2018-19
RENEWAL SCHOOL
COMPREHENSIVE EDUCATIONAL PLAN
(RSCEP)

DBN: (i.e. 01M001): 03M415

School Name: WADLEIGH SECONDARY SCHOOL FOR THE PERFORMING & VISUAL ARTS

Principal: KYLEEMA NORMAN
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### School Information

<table>
<thead>
<tr>
<th><strong>School Name:</strong></th>
<th>Wadleigh Secondary School for the performing and visual arts</th>
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<tr>
<td><strong>School Address:</strong></td>
<td>215 West 114th Street, New York New York 10026</td>
</tr>
<tr>
<td><strong>Phone Number:</strong></td>
<td>212-749-5800</td>
</tr>
<tr>
<td><strong>Fax:</strong></td>
<td>212-749-6463</td>
</tr>
<tr>
<td><strong>School Contact Person:</strong></td>
<td>Kyleema A. Norman</td>
</tr>
<tr>
<td><strong>Email Address:</strong></td>
<td><a href="mailto:knorman3@schools.nyc.gov">knorman3@schools.nyc.gov</a></td>
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<tr>
<td><strong>Community School CBO:</strong></td>
<td>Teachers College REACH</td>
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<tr>
<td><strong>Principal:</strong></td>
<td>Kyleema A. Norman</td>
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<tr>
<td><strong>Community School Director:</strong></td>
<td>Kimberly Downing</td>
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<td><strong>UFT Chapter Leader:</strong></td>
<td>Loretta Lewis</td>
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<tr>
<td><strong>Parents’ Association President:</strong></td>
<td>Gigs Taylor-Stephenson</td>
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<tr>
<td><strong>SLT Chairperson:</strong></td>
<td>Sheila Thomas-Lewis</td>
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<tr>
<td><strong>Title I Parent Representative (or Parent Advisory Council Chairperson):</strong></td>
<td>Nakicha Beard</td>
</tr>
<tr>
<td><strong>Student Representative(s):</strong></td>
<td>Chante Johnson</td>
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### District Information

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<tr>
<td><strong>Superintendent:</strong></td>
<td>Richard Cintron</td>
</tr>
<tr>
<td><strong>Superintendent’s Office Address:</strong></td>
<td>335 Adams street Brooklyn</td>
</tr>
<tr>
<td><strong>Superintendent’s Email Address:</strong></td>
<td><a href="mailto:rcintro@schools.nyc.gov">rcintro@schools.nyc.gov</a></td>
</tr>
<tr>
<td><strong>Phone Number:</strong></td>
<td>718-923-5175</td>
</tr>
<tr>
<td><strong>Fax:</strong></td>
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### Field Support Center (FSC)
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<tr>
<th>FSC: Manhattan</th>
<th>Executive Director: Yuet Chu</th>
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<tbody>
<tr>
<td>Executive Director’s Office Address: 333 7th Avenue New York, New York</td>
<td></td>
</tr>
<tr>
<td>Executive Director’s Email Address: <a href="mailto:YChu@schools.nyc.gov">YChu@schools.nyc.gov</a></td>
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</tr>
<tr>
<td>Phone Number: 917-705-5856</td>
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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, New York City’s Equity and Excellence for All: Diversity in New York City Public Schools, and Strong Schools, Strong Communities, including the following:
- Demonstrable Improvement Benchmarks: Demonstrable improvement benchmarks located in the 2018-19 RSCEP, in the Data and Accountability Snapshot page. Receivership benchmarks have been closely aligned with
the Renewal benchmarks so that schools will have one coherent set of improvement benchmarks to meet. All Receivership Benchmarks are a subset of Renewal Benchmarks. While the targets for these overlapping benchmarks are not always identical, the Receivership Benchmark targets are always equal to or lower that the Renewal Benchmarks targets. That means that any school that meets its Renewal Benchmarks targets have by definition also met its Receivership Benchmarks targets. For additional information on Receivership demonstrable improvement benchmarks go here.

- 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.

**Equity and Excellence for All: Diversity in New York City Public Schools**

The New York City Department of Education (NYCDOE) is committed to supporting learning environments that reflect the diversity of New York City. NYCDOE believes all students benefit from diverse and inclusive schools and classrooms where all students, families and school staff are supported and welcomed. This work is essential to our vision of Equity and Excellence for all NYC students. The research is clear – that all students benefit from diverse, inclusive schools and classrooms. The Equity and Excellence for All initiative is already improving the quality of our schools, making them more attractive to a broader range of students. Through comprehensive educational planning informed by Equity and Excellence for All, schools will continue to work to fulfill the promise of diversity in New York City Public Schools for our families and students.

**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 has established programs to strengthen ties between schools and communities, and is giving teachers and students supports 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 School Comprehensive Educational Plan (SCEP) will reflect this focus and should serve as the blueprint for continuous improvement that engages a school community in a systematic, ongoing review and analysis of student needs to identify and address root causes and implement activities and strategies that improve outcomes for students.

Based on robust research, the six elements of the Framework identify the areas that we must improve to increase student achievement. By focusing attention and resources on what it takes for schools to function well, the Framework for Great Schools identifies the underlying strengths and weaknesses of a school and shows community members concrete ways to improve.

In accordance with the requirements of Chancellor’s Regulations A-655, all SLTs are to develop an educational plan in consultation with parents, school staff, and students, to provide a meaningful opportunity for stakeholders to participate in shared decision making and school improvement. The expectation is that SLTs will engage in a comprehensive educational planning process to inform the development of five (5) goals and action plans that align with the first five elements of the Framework for Great Schools (listed below). The sixth element, Trust, is foundational to all the other elements. A goal that reflects a holistic approach will often address more than one element, as the elements work together to support student achievement.

### The Six Elements of the Framework for Great Schools

<table>
<thead>
<tr>
<th>Element</th>
<th>Description</th>
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<tbody>
<tr>
<td>Rigorous Instruction</td>
<td>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.</td>
</tr>
<tr>
<td>Supportive Environment</td>
<td>The school establishes a classroom and school culture where students feel safe, supported, and challenged by their teachers and peers.</td>
</tr>
<tr>
<td>Collaborative Teachers</td>
<td>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.</td>
</tr>
<tr>
<td>Effective School Leadership</td>
<td>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.</td>
</tr>
<tr>
<td>Strong Family-Community Ties</td>
<td>School leadership brings resources from the community into the school building by welcoming, encouraging, and developing partnerships with families, businesses, and community-based organizations.</td>
</tr>
<tr>
<td>Trust</td>
<td>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.</td>
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</table>

### Accountability Tools and the Framework for Great Schools

In order to address the six elements of the Framework for Great Schools, school communities should engage in improvement planning that is informed by the New York State Education Department’s (NYSED) Diagnostic Tool for School and District Effectiveness (DTSDE) Tenets, the NYCDOE’s Quality Review Rubric, School Quality Guide and other quantitative and qualitative data tools.

### 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 called the 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 current Priority and Focus Schools and Focus Districts must use the tool; districts that are required to submit District Comprehensive Improvement Plans and Comprehensive Educational Plans also will use the tool.

The DTSDE protocol includes a rubric, which identifies clear and coherent expectations of the optimal conditions of an effective school and school district across the following six tenets:

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 school communities. All of the qualitative assessments are rooted in the Quality Review rubric and drive improvements to school practice, with the ultimate goal of impacting student achievement. The 2017-18 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 the Every Student Succeeds Act (ESSA) requirements regarding school accountability, professional development, and parent and family engagement.

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 are required to establish a Title I Parent Committee that will serve as the consultative and representative body for all Title I parents in the school to provide voice into the administration and spending of Title I funds. Title I parents may choose to establish:

- a Title I parent subcommittee of the existing Parent Association (PA)/Parent-Teacher Association (PTA) or;
- a Title I Parent Advisory Council (PAC)

It is recommended that the Title I Chairperson (or alternate representative) attends all regular meetings of the School Leadership Team (SLT). The SLT is responsible for facilitating consultation with the Title I parent committee regarding the joint development of the RSCEP, Parent and Family Engagement Policy, School Parent Compact (SPC) and the use of the 1% parent involvement set-aside in Title I schools. Title I parent must be consulted regarding the use of the Title I 1% budget. The Title I 1% set-aside is used to supplement parent and family activities as described in the school’s Parent and Family Policy and must be aligned with student achievement goals as outlined in the RSCEP. For additional guidance on establishing a Title I Parent Committee click here.

**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:** In Part 1A of the Section 5: Needs Assessment indicate the Statement of Practice (SOP) from the DTSDE Tenets that will be addressed in the action plan. Schools that received an Integrated Intervention Team (IIT) School Review should use the recommendations from the review to select their SOPs. Schools that did not undergo an IIT review should select SOPs informed by the major findings/recommendations from your most recent Quality Review (QR) or Central-led Review (CLR), 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 and Family Engagement Policy 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: Community Engagement Team and 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 and Family Engagement Policy 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.

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<th>Name</th>
<th>Position and Constituent Group Represented</th>
<th>Signature (Blue Ink)</th>
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<tbody>
<tr>
<td>X</td>
<td>Kyleema A. Norman</td>
<td>*Principal or Designee</td>
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<tr>
<td>X</td>
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<td>X</td>
<td>Gigs Taylor-Stephenson</td>
<td>*PA/PTA President or Designated Co-President</td>
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<tr>
<td>X</td>
<td>Denise Faust</td>
<td>DC 37 Representative (staff), if applicable</td>
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<tr>
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<td>Nakicha Beard</td>
<td>Title I Parent Representative or Parent Advisory Council Chairperson</td>
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<td>Kimberly Downing</td>
<td>Community School Director (staff)</td>
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<td>Chante Moore</td>
<td>Student Representative (optional for elementary and middle schools; a minimum of two members required for high schools)</td>
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<tr>
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<td>Sheila Thomas-Lewis</td>
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<tr>
<td>✗</td>
<td>Kathy Benejan</td>
<td>CBO-Beacon Program</td>
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<tr>
<td>✗</td>
<td>Shavon Glover</td>
<td>CBO- First Corinthian Baptist Church</td>
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<tr>
<td>✗</td>
<td>Catherine Hogg</td>
<td>Lead CBO - Teachers College REACH</td>
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<td>✗</td>
<td></td>
<td>Staff/Parent/Other Contributor</td>
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**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 your school’s approach to family engagement and progress made with establishing families as partners in furthering student achievement.

5. Describe how your school is leveraging community school partnerships to support progress in elements of the Framework for Great Schools and indicate where this has been a challenge.

