - b. What is the level of language proficiency in the target language for EPs?
  - c. How are EPs performing on State and other assessments?

This is not applicable to us because we do not have a dual language program.

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

We evaluate the success of our program by analyzing the data such as the AMAO 1 and 2, the number of under credited students, and the number of ELLs in years 4 and 6 and 7 . In analyzing the data everyone is part of the dicussion, not just administration, but teachers, coaches, parent coordinator, parents, students, counselors and many more. We make sure that our students arereceiving the services that they are entitled to receive based on the NYSESLAT scores and the parental choice of program. We compare the data from the NYSESLAT and the regents exams. We incorporate scaffolding strategies into the language and content area courses. We compare scores from one year to the other. We do an item analysis to see where the students are improving or failing. We administer assessments in class, targeting the skills that students need to improve. We analyze the item analysis report from the these assessments that are admnistered in class so that new strategies are implemented to help the students improve academically. We analyze the school data to see if the students improved in all regents, especially the ELA regents since many of our ELLs struggle with this exam.

## 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.

Once students are admitted in our school, the students and the parents have to see Ms. Carmen Varela, LAB Besis coordinator and Social Studies bilingual teacher. Ms. Varela does the informal interview with the family and the student to determine the Home Language Survey. The HLIS is a very important document because it allows us to determine the type of program that the child will be placed in. When the parents come in we provide interpretation if needed. If the parent and the child speak a language that no one in the staff speaks, not only the material is provided in their native language, but we also contact the translation services provided by the translation department. If the student has a Home Language other than English, than Ms. Varela, licensed pedagogue, administers the NYSITELL exam as well as the Spanish LAB exam (if necessary, depending on the child's home language). The parents are given the opportunity to view the parent choice video or meet with the counselor (Chris González ) to be informed about the programs available (TBE, Dual Language & Free Standing ESL). The counselor speaks in English and in Spanish if necessary. If a parent comes and needs the information in their native language other than Spanish, the information is provided through the video and the parental brochure in their native language. During this time, we explained to the parents the importance of paying close attention to the information provided in the video and the programs available for their students. Each parent also receives a copy of the parental brochure in their native language as well. We explain to the parents the options that they have and once they choose the program they desire for their children, we explain to them the programs we offer in our school. We clearly explain to the parents that

currently our school offers: TBE program and Freestanding ESL based on the number of students currently enrolled in each language and in each grade. If based on their selection, we see that the parents have chosen a program not currently offered in the school, we inform the parents that we will keep their names on record as a family requesting this option and if enough students with that language and preference enroll, we will offer them the program. Secondly, we provide them with information where to find programs available for their child and other locations. If the parents do not make a selection once the options have been explained, the automatic program selection or default program will be TBE. After reviewing the parent survey and program selection form for the past few years, the trend of program choices is TBE.

SIFE students who leave the country for 2 two years have to go through the entire identification process again. We administer the oral interview questionnaire. The SIFE questionnaire is broken down into the following categories: Personal and Home language information, Family and home information, students' educational background (5 to 18 years of age), other questions about the student's interest. The initial SIFE status is indicated in the DOE's data collection systems no later than 30 days from initial enrollment (BNDC). As per CR Part 154, we have up to one year to make a final determination of SIFE status; therefore, initial SIFE identification within 30 days may be modified for up to one year. SIFE status is removed once the ELL scores at intermediate/transitioning level or higher on the NYSESLAT.

After the parents have completed the Home Language survey, the interview is finalized and the NYSITELL exam has been administered, they are taken by the counselors to Mrs. Gilbany Suárez-Estrella, A.P. FL/ESL licensed pedagogue. Mrs. Suárez-Estrella meets the parents and once again explains very briefly to the parents what programs are offered in the school. Mrs. Suárez-Estrella also shares information about the courses that the school offers as well as any tutoring that might be available for the students in the school.

Once the initial interview has been completed, the students are sent to the Foreign Language and ESL office (Room 218A) for further testing. Students and parents are introduced to Magda Luniewski, licensed ESL Teachers and SLC Coordinator, for placement testing in ESL and Spanish classes. The assigned counselor programs the student based on the data and information obtained during the initial interview (Home Language Survey, Parental choice, NYSITELL and further assessments in Spanish and in English). The counselor takes this information to the program office and there they create and distribute the programs to the students. We program all entitled ELLs within the 10 days period.

Mrs. Suárez- Estrella compiles a list with the parents' choice and provides this information to the counselors and all staff involved in programming such as LAB-BESIS Coordinator, Program Chair, etc. We make every effort to align the parent choice to the students' programs. The LAB-BESIS Coordinator monitors compliance to the program choice at several points throughout the year.

Every year we administer the NYSESLAT to our ELLs. In order to have accuracy when administering this exam, the following reports are printed from ATS: the RLER to see the NYSESLAT eligibility roster. We also print the RLCB, RLAT and the RMSR. These reports helps us to analyze the data in detail and to make sure that all entitled students are tested. This information is analyzed by the Assistant Principals of the Foreign Language and ESL department, Gilbany Suárez-Estrella and Marlene Palacios, Special Ed Education. They analyze the reports together with Mr. Morales, LAB-BESIS Coordinator. When the NYSESLAT scores are received, once again the RLAT report is printed from ATS and the list is sorted by scores. The bilingual counselor receives this information (Chris González) as well as Mrs. Marlene Palcios, AP Special Education and the Program chair. The ESL/Spanish teachers also receive this information for better planning and to best meet the needs of the ELLs in the classrooms.

Parents are contacted immediately about the scores. Continuations of Entitlement Letters are sent out in the preferred language of contact of the parent.

2. Describe how assessments are used to identify SIFE (Students with Interrupted/Inconsistent Formal Education) within 30 days of enrollment (e.g., LENS, SIFE questionnaire, student work).

We use the NYSITELL results, student work and individual interviews with students. SIFE students who leave the country for 2 two years have to go through the entire identification process again. We administer the oral interview questionnaire. The initial SIFE status is indicated in the DOE's data collection systems no later than 30 days from initial enrollment (BNDC). As per CR Part 154, we have up to one year to make a final determination of SIFE status; therefore, initial SIFE identification within 30 days may be modified for up to one year. SIFE status is removed once the ELL scores at intermediate/transitioning level or higher on the NYSESLAT.

The SIFE questionnaire is broken down into the following categories: Personal and Home language information, Family and home information, students' educational background (5 to 18 years of age), other questions about the student's interest. The initial SIFE status is indicated in the DOE's data collection systems no later than 30 days from initial enrollment (BNDC). As per CR Part 154, we have up to one year to make a final determination of SIFE status; therefore, initial SIFE identification within 30 days may be modified

for up to one year. SIFE status is removed once the ELL scores at intermediate/transiting level or higher on the NYSESLAT.

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).

\*Newly enrolled students with IEP's are initially identified at the Region Office. A Special Education Specialist conducts a Home Language Survey with the parent to determine the dominant language of the family and opens a "Comparable Service Plan" in SESIS based on formal data and educational records. A grade level in Bilingual Education is assigned and the parent and student(s) is sent to our school for placement.

The language proficiency Team that works in conjunction with The School Bilingual IEP Team, led by the School Psychologist, opens the case as an "Initial" and follows up with a battery of related assessments determined to identify student disability(ies), academic levels, physical/emotional needs, and proper educational seating ratio and programs. An IEP Conference is held with corresponding school constituents, student, and parents to legalize and finalize the placement process.

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.

As soon as we know the NYSITELL score we immediately informed the parents. The parents receive a letter with this information stating that their child is either entitled or not entitled to receive ESL services. Letters of entitlement and non-entitlement are immediately mailed to the parents with the 10 days. The NYSITELL results is mailed to the parents within 5 days.

Entitlement and non-entitlement letters are sent to the parents and copies are kept in the assistance principal's office, room 218A or in the counselor's / LAB Basis coordinator's office - Room 175

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).

Parents are informed when they come to the school during the interview. We make sure sure that when new students come to the school the parents stay as well because we want to make sure that the parents are informed about everything. Parents are informed that they have 45 days to appeal the identification status at the time that the informal interview is being conducted. Ms. Varela, LAB Basis Coordinator together with the bilingual guidance counselor, Ms. Chris González are responsible for informing the parents about their right to appeal ELL status within 45 days of enrollment.

Entitlement and non-entitlement letters are sent to the parents and copies are kept in the assistance principal's office, room 218A or in the counselor's / LAB Basis coordinator's office - Room 175

The home language surveys are kept in the students' cumulative folders. Other documents are kept on file in room 175.

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.

Ms. Varela-( licensed pedagogue-Spanish) does the informal interview with the family and the student to determine the Home Language Survey. If the student has a Home Language other than English, than Mr. Morales, licensed pedagogue, administers the NYSITELL exam. The parents are given the opportunity to view the parent choice video or meet with the bilingual counselor (Chris González in room 175) to be informed about the programs available (TBE, Dual Language, Free Standing ESL). The counselor speaks in English and in Spanish if necessary. If a parent comes and needs the information in their native language other than Spanish, the information is provided through the video and the parental brochure in their native language. During this time, we explained to the parents the importance of paying close attention to the information provided in the video and the programs available for their students. Each parent also receives a copy of the parental brochure in their native language as well. We explained to the parents the options that they have and once they choose the program they desire for their children, we explained to them the programs we offer in our school. We clearly explain to the parents that currently our school offers: TBE program and Freestanding ESL based on the number of students currently enrolled in each language and in each grade. If based on their selection, we see that the parents have chosen a program not currently offered in the school, we inform the parents that we will keep their names on record as a family requesting this option and if enough students with that language and preference enroll, we will offer them the program. Secondly, we provide them with information where to find programs available for their child and other locations. If the parents do not make a selection once the options have been explained, the automatic program selection or default program will be TBE. After reviewing the parent survey and program selection form for the past few years, the trend of program choices is TBE. Continuous Entitlement Letters are sent out in the preferred language of contact of the parent.