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

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Wadleigh Secondary School for the Performing and Visual Arts is a small school with approximately two hundred and fifty students, located in Central Harlem. The school was established in 1902 and has evolved over the years from the first all-girls school to its current status of a secondary art school. A performing and visual arts themed school, we offer instrumental music, vocal music, theater, dance and fine arts partnered with a standard driven curriculum. Additionally, we offer culinary arts courses and photography. We intend for our students to be prepared to attain the highest level of academic success and artistic proficiency to be prepared for college and career by instilling the Habits of Mind, Work, and Heart.

What is unique about our school is that we are the only secondary arts school in New York City that offers six different art courses every day to all of our middle school students. We have a very robust art program and many of our students were finalist and winners of significant art competitions. Two years ago, we had three students who won the MOMA award for art and photography. Our choir participates in annual performance at established art institutions such as Carnegie Hall and the National Choral festival.

In addition, we utilize a unique scheduling system by which teachers engage in daily common planning and have differentiated extended professional development once a week after school. In terms of the school’s strengths, the school day has been restructured to ensure that subject and grade teams meet once a week. Subject and grade team leaders comprise the school’s Academic Task Force. Our school’s greatest accomplishments have been that the school has shown a steady increase in graduation rate.

2. We believe that students learn best when they are invited to wonder, to question, to inquire and explore in a collaborative learning environment (ample student-to-student dialogue and accountable talk); with creative, inquiry or/discussion based lessons; ample opportunities to capture and refine their thoughts in writing designed to be inquiry based; where students and teachers engage in authentic discussions and meaningful experiences. To that end, we are working to improve teacher pedagogy in questioning and discussion and lesson planning through professional development and coaching (if funding allows).

3. The school has a large population of low income and students and disabilities. According to our 2017-18 school register, we were listed with 24.23% special education students. All of our students qualify for free lunch through the Title 1 program. Some of our students have limited resources at home to help them succeed within the academic day. Additionally, some of our students who are in temporary housing or foster care, have significant social-emotional needs that we work as a school to address.

4. **Rigorous Instruction**: The school’s most recent 2017-18 Quality Review describes school pedagogy as “developing”. Through professional development and classroom observation, teachers continue to refine their skills. The school has spent a significant amount of time and resources over the year for curriculum development and providing professional development on rigorous instruction. Students are at the developing stage of being actively engaged in ambitious intellectual activity and developing critical thinking skills, as stated in the school’s most recent Quality Review. In the high school, English Language Arts and social studies lesson plans and unit plans are currently aligned with Writing Is Thinking through strategic inquiry (WITs). This writing strategy provides scaffolds to engage a
variety of learners. The school needs to deepen the protocols and monitoring system for reviewing unit and lesson plans, formative and summative assessments, student work, and rubric to assure alignment with the common core learning standards (CCLS). The school uses a variety of coaching and professional development resources to support teacher training including: TC REACH, the TC Writing Project, and Field Support Office coaches.

**Supportive Environment**: Wadleigh strives to respond to the needs of our adolescent learners using the Pedagogy of Love from an academic, emotional, and social perspective. The Pedagogy of Love means strong academics with strong social emotional supports. As a Community School, our CBO partner, TC REACH, has connected our students with therapeutic and social services from NY Foundling and Beacon. The school establishes a classroom and school culture where students feel safe as evidenced by the School Quality Snapshot from 2016-17 which indicates that 95% of our students feel safe in their classes. The historical data from previous years progress reports show a steady increase in both parents and students indicating that the school provides a supportive environment. An area of growth is to strengthen our referral system and strengthen our crisis intervention procedures so that we increase the use of community mental health resources by our students.

**Collaborative Teachers**: The school’s most recent quality review indicated that the school is “proficient” in the area of teacher team, and distributive leadership. The majority of teachers are engaged in structured, inquiry-based professional collaboration. Distributive leadership structures are in place so that teachers have a voice in key school-level decisions. Teachers are committed to the success and improvement of their classrooms and schools. Using the School Base option, teachers are given the opportunity to participate in professional development and common planning every Wednesday. Distributive leadership structures and teacher collaboration is resulting in improved student outcomes. Department meetings are scheduled twice a week, on Wednesdays teachers engage in professional learning around student centered practice called the 5-30-10, mindfulness, and/or grade team inquiry around literacy using student work.

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

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

5. Our students in the Arts programs participate in several community events including the Choir singing at the winter show at the Harlem State office building and Carnegie Hall, open art display for the community at the school and State office building, Poetry book party at the Harlem State office building and Schomburg Public Library; Art works display in Colgate central office and the State building. Our dance program partner with Arts Achieve collaborates with Wadleigh to provide feedback and professional development for the DOE Art initiative to improve state mandated arts programming. We have an active five year partnership with the Apollo Theatre “Oral History Project”. We have partnered with CEFS (College for Every Student) for more than a decade. The CFES members in the high school are now participate in peer mentoring for both high school and middle school students. We partnered with Children Aid Society to offer our students their own College Fair/College Week once every semester. Implemented into the teachers' schedule are coaching around lesson planning and implementation. We hired a literacy coach, Dr. Maria Akinyele from the Agiri company to work with history and Arts teachers to infuse literacy strategies in their curriculum. Assistant Principal Bacchus works with the science department as a co-planner and facilitator of best literacy practices as she teaches and uses her classroom to model instruction. ELA teachers benefit from having Ms. DesMangles as their PCT AP For All funded teacher as well as the school funded PCT teacher Ms. Denerstein. Middle school curriculum for ELA is McGraw Hill's Study Sync. High school is using New Visions. Both teachers collaborate to provide one on one lesson planning and coaching. They also co-plan department meetings that Ms. Denerstein leads and the AP meetings that Ms. DesMangles lead. For mathematics, the teachers who teach math and the Special
Education teachers who teach math are receiving one to one coaching. Middle School teachers are using the National Training Network and their coach, Ms. Robin Posner. High School is using New Visions curriculum with a coach recommended from New Visions, Ms. Terri Germain.

6. Wadleigh Secondary has created a scholar schedule that builds Expanded Learning Time (ELT), by way of increased time on task and direct instruction, into the regular part of the school day. A longer school day provides scholars with additional time on task and creates the classroom time needed for teachers to strategically address student skill gaps. ELT is built into students’ schedules. Academic Intervention Services, ELTs, are provided to all middle school students and high school students up to the 10th grade. 11th and 12th graders receive senior leadership classes.
School Demographics and Accountability Snapshot for 03M415

Grade Configuration | 06.07.08.09.10.11.12 | Total Enrollment (2017-18) | 278 | SIG Recipient (Y/N) | No

**English Language Learner Programs (2018-19)**
- Transitional Bilingual: N/A
- Dual Language: N/A
- Self-Contained English as a Second Language: N/A

**Special Education Programs/Number of Students (2015-16)**
- # Special Classes (ELA): 58
- # SETSS (ELA): 67
- # Integrated Collaborative Teaching (ELA): 23
- # Special Classes (Math): 47
- # SETSS (Math): 58
- # Integrated Collaborative Teaching (Math): 30

<table>
<thead>
<tr>
<th># Visual Arts</th>
<th>14</th>
<th># Music</th>
<th>26</th>
<th># Drama</th>
<th>4</th>
</tr>
</thead>
</table>

**School Configuration (2018-19)**

- 6 Year Graduation Rate: 78.6%
- US History Performance at Levels 3 & 4: 64%

**Racial/Ethnic Origin (2017-18)**

### American Indian or Alaska Native
- 1.4% Black or African American: 54.0%
- 99.2% Asian or Native Hawaiian/Pacific Islander: 0.7%
- 2.9% Multi-Racial: 3.2%

**School Composition (2017-18)**

| % Title I Population | 81.0% | % Attendance Rate | 88.2%
|----------------------|-------|-------------------|------|
| % Free Lunch | 79.1% | % Reduced Lunch | 1.1%
| % Limited English Proficient | 3.2% | % Students with Disabilities | 25.5%

**Years Principal Assigned to School (2016-19)**

| 0.16 | # of Assistant Principals (2016-17) | 2 |

**% of Teachers with No Valid Teaching Certificate**

| 0% | % Teaching Out of Certification | 26% |

**% Teaching with Fewer Than 3 Years of Experience (2014-15)**

| 9% | Average Teacher Absences (2014-15) | 6 |

**Student Performance for Elementary and Middle Schools (2017-18)**

### ELA Performance at levels 3 & 4
- 29.8% Mathematics Performance at levels 3 & 4: 17.5%

### Science Performance at levels 3 & 4 (4th Grade) (2016-17)
- N/A Science Performance at levels 3 & 4 (8th Grade) (2016-17): 56%

**Student Performance for High Schools (2016-17)**

### ELA Performance at levels 3 & 4
- 83% Mathematics Performance at levels 3 & 4: 74%

### Global History Performance at levels 3 & 4
- 54% US History Performance at Levels 3 & 4: 70%

### 4 Year Graduation Rate
- 72.5% 6 Year Graduation Rate (2011 Cohort): 78.6%

### Regents Diploma w/ Advanced Designation
- 0.0% % ELA/Math Aspirational Performance Measures (2015-16): 9%

**In Good Standing**

| Yes | Local Assistance Plan | No |

**Focus District**

| Yes | Focus School Identified by a Focus District | No |

**Priority School**

| No | Focus Subgroups | N/A |

### Adequate Yearly Progress (AYP) (YSH = Yes Safe Harbor)

#### Elementary/Middle School

<table>
<thead>
<tr>
<th>American Indian or Alaska Native</th>
<th>N/A</th>
<th>Black or African American</th>
<th>N/A</th>
</tr>
</thead>
<tbody>
<tr>
<td>Hispanic or Latino</td>
<td>N/A</td>
<td>Asian or Native Hawaiian/Other Pacific Islander</td>
<td>N/A</td>
</tr>
<tr>
<td>White</td>
<td>N/A</td>
<td>Multi-Racial</td>
<td>N/A</td>
</tr>
<tr>
<td>Students with Disabilities</td>
<td>N/A</td>
<td>Limited English Proficient</td>
<td>N/A</td>
</tr>
<tr>
<td>Economically Disadvantaged</td>
<td>N/A</td>
<td>ALL STUDENTS</td>
<td>YES</td>
</tr>
</tbody>
</table>