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.
- Once all the data has been analyzed (NYSITELL) and forms such as the Home Language, Selection of program have been completed, and the interview has been completed as well, the counselors are instructed to send entitlement letters to the parents. Also letters are sent to the parents informing them about their child's NYSITELL scores. Letters are also sent to the homes of those students who tested out of ESL. Copies of all the forms that are either sent or given to the parents personally are kept in Mrs. Suárez-Estrella's office. Forms that parents are required to sign and complete such as the selection of program form, are not mailed home. Parents are contacted to come to the school and see Mr. Morales, LAB Basis Coordinator in room 175 or the counselors in room 175.
- The entitlement letters are kept in the students' cum folders in the record room. The selection of program forms are kept in the FL/ESL Assistant Principal's office in room 218A.
- We also use the following reports to determine eligibility of services as well to determine if the students have tested out of ESL: RLAT, RLER, RNMR, RMSR.
- Overall, every year we mail to the parents the entitlement letters and we keep a copy in the school. All the copies are kept in the FL/ESL Assistant Principal's office in room 218A.
8. Describe how your school monitors the *Parent Survey and Program Selection* forms that have not been completed and returned. All parents are required to come to the school to complete the Parent Survey and Program Selection forms. No forms are sent home. Parents must complete the forms and submit them to the LAB BASIS Coordinator and the guidance counselor. Parents are contacted via phone or a letter is sent to the homes. Everything is done within 10 days.
9. Describe how your school ensures that placement parent notification letters are distributed. When parents come to the school for the first time to enroll their children we make sure that during the interview they receive information about the selection of programs and placement. We explain the process to the parents and then they are asked to complete the form. We also send letters to the homes informing the parents that they must come to the school to discuss their child's placement as well. Everything is done within 10 days.
10. Describe how your school retains all ELL documentation for each child (i.e., HLIS, non-entitlement, and entitlement letters). The Home Language Surveys, plus copies of letters sent and choice letters are kept in the students' cum folders with the rest of the documentations that pertain to the child. These cum folders are kept in the records area (central office). Also, copies the non-entitlement and entitlement letters are kept in the Assistant Principal's office in room 218A. These records are kept in the school for a approximately 10 years.
- Information about the NYSITELL and Spanish LAB exam, entitlement and non-entitlement letters, SIFE questionnaire is kept in room 175 or room 218A.
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. The school monitors throughout the year the administration of the NYSITELL exam to make sure that when the time for the administration of the NYSESLAT comes, all students are accounted for. Every single student program is checked to make sure that we are in full compliance. We use ATS to print reports that allows us to see who is eligible for testing: RLAT, RMSR, RLER. Since these are the systems that we have in place in our school, we are able to track every single student and be able to organize the administration of the exam in an organized way. The exam is administered within the time that's given to all the schools to administer it. The exam is administered in the classrooms in all the double period ESL classes (Newcomers, Beginners and Intermediate levels). For the Advanced ESL classes we make arrangements with the schedule so that this single period classes become double period classes throughout the administration of the exam. We also also administer make up exams for those students who missed any parts of the exam. A very detailed schedule is created by the GLOBAL SLC Assistant Principal and this schedule is distributed and reviewed by every teacher in the Global SLC to make sure that everyone understands their role during the administration of the exam.
12. Describe how your school ensures that continued entitlement and transitional support parent notification letters are distributed. After analyzing the NYSITELL and NYSESLAT scores, immediately we identify the students who are still entitled and letters are sent to the homes. These letters inform the parents that their child is still entitled to ESL services. Copies of these letters are kept in one location, room 218A. The letters are sent out to the parents by the bilingual counselor, Ms. Chris González.

Students who test out receive transitional support for 2 extra years. These students are given a .5 unit of study per week of Integrated ENL in ELA/Content Area. Letters are also sent to the homes informing the parents about this information. Copies of these letters are kept in the students' cumulative folder as well as in assistant Principal's office.

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).

After reviewing the Parent Survey and Program Selection forms, the trend has been that most of the parents select TBE. The school provides programs as per parent choice. Very few select ESL. The parents' request are aligned with the programs that the school offers. For instance, this school between 2013-2015 we have received 218 parental request for TBE and 86 parental request for Free Standing ESL. This list has been compiled between last year and this year.

## 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.

The students are programmed according to their NYSESLAT scores. Students who are new to the schools such as Newcomers are given three periods of ENL in Newcomers classes that the school has created. The data obtained from the NYSITELL exam allows us to have an idea where to program the Newcomers - Whether is Entering (540 minutes) , Emerging or Transitioning (360 minutes) or Expanding (180 minutes) and in many cases some of these students tests out (Commanding). The students in the lower level ENL such as the Newcomer and Entering are required to have three periods of ENL which includes double period classes and a single period class. To best meet the needs of the students we have created Newcomers 1, 2, 3 & 4 as well as Entering 1, 2, 3, & 4 (540 minutes). This allows the students to have consistency and extra support especially when after analyzing the NYSESLAT scores we see that many students have not moved from the Entering level into Emerging/Transitioning or Expanding. The students who are in the Emerging/Transitioning are placed in double period classes and the Commanding students are placed in a single period ENL/ELA class plus a College Writing English class. The students are grouped by NYSESLAT/NYSITELL scores.

Since the NYSESLAT has changed this year, we have changed the way our students will be programmed. Now the ESL courses will no longer be called Beginners, Intermediate and Advanced. Starting the September 2015, students will be programmed according to the NYSITELL, NYSESLAT scores in the following classes: Newcomers 1, Entering Level 1 & 3, Emerging 1 & 3, Transitioning Level 1 & 3, Expanding 1 & 3 and Commanding Level 1 & 3. In the Spring of 2016, we will offer Newcomers 2, Entering Level 2 & 4, Emerging Level 2 & 4, Transitioning Level 2 & 4, Expanding Level 2 & 4 and Commanding Level 2 & 4.

The reason why we decided to make these changes starting in September 2015 is because we make sure that our programming is aligned to the new NYSESLAT exam and so that the students may see the importance of this exam. These changes have also impacted instruction. Our curriculum will also be revised once again and aligned to the new changes as well. It is our goal that the needs of every student is met.

Students in the Freestanding ENL program will take the following: Stand-Alone ENL - Entering level 1 unit of study in ENL, 1 unit of study in ENL/ELA, 1 HLA class and a minimum of 2 bilingual content area subjects. The students in the Stand-Alone ENL Emerging level will take .5 unit of study in ENL. They also take a 1 unit of study in ENL/ELA, 1 HLA class and a minimum of 2 bilingual content area subjects as well. Students in the Transitioning level will take a .5 unit of study in ENL/ELA, 1 HLA class and a minimum of 1 bilingual content area subject. Students in the expanding level will take 1 unit of study in ENL/ELA or other content area, 1 HLA class and a minimum of 1 bilingual content area subject. Also students who are in the commanding level will be required to have a .5 unit of study per week of Integrated ENL in ELA/Content area for two additional years.

b. TBE program. *If applicable.*

Students enrolled in our TBE program are required to have a period of HLA (1 period 45 minutes every day). These students continue taking an HLA class until they test out of ENL. Many of the students even after testing out of ESL still continue taking HLA classes and AP Spanish classes. We offer Bilingual Spanish content are courses in our TBE program.

c. DL program. *If applicable.*

This is not applicable because we do not have a DL program. We have a TBE and Free standing ENL program.

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)?

The students are programmed according to their NYSESLAT scores. Students who are new to the schools such as Newcomers are given three periods of ESL in Newcomers classes that the school has created. The data obtained from the NYSITELL exam allows us to have an idea where to program the Newcomers - Whether is Newcomers, Beginners (540 minutes) , Intermediate (360 minutes) or Advanced (180 minutes) and in many cases some of these students tests out. The students in the lower level ESL such as the Newcomer and Beginners are required to have three periods of ESL which includes double period classes and a single period class. To best meet the needs of the students we have created Newcomers 1, 2, 3 & 4 as well as Beginners 1, 2, 3, & 4 (540 minutes). This allows the students to have consistency and extra support especially when after analyzing the NYSESLAT scores we see that many students have not moved from the Beginners level into Intermediate or Advanced. The students who are Intermediate are placed in double classes and the Advanced students are placed in a single period Advanced ESL class plus a College Writing English class. With the new change as per CR Part 154, we will now provide 90 minutes of English instruction to those students who test out in 2015 for continued support for two extra years. The students are grouped by NYSESLAT/NYSITELL scores.

Since the NYSESLAT has changed this year, we have changed the way our students will be programmed. Now the ESL courses will no longer be called Beginners, Intermediate and Advanced. Starting the September 2015, students will be programmed according to the NYSITELL, NYSESLAT scores in the following classes: Fall semester 2015: Newcomers 1, Entering Level 1 & 3, Emerging 1 & 3, Transitioning Level 1 & 3, Expanding 1 & 3 and Commanding Level 1 & 3. In the Spring of 2016, we will offer Newcomers 2, Entering Level 2 & 4, Emerging Level 2 & 4, Transitioning Level 2 & 4, Expanding Level 2 & 4 and Commanding Level 2 & 4.

The reason why we decided to make these changes starting in September is because we want to make sure that our programming is aligned to the new NYSESLAT exam and so that the students may see the importance of this exam. These changes have also impacted instruction. Our curriculum will also be revised and aligned to the new changes as well. It is our goal that the needs of every student is met.

3. Describe how core content is delivered in each program model. Specify language, and the instructional approaches and methods used to make content comprehensible to foster language development and meet the demands of the Common Core Learning Standards.