### Met Adequate Yearly Progress (AYP) in Mathematics (2016-17)

<table>
<thead>
<tr>
<th>American Indian or Alaska Native</th>
<th>N/A</th>
<th>Black or African American</th>
<th>N/A</th>
</tr>
</thead>
<tbody>
<tr>
<td>Hispanic or Latino</td>
<td>N/A</td>
<td>Asian or Native Hawaiian/Other Pacific Islander</td>
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</tr>
<tr>
<td>White</td>
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<td>Multi-Racial</td>
<td>N/A</td>
</tr>
<tr>
<td>Students with Disabilities</td>
<td>N/A</td>
<td>Limited English Proficient</td>
<td>N/A</td>
</tr>
<tr>
<td>Economically Disadvantaged</td>
<td>N/A</td>
<td>ALL STUDENTS</td>
<td>NO</td>
</tr>
</tbody>
</table>

### Met Adequate Yearly Progress (AYP) in Science (2016-17)

<table>
<thead>
<tr>
<th>American Indian or Alaska Native</th>
<th>N/A</th>
<th>Black or African American</th>
<th>N/A</th>
</tr>
</thead>
<tbody>
<tr>
<td>Hispanic or Latino</td>
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<td>N/A</td>
</tr>
<tr>
<td>White</td>
<td>N/A</td>
<td>Multi-Racial</td>
<td>N/A</td>
</tr>
<tr>
<td>Students with Disabilities</td>
<td>N/A</td>
<td>Limited English Proficient</td>
<td>N/A</td>
</tr>
<tr>
<td>Economically Disadvantaged</td>
<td>N/A</td>
<td>ALL STUDENTS</td>
<td>NO</td>
</tr>
</tbody>
</table>

### High School

### Met Adequate Yearly Progress (AYP) in ELA (2016-17)

| American Indian or Alaska Native | N/A | Black or African American | YES |
| Hispanic or Latino              | YES | Asian or Native Hawaiian/Other Pacific Islander | N/A |
| White                           | N/A | Multi-Racial              | N/A |
| Students with Disabilities      | N/A | Limited English Proficient | N/A |
| Economically Disadvantaged      | YES | ALL STUDENTS               | YSH |

### Met Adequate Yearly Progress (AYP) in Mathematics (2016-17)

| American Indian or Alaska Native | N/A | Black or African American | YSH |
| Hispanic or Latino              | NO  | Asian or Native Hawaiian/Other Pacific Islander | N/A |
| White                           | N/A | Multi-Racial              | N/A |
| Students with Disabilities      | N/A | Limited English Proficient | N/A |
| Economically Disadvantaged      | YSH | ALL STUDENTS               | NO |

### Met Adequate Yearly Progress (AYP) in Graduation (2016-17)

| American Indian or Alaska Native | N/A | Black or African American | YES |
| Hispanic or Latino              | YES | Asian or Native Hawaiian/Other Pacific Islander | N/A |
| White                           | N/A | Multi-Racial              | N/A |
| Students with Disabilities      | N/A | Limited English Proficient | N/A |
| Economically Disadvantaged      | YES | ALL STUDENTS               | NO |

2018-19 RSCEP-R
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

Part 1a. Alignment to DTSDE Statements of Practice

<table>
<thead>
<tr>
<th>Tenet 3 Statement of Practice</th>
<th>SOP(s) Addressed</th>
</tr>
</thead>
<tbody>
<tr>
<td>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.</td>
<td>X</td>
</tr>
<tr>
<td>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.</td>
<td>X</td>
</tr>
<tr>
<td>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.</td>
<td>X</td>
</tr>
<tr>
<td>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.</td>
<td>X</td>
</tr>
</tbody>
</table>

Part 1b. Needs/Areas of Focus:
1. Summarize your school’s strengths relative to this element of the Framework for Great Schools and the SOPs selected above.
2. Summarize your school’s needs relative to this element of the Framework for Great Schools and the SOPs selected above.
3. Identify the priority need(s) that will be addressed in the goal and action plan for this section.
4. What data trends and sources were analyzed, e.g. NYSED School Report Card, NYC School Quality Guide, Central-led Review, Quality Review and/or Integrated Intervention Team (IIT) Review?

Strengths

- This year, we offer seven AP courses for our 10th, 11th and 12th graders (Lang, Lit, World History, Spanish, Studio Art, Statistics, and Biology. We also have Pre AP ELA for 9th grade students and our 9th grade scholars took the ELA exam in January 2017. 83% of our 9th graders passed the ELA exam. These 9th graders will move on to take AP Literature in the fall 2018.
- We have departmental meetings twice a week where teachers are focused on lesson planning to include reading, writing and discussion. Math teachers and Special Education teachers who teach math have one to one coaching. We have two PCT Teachers. One who focuses on department meetings and the other who works with all my AP teachers to increase literacy.
- The High School Arts Department (Visual and Performing Arts) receive high quality arts instruction, yielding students who are highly skilled and often celebrated in Painting, Drawing, Photography, Singing, Chorus, Dance and Culinary Arts. The school organizes regular performances and exhibitions at community venues, government offices, etc. This builds a College and Career Readiness culture with its students by exposing them to internships with Cooper Union and Colgate Palmolive. We have been selected to become an accredited arts school.
- 82% of our scholars graduated from our school; exceeding our renewal graduation rate benchmark.
- We exceeded our attendance rate benchmark for the high school.

Areas in Need of Improvement
• As noted in the 2016-2017 Quality Review and superintendent's suggestions, the school needs to improve teacher pedagogy in its core subjects (ELA, Math, Science, Social Studies). To achieve this the school will require a math coach, additional resources for professional development (consultants, per-session, per diem).
• Improved ELA and Math progress for the NYS exams. Students currently do not perform at grade level proficiency in math and although their has been noted increases, 30% of our middle school scholars are at level 3/4 for ELA and 17% of our scholars are at levels 3/4 in math.
• We need to increase the percentage of scholars passing the regents exams in social studies, science, and math.

Part 2 – Summative Vision for Rigorous Instruction

What is your school’s instructional focus? What is your vision for promoting the instructional focus consistently across classrooms?

The vision for the implementation of our curricula and the learning experiences for our students is manifested in our Instructional Focus, “When teachers include reading, writing and discussion in all content areas, students will be able to explain their thinking, advocate for their needs and analyze information.” We will use the pedagogy of love to implement our instructional focus, meaning students will receive strong academic support coupled with strong emotional strategies to optimize learning for each child.

The following supports will be implemented to actualize our instructional vision:

Instruction Supports

• Research based curriculum for all content areas: Studysync for ELA middle school, National Training Network (NTN) for middle school math, New visions for high school content areas.
• Personalized coaching for every subject area teacher.
• 2 Peer Collaborative Teachers in English
• Common planning time for departments and grade team with a focus on instructional alignment, inquiry work to engage in horizontal and vertical data analysis.
• Weekly instructional professional learning by content specialists and teachers.
• Use of New Visions portal
• Transcript and Skedula review to assess student improvement

Social emotional Supports:

• Weekly mentorship groups for targeted students
• Mindfulness training for educators and students
• Girl scouts to promote leadership among girls
• Harlem MagicMentors for boys.
• New York Foundling and Beacon: Mental Health organizations, individual, group and family counseling.
• Principal townhouse meetings: bullying, sexual reproductive health,
• Student government elections and governance to include student voice.
What is your vision for the implementation of CCLS-aligned curricula that meets the needs of your diverse learners, personally, academically, and culturally?

Teachers will implement the 5-30-10 instructional model that focuses on student centered instruction and requires students to think at higher order thinking levels. Instructional tasks will have multiple entry points to provide access for all learners. Tasks will require students to make their thinking visible in writing, utilizing writing scaffolds as necessary. Where possible, our teachers will design contextually anchored tasks and projects through which students can develop subject specific skills as well as developing an understanding of other perspectives and cultures.

What is your vision for diverse program offerings that allow students to develop skills, habits, and behaviors to be career and college ready? How are instructional shifts embedded in this vision?

Wadleigh's unique arts programs provide students with professional level instruction in the visual, performing, and culinary arts that prepare them for college and careers right after graduation. Teachers embed reading and writing about the arts into their instruction. This strengthens our students' academic and social skills. Moreover, our approach to instruction requires teachers to involve themselves in the posing of the problem and not just the assignment of the problem; to become agents in the posing of that problem and the development of its question; to slow down the problem before jumping to an algorithm for paragraph construction, for example; to draw thoughtful and evidence-based conclusions from students when arguing for understanding. Finally, we place a premium on our Pedagogy of Love which promotes

With the support of professional development partners, teachers will continue to develop standards based aligned tasks with writing. Units and lessons, infuse multiple entry points to address the need of all learners, and raise the cognitive complexity demands of all tasks, such that all students graduate having had experienced and persevered through deeply intellectual activities. Where possible, our teachers will design contextually anchored tasks and projects through which students can develop subject specific skills as well as developing an understanding of other perspectives and cultures.

What do you envision the delivery of instruction to look like so that all students are set up for success?

Teachers will utilize a 5-30-10 student centered instructional model. That is, a teacher will pose a question or task that forces students to engage with concept, provide time for students to collaboratively construct their own understandings of concepts using AVID strategies and allow student groups to refine ideas. Teachers will then engage students in a larger group discussion to promote a coherent collective understanding of a disciplinary concept, theme, or problem and assess students’ understanding with a standards-aligned task.
How do you envision teachers using multiple entry points to ensure the success of every child?

Our teachers will use AVID strategies which provides a variety of learning tools such as graphic organizers, visuals, sentence starters, and accountable talk stems so that students will have access into the content. Last year, about 50% of our teachers were using multiple entry points such as questioning, and Wit strategies and using various graphic organizers. This year, teachers will use in addition to the strategies mentioned before, AVID strategies and literacy strategies that will have students reading, writing and discussing in all classes.

What is your vision for the use of a comprehensive assessment strategy (diagnostic, formative, benchmark, and summative) to drive curricular, instructional, and organizational decisions that impact student outcomes?

Comprehensive assessment strategy, when used effectively, is an on-going method of monitoring student gaps and misconceptions. We intend to engage all of our students in cycles of assessment and feedback with shorter unit lengths. Addressing those gaps with immediate feedback and revising curricula decisions. The focus will be the Academic Intervention classes where teachers who teach the students in the subject content classes with have weekly conversations with the AIS teacher to inform the work the student is completing. The AIS curriculum will start with a iReady baseline in middle school in high school, teachers will use the Gates McGinitie as well as short responses from the state and regents exams in ELA. In mathematics, all students will use ALEKS.

Please indicate below the specific assessments that you are implementing and their purpose for each grade.