Those students whose parents have chosen Spanish TBE, are placed in ESL classes depending on the NYSESLAT level and NYSITELL scores. The students are also placed in bilingual classes- Math, Social Studies, Science, etc. The students receive support in the classroom. The teachers provide the instruction in English and include Spanish to support the students (also depending on the language proficiency level of the students, the teachers will determine what language to use during instruction). Students receive glossaries in different languages to support their learning in the classroom not only in Spanish, but also in other languages. In science we have a licensed bilingual teacher who uses the ELL approach with instruction. Classrooms are print rich, students are presented with content in both English and Spanish and English and another language when applicable, along with visual aids to support the different learning styles. We provide students with glossaries for content vocabulary. We use bilingual textbooks when appropriate and provide students with inquiry based laboratory experiences that supports content. In Social Studies, we are shifting our teacher practice more towards student centered classrooms which will promote students acquisition of the language sooner. Teachers frequently set achievement goals with students and reflect upon them each marking period. We do offer after school tutoring for students who lag behind in content. Teachers incorporate chunking content and checks for understanding frequently throughout the lesson. The text we use are specific for students with disabilities and/or ELLs embedded with strategies for vocabulary building, reading stamina, comprehension and making connections with content.

1. Implementation of Common Core Shifts 4 and 6.

•To address Shift 4, students and teachers “annotate” complex texts in order to identify “evidence” needed to form judgments, support arguments, and evaluate different points of view. In order to ensure that ELLs and SWDs are exposed to challenging texts and primary sources students often receive “complex” texts along with a modified reading to help scaffold comprehension.

•Shift 6 –Academic vocabulary activities are infused in every lesson and students are encouraged to use these words in writing

activities as well as class discussion.

This school year 2014-2015 we also focused on shifts 2 & 5:

Shift 2 - Knowledge in the Disciplines - Students build knowledge about the world (domains / content areas) through text rather than the teacher or activities.

Shift 5 - Writing from Sources - Writing emphasizes use of evidence from sources to inform or make an argument.

2. Uniformed assessments (Regent Multiple choice, Document Based Question and Thematic Essays) are administered periodically throughout the school year to reveal what students know and are able to do and to identify areas where extra support is required. Lessons are created based on student need and teachers discuss the data in order to plan instruction and create activities that meet the needs of their students.

3. Activities and materials – based on data to involve students in their learning while the teacher assesses student growth and needs. Students work individually, in pairs or with groups.

In the Mathematics department, several teachers are certified bilingual. English as a Second Language (ESL) students, as well as English Language Learners (ELLs) more generally, are placed in bilingual classes with these instructors. These teachers use data from a variety of sources, teacher-designed initial diagnostics, and teacher observations to establish a baseline for students' language ability. In addition, this information provides insight into past academic performances, thus indicating what will be required to insure a high level of academic achievement over the course of the school year. The bilingual certification qualifies teachers to successfully teach mathematics and English language skills simultaneously, based on their professional understanding of the different stages of a second language acquisition. This empowers them to implement appropriate activities in accordance with the language levels of their students. ESL students receive language support in the classrooms in the context of Math content delivery. The students are provided with vocabulary lessons, however, much of the language learning takes place as the students are urged to participate in mathematics discussions in English. Therefore, the students are simultaneously learning mathematical content and developing their English language skills. The class instruction is provided in both English as well as Spanish. The bilingual certified teachers employ different strategies and mathematical practices in both English and Spanish in order to facilitate the learning and acquisition of academic language. For example, teachers use vocabulary tasks, discussion prompts, sentence frames, active reading exercises (specifically of worksheet directions and word problems), as well as visual aids to improve English communication skills. In addition, students work in pairs, trios and rotating groups based on their language proficiency and the particular assigned task. Furthermore, textbooks are provided in students' first languages and tutoring is available in their first language as well.

Depending on the language proficiency level of the students, teachers in the content area courses teach utilizing an ELL approach. Teachers use visuals, smartboards and computers to address the needs of the students in the classroom. In many cases the textbooks are provided in Spanish for the Spanish speaker students. Those students who speak other languages are provided with content vocabulary glossaries to support their language and content progress.

Also depending on the language proficiency of the students, the teacher in the content area courses use Spanish (TBE program). In some cases the Math, Social Studies, Science provide class instruction in both languages. The textbooks are provided in English and some in Spanish. For students who do not speak Spanish, language support is provided.

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

Throughout the year the teachers administer assessments to evaluate the students' progress. For instance, this school year 2014-2015, all the teachers in ESL and NLA classes administered a pre-assessment exam (September 2014). This data was analyzed and we used that information to determine our next steps and strategies that should be implemented in the classroom to support the students. The first week of December 2014, the teachers administered the interim assessments and the data obtained from the pre-assessment and the interim assessment was compared. This data gave the school a better understanding about the performance level of the students. This data also provided information about how the students are doing academically in English as well as in NLA. Teachers will once again use this data to compare and plan strategies that would help the students move and improve academically. This type of inquiry approach is being done in other small learning communities across the school.

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

Throughout the year the teachers administer assessments to evaluate the students' progress. For instance, this school year 2014-2015, all the teachers in ESL and NLA classes administered a pre-assessment exam (September 2014). This data was analyzed and we used that information to determine our next steps and strategies that should be implemented in the classroom to support the students. The first week of December 2014, the teachers administered the interim assessments and the data obtained from the pre-assessment and the interim assessment was compared. This data gave the school a better understanding about the

performance level of the students. This data also provided information about how the students are doing academically in English as well as in NLA. Teachers will once again use this data to compare and plan strategies that would help the students move and improve academically. This type of inquiry approach is being done in other small learning communities across the school. In NLA classes the teachers administer assessments aligned to the CCLS requiring students to write argumentative essays with supporting details - (text based answers). Teachers also administer formal and informal assessments to evaluate the students ability to speak, listen and read in the target language.

6. How do you differentiate instruction for each of the following ELL subgroups?
- SIFE
  - Newcomer
  - Developing
  - Long Term
  - Former ELLs up to two years after exiting ELL status

Teachers in our school teach self contained classes. Depending on the needs of the students some teachers work as co-teachers to assist the students in bilingual classes. Our students are programmed based on their NYSESLAT proficiency levels. For instance:

- students who score I in the NYSESLAT are placed in our Intermediate level classes – two units of ESL (360 minutes a week). Students who score B on the NYSESLAT are placed in our Beginner level classes. They received 3 units of ESL (540 minutes a week).
- Students who scores advanced are placed in advanced ESL classes. They receive 1 unit of ESL class (180 minutes per week). Every Spanish speaker entitled ELL student receives NLA instruction for every year that they are entitled.
- Many of our students take AP Spanish (Language and Literature).
- We have bilingual teachers who teach our ELLs in the following content area courses: Living Environment, History, Math. Instruction transitions over the years in the bilingual content classes (60%-40%). In the ESL only bilingual classes, we use sheltered instruction.
- We assess our students' Spanish abilities through the use of unformed mid-term and final exams. We use these exams to measure progress and to make adjustments in the instruction.

Our SIFE and Newcomers students are placed in our Newcomers classes. These classes have been created to better serve the needs of these students. In the classroom teachers strategize their lessons focusing on the following:

- SIOP Model techniques
- Intensive English language development instruction teaching social and academic language.
- Concentration on essential knowledge and skills only.
- We are in the process of revising once again the curriculum thematically organized connected to the CCLS
- We teach the students study skills.

We have students involved in our mentoring program. These students work in the GLOBAL SLC office as monitors and they are expected to maintain good averages in class.

We are also currently serving our ELL, specially our Long-Term ELLs in our TITLE III after school tutoring program. This is a program that provides our ELLs with with extra support after school.

The Social Studies Department takes a proactive approach when preparing students for the Regents. Teachers utilize informal and formal assessments to guide them with lesson preparation and differentiated activities. Vocabulary is incorporated into every lesson along with skill building techniques for writing and test taking. Students are taught in English and Spanish and are administered exams in both to assist them with becoming familiar with the Regents. The native language support delivered in the TBE program is 60% - 40%.

LEP students with disabilities whose IEP recommends ESL or bilingual instruction:

SE ELL students received modified instruction based on their individual learning needs. Identified students attend State mandated ESL classes. The CCLS English/ESL curriculum is adapted to support overall learning and meet their diverse language needs. The prescribed individualized MyOn reading program is offered to students to develop their reading skills focusing on listening and speaking language areas. Visual tools and hands-on activities are regularly used by teachers to facilitate comprehension and ensure content retention. Bilingual students attend a 45 minutes NLA Spanish class which supports academic language acquisition and literacy enhancement enabling students to transfer knowledge from L1 to L2. Alternate Bilingual Educational Paraprofessionals support classroom instruction and provide individualized assistance to students.

The following are our instructional strategies and materials:

- Freshman students attend a daily double period of ESL classes designed to build up vocabulary, independent reading, and writing skills. A variety of graphic organizers, guided group reading, share outs, writing exercises, active listening, daily journal writings, scaffolding essays, oral reports, etc., are some of the activities used in these classes. The four elements of the ELA Curriculum are daily addressed.
- Sophomore students attend daily 2 40 minute classes in ESL Reading and Writing. An interdisciplinary approach to teaching is used in these classes to infuse content learning by association and to facilitate comprehension. To enhance the application of newly acquired vocabulary, students respond to various writing tasks such as expository compositions and thematic essays. Pre-writing activities using graphic organizers or brainstorming exercises are commonly used. Students learn the skill of comparing and contrasting as well as organizing and evaluating information. To develop reading and writing methodologies, teachers continue to use Teaching Reading in Social Studies, Science, and Math by Laura Robb, and other related literature.
- Junior and Senior students attend a 45 minute or 2 40 minutes bridge ESL classes daily. A variety of Reading and Writing approaches are used in these classes to meet the NYC common Core Learning Standards. Teachers follow the English and ESL Curriculum to ensure that all our students are exposed to the writings of persuasive, expository, and descriptive essay writings. They continue to use the textbook Writing Source by Kemper, Sebranek, and Meyer for grammar exercises, rubrics, idioms, and dictionary resources. Read Aloud guided sessions are conducted by teachers to develop listening skills, auditory memory, and encourage students to speak aloud. These sessions are followed up by post-reading assessments such as guiding questions, group assignments, individual writings, etc.