<table>
<thead>
<tr>
<th>Assessment Name</th>
<th>Assessment Type (diagnostic, formative, benchmark, summative)</th>
<th>Grades Implemented</th>
<th>Purpose</th>
</tr>
</thead>
<tbody>
<tr>
<td>MOSL</td>
<td>Diagnostic</td>
<td>6-12</td>
<td>Measure student learning growth at end of year</td>
</tr>
<tr>
<td>iReady</td>
<td>Diag., Form, Summative</td>
<td>6-8</td>
<td>Monitor student mastery baseline and</td>
</tr>
<tr>
<td>StudySync, open responses from state and regents exams</td>
<td>Diag, Form. Summative</td>
<td>6-8</td>
<td>Analyze growth in math and ELA</td>
</tr>
<tr>
<td>ALEKS (math)</td>
<td>Diagnostic</td>
<td>6-12</td>
<td>Determine vocabulary growth</td>
</tr>
</tbody>
</table>

Part 3 – Annual Goal

Indicate your school’s 2018-19 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. Meeting your SMART goal should directly impact meeting at least one of your Renewal Benchmarks and/or Demonstrable Improvement Benchmarks.

By June 2019, there will be 7% increase in all state exams. For middle school, the 7% increase will be in the number of level 3 and level 4’s combined. In high school, the 7% increase will be in all regents’ exams.

Please answer the following Question as it relates to meeting your Rigorous Instruction Annual Goal:

Which Renewal benchmarks do you expect will improve by meeting your Rigorous Instruction Annual Goal?
<table>
<thead>
<tr>
<th>List of Renewal Benchmarks expected to improve</th>
</tr>
</thead>
<tbody>
<tr>
<td>Regents completion rate</td>
</tr>
<tr>
<td>Framework: Collaborative Teachers: 3.0</td>
</tr>
<tr>
<td>Framework: Rigorous Instruction: 3.0</td>
</tr>
<tr>
<td>Key Initiatives:</td>
</tr>
<tr>
<td>----------------</td>
</tr>
<tr>
<td>Concisely indicate the key initiatives (up to five) that your school will implement to achieve the identified goal for this Framework for Great Schools element.</td>
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<td></td>
</tr>
<tr>
<td>Weekly team meeting with Principal, common planning, lesson plans, curriculum review</td>
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</tr>
<tr>
<td>Teachers will use the common planning time to co-plan lessons, analyze lesson plans, student work and data from classroom assessments, state test data to make the necessary adjustments in the curriculum in</td>
</tr>
<tr>
<td></td>
</tr>
</tbody>
</table>
order to develop instructional strategy to improve student performance. Department meetings will take place twice a week. Grade team meetings twice per month. AP teacher meetings will take place twice per month. Personalized coaching for all teachers in math.

<table>
<thead>
<tr>
<th>Department meetings</th>
<th>Grade team meetings twice per month. AP teacher meetings will take place twice per month. Personalized coaching for all teachers in math.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Guidance counselors will meet weekly with admin to make sure students are on track, they will meet with teachers. make sure programmed correctly.</td>
<td>Graduation rate September 2018 to June 2019 Assistant Principal Department head credit accumulation January and June regents results</td>
</tr>
<tr>
<td>Special Education teachers will twice weekly for IEP writing review workshops, review of co-teaching techniques</td>
<td>Rigorous instruction September 2018 to June 2019 Assistant Principal Principal Quality of IEP</td>
</tr>
<tr>
<td>Math teachers will meet weekly with instructional coaches from NTN or New Visions for lesson plan development and implementation</td>
<td>Rigorous Instruction September 2018 to June 2019 Administrators and Instructional Cabinet Demonstrated progress towards meeting or mastering teacher identified skill sets, concepts and math processes</td>
</tr>
<tr>
<td>Principal, along with the GC, will host meetings with parents of target student population to raise level of investment and awareness and home support</td>
<td>Rigorous Instruction Monthly, October 2018 through June 2019 Administration and GC Parent sign in sheets, meeting minutes, agenda</td>
</tr>
<tr>
<td>Initiative</td>
<td>Description</td>
</tr>
<tr>
<td>---------------------------------------------------------------------------</td>
<td>------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>Weekly mindfulness sessions for students to improve their social emotional intelligence</td>
<td>NY Foundling will create a curriculum for mindfulness to share with our other Guidance Counselors, Beacon counselors to conduct weekly mindfulness workshops with our students.</td>
</tr>
<tr>
<td>Monthly parent workshops</td>
<td>Parent Coordinator will create monthly workshops to engage parents in their students academics and social emotional growth with their students and for themselves.</td>
</tr>
<tr>
<td>Providing professional development around the student centered instruction</td>
<td>LINC, a Blended Learning vendor, will provide weekly instructional coaching to aid in the differentiation of student instruction.</td>
</tr>
<tr>
<td>Instructional Cabinet meeting Personalized Coaching</td>
<td>Cabinet meetings with take place informally and formally weekly to discuss instruction, data, parent involvement.</td>
</tr>
</tbody>
</table>
**4b – Parent and Family Engagement**

How will your school engage parents/families and support their understanding of Rigorous Instruction and New York State standards in order to support their children at home? Include the timeline and identify key personnel responsible for implementation and oversight.

We will have graduation workshops, workshop on how to math and reading/writing in the home.

**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, lead CBO’s community school budget, etc.

Provide per session for teachers to work on curriculum after school.

Per Diem for teacher coverage for off-site workshops

Hire a math coach or math coaches for the middle and high school

Per session for Saturday Academy academic tutoring and courses in the Arts

Per Session for after School Tutoring

Common planning time for middle and high school teachers.

Teachers will create data binders and provide electronic copies in Google drive.

Principal and assistant principal will schedule informal and formal observations with a main focus on component 3c engaging students in learning (learning tasks are designed to challenge student thinking and make their thinking visible).

Advance to track observation feedback (priority focus)

Personalized Coaching from NTN, New Visions, Agiri, AVID, McGraw Hill and Learning Consultants

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

|   | Tax Levy |   | Title I SWP |   | Title I TA |   | P/F Set-aside |   | 21st Century |   | C4E |
|---|---|---|---|---|---|---|---|---|---|---|
| [X] |   | [X] |   |   |   |   |   |   |   |   |
|   | [X] | [X] | Title III |   | PTA Funded |   | SIG Grant |   | School Achievement Funding |   | 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. Similar to your Annual Goal, your mid-point benchmark should be Specific, Measurable, Achievable, Relevant, and Time-bound.
By February 2019, there will be a minimum of 3% increase in interim assessments using Iready, Regents and ALEKS, study sync, and according to the rubric for open written responses for state and regents exams.

**Part 6b. Indicate the specific instrument of measure that is used to assess progress.**

Classroom observation ratings will be used to measure progress along with interim assessment data, and scholarship rates. The administration team and team leaders will review the lesson plans and conduct observations. The AIS data will serve as the interim assessment data and STARS will provide the information for the scholarship rates.

**Part 6c. In February 2019, 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

Part 1a. Alignment to DTSDE Statements of Practice

<table>
<thead>
<tr>
<th>Tenet 5 Statement of Practice</th>
<th>SOP(s) Addressed</th>
</tr>
</thead>
<tbody>
<tr>
<td>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.</td>
<td>x</td>
</tr>
<tr>
<td>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.</td>
<td>x</td>
</tr>
<tr>
<td>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.</td>
<td>x</td>
</tr>
<tr>
<td>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.</td>
<td>x</td>
</tr>
</tbody>
</table>

Part 1b. Needs/Areas of Focus:
1. Summarize your school’s strengths relative to this element of the Framework for Great Schools and the SOPs selected above.
2. Summarize your school’s needs relative to this element of the Framework for Great Schools and the SOPs selected above.
3. Identify the priority need(s) that will be addressed in the goal and action plan for this section.
4. What policies, practices, and structures are in place to ensure you are supporting the whole child?
5. What data trends and sources were analyzed, e.g. NYSED School Report Card, NYC School Quality Guide, Central-led Review, Quality Review and/or Integrated Intervention Team (IIT) Review?

Strengths

- The school articulates and systematically promotes a vision for social-emotional development that provides the students with safe and healthy school environment. This is done during town hall meetings, advisory and parent workshops. Teachers are provided with professional development on social-emotional intelligence (5.2)
- The school programs every student for a weekly advisory that serves as a forum for, among other things, cultivating student voice; developing students’ socio-emotional capacities; engaging students in community service work; developing students college and career readiness skills; and cultivating the non-cognitive skills vital to students’ academic success (time management; study skill; organizational skills etc.). Additionally, teachers are provided with professional development on topics related to students’ social-emotional development (5.5)
- The school utilizes the grade team meeting structure to engage a multidisciplinary team of adults in conversations and action planning in support of the socio-emotional needs of students. Grade Team Leaders are charged with facilitating bi-weekly data-driven Kid-Talk meetings to analyze student data to determine how does their students learn best. . (5.3, 5.5)
- The administration works collaboratively with lead teachers (academic taskforce) and members of the Student Support Team (CBO social workers, mental health therapists, school social workers, and guidance counselors) to develop and monitor plans to support students’ social-emotional development health needs. The goal is to help prepare students to become academically and socially successful in the global market place.
• The school leaders ensure that all stakeholders strategically identify areas of need, and cultivate purposeful partnerships (i.e., Apollo, College For Every Student, First Corinthian Church, Leadership program, Carnegie Hall, etc.) to promote, support and sustain our students’ social-emotional, health and academic achievement.
• With a tiered and intentional plan to address attendance concerns, we’ve seen an improvement in our annual attendance rate. Our attendance rate for the school was 78% in 2015-16; as of June 2018, our overall attendance rate year to date for the high school is 87% and 90.2 for the middle school.

Areas in need of improvement

• In focus groups with high school students from May 2018, students expressed a desire for stronger connections with adults in the building. Students who were on-track were more likely to say that they had at least one adult in the building with whom they had a trusting relationship. Off-track students shared that while they had strong relationships with peers which kept them coming to school, they were struggling to find adults in the building who showed an interest in their lives.
• While we had an overall improvement in our attendance rates for 2017-18, our chronic absenteeism rates in the middle school increased from 30% in 2016-17 to 38% in 2017-18. In the focus groups, students indicated a desire to have more positive incentives for attendance including material rewards and more public announcements as we had in prior years.
• While we have designed a system of referrals and crisis intervention plans with our CBO social workers, we continue to struggle with ensuring all staff members are aware of and accountable for properly referring students, resulting in underutilization of these services. We would like to work collaboratively with the student support team and administration to regularly monitor and review this process on an ongoing basis so that we can strengthen mental health utilization by students. We recognize the need to continue staff and parent training around “wellness” that includes physical and mental health in our ongoing efforts to de-stigmatize mental health care.

Part 2 – Summative Vision for Supportive Environment

What is your vision for a supportive school environment? How will you in partnership with each CBO and families enact your vision?