Students who test out of ESL continue receiving the support for two more years. We have created an environment of support for those students. These students get the same accommodations as those who are still entitled to ESL services. In preparation for the fall semester, our school is in the process of creating new classes for these specific students, "Commanding Level class" to be taught by licensed ESL teachers. In the past we had College Writing classes, but with the new changes as per CR Part 154, we want to create a new class and create a new curriculum to meet the needs of these students. In these classes the students will receive extra support. They will be allowed to use glossaries. They will have testing modifications and they will be exposed to strategies that are aligned to the Common Core Standards.

Our school invites our ELLs to fully participate in the programs that the school offers. Our ELLs are represented in all programs such as in the Macys program, Einstein program, Title III program, Sports and Arts, One to One tutoring program, ROTC, etc. Our ELLs have equal access to all the programs offered in our school.

In regards to the classroom instruction, the students receive language support through the books they use in class. We have glossaries available in the classrooms in all languages. Students are provided with glossaries in ESL and content area classes. Every entitled Spanish speaking student is scheduled into a Spanish class. The students who do not speak Spanish have the option of taking a Spanish class or taking Latin which is one of the other languages offered in our school besides Spanish.

ELL students receiving services for 4 - 6 years - are exposed to differentiated instruction through the activities that are implemented in the classroom. This year we will continue with our Achieve 3000 technology program. This program differentiates the reading levels of each student in class based on the pre-assessment that is administered in class.

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.

We have not dealt with this type of situation as of today. No re-identification appeal has been presented.

In the event that we have to re-identify a student as an ELL or non-ELL, Ms. Carmen Varela, licensed pedagogue, conducts the interview and takes care of the process. The re-identification process consists of the following steps:

-If we receive written request to initiate the Re-identification Process, then Ms. Varela will begin the process.

-Ms. Varela reviews all documents related to the initial or reentry identification process, reviews the student's work in English and in the home language. She may administer the NYSITELL to the student if the original determination was that the student should not be administered the NYSITELL. (The NYSITELL will not be administered a second time under the Re-identification process).

-The parent will be contacted. The results from the school-based assessment is reviewed (administered by Ms. Varela, licensed pedagogue).

Based on the recommendation by Ms. Varela, this information is given to the Principal to determine if the ELL status changes or not. The parent is notified (letter in their native language). Upon receipt of signed notification acknowledging the principal's recommendation to change the ELL status from the parent, the documents are sent to the superintendent to review for final decision. Depending on the decision of the superintendent, the principal, parent/student is informed. All the documents are kept in students' cumulative folder.

Between 6 and 12 months (from the date of the superintendent's notification to the principal, parent, student), the principal reviews the Re-identification Process decision to ensure that the student's academic progress has not been adversely affected by the determination. In order to ensure that the academic progress of the student has not been affected, the Principal consults with Ms. Varela, LAB BESIS coordinator and the Assistant Principal, the parent and student. Based on the recommendation of Ms. Varela and the Assistant Principal and consultation with the parent, if the principal believes that student has been adversely affected by the determination, additional support services must be provided to the student as defined in CR PART 154 and may reverse the determination within his same 6-to-12 month period. The principal will need to consult his superintendent. A final decision will be in writing to the parent/student in the parent's preferred language within 10 days school calendar 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?

Freshman students attend a daily double period of ESL classes designed to build up vocabulary, independent reading, and writing skills. A variety of graphic organizers, guided group reading, share outs, writing exercises, activities listening, daily journal writings, scaffolding essays, oral reports, etc., are some of the activities used in these classes. The four elements of the ELA curriculum are daily addressed.

Sophomore students attend daily two 40 minutes classes in ESL Reading and Writing. An interdisciplinary approach to reading is used to develop language, infuse content learning, and enhance auditory comprehension and/or of new words. To facilitate the application of newly acquire vocabulary, students work on various writing tasks such as expository compositions and thematic essays. Pre-writing activities using graphic organizers, semantic webs, brainstorming exercises, etc. are continuously used by teachers. Students learn the skill of comparing and contrasting, as well as organizing, evaluating, and applying new data. To develop reading and writing methodologies, teachers use the book Teaching Reading in Social Studies, Science and Math by Laura Robb, and other related literature.

Junior and Senior students attend daily 45 minute or two 45 minutes bridge ESL classes. A diversity of Reading and Writing approaches are utilized in these lessons to meet the NYC Common core Standards. Teachers follow the English and ESL curriculum to ensure that all students are exposed to the writings of persuasive, expository, and descriptive essays. Teachers us the textbook entitled Writing Source by Kemper, Sebroneck, and Meyer for grammar exercises, rubrics, idioms, and dictionary resources. Read aloud guided sessions are conducted by teachers to enhance listening skills, auditory memory, and to motivate students to speak up and engage in content-related conversations. Reading sessions are usually followed up by post-reading assessments such as guiding questions, group assignments, individual writings, summarizing exercises, etc.

This year we will continue with our Achive 3000 technology program. This program differentiates the reading levels of each student in class based on the pre-assessment that is administered in class.

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?

ELL students with disabilities whose IEP recommends ESL or bilingual instruction are programmed according to their language levels and IEP recommendations. Instruction is modified to meet their learning needs. Identified ELL students attend state mandated ESL classes. The CCSS English/ESL curriculum is adapted to support overall learning and to upgrade students' language levels. Visual tools, collaborative tasks, and hands-on activities are regularly used by teachers to facilitate students' interaction, enhance comprehension, and to ensure content retention. Materials using multiple entry levels of support are used by teachers to engage students in writing activities. Bilingual students are scheduled to attend a 45 minutes NLA Spanish class; the objective is to ensure NLA academic language acquisition and literacy enhancement to enable students to transfer knowledge from L1 to L2. Alternate Placement bilingual paraprofessionals support classroom instruction and provided individualized assistance to students. In regards to the students' schedules, the school makes the necessary modifications to make sure that all students are placed in the appropriate classes. When programming students, many factors are taken into consideration such as parental request, IEPs, etc. Depending on what the child needs, the students is either programmed in a bilingual class (content bilingual-Math, Social Studies, Science) or in ESL only and the classes provided are taught in English. Students who speak another language like Urdu, Bengali, Arabic, are placed in ESL classes and support is provided through

Chart

the material that is assigned to the students, glossaries in their native language and other accommodations like extended time, separate location, etc.

### 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*
Chart	360 minutes per week	360 minutes per week	180 minutes per week	180 minutes per week	
STAFFING/ PERSONNEL	<b>STAND-ALONE ENL</b> K-12 Certified ESOL teacher		<b>INTEGRATED ENL – 1 DUALY CERTIFIED TEACHER</b> ESOL and Common Branch (K-6) or Content Area (7-8) teacher who holds both certifications <b>INTEGRATED ENL – 2 INDIVIDUALLY CERTIFIED TEACHERS (CO-TEACHING)</b> 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(u) of this Title. All programs must be provided during the school day.					

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



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

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

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

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

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

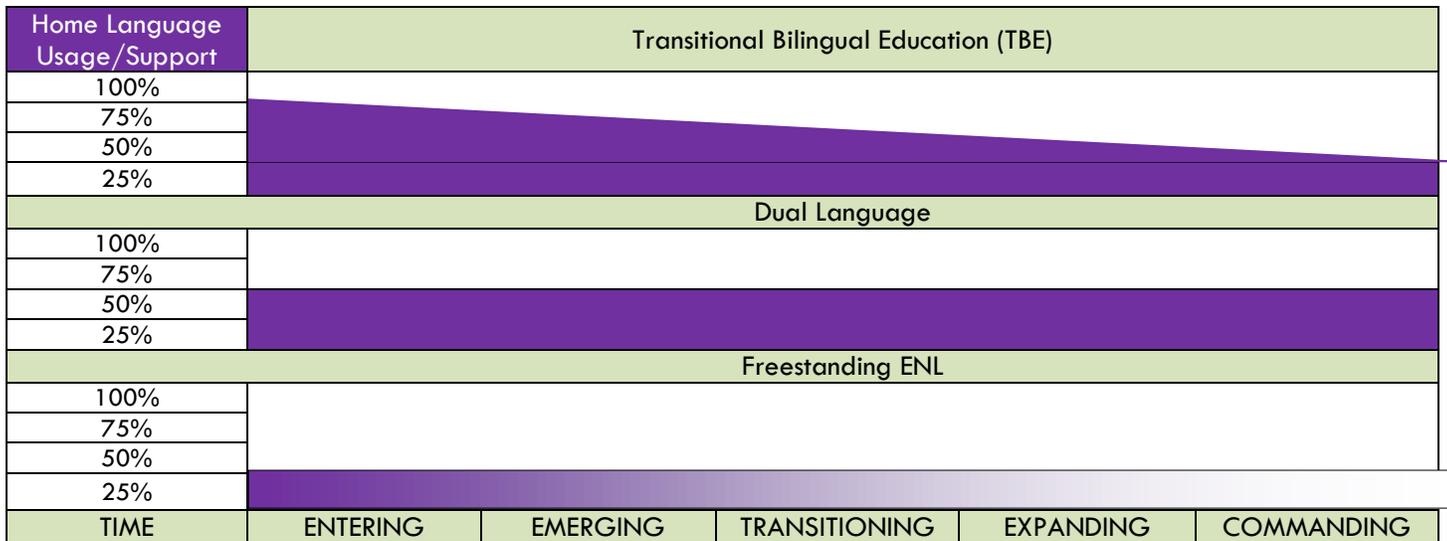


\*Note: “other approved services” does not apply to New York City at this time.

Chart 5.3

**Home Language Usage and Supports**

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



## A. Programming and Scheduling Information--Continued

10. Describe your targeted intervention programs for ELLs in ELA, math, and other core content areas (specify ELL subgroups targeted). List the range of intervention services offered in your school for the above areas as well as the language(s) in which they are offered. DWCHS has a current student enrollment of 1969 students. There are 83 SWDs who are ELLs, of which 76 are ESL only and 7 students have a bilingual status. In addition, there are 349 ELLs who do not have IEPs. In total, the school serves 432 ELLs, 115 of which are Long Term ELLs. This year our enrollment has decreased but we will continue to meet the needs of our ELLs through our Title III program. The school currently offers Supplementary Services to all our ELLs. Credit Accumulation and Regents Pass Rates for ELLs are low. For example, ninth grade ELLs achieve 20% of ELA credits attempted. By the tenth grade the cumulative percent of students who have achieved credit in ELA classes is 52%. Some of this higher rate is due to attrition. 16.18% of ELL students who took the ELA Regents obtained a passing grade of 65 or better. Our goal is to improve both metrics by at least 10% of the targeted population through the services provided in the school to ELL students, and through establishing best practices for ELLs to be turnkeyed to the content areas. In January 2015, 60 ELLs took the ELA regents, two passed one with a 66 another one with a 76. Out of the 60 students 19 scored between 55 and 62. It is our goal to support our students in an timely and effective way.

Instructional Environment of the school: Recognizing the shift to CCLS represents an increased emphasis on reading and writing in the content areas, teachers will work in content area teams to learn how to emphasize literacy experiences in their planning and instruction, constantly building students' ability to access more complex texts. Assistant Principals from Mathematics, Science, ELA, Social Studies and Special Education will engage in CCLS literacy driven professional development which will then be turn-keyed to their staff on a weekly basis. In this environment, the ELL Inquiry Teams, as described below, will provide an additional dimension by establishing a collection of best practices based on looking at student work and data inquiry. These best practices will be disseminated in the content area meetings. Teachers will take responsibility for their implementation, and offer feedback to the ESL teachers regarding student performance, continuing the Inquiry process

Planned Instructional Program: The ESL/Bilingual Department teachers will form inquiry teams based on the NYSESLAT proficiency categories. These teams will work together with content area teachers to establish and examine data instruments that will be used to drive instruction, leveraging classroom practices to address the needs of all students, but with particular emphasis on the ELLs. Inquiry teams will examine student work from Entering, Emerging, Transitioning, Expanding and Commanding ELL students, reporting their results to the content area teams. Student work will include examples from CCLS units of study in Mathematics, Science, ELA, and Social Studies. Each of the three teams will be made up of at least one ESL teacher and four content area teachers from the aforementioned disciplines.

Student Support: Three ELL study groups, based on proficiency categories will meet twice weekly for 90 minutes after school. The study groups will be led by the ESL teacher who is on the Inquiry team. Suggested student support activities will include: front-loading content area vocabulary, text annotation, the writing and revision process, and scaffolded activities to bring students to an appropriate literacy level using multiple entry points including Achieve 3000, MyOn program and Read 180.

CCLS: Upon analysis of the completed literacy tasks from SY 2014\_15, the ESL Department/Global SLC saw that ELL students struggled with analysis of difficult reading materials and articulation of their ideas in writing. In order to address these needs, the Inquiry teams will focus on developing a set of best practices addressing the NYSED Common Core Instructional Shift #2, Building knowledge through content rich nonfiction and informational texts. Scaffolding students' ability to access more complex texts across content areas will enable students to engage in independent study to enrich their understanding of content and endow them with reading and writing skills necessary for a successful post-secondary experience.

Planning Team: The planning team will be comprised of the Assistant Principal Supervision and the three ESL teachers from the levelled Inquiry Teams. Meetings will occur after school for 90 minutes every weeks with the Inquiry Teams.

11. Describe the effectiveness of your current program and how it is meeting the needs of your ELLs in both content and language development.
- From September 2014 to June 2015, our teachers worked in their assigned Teachers' Study Groups every week (three days) in order to build capacity in meeting the needs of our SIFE/LTE students. They focused on the lesson planning using differentiated instruction techniques, goal setting, checking of student understanding, multiple entry points, SIOP Model techniques and analyzing students work following the CCLS. These meetings, provided by CFN 603, Pearson and the Assistant Principal and SLC Coordinator were based on the techniques that promote language acquisition and content mastery through differentiated instruction and student involvement. The sessions addressed the need to improve the integration of academic vocabulary and increased use of higher order thinking skills in math and other content areas. Work was done through an Inquiry Process to align the ESL curriculum to the Common Core Learning Standards. Our teachers continually worked on designing coherent instruction for our students. This weekly activity occurred during the Professional Period, with meetings take place each Tuesday, Wednesday and Thursday during period 3.

The ESL Professional Development Plan included the following: the preparation of lessons, including content and language objectives, providing supplementary materials, adapting content, planning meaningful activities, building background knowledge, SIOP Model techniques, Multiple Entry Points, Scaffolding techniques, review and evaluation of comprehension and learning. Teachers continued deepening their work this year on Standard 1 (Argument and Opinion and also Reading Text for Information) of the Common Core Learning Standards for ELA in Reading, Writing, Listening, Speaking and Language. Teams included not only the ESL and Foreign Language teachers, but also our bilingual content area teachers. Teachers participated in the Professional Development provided by the Office of ELL Professional Development (SIFE/LTE Symposium and SIFE/LTE Grant Demonstration Site Visit). They also attended Professional Development on the Spanish and English Academic Language and Literacy Diagnostic (ALLD) to identify SIFE with a home language of Spanish or English. We continued our work using Danielson's Framework for Teaching, concentrating on using questioning and discussion techniques and using assessment in instruction. We strengthened the common language and understanding of what quality teaching looks like by deepening the school community's comprehension of Charlotte Danielson's Framework for Teaching.

We discuss the NYSESLAT assessment, the ELE assessment, the assessments that are administered in class in every meeting once a week. These discussions is what drives the school to make decisions to better meet the needs of the students.

12. What new programs or improvements will be considered for the upcoming school year?

Instructional Environment of the school: Recognizing the shift to CCLS represents an increased emphasis on reading and writing in the content areas, teachers will work in content area teams to learn how to emphasize literacy experiences in their planning and instruction, constantly building students' ability to access more complex texts. Assistant Principals from Mathematics, Science, ELA, Social Studies and Special Education will engage in CCLS literacy driven professional development which will then be turn-keyed to their staff on a bi-weekly basis. In this environment, the ELL Inquiry Teams, as described below, will provide an additional dimension by establishing a collection of best practices based on looking at student work and data inquiry. These best practices will be disseminated in the content area meetings. Teachers will take responsibility for their implementation, and offer feedback to the ESL teachers regarding student performance, continuing the Inquiry process.

Planned Instructional Program: The ESL/Bilingual Department teachers will form inquiry teams based on the NYSESLAT proficiency categories. These teams will work together with content area teachers to establish and examine data instruments that will be used to drive instruction, leveraging classroom practices to address the needs of all students, but with particular emphasis on the ELLs. Inquiry teams will examine student work from Entering, Emerging, Transitioning, Expanding and Commanding ELL students, reporting their results to the content area teams. Student work will include examples from CCLS units of study in Mathematics, Science, ELA, and Social Studies. Each of the three teams will be made up of at least one ESL teacher and four content area teachers from the aforementioned disciplines. Inquiry teams will meet after school, twice a month for 90 minutes.

Student Support: Three ELL study groups, based on proficiency categories will meet weekly for 90 minutes after school. The study groups will be led by the ESL teacher who is on the Inquiry team. Suggested student support activities will include: front-loading content area vocabulary, text annotation, the writing and revision process, and scaffolded activities to bring students to an appropriate literacy level using multiple entry points including MyOn Reading Program, Achieve 3000 and Read 180.

The average ELA proficiency of last year's incoming ninth graders was 2.3, based on their eighth grade scores. Students must be able to read at grade level in order to be successful in high school. We will partner with Scholastic to expand our pilot Read 180 program. Additionally, we will provide professional development for the staff, including the Assistant Principals. The model we are looking at is one where Scholastic staff will work closely with the Assistant Principals in reviewing curriculum and developing unit/lesson plans, which are rigorous, performance based, engaging and provide connections to students' experiences. The Scholastic staff will model teaching, co-teach and then observe the teacher/AP to provide feedback on the implementation of the lesson. The Assistant Principals will be required to follow this same process when working with their staff. The idea is for each AP to work extensively with a small group of 2-3 teachers for a couple of weeks. Model, co-teach, observe and provide feedback before moving on to a new group of 2-3 teachers. This will be an ongoing process with the AP looping back to the first group of teachers to observe the changes in instruction, lesson and unit plan improvements, document teacher progress according to the Danielson framework and provide additional support when necessary.

If Assistant Principals model and implement unit plan development with multiple entry points based on common Regents skills competency rubric and teachers collaborate by department during Monday after school professional development cycles to write unit plans that end in a performance task and include daily lesson plans that address student goals and needs, then scholarship will increase and the school will be able to meet the Renewal School Benchmark of 51.3% as highlighted in the Leading Indicator "progress toward Graduation- year 2 and 3" and Regents completion rates will increase by 5.2% to 34.5% as indicated in the Renewal School Benchmark: Student Achievement Benchmark "Regents Completion Rate" by the end of the 2015-16 school year.

Planning Team: The planning team will be comprised of the Assistant Principal Supervision a

We will continue our new Achieve 3000 program club - this program will be created for students who are in need of developing their reading skills and furthermore, improve their writing skills. This program is aligned to the CCLS.