All stakeholders should describe the school as a nurturing environment for students as well as staff. Wadleigh is a place where all stakeholders are valued and students are encouraged to realize their full potential. Students understand and value the importance of coming to school on a daily basis. For the 2018-19 school year, we would like to focus on: strengthening our universal positive school climate initiatives, such as restorative practices, mindfulness group relaxation training to refine our use of data to target the most at-risk students for attendance or socio-emotional interventions, and implementing more routine social emotional learning in the classroom through an expanded advisory program using AVID.

UNIVERSAL SCHOOL CLIMATE

• Incoming 9th grade students will be invited to participate in a summer program coordinated by TC REACH and delivered by Practice Makes Perfect. The program will focus on literacy work and strengthening student reading skills in the hopes that students will enter the school year on grade level. In addition, students will have an opportunity to build community, address anxiety and impart study skills. In addition, The Parent Coordinator will continue to engage in parent outreach to update parents on attendance and academic growth, as well as to establish a positive relationship with the school.
• In the fall, socio-emotional learning and community building will be kicked off with mindfulness curriculum written by NY Foundling.
Throughout the year, we will increase the number of positive celebrations around student achievement and attendance achievements. TC REACH will work with school leadership to identify attendance incentives, and the school will use town hall meetings and weekly announcements to highlight and celebrate improvement and growth in attendance. TC REACH will work with the school to incorporate additional clubs and activities into the TC REACH winter showcase of student work. The school will work with parents to calendar and develop additional showcases of student work that highlight achievements in the classroom.

We will provide more opportunities for student voice by strengthening the student government. Student government representatives will be charged with speaking for their peers. In addition to voicing the concerns of the student body, the student council will be charged with helping to recognize and support our Habits of Mind, Heart, and Work amongst their peers. For instance, they will be asked to nominate and celebrate students who exhibit these values at town halls; they will be asked to document through photographs or artwork examples of students displaying our values.

**TARGETED INTERVENTIONS THROUGH DATA**

- In addition to enhancing socio-emotional development through universal, school-wide programs, we will also systematize our referral program for attendance and mental health supports. We will use the existing student support team and attendance teams to identify a menu of available supports and more faithfully implement referral systems that incorporate the routine use of data to match the right interventions to the right students at the right time.
- In the case of attendance, we will continue implementation of work that we started this year, where the attendance team will focus on the most severe cases, and grade teams will be responsible for monitoring students who are in the 70 percent to 90 percent range and provide peer mentoring. At risk students will require counselor intervention and partnership with Beacon and NY Foundling to address attendance issues. The counselors for these students will take part in the attendance meeting. **Interventions will be documented in the Attendance Heat Map track provided by the Community School Director.**
- The Community Director of TC REACH will create a school-wide Attendance Intervention plan and work with school leadership and the guidance team to develop a work plan with clear deliverables, time lines, and targets, mapped across the school's SY 2018/19 calendar to help support stronger implementation of the school’s attendance intervention plan.
- The CSD will also utilize the school’s Advisory structure to facilitate the implementation of best practice routines and practices around the school’s attendance mentorship initiative (CHICO--Check In Check Out) so that there is consistency and coherence in mentorship practices that result in measurable impacts on students attendance.
- TC REACH will leverage its partnership with Kinvolved, and ongoing collaboration with the school's Family worker and Parent Coordinators to develop the school’s capacity to leverage parent-engagement and home visiting as essential components of an Attendance Improvement strategy.
- The CSD will also lead a re-engagement initiative that aims at identifying and supporting the academic and socio-emotional re-engagement of students flagged as at-risk for school drop-out or disengagement based on a combination of Success Highways data, academic records as well as attendance patterns.
- Each guidance counselor will be responsible for specific grade bands, and utilize Kinvolved, parent conferencing, and weekly grade level team meetings as a vehicle for keeping parents and teachers abreast of students’ progress and challenges. The guidance team and administrative team will analyze data such as the OORs report, attendance data, and the progress students are doing academically to determine if students who have social emotional needs are succeeding. We will also review the I-Log reports to analyze how often students are being counseled by the guidance team. In addition, the guidance counselors will meet in grade level teams to discuss the social-emotional needs of students who might not be excelling in a timely fashion.
- TC REACH will work with NY Foundling and Beacon to collect data that will be used to target students who are at-risk for socio-emotional supports and their families for wrap around services.
• The student support team and crisis management team will work collaboratively with NY Foundling and Beacon to continually review the referral process and troubleshoot the process to improve mental health usage. The principal and administration will take a greater role in holding team members and staff accountable for following these referral systems with fidelity. For their part, mental health clinicians will be more visible in the school community to help build relationships with students and staff in an effort to de-stigmatize mental health supports.

• The attendance, student support, and administrative teams will develop a calendar of parent workshops around the importance of attendance and wellness on academic success.

EXPANDED ADVISORY PROGRAM

• Throughout the school year, socio-emotional learning will be integrated with classroom learning through the implementation of our school-wide mindfulness curriculum. One day per week will focus on student goal setting, action planning, and developing the socio-emotional skills needed for success, such as positive peer-peer connections, resiliency, and motivation. Student government representatives can also suggest topics that should be addressed.

• College Access For All College for Every Student: Brilliant Pathways initiatives that will help prepare students for their post-secondary goals in grades 11 and 12. In the middle school, the goal will be to expose students to a college-going culture. At the high school level, students will have opportunities to explore college and career plans and resources that will help them support these plans. In addition, they will be given guidance on monitoring their high school academic programs— for instance, understanding which credits they still need to earn, which Regents exams they need to pass, and what scores they should be aiming for on the Regents exams to be CUNY ready.

• The Community School Director for TC REACH will also design and partner with school leadership and select school based staff to continue an academic resiliency initiative (Flagged For Success) that provides targeted and individualized prevention supports to groups of 9th and 10th grade students such that it keeps them on track to graduate on time by supporting timely credit accumulation, and decreasing the number of attempts needed to pass their Regents exam.

• Parent workshops for the middle school will focus on planning for high school and exposure to college opportunities. At the high school, workshops for parents will focus on the transition to college or career, financial aid, and other college entrance logistics.

Who are your CBO partners? How will each CBO sustain and support the social-emotional and academic growth of your students?

<table>
<thead>
<tr>
<th>CBO Partner</th>
<th>CBO Focus</th>
</tr>
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<tbody>
<tr>
<td>Teachers College REACH (Raising Educational Achievement Coalition Harlem)</td>
<td>The REACH initiative focuses on school leadership, pedagogical practices, expanded learning experiences, physical and mental health, and family engagement. TC REACH will implement a set of coherent and strategic actions across these areas at Wadleigh. TC REACH will support the implementation of expanded learning opportunities to increase the diversity of opportunities to make school a more engaging place, and provide opportunities for community building (e.g., Ramapo for Children trips; clubs; student groups). The TC REACH CSD will have direct roles in the attendance and “Flagged for Success” initiatives, and supporting roles in ensuring the mental health, physical health, and ELO work is effectively coordinated and monitored.</td>
</tr>
<tr>
<td>NY Foundling</td>
<td>TC REACH in partnership with NY Foundling, will maintain a full time mental health clinician, one family advocate, and one social work intern on-site at Wadleigh to provide for the social and mental health needs of Wadleigh students and families. TC REACH in partnership with Achievement Initiative (AI) of Columbia University’s School of Social work, will maintain one full time mental health clinician and one social work intern on-site at Wadleigh to provide for the social and mental health needs of Wadleigh students and families. Additionally, TC REACH, through AI will support with the implementation of an advisory curriculum that focuses on Socio-emotional learning, Academic Skill Building, and College and Career Readiness skills.</td>
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</table>

How will you in partnership with your CBO will create a supportive environment and engagement for your students’ families?

Under the Family Support and Engagement strand of the community school model, TC REACH has aimed to cultivate the knowledge, skills, and confidence of families to engage with the school so that their efforts to support their children’s academic and social development are consistent, coordinated, and meaningful.

For families of students who need the most targeted interventions, the school will make regular attempts to contact parents to determine what additional supports are needed to improve student attendance or academic achievements. This will include outreach from the guidance counselors or attendance team members as determined by the data. TC REACH will continue to support teacher and staff use of Kinvolved in order to maintain regular communication with families about individual student attendance or academic progress, and broader school-wide events or updates.

Through partnership with NY Foundling, TC REACH maintains a family advocate who can connect families with mental health resources in the community; NY Foundling can also refer families for mental health counseling in conjunction with counseling for the student.

TC REACH will continue to provide capacity building opportunities to Wadleigh families through referrals to community agencies such as the Manhattan Educational Opportunity Center (MEOC), and Parent JobNet. These resources can help parents in their own career and college trajectories.

Working with the PTA president and Parent Coordinator, TC REACH will also help the school to plan workshops that support the development of parental role conception and self-efficacy as it relates to supporting the academic success of their children. The CSD will identify additional parent workshops in connection to the advisory program around SEL or college access that will help parents identify resources to support their students’ preparation for post-secondary careers.

Part 3 – Annual Goal

2018-19 RSCEP-R
Indicate your school’s 2018-19 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. Meeting your SMART goal should directly impact meeting at least one of your Renewal Benchmarks and/or Demonstrable Improvement Benchmarks.

By June 2019, our efforts at improving school culture, advisory supports, and social emotional data for targeted interventions will result in 3% increase in attendance school-wide.

Please answer the following Question as it relates to meeting your Supportive Environment Annual Goal:
Which Renewal and/or Demonstrable Improvement Benchmarks do you expect will improve by meeting your Supportive Environment Annual Goal?