- Implementation of the NYC ELA and Math Curriculum
- Increased department meetings from 45 minutes a month to biweekly 80 minute meetings to
  - oExamine curriculum and co-plan lessons and assessments, including multiple entry points, school-wide formative and summative assessments
  - oLook at student work to drive instruction
  - oScaffold units by always building from one lesson to the next and spiraling content
- Read 180/Scholastic – to diagnose and monitor student progress throughout the year
- Use SIG funds to pay for Scholastic- We will be implementing a system where Scholastic will model, team teach, observe and provide feedback
- We expect to have more hands-on activities and use of manipulatives in math classes. The use of manipulatives and connection to real life application will make the concepts more concrete for students
- Addition of calculus class (non-AP)
- The instructional shifts which we will be implementing this coming year are ELA Shifts 1 & 3 and in Math Shifts 3 & 4. Strategies will be developed during the department conferences and re-enforced during PD meetings with Scholastic
- We will be introducing an EMT class in the Health SLC. The expectation is that we develop a CTE certified program and course sequence

13. What programs/services for ELLs will be discontinued and why?

The Wilson Reading program will be discontinued this year because the school has decided to create a partnership with Scholastic to support teachers and administrators through the development of units and lesson plans aligned to CCLS.

14. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.

Our school invites our ELLs to fully participate in the programs that the school offers. Our ELLs are represented in all programs such as the Macys program, Einstein program, Title III program, Sports and Arts, One to One tutoring program, ROTC, College Now Program, all clubs, teams/sports and this year our new ELL Grant/Credit program. Our ELLs have equal access to all programs offered in our school. We also offer tutoring services for all the students on Saturdays as well. Students are also welcomed to joining the year book club, the Journalism club, Step team club, the Arista, the Manga club, peer tutoring, the Mad club, the Henna club, the Animal club, the Sports and Arts program, the LGBT club, the Seekers club.

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.

Student Support: Three ELL study groups, based on proficiency categories will meet weekly for 90 minutes after school. The study groups will be led by the ESL teacher who is on the Inquiry team. Suggested student support activities will include: front-loading content area vocabulary, text annotation, the writing and revision process, and scaffolded activities to bring students to an appropriate literacy level using multiple entry points including MyOn Reading Program, Achieve 3000 and Read 180.

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16. How is home language support delivered in each program model (DL, TBE, and ENL)?

In our TBE program, all the students are given the opportunity to have bilingual content area classes. The instructional approaches are aligned to the requirements stipulated as per CR Part 154. The students are provided with textbooks that are suitable for their level and needs. For instance, in our ESL classes the curriculum has been revised and aligned to the CCLS, this is why we have changed our books: Newcomers 1, 2 - Key to Learning Intro, Beginners 1 & 2 - Keys to Learning, Beginners 2 & 3 - Building Bridges, Intermediate 1 & 2 - Book A. In preparation for September 2015, we will revised the curriculum once again to align everything to the new NYSESLAT exam and to make the curriculum more rigorous for our students aligned to CCLS.

The teachers provide instruction in their native language as well as in English. The students received glossaries in their native language in their bilingual classes, but also in their ESL classes. The students are allowed to take their textbooks and glossaries home. The materials that is covered in class is given in English, but it is also available in other languages (if possible) so that the students are able to understand what is being covered in the classroom. Every student who is in our TBE program is also required to take an NLA course. This year we will continue using Achieve 3000 in the classes. This program is a differentiated reading program that give the opportunity to the students to read at their own level.

Whatever material that needs to be sent home if provided to the students and their parents in the language of their choice, In our case, most of the parents and students prefer the materials provided in Spanish.

17. Explain how the school ensures all required services/resources support and correspond to ELLs' ages and grade levels.

The ELLs are supported in every way possible. They are programmed as per the NYSESLAT scores/NYSITELL scores. They are given the choice / the parents are given the choice to select which program they want their children in: ESL/TBE. The materials provided in class is suitable for their grades and needs. They are exposed to the Common Core Standards, not only in their ESL classes, but also in their content area classes. These students are provided with glossaries and supporting materials. Translated materials are provided. Our ELLs/SWDs are provided with all the accommodations that they are entitled to receive, not only in class, but also during the administration of exams such as regents exams.

The school has a large number of students who are reading below grade level. We have nearly 20% of our students who are identified as ESL students and about 16% of our students are classified as students with disabilities. Our ELL's and SWD's require extra support. Many of our SWD also receive counseling mandated by their IEP's. Many of these students need support getting to school.

18. Describe activities in your school that assist newly enrolled ELLs before the beginning of the school year. Include activities for new ELLs who enroll throughout the school year. Include titles of school staff involved in such activities (e.g., school counselor, parent coordinator).

Our school invites our ELLs to fully participate in the programs that the school offers. Our ELLs are represented in all programs such as the Macys program, Einstein program, Title III program, Sports and Arts, One to One tutoring program, ROTC, College Now Program, all clubs, teams/sports and this year our new ELL Grant/Credit program. Our ELLs have equal access to all programs offered in our school. Our newly enrolled ELLs are supported from the moment they arrive to the school. We assign a mentor student from our Global SLC Intern's program to support them when they arrive. They are given a tour of the building so that they know where to report. They are also introduced to key staff members in the school and taken to important offices such as the Montefiore clinic, the attendance office, APs' offices, the Culture and Climate security's office, the Principal's office and of course the counselors' office.

These students are also invited to attend our biweekly KID TALK sessions. During these sessions that guidance counselor, attendance teacher, the Assistant Principal, Good Shepherd, students and teachers are there to provide support to these students. During these sessions we discuss the Global SLC expectations, we review transcripts, programs and important information related to the school.

19. What language electives are offered to ELLs?

In our school we offer Latin as a language elective.

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)?

This is not applicable because we offer a TBE and a Free Standing ENL program.

## 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.)

The overall goal for the year is to increase the level of rigor in all classes. This will be done in collaboration with Scholastic. They will be providing professional development for the staff, including the Assistant Principals, will provide the staff with a better understanding of how to improve critical thinking in every lesson. Scholastic staff will work closely with the Assistant Principals in reviewing curriculum and developing unit/lesson plans, which are aligned to the common core learning standards, rigorous, performance based, engaging and provide connections to the students' experiences. The Scholastic staff will model teaching, co-teach and then observe the teacher/AP to provide feedback on the implementation of the lesson. The Assistant Principals will be required to follow this same process when working with their staff. The idea is for each AP to work extensively with a small group of 2-3 teachers for a couple of weeks. They will model, co-teach, observe and provide feedback before moving on to a new group of 2-3 teachers using the lens of the Danielson Framework via Advance. This will be an ongoing process with the AP looping back to the first group of teachers he/she works with to observe the changes in instruction, lesson and unit plan improvement and to provide additional support.

We will work with teachers using the Depth of Knowledge chart to improve their questioning techniques delving into Danielson's framework to better understand the instructional components 3b, c, and d All lessons will connect the content of the unit/lesson to students' personal experiences.

Other areas of focus for the year include ELA Common Core Shift 2: Knowledge in the Disciplines- Students build knowledge about the world (domains/ content areas) through TEXT rather than the teacher or activities and Shift 3: Staircase of Complexity- Students read the central, grade appropriate text around which instruction is centered. Teachers are patient, create more time and space and support in the curriculum for close reading. In Math, we will focus on Common Core Shifts 3: Fluency- Students are expected to have speed and accuracy with simple calculations; teachers structure class time and/or homework time for students to memorize, through repetition, core functions; and Shift 4: Deep Understanding- Students deeply understand and can operate easily within a math concept before moving on. They learn more than the trick to get the answer right. They learn the math. In math, we will focus on using manipulatives in all lessons and units in order to allow for multiple entry points for all students. Classroom expectations will continue for teachers to utilize a similar blackboard structure including : Aim, SWBAT, Do Now (starter) & assessment (check for understanding). In addition, we will emphasize bell-to-bell instruction and encourage teachers to ask questions that are levels 3 & 4 on the DOK chart (Depth of Knowledge chart). This will be reinforced during the on-going professional development, daily walkthroughs by administrators, and feedback obtained during the observation cycle.

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?

ESL teachers also attended a 13 day Professional Development series with Helen Krasnow, Pearson Instructional Specialist. This 13 day PD series focused on the following:

Topic: CHANGE OF PRACTICE: MEETING THE NEEDS OF ELLs.

Focus: Provide in class coaching, professional development opportunities, and consultative services in support of ELLs in meeting College and Career Readiness expectations as outlined in the CCLS

Audience: This support is intended for all ELA and Science teachers and administrators.

Service:

Professional development (delivered in 40-60 minute increments)

Shoulder-to-shoulder support, per content area (Consultative Services), delivered as follows:

Services will be delivered between March 2015 and June 2015 and represents five days of support per content area

Days identified 2 in work schedule (English Language Learning)

S I O P a n d o t h e r s  
r e p r e s e n t e d i n  
h e F ive Essential Practices  
□ D a y s 3 t h r o u g h  
5 i n c l u d e i n c l a  
s s m o d e l l i n g , c o  
a c h i n g w i t h f e e  
d b a c k f r o m p e e r  
s a n d c o n s u l t a n t  
b a s e d o n t h e l e  
a r n i n g g a i n e d f r  
o m t h e p r o f e s s i o  
n a l l e a r n i n g s e s  
s i o n s

**Outcomes for School Support:**

- Identify and apply key instructional practices that support ELLs as they independently engage in text-dependent content discussion, and use that discussion to build content knowledge from that text.
- Support coaching peers as they implement classroom practices that support independence as well as text-dependence in service of developing strong content knowledge
- More effective implementation of the SLOP model

**Evidence of Outcomes:**

- Student work (oral and written) that demonstrates content knowledge gained from reading and discussion
- Verbal and written feedback for peers (teachers) that is anchored in criteria from relevant CCLS, Instructional Shifts, “Questioning and Discussion Techniques” from the Framework for Teaching, and
- Universal Design for Learning, which is linked to observable student performance (i.e., what students actually do and say); this feedback is designed to help educators take steps to deepen classroom practices in order to more effectively meet the needs of ELLs

**Instructional Focus for the Year - 2015-2016:**

The overall goal for the year is to increase the level of rigor in all classes. This will be done in collaboration with Scholastic. providing professional development for all ELL personnel at the school, will provide the staff with a better understanding of how to improve critical thinking in every lesson. Scholastic staff will work closely with the Assistant Principals in reviewing curriculum and developing unit/lesson plans, which are aligned to the common core learning standards, rigorous, performance based, engaging and provide connections to the students’ experiences. The Scholastic staff will model teaching, co-teach and then observe the teacher/AP to provide feedback on the implementation of the lesson. The Assistant Principals will be required to follow this same process when working with their staff. The idea is for each AP to work extensively with a small group of 2-3 teachers for a couple of weeks. They will model, co-teach, observe and provide feedback before moving on to a new group of 2-3 teachers using the lens of the Danielson Framework via Advance. This will be an ongoing process with the AP looping back to the first group of teachers he/she works with to observe the changes in instruction, lesson and unit plan improvement and to provide additional support.