List of Renewal Benchmarks expected to improve are attendance benchmark and graduation benchmark:

- attendance benchmark
- graduation rate
## Part 4 – Action Plan

<table>
<thead>
<tr>
<th>Key Initiatives: Concisely indicate the key initiatives (up to five) that your school will implement to achieve the identified goal for this Framework for Great Schools element.</th>
<th>Target Group(s) Who will be targeted?</th>
<th>Which Benchmark(s) indicated above does this initiative target?</th>
<th>Timeline What is the start and end date?</th>
<th>Key Personnel Who is responsible for implementing and overseeing the activity/strategy? (include school, educational consultants and/or CBO staff)</th>
<th>How will you assess the interim progress of the initiative? (ex. decrease in serious incidents, increase in students participating Big Sibs program)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Barclays incentives</td>
<td>Students who scored in the risk category for connections, well being, confidence and motivation on the success highways assessment</td>
<td>Attendance</td>
<td>Sept 2018-June 2019</td>
<td>CSD, AI Social Worker, NYF Clinician, NYF Family Advocate, Guidance Team</td>
<td>85% of targeted students connected to appropriate Mental health, Social, and ELO services by January 20182019. At least 50% of targeted students making “High Improvements” in their Gains scores across the 4 target Success Highways domains at the midpoint of the school year (February 26th 2018February 1, 2019)</td>
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<tr>
<td>Flagged For Success: The guidance counselors will identify current 10th graders who did not earn at least 10 credits, current 11th graders who did not earn 20 credits (and earned 4 credits</td>
<td>10th graders who earned below 10 credits in 9th grade; 9th graders who failed 2+ courses in Term 1 MP1 of SY 18/19</td>
<td>Credit Accumulation &amp; 4-year graduation rate</td>
<td>Oct 2018 - June 2019</td>
<td>CSD, Student Support Team, Grade level Team Leads</td>
<td>85% of targeted students will pass all their classes by the end of Term 1.</td>
</tr>
<tr>
<td>AVID Advisory: Wadleigh students will be assigned to an</td>
<td>All students</td>
<td>Attendance, Credit Accumulation</td>
<td>September 2018-June 2019</td>
<td>School Leadership, Programmer, Guidance</td>
<td>85% of students will report positive</td>
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<tr>
<td>Advisory that meets twice per week and serves as a forum for addressing: Socio emotional development; college and career readiness skills development; academic Skill building; and cultivating student voice</td>
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<tr>
<td>Attendance Mentoring: 100% of students with between 70% and 90% attendance will be connected to an attendance mentor.</td>
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<tr>
<td>SBMH Team: Achievement Initiative will maintain a caseload of 130 students during the course of the school year. There will be a 10% increase in number of appropriate referrals made to NY Foundling and Achievement Initiative</td>
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<tr>
<td>Parent Engagement: 85% Kinvolved usage rate by teachers for attendance taking and communication purposes.</td>
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<tr>
<td>Parent Conferencing: 100% of students, and parents of students with attendance at or below 75% at any point in the school year will meet with their guidance counselor for at least 2 conferences</td>
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</tbody>
</table>

| All students with attendance between 75% and 85% |
| October 2018-June 2019 |
| Counselors, AI Social Worker, Advisors |
| experiences of their advisory by February 2019 |
| All students identified as requiring counseling services that meet AI's service criteria |
| September 2018-June 2019 |
| AI Social Worker and Counseling interns, NY Foundling Clinicians |
| All teachers, Advisors, Parent Coordinator, Family Worker, School Aides, CSD, School leaders |
| All teachers would have activated their Kinvolved accounts and be fully trained in its usage by October 2018. |
| Students with less than or equal to 75% attendance; Students who fail 2+ courses |
| October 2018-June 2019 |
| Guidance Counselors, Parent Coordinator, Family Worker |
| 50% of students flagged for attendance or course failure would have met with their GCs to create action plans before Winter break. |
to action plan to follow up on the plan to address their attendance.

100% of students who fail 2+ Courses during any MP will conference with their guidance counselor to create an academic intervention plan that addresses their academic challenges.

4b – Parent and Family Engagement

How will your school engage parents/families and support their understanding of Supportive Environment in order to support the whole child? Include the timeline and identify key personnel and stakeholders responsible for implementation and oversight.

We will continue to use the Kinvolve app to communicate with parents about their child’s attendance during the school day. For CA and severely CA students, home visits will be conducted to determine what additional supports parents need to ensure their student is able to regularly attend school. Parents will be invited to celebrate in successes around attendance. Based on parent preferences, we may also offer workshops for families about wellness resources in the community that can help students come to school prepared to learn.

Part 5 – Budget and Resource Alignment

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

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

Guidance counselors will support Wadleigh Scholars and meet with parents after school or meet with individual scholars to counsel scholars. Guidance Counselors are the first line for support to students and their families.

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

| X | Tax Levy | X | Title I SWP | || Title I TA | || P/F Set-aside | X | 21st Century | || C4E |
| || Title I 1003(a) | || Title III | || PTA Funded | || SIG Grant | || School Achievement Funding | || 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. Similar to your Annual Goal, your mid-point benchmark should be **Specific,** **Measurable,** **Achievable,** **Relevant,** and **Time-bound.**

By February of 2019, there will be a minimum of 1% increase in overall school attendance based on the provision of additional supports for our chronically absent students.

**Part 6b.** Indicate the specific instrument of measure that is used to assess progress.

We will review the list of interventions listed in the attendance heat map and student sorter to ensure all CA and severely CA students have an intervention.

**Part 6c.** In **February 2019,** 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

Part 1a. Alignment to DTSDE Statements of Practice

<table>
<thead>
<tr>
<th>Tenet 4 Statement of Practice</th>
<th>SOP(s) Addressed</th>
</tr>
</thead>
<tbody>
<tr>
<td>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.</td>
<td>x</td>
</tr>
<tr>
<td>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.</td>
<td>x</td>
</tr>
<tr>
<td>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.</td>
<td>N/A</td>
</tr>
<tr>
<td>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).</td>
<td>N/A</td>
</tr>
</tbody>
</table>

Part 1b. Needs/Areas of Focus:

1. Summarize your school’s strengths relative to this element of the Framework for Great Schools and the SOPs selected above.
2. Summarize your school’s needs relative to this element of the Framework for Great Schools and the SOPs selected above.
3. Identify the priority need(s) that will be addressed in the goal and action plan for this section.
4. What data trends and sources were analyzed, e.g. NYSED School Report Card, NYC School Quality Guide, Central-led Review, Quality Review and/or Integrated Intervention Team (IIT) Review?

Strengths:

- 80% of students graduated with a Regents or Local Diploma.
- High school students by June 2018 ended with a 87.56% attendance rate and middle schoolers had a 93.8% attendance rate.
- In September 2017, we created two AP ELA classes for 10/11th graders and 12th graders and Pre AP for accelerated 9th graders who passed the ELA regents.
- January 2018, 83% of our 9th graders passed the ELA exam, of which 65% achieved college readiness in their first semester of high school.

Areas in need of improvement:

- As evidenced in the Quality Reviewer's verbal feedback of the May 2018 Quality Review, an inquiry based approach was not consistently evident across teams.
- As evidenced in the Quality Reviewer's verbal feedback of the May 2018 Quality Review, across classrooms teaching strategies inconsistently provide multiple entry points into curricula to engage scholars in higher levels of discussion.
- As evidenced in the June 2018 regents results, we need to alter the instruction for the 2018-19 school year to ensure that we have better regents results.
Part 2 – Summative Vision for Collaborative Teachers

What is your vision for collaborative teaching?

Subject teams will regularly engage in an inquiry based cycle to improve student outcomes. Subject teams will engage in professional learning that is student centered. Sept- Oct the teams will analyze lesson plans and standards based tasks that include reading, writing and discussion. In Nov through Jan teams will gather data from mock testing that will have teams now look at plans using the data gathered from mock assessment to analyze for reading, writing and discussion, but now implementing writing prompts, reading prompts and discussion prompts. Data is now going to inform the instruction and the process for Sept through Oct will repeat for Feb through March. In April through June, we will review lessons using the data from the mock assessments to inform instruction.

Subject teams will meet to discuss and align pedagogical practices to assure consistency in routines and common practices, such as board usage, agendas, instructional objectives, types of binders and notebooks to be used, portfolio system selection, common lesson and unit planning approaches, and the application of a uniform assessment system tied directly to the binder/portfolio system.

Scholars will demonstrate mastery of ‘competencies’ necessary for career and college to be determined by the educators at Wadleigh Secondary School for the Performing and Visual Arts.

Pedagogical practice will be anchored in research-based protocols driven based on student centered practices, in part, by inquiry (AIW) and will create the structures necessary to support all learners. The expectation is that specific practices will be evident in ALL classrooms, including non-core subjects.

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

Those practices include, but are not limited to:

Lesson plans grounded from curriculum, which will include essential understandings using the “swat” frame; essential questions drawn from available common core materials; and, performance tasks that target all three Authentic Intellectual Work (AIW) domains;

Triangulation between learning activities and state standards

Reading and writing that is integrated into all classes along with discussion

Inquiry as the major vehicle of learning across classrooms and all school constructions

Classes will be print rich: literature to support the essential ideas being taught will be provided to supplement the curriculum, interactive word-walls will support retention of academic vocabulary, and provide multiple entry points and student work will be displayed and celebrated.

Teachers will use technology to support and enhance instruction and increase multiple entry points to engage learners. Technology, therefore, can be used as a multiple entry point.

Teachers will use a student-centered approach to instruction that provides students with opportunities to interact directly with the new learning, so scholars are engaged in academic discourse.
Teachers will use daily checks for understanding and formative assessments to inform and modify their instruction and provide consistent and timely feedback to students in forms that clearly outline actions they can take to make further learning progress.

Students should be able to articulate their ideas about complex texts and transfer those ideas into their writing in a coherent manner. Appropriate writing strategies will be incorporated when necessary.

Additional AP courses will be offered and opportunities to take College Now courses.

This year, the school will create a schedule to ensure that subject content teams will have time to plan collaboratively, twice a week. Teacher leaders will attend professional development sessions to build their capacity and, in turn, share new learning and strategies with their teams. Teachers will continue to use Understanding by Design Framework to refine and revise unit plans. The units, lesson plans, common assessments will be aligned to CCLS.

TC REACH- community based organization will continue to support our school with professional development and also provide our students with activities that will enrich their academic skills and promote academic and attendance improvement.

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**How do you envision collaboration amongst your School Instructional Cabinet to improve teacher practices and student learning?**

We have a School Instructional Cabinet-- composed of teacher team leaders. We use this as a platform to demonstrate and model, discuss lesson planning, data analysis, looking at student and teacher work. Team leaders will then turnkey these practices in their respective meetings.

**How do you envision collaboration within teacher teams to improve teacher practices and student learning?**

Members of the executive cabinet will attend all team meetings in addition to meeting with teacher leaders at least twice a month to monitor how teachers practices are aligned with student learning. Teacher teams will review lesson plans and student work to identify areas of strength and need to help increase student achievement.

**How do you envision collaboration across teacher teams to improve teacher practices and student learning?**

In addition to having subject level team meetings, we will also meet in grade level teams and we will use the 80 minute PD block once a week to share out best practices twice a month.