We will work with teachers using the Depth of Knowledge chart to improve their questioning techniques delving into Danielson’s framework to better understand the instructional components 3b, c, and d All lessons will connect the content of the unit/lesson to students’ personal experiences.

Other areas of focus for the year include ELA Common Core Shift 2: Knowledge in the Disciplines- Students build knowledge about the world (domains/ content areas) through TEXT rather than the teacher or activities and Shift 3: Staircase of Complexity- Students read the central, grade appropriate text around which instruction is centered. Teachers are patient, create more time and space and support in the curriculum for close reading. In Math, we will focus on Common Core Shifts 3: Fluency- Students are expected to have speed and accuracy with simple calculations; teachers structure class time and/or homework time for students to memorize, through repetition, core functions; and Shift 4: Deep Understanding- Students deeply understand and can operate easily within a math concept before moving on. They learn more than the trick to get the answer right. They learn the math. In math, we will focus on using manipulatives in all lessons and units in order to allow for multiple entry points for all students. Classroom expectations will continue for teachers to utilize a similar blackboard structure including : Aim, SWBAT, Do Now (starter) & assessment (check for understanding). In addition, we will emphasize bell-to-bell instruction and encourage teachers to ask

questions that are levels 3 & 4 on the DOK chart (Depth of Knowledge chart). This will be reinforced during the on-going professional development, daily walkthroughs by administrators, and feedback obtained during the observation cycle.

3. What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?  
We do a lot of data analysis. It is important for us to know and understand the data because this will help us understand the need of these students who are coming from elementary, middle to high school. We provide the staff with the tools and strategies that they need in order to plan effective lessons. We also analyze the attendance trends, performance trends, NYSELTA data, etc. We also discuss the socio economical needs of the students as well. For us this is an important area and these students need all the support in order to succeed academically.
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.

Our teachers meet the professional development requirements as per CR Part 154. Teachers. All teachers, bilingual and ESL teachers are required to attend all the Professional Development in our school. For every meeting we keep agendas and attendance sheets. These agendas and attendance sheets are kept in the Assistant Principal's office.

The overall goal for the year is to increase the level of rigor in all classes. This will be done in collaboration with Scholastic. They will be providing professional development for the staff, including the Assistant Principals, will provide the staff with a better understanding of how to improve critical thinking in every lesson. Scholastic staff will work closely with the Assistant Principals in reviewing curriculum and developing unit/lesson plans, which are aligned to the common core learning standards, rigorous, performance based, engaging and provide connections to the students' experiences. The Scholastic staff will model teaching, co-teach and then observe the teacher/AP to provide feedback on the implementation of the lesson. The Assistant Principals will be required to follow this same process when working with their staff. The idea is for each AP to work extensively with a small group of 2-3 teachers for a couple of weeks. They will model, co-teach, observe and provide feedback before moving on to a new group of 2-3 teachers using the lens of the Danielson Framework via Advance. This will be an ongoing process with the AP looping back to the first group of teachers he/she works with to observe the changes in instruction, lesson and unit plan improvement and to provide additional support.

We will work with teachers using the Depth of Knowledge chart to improve their questioning techniques delving into Danielson's framework to better understand the instructional components 3b, c, and d All lessons will connect the content of the unit/lesson to students' personal experiences.

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Classroom expectations will continue for teachers to utilize a similar blackboard structure including : Aim, SWBAT, Do Now (starter) & assessment (check for understanding). In addition, we will emphasize bell-to-bell instruction and encourage teachers to ask questions that are levels 3 & 4 on the DOK chart (Depth of Knowledge chart). This will be reinforced during the on-going professional development, daily walkthroughs by administrators, and feedback obtained during the observation cycle.

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Topic: CHANGE OF PRACTICE: MEETING THE NEEDS OF ELLs.

Focus: Provide in class coaching, professional development opportunities, and consultative services in support of ELLs in meeting College and Career Readiness expectations as outlined in the CCLS

Audience: This support is intended for all ELA and Science teachers and administrators.

Service:

□ P r o f e s s i o n a l D e  
v e l o p m e n t ( d e l i v  
e r e d i n 4 0 - 6 0 m i  
n u t e m o d u l e s ) p e

Services will be delivered between March 2015 and June 2015 and represents five days of support per content area  
 (C o n s u l t a t i v e S e r v i c e s ) , d e l i v e r e d a s f o l l o w s :

Services will be delivered between March 2015 and June 2015 and represents five days of support per content area

Days 1 and 2 include work with content area specialists and content area teachers to develop a common understanding of EL L standards and practices. This work will be done in a content area specific setting.

Days 3 through 5 include work with content area specialists and content area teachers to develop a common understanding of EL L standards and practices. This work will be done in a content area specific setting.

modelling, coaching with feedback from peers and consultant based on the learning gained from the professional learning sessions

**Outcomes for School Support:**

- Identify and apply key instructional practices that support ELLs as they independently engage in text-dependent content discussion, and use that discussion to build content knowledge from that text.
- Support coaching peers as they implement classroom practices that support independence as well as text-dependence in service of developing strong content knowledge
- More effective implementation of the SIOP model

## 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?

Families of prospective students will be notified of the opportunities this program will provide and encouraged to support the student in enrollment and attendance.

In Kind Activities (Parent classes, meetings, and Welcome Center workshops) will be sponsored through the Parents Association using Title I Funding. Documents that are sent to the parents are translated into their native language, Spanish and English. For parents whose language it's not Spanish or English, we work with staff members (teachers) and administrators to help us translate documents that have to be sent home. We also contact the translation department from the Department of Education to translate for parents. Letters that the Principal needs to send to the parents about their children's academic progress are translated in different languages. Lunch forms are sent home in different languages. Entitlement letters for ELL students are also sent in different languages.

Different workshops offered to parents:

College application process

Financial Aide - presented the details of the financial aide process and what they need to do to receive financial assistance.

Citywide Instructional Expectations - Common Core Standards workshop for parents

Curriculum evening - Parents are invited to come and meet with every teacher and counselor and the Principal to learn what the graduation requirements are and what credits are required in order for their children to graduate on time. Also, at this event, parents are given the opportunity to check the curriculum that is being taught in all the classes. They meet with teachers and assistant principals as well.

Parent meetings on how to become parents leaders and how they become involved in their child's school.

Parents are invited to the DOE academy - Parent Academy

Parent Literacy classes are offered to every parents

GED classes are offered as well.

Computer classes are offered as well.

Workshops on bullying (cyber bullying), substance abuse, IEP, Social behavior (how this affects their home) are offered to all parents.

The counselors offered to the parents and students, school based counseling - external and internal counseling.

2. Include how records are kept for annual individual meetings with ELL parents as well as outreach to ensure parent needs are accommodated (e.g., in person meetings, phone calls, letters). Refer to [ELL Policy Reference Guide, Parent Selection and Program Placement](#) section.

Paste response here:

3. Describe ELL parent involvement in your school. Include specific activities that foster parental involvement for parents of ELLs.  
QUESTION # 2 - When we meet with parents agendas are created and attendance sheets are kept in the assistant principal's office, room 218A. We also keep a phone log and copies of the letters that are sent to the parents in room 218A with the Assistant Principal of the Global Small Learning Community for Newcomers.

QUESTION # 3

Other the Parent Association meetings parents are invited to attend our curriculum night. This event is done to present to the parents what classes, topics, units are covered in every class. Teachers share lessons and activities with the parents. Parents are also invited to attend our special events such as concerts, festivals, dances, etc. For instance, this year the Global Small Learning Community hosted the International Festival. During this festival we celebrated and honored all the nations not just with the representations of their flags, but also their food (International Food Festival), their dances, songs, clothing. All parents were invited to come and participate during this wonderful event. Parents were also invited to attend the Play " Bodas de Sangre". One of the teachers from the MACY Small Learning Community hosted the event. More than 300 parents attended this event. The students from the Global SLC and other SLCs participated in the play. The parents were extremely happy.

4. Does the school partner with other agencies or Community Based Organizations to provide workshops or services to ELL parents?  
Our partnerships with Good Shepherd services, CARA, Montefiore Clinic, Sports and Arts Foundation, Sports and Arts, Brothers and Sisters United, Council for Unity, LYFE program, Pathway to Graduation, YABC, JrROTC, JANY, TDF, Behind the Book, College Now, Monroe College, VA Hospital and DWC Alumni Association address social and emotional growth for all students, especially those

'at risk' students with support and mentorships.