---

**What data will teachers and the School Instructional Cabinet regularly review to ensure that they are reflecting upon their teaching practices and meeting individual student learning needs? What is the intent for reviewing each piece of data? (ex. Teachers will regularly review student IEPs when developing lessons in order to ensure that tasks are appropriately scaffolded.)**

<table>
<thead>
<tr>
<th>Data Reviewed</th>
<th>Intent</th>
</tr>
</thead>
<tbody>
<tr>
<td>The New Visions Data Portal</td>
<td>Together with administration, counselors and Lead teachers will regularly review the New Visions Data Portal to ensure that students gaps are identified and addressed and used to inform teaching strategies, curriculum implementation and assessment.</td>
</tr>
<tr>
<td>Student work</td>
<td>--Teacher teams will review student work using AIW and/or other protocols to determine if writing strategies are having impact on students' writing skills.</td>
</tr>
<tr>
<td>Assessment Type</td>
<td>Description</td>
</tr>
<tr>
<td>---------------------------------------</td>
<td>--------------------------------------------------------------------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>End of Unit Assessments</td>
<td>Every 5 to 6 weeks, teachers will administer and analyze end of unit assessments.</td>
</tr>
<tr>
<td>Common Periodic Assessments</td>
<td>Scholars will be assessed at the beginning of the year utilizing common periodic assessments in core subject areas to ensure that they get the appropriate instructional support and courses.</td>
</tr>
<tr>
<td>Common End of Marking Period Assessments</td>
<td>Common assessments aligned to the CCLS will be given at the end of every marking period and data analysis will be facilitated in content and grade teams</td>
</tr>
</tbody>
</table>

**Part 3 – Annual Goal**

Indicate your school’s 2018-19 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. Meeting your SMART goal should directly impact meeting at least one of your Renewal Benchmarks and/or Demonstrable Improvement Benchmarks.

By June 2019, all teachers will be trained in student centered pedagogy, (5/30/10), and infusing reading, writing and discussion into all math lessons resulting in a 7% increase in state math results in middle school and a 5% increase in regents completion rate in math.

**Please answer the following Question as it relates to meeting your Collaborative Teachers Annual Goal:**

Which Renewal and/or Demonstrable Improvement Benchmarks do you expect will improve by meeting your Collaborative Teaching Annual Goal?

List of Renewal Benchmarks expected to improve:

- Increase in regents completion rate
### Part 4 – Action Plan

<table>
<thead>
<tr>
<th>Key Initiatives:</th>
<th>Target Group(s)</th>
<th>Which Benchmark(s) indicated above does this initiative target?</th>
<th>Timeline</th>
<th>Key Personnel</th>
<th>How will you assess the interim progress of the initiative? (ex. decrease in serious incidents, increase in students participating Big Sibs program)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Concisely indicate the key initiatives (up to five) that your school will implement to achieve the identified goal for this Framework for Great Schools element.</td>
<td>Faculty</td>
<td>Progress Towards meeting the 10% increase in regents results for social studies, living environment, and earth science regents exams.</td>
<td>September 2018-June 2019</td>
<td>Assistant Principal, Principal and coaches and/or consultants</td>
<td>Professional development will be monitored regularly using feedback sheets. Additionally the PD committee will assess and revise the PD plan as needed to adapt it to the needs of scholars and teachers.</td>
</tr>
<tr>
<td>Professional Development Plan:</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>The school will execute a systematic PD plan that consists of group learning activities and individual coaching.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>The Professional Learning Committee (consisting of UFT members, ORS coaches, and School leaders) will provide oversight and support to this ongoing work.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Group Learning Activities:</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1. Summer PD - Curricula Introduction and Unpacking (developed by school leaders in conjunction with ORS coaches) New Visions, National Training Network, McGraw Hill. Agiri, And AVID, SS, Advisory, CTE, etc</td>
<td>Faculty</td>
<td>All</td>
<td>September 2018-June 2019</td>
<td>All Teachers, ORS, and administrators</td>
<td>Administrative team will review unit plans and lessons to ensure that</td>
</tr>
</tbody>
</table>
Learning activities and individual coaching.

The Professional Learning Committee (consisting of UFT members, ORS coaches, and School leaders) will provide oversight and support to this ongoing work.

Group Learning Activities:

1. Summer PD - Curricula Introduction and Unpacking (developed by school leaders in conjunction with ORS coaches) New Visions, National Training Network, McGraw Hill, Agiri, And AVID, SS, Advisory, CTE, etc

2. September – Implementation of personalized coaching for all math teachers, ELA teachers history teachers, science AVID advisory teachers and Academic Intervention Service teachers

3. Ongoing cycles of reviewing and analyzing formative and summative assessments with coaches and teacher leaders

4. Revise instruction if interventions are not supporting our scholars to achieve the common assessment benchmarks for core subjects.

4. Use the Quality Review Rubric as an

<table>
<thead>
<tr>
<th>Time, After school and/or Saturdays.</th>
<th>Time, After school and/or Saturdays.</th>
<th>Time, After school and/or Saturdays.</th>
<th>Time, After school and/or Saturdays.</th>
</tr>
</thead>
<tbody>
<tr>
<td>multiple entry points are incorporated in unit plans/lesson plans.</td>
<td>Professional development will be monitored monthly using feedback sheets. Additionally the PD committee will assess and revise the PD plan as needed to adapt it to the needs of scholars and teachers.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
assessment tool for our teachers in 1.1, 1.2, and 2.2.

6. Consultants to provide support in the core subjects.

7. Recurring LASW (including assessments) and inquiry protocols in the teacher team context throughout the year for the purpose of curricula and/or pedagogical modifications.

8. All subject team leaders will participate in professional development provided by Teachers College-REACH to strengthen their practice with Understanding by Design (Wiggins last year). The professional development will include follow up that demonstrates for the staff how to implement changes based on student feedback.

Subject teams will meet once a week to review curriculum and develop lesson plans that are rigorous and provide multiple entry points.

Teachers will ...

MODIFY existing units and develop corresponding lesson plans to include... multiple entry points, employ strategies, high Depth of Knowledge questioning and discussion points, and...

<table>
<thead>
<tr>
<th>Teachers will ...</th>
<th>Faculty</th>
<th>All</th>
<th>September 2018-June 2019</th>
<th>All Teachers, ORS, and administrators</th>
<th>Administrative team will review unit plans and lessons to ensure that multiple entry points are incorporated in unit</th>
</tr>
</thead>
</table>
the Pedagogy of Love which entails having strong academics and strong social emotional supports

Teachers will use Skedula as a tool to input grades, assignments so scholars can monitor their progress.

Subject teacher teams will conduct peer reviews of shared plans with a particular eye towards making instruction accessible to all learners (multiple entry point design)

Create norms to ensure positive collaboration, reflection and harmony. Examples may include: Methods of debriefing, ensuring non-judgement and creating a safe space for sharing, reflection and growth, defining roles of alternating teacher team meeting leads.

Establish procedures to communicate findings and best practices of respective teams to the larger Wadleigh community.

Provide weekly opportunities for staff to engage in sharing, collaborating and demonstrating best practices.

| The special education teachers, ENL teacher and administrative team will participate on | All faculty | All | September 2018-June 2019 | Administrators, School Implementation Team | Review strategies, use of graphic organizers, and |
regularly scheduled common planning and inquiry team meetings to ensure that the needs of English Language Learners, Students with Disabilities, and other high need student groups are being addresses with appropriately scaffolded strategies and multiple entry point designs.

| The parent coordinator will work with counselors to schedule meetings with parents of priority students. Parents will receive feedback on classroom progress, credit accumulation, progress toward graduation and upcoming common assessments and Regents exams. Through our partnership with TC-REACH, parents and teachers will be provided training with (1) Skedula, (2) ways to use the tool to (a) monitor student progress and (b) ways to appropriately act on that data. |
| All Parents with an emphasis on parents of students who are struggling |
| All |
| October 2018-June 2019 |
| AP guidance, Parent Coordinator, Parent Association, Guidance Counselors, TC REACH, representative teachers |
| Administrative team will review the logs of the guidance team to ensure that parents are meeting with guidance team. Academic progress will be reviewed by advisors and goal setting sessions will produce specific and achievable next steps. |

**4b – Parent and Family Engagement**

How will your school engage parents/families and support their understanding of Collaborative Teachers and strategies to promote teacher-parent/family collaborations in order to support their children at home? Include the timeline and identify key personnel responsible for implementation and oversight.

We will provide a workshop for parents and conduct a fishbowl session so parents can observe how teachers assess student work to improve instruction. We will also have skedula workshops with teachers and parents.

**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.
- Skedula so scholars and parents can monitor progress
- Professional development: Dr. Maria Akinyele – Agiri for literacy based strategies in student centered learning along with AVID training, StudySync, ALEKS, iRea
- Use of grading platforms, inquiry driven instruction, backward planning, multiple entry points, AIW, iReady, ALEKS, StudySync
- ORS content coaches, specifically, ELA, mathematics, science, and special education;
- Staggered teacher schedule;
- Pro-rata funding;
- Per Session for Office Hours and After School and Saturday Academy Teachers;

<table>
<thead>
<tr>
<th>Part 5b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.</th>
</tr>
</thead>
<tbody>
<tr>
<td>X</td>
</tr>
<tr>
<td>[ ]</td>
</tr>
</tbody>
</table>

**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. Similar to your Annual Goal, your mid-point benchmark should be Specific, Measurable, Achievable, Relevant, and Time-bound.

By February 2019, our interim iReady data will demonstrate a minimum of 3% increase in math proficiency for students in grades 6-8; and January Regents scores will reflect a minimum of 2% completion rate.

**Part 6b.** Indicate the specific instrument of measure that is used to assess progress.
- School Scholarship reports and mock regents exams

**Part 6c.** In February 2019, 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

### Part 1a. Alignment to DTSDE Statements of Practice

<table>
<thead>
<tr>
<th>Tenet 2 Statement of Practice</th>
<th>SOP(s) Addressed</th>
</tr>
</thead>
<tbody>
<tr>
<td>Consider each Statement of Practice (SOP) below, and identify at least one. Place an “X” in the appropriate box indicating SOP(s) addressed in this action plan.</td>
<td></td>
</tr>
<tr>
<td>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).</td>
<td>x</td>
</tr>
<tr>
<td>2.3 Leaders make strategic decisions to organize programmatic, human, and fiscal capital resources.</td>
<td>N/A</td>
</tr>
<tr>
<td>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.</td>
<td>x</td>
</tr>
<tr>
<td>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).</td>
<td>N/A</td>
</tr>
</tbody>
</table>

### Part 1b. Needs/Areas of Focus:

1. Summarize your school’s strengths relative to this element of the Framework for Great Schools and the SOPs selected above.
2. Summarize your school’s needs relative to this element of the Framework for Great Schools and the SOPs selected above.
3. Identify the priority need(s) that will be addressed in the goal and action plan for this section.
4. What data trends and sources were analyzed, e.g. NYSED School Report Card, NYC School Quality Guide, Central-led Review, Quality Review and/or Integrated Intervention Team (IIT) Review?