•Good Shepherd Services- GSS is a leading youth and family development agency with more than 80 programs serving over 26,000 participants a year. The mission of GSS is to surround at-risk New York City youth and their families with a web of supports that promote a safe passage to self-sufficiency. Building on its relationship with DWCHS, and extensive experience providing services to the student population, under the Community School model, GSS will provide student-centered, personalized services to students and families, grounded in a Youth and Family Development (YFD) framework. This strength-based YFD approach builds on students' and families' existing competencies, while recognizing the importance of meeting their developmental needs. We will partner with GSS to provide individual and group counseling to high-risk students; student and family outreach to engage them to use the services available in the school and community; peer leadership to target youth through soft skills and social emotional training, group work, and service learning; and Extended Learning Time activities based on the needs of the student population

•CARA is an organization which helps build student awareness and access to the college application process. Next year the school will open a CARA Student Success Center. The CARA program teaches 11th and 12th grade students all about the college process and then hires these students as Youth Leaders to work with the current 12th grade class. Each Youth Leader will have a caseload of 25-35 students, who they assist in completing the college application process.

•Montefiore Clinic- DWCHS has a full service Montefiore Clinic that provides medical, dental, optical, therapeutic and family planning services. The Clinic also provides internships for the students.

•Sports and Arts Foundation provides a series of services to DWCHS students including, tutoring, SAT preparation, enrichment activities, college awareness activities and experiential learning opportunities.

•Sports and Arts, which is different from the Sports and Arts Foundation, is an organization where students take part in drug abuse counseling and seminars.

•Brother and Sisters Unity provides DWCHS students with small group counseling, conflict resolution, peer mediation and sensitivity training.

•Council for Unity provides DWCHS students with classes which develop their negotiation skills in dealing with conflict. The purpose is to develop a safe learning environment in the Campus.

•Living for the Young Family through Education (LYFE) program "fosters a generational impact which positively influences the life outcomes of student parents and their children".

•Pathways to Graduation provides classes for students to earn a TASC (Test Assessment Secondary Completion) diploma.

•YABC- Young Adult Borough Center is designed for high school students who are behind in credits and are considering dropping out.

•JrROTC- Junior Reserve Officer Training Corps is a program that fosters student achievement and leadership and public service.

•JANY- a volunteer driven program providing students opportunities to participate in community service activities, college and career readiness activities.

•TDF- Theater Development Foundation provides students with access and education of the performing arts.

•Behind The Book- to inspire NYC Public School students to love reading by bringing authors and their books into classrooms.

•College Now- Committed to providing students with the opportunity to engage in advanced and challenging coursework outside of the high school curriculum.

•Monroe College- Jumpstart program offers HS students the opportunity to earn college credits before entering college.

•Our partnership with the VA hospital continues to provide internship opportunities for our students.

•DWC Alumni Association provides DWC seniors with scholarship opportunities and leadership development.

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

We evaluate the needs of the parents from surveys that are conducted during the Parent Association meetings. We also evaluate these needs from individual conversations that we have with the students and the parents themselves.

The Parent Coordinator works in conjunction with all the Small Learning Communities in the school. She contacts the parents. She is in charge of the translation services here in the building. She keeps the parents informed about the resources that are available here in the school.

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

We plan activities based on the needs of their children and based on their own needs. We invite parents to get involved in the school. We have prepared a room (room 150) for all parents. In this room, parents have access to computers, scanners, faxes, whatever they need to try to provide that for them. The parents are invited to attend the Parent Association meetings one Saturday a month. Parents are also invited to attend our ELL Parent orientation where important information is discussed about their child's placement academic progress.

We plan our activities based on the need that many parents have shared with us whether in person or in writing.

#### **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: <b>Dewitt Cinton High School</b>		School DBN: <b>10x440</b>	
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)
Santiago Taveras	Principal		10/28/15
Gilbany Suárez-Estrella	Assistant Principal		10/28/15
Inés Cariño	Parent Coordinator		10/28/15
Bessy Martínez	ENL/Bilingual Teacher		10/28/15
Florencia Ayala	Parent		10/28/15
Carmen Varela	Teacher/Subject Area		10/28/15
	Teacher/Subject Area		10/28/15
Laura Payano-Ortiz	Coach		10/28/15
	Coach		10/28/15
Chris González	School Counselor		10/28/15
	Superintendent		10/28/15
	Borough Field Support Center Staff Member		10/28/15
Marlena Palacios	Other <u>AP-Spec Ed</u>		10/28/15
Carrie Neset	Other <u>AP - Social Studies</u>		10/28/15
Margaret Glendis	Other <u>AP - Math</u>		10/28/15

## 2015-2016 LANGUAGE TRANSLATION AND INTERPRETATION PLAN

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

DBN: **440** School Name: **Dewitt Clinton**  
Superintendent: **Elaine Linsey**

### 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.learn DOE.org/tiu/lac](http://www.learn DOE.org/tiu/lac)) by the Translation and Interpretation Unit
- The LAC is involved in the development of this Translation and Interpretation Plan

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

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

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

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

We review the LAP to determine the different languages that are spoken in the homes. The material that is sent to parents is translated into the languages that the parents request. In addition, we utilize the materials available on the NYC Website to provide parents with information. At Parent Association Meetings and Open Houses we survey the parents as to the languages they need. We also use the data from the Home Language Survey to determine the translation needs of our students. We are constantly printing and reviewing reports from ATS to make sure that the information that is sent to all parents is sent in their language of preference of the parent. Based on our analysis of the languages that many of our parents speak, we have noticed that the main language spoken is Spanish. We download reports from ATS such as the RAPL and the UPPG reports. Based on the information provided by these reports, 403 parent prefer Spanish (oral and written), 6 prefer Albanian, 14 prefer Arabic, 41 prefer Bengali, 3 prefer French, 1 prefers Nahuatl, 1 prefers Swedish and 4 prefer Urdu. We inform the parents, communities about this need, through letters, meetings and even our website. We provide all the translation that is necessary for the parents based on their preference.

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.

403 parent prefer Spanish (oral and written), 6 prefer Albanian, 14 prefer Arabic, 41 prefer Bengali, 3 prefer French, 1 prefers Nahuatl, 1 prefers Swedish and 4 prefer Urdu.

## Part B: Creating a Communications Calendar

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

All the information such as newsletters, memorandums from the Principal, newsletters, special invitations are sent in both English and in Spanish. In the Faculty Conference, the staff was notified as to the different languages that the parents speak. Since the majority of the languages spoken by our parents are English and Spanish, all material is immediately translated into Spanish. The material is sent to the Translation and Interpretation for languages other than Spanish. Our Parent Coordinator together with the Parent Association President works with the Translation and Interpretation Unit to have materials translated into languages other than English or Spanish.

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.

During parent teacher conferences, or curriculum night most of the parents who come to the school speak Spanish or English. If the teachers are not Spanish speakers, we ask another faculty member or at times students who are responsible (12<sup>th</sup> graders) and are willing to translate to do the translation. We have students who are bilingual who work as monitors and they assist parents and teachers during these meetings.

When an attendance teacher or a guidance counselor has to contact the home of a parent who does not speak English, we either ask a staff member (if we have someone available who speaks the language) or we contact the translation unit from the Department of Education and they gladly assist us with any translation that we may need at the moment.

## Part C: Providing Language Assistance Services

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

All the information such as newsletters, memorandums from the Principal, teachers are sent in both English and in Spanish. Since the majority of the languages spoken by our parents are English and Spanish, all materials are immediately translated into Spanish. The materials are sent to the Translation and Interpretation Unit for languages other than Spanish. The staff is apprised of the families where the language is not English or Spanish. Our Parent Coordinator works with the Translation and Interpretation Unit to have materials translated into languages other than English or Spanish.

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.

Since the majority of the languages spoken by our parents are English and Spanish, all material is immediately translated into Spanish. The material is sent to the Translation and Interpretation Unit for languages other than Spanish. The staff is apprised of the families where the language is not English or Spanish.

For parents who speak another language other than Spanish or English, if we do not have a staff member who speaks the language in the school, the services will be provided by over-the-phone interpreters via the Translation and Interpretation Unit.

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

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

We have distributed a flyer to all the staff members with the contact information of the Translation and Interpretation Unit. Those flyers are also posted in the offices in the school.

On February 27th, 2014 our Parent Coordinator sent a pamphlet that was sent to us from the Department of Education with translation information to the parents.

Also, an email that was sent by the Translation and Interpretation Unit was forwarded to all the Assistant Principals on October 21<sup>st</sup>, 2014 by the Parent Coordinator reminding everyone to keep this information in mind when meeting with parents. Everyone has been informed to meet the translation

needs of families by using the interpretation services by calling 718-752-7373 ext. 4 (available throughout the year, Monday through Friday from 8:00 to 5:00 pm). These services were extended for parents during parent teacher conferences so that staff can access interpretation support to the parents until 8:30 PM.

## **Part E: Providing Notice of Language Assistance Services**

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

### Checklist of Notification Requirements

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

We make sure that the information that is provided to the parents is given to them in the language of their preference. Most of our parents request information in Spanish and in English, but when requested, we provide important information in their native language.

The Translation and Interpretation Unit is contacted once the parents request the information in their native language.

We will make sure that parents receive information via mail about the translation services that are available for them. They will also have direct contact with the Parent Coordinator. She makes sure that parents receive all the necessary information in the language of their choice.

Currently, we have the welcome poster posted by room 195 displayed on a large frame in different languages. Also, the language ID Guide is available at the security desk and main office so that any parent that comes to the school receives the necessary support and assistance. Also each Small Learning Community office has a copy of the Parents' Bill of Rights, The Parents' Guide to Language Access and the Language ID Guide as well. Guidance counselors also have a copy of this information to share with all parents as well.

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

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

We will make sure that during the Parent Association meetings parents complete surveys to let us know how they feel about the quality and availability of services. We will also speak to the parents and conduct more surveys during the ELL orientation and during Parent Teacher conferences.

We are in the process of scheduling a focus group of parents inclusive of all cultures and languages represented in our school to gather feedback and best practices on how to develop strategies to increase parental involvement and improve our communication process.