**Strengths:**

- The school's mission and school goals were articulated and supported by all stakeholders. The goals are uniformly known and discussed across the entire school community. As evidenced in the Quality Review 2016-17, the school leaders consistently communicate high expectations to all staff that is aligned to the Danielson Framework for Teaching.
- The school leader, in collaboration with the programmer, made strategic decisions which enabled teachers to collaborate in grade level teams and subject teams, use partnerships such as the Apollo Theater, College For Every Students, and Columbia University to support student achievement. As evidenced in the Quality Review 2016-17, a system of accountability and the use of student data allows the school community and parents kept abreast of student progress.

**Areas in need of improvement:**

- The school needs to continue using data to improve students achievement and teacher practices. After analyzing the 2016-2017 Advance MOTP teacher observation data, the lowest rated component continues to be 3b, questioning and discussion techniques. The school needs to improve teacher practice around questioning and discussion techniques in order to engage students in meaningful, high level discussions.
According to the Progress Monitoring Dashboard report, we need to improve our pedagogy. According to the Quality Review 2017-18, our teachers continue to struggle with questioning and discussion.

Part 2 – Summative Vision for Effective School Leadership

What is your vision for effective school leadership at your school?

Central to our work this year will be our commitment to a restorative school culture that promotes positively, scholarship, personal success, accountability, and a safe environment for all.

Our approach to teaching and learning is aligned to the COMMON CORE standards and benchmarks and the Framework for Effective Schools and is based on the NYC DoE’s, Handbook for Professional Learning (HPL). The HPL framework includes peer collaboration, researched-based instructional practices, modeling, observation, and personal accountability. The goal of the HPL is to provide teachers with high-quality, differentiated professional development that will positively affect student achievement. Our professional development goals and focus are determined by our data. Each spring, our staff analyzes our data from throughout the year and develops building goals aligned to our district goals. Our professional development is delivered on Wednesdays and in bi-weekly (2X per week) team meetings, throughout the year. Professional development initiatives are determined, planned, and delivered cooperatively by teachers and administrators. Given various student needs, constant policy changes, and multiple developments in pedagogy, we have made a conscious effort to avoid fragmented initiatives that result in shallow learning. We are committed to align efforts to a single focus for three to five years. During the 2017-2018 school year, we were directed to use DataWise as the tool for analyzing student work. However, after an end of year review with our Academic Task Force, we as a school community opted to revert to the use of AIW (Authentic Intellectual Work) as we believe this will improve teacher practice and result in increased student achievement.

We will use AIW to improve student achievement through teacher collaboration (within and across departments) to improve student tasks, teacher instruction, and the quality of student work. AIW rubrics will be used to guide teams as they discuss classroom practice and provide quality feedback to teachers.

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

Communication and Accountability are the Keys. The school leader’s first path of communication is through the weekly cabinet meetings. Members of the cabinet are responsible for overseeing different areas of the school structures and will be responsible for articulating the progress that they are meeting toward the specific benchmarks. The instructional members of the AIW team will lead inter-visitation rounds with the goal of providing their peers with authentic feedback to improve teacher practice. Feedback will be timely and actionable. In addition, Assistant Principal will help
teachers to improve pedagogy and implement the feedback. We will provide professional development to support teachers with questioning and discussion. Because stakeholders are on more than one team, communication will be improved. In an effort to promote transparency and trust, all minutes from teams (attendance, guidance, academic task force, etc.) will be shared and accessible to all staff. We will continue to improve by the process to use the G-Drive as a primary vehicle for school-wide communication.

In collaboration with the administration team, DSR, CSD, and programmer, we are working to ensure that students will get the classes needed to prepare for college and career using the New Visions Data Portal. In addition, through Extended Learning Time (ELT), our students will have opportunities after school to improve their scholastic aptitudes.

**Getting on the Same Page.** The administration will conduct rounds of informal observations to calibrate classroom observations. Schedules will be created to ensure that observations are done in a timely manner and that actionable feedback is given in a timely manner. The administration team will review the observation reports to strategically determine which teachers need additional support in Domain 3. Teachers will be provided with tools that can support them in improving their pedagogical skills as well as providing professional development.

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

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

---

**On which aspects of your own leadership do you plan to focus for the upcoming school year?**

I will be using the text, Commitment to having difficult conversations in respectful ways: Douglas Stone is author of *Difficult Conversations.* I will direct my focus to the following elements:

1. Begin from a place of curiosity and respect, and stop worrying about being liked
2. Focus on what you’re hearing, not what you’re saying - note the issue and ask why
3. Be direct- Get to the point and have frank, respectful conversations
4. Don’t put it off.
5. Expect a positive outcome.
What is your vision for ensuring that everyone in your schools has a normed and shared understanding of the school’s vision, mission, and instructional focus?

September orientation and January Reflections - Twice next year, our entire school will engage in visioning exercises such that Wadleigh begins to know itself as a visual and performing arts school with a strong academic program. Our vision for ourselves will be captured in "the Wadleigh Teacher Profile," a tool we will use for on boarding new staff, moving forward.

What is your vision for developing differentiated leadership throughout your school? How will you utilize teacher leaders to build broad capacity within your school?

Wadleigh develops differentiated leadership by utilizing all stakeholders and garnering input from all constituency groups. Teacher leaders are represented in all major content areas and provide support to administration through collaboration with colleagues as:

- Mentors
- Instructional Models
- Curriculum Facilitators
- Professional Development Facilitators

How will the leader foster collaborative school governance processes, and ensure full family participation together with other stakeholders?

Leadership will foster school governance through the following teams:

- Cabinet Level Inquiry
- Instructional Leadership Team
- School Leadership Team
- Community Engagement Team (COSA, PC, CSD, CBO)

All of the aforementioned teams will target varying specific needs of the school learning community through collaboration and shared decision making. All teams will utilize open and reciprocal communication.

How often will the school leader conduct observations? How quickly will school leader share actionable feedback with teachers? How will school leader ensure accuracy and provide support to teachers based on observation feedback?

<table>
<thead>
<tr>
<th>Frequency</th>
<th>Feedback Turnaround</th>
<th>Accuracy</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mandated 4x a year</td>
<td>Within one week</td>
<td>Follow-up with teachers to gauge how well they are incorporated the actionable feedback provided.</td>
</tr>
</tbody>
</table>

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?
Teachers will use assessments to determine if students are achieving academic progress.

Teachers will review, implement, and revise (as necessary) IEPs

Teachers will revise curriculum, review IEPs, and adjust lesson plans to support student’s learning.

Teacher Teams

inter-visitations, coaches,

admin, DSR, co-teachers, renewal coaches

---

**Evidence-Based System**

**Support(s)**

**Collaborator(s)**

- Teachers will use assessments to determine if students are achieving academic progress.
- Teachers will review, implement, and revise (as necessary) IEPs
- Teacher Teams
- inter-visitations, coaches
- admin, DSR, co-teachers, renewal coaches

---

How will you organize student and teacher programs to ensure students’ needs are met? Fiscal capital?

We will program students in the appropriate classes and provide ELT and Teacher Hours when necessary for additional academic support. Programs for teachers will allow teachers to meet in both grade level and subject teams.

---

**Part 3 – Annual Goal**

Indicate your school’s 2018-19 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. Meeting your SMART goal should directly impact meeting at least one of your Renewal Benchmarks and/or Demonstrable Improvement Benchmarks.

By June 2019, there will be an Instructional Leadership Team that will engage twice a month in professional learning around student centered instruction that will govern departmental meetings, instruction and student work products leading to an 5% increase in regents completion rate.

---

Please answer the following Question as it relates to meeting your Effective School Leadership Annual Goal:

Which Renewal and/or Demonstrable Improvement Benchmarks do you expect will improve by meeting your Effective School Leadership Annual Goal?

- List of Renewal Benchmarks expected to improve
  - Rigorous Instruction: 3.0
  - Collaborative Teachers: 3.0
  - Increase the level of students being promoted in year 2 and year 3

---
## Part 4 – Action Plan

<table>
<thead>
<tr>
<th>Key Initiatives: Concisely indicate the key initiatives (up to five) that your school will implement to achieve the identified goal for this Framework for Great Schools element.</th>
<th>Target Group(s) Who will be targeted?</th>
<th>Which Benchmark(s) indicated above does this initiative target?</th>
<th>Timeline What is the start and end date?</th>
<th>Key Personnel Who is responsible for implementing and overseeing the activity/strategy? (include school, educational consultants and/or CBO staff)</th>
<th>How will you assess the interim progress of the initiative? (ex. decrease in serious incidents, increase in students participating Big Sibs program)</th>
</tr>
</thead>
<tbody>
<tr>
<td>All teachers will receive targeted feedback in order to improve pedagogy in questioning and discussion, engagement, and assessment. However, teachers who have a TIP and are consistently rated ineffective and developing will meet with their instructional assistant principal and principal to target areas of concern. Teachers who have TIPs will be given outside PD opportunities and/or on site support in order to strengthen their teacher practice to support student learning. Administrators will also provide teacher coverage so ineffective and/or or developing teachers can visit other classes of teachers who are effective or highly effective. The Collaborative Teachers</td>
<td>Staff with TIP and/or consistent ineffective and developing ratings and teachers with effective or highly effective rating in 3B, 3c, or 3d, and lead teachers who will be able to support their colleagues</td>
<td>All</td>
<td>September 2018- June 2019.</td>
<td>Principal, Assistant Principals</td>
<td>Improved teacher ratings on Danielson 3b, questioning and discussion techniques, 3c Engagement, or 3b Assessment</td>
</tr>
</tbody>
</table>
effective/highly effective teachers will visit their colleagues' classes to determine if they are implementing what they learned in their colleagues' classrooms. This will ensure accountability in order to improve teacher pedagogy.

The school will provide professional development in Domain 3. For example, for Questioning and Discussion we will provide tools, books (Quality Questioning by Jackie Acree), articles to support teachers with questioning and discussion. In addition, teachers who are consistently effective in questioning and discussion will be targeted for classroom inter-visitations to support teachers who are developing and/or ineffective. We will also provide tools for teachers to assess students in the classroom.

The school will continue to use The Critical Thinking Wheels to support students with disabilities, English Language Learners as well as students who are high achievers. The Critical Thinking Wheels will provide students with Rigorous instruction Ongoing, September 2018-June 2019. Teachers will benefit from Teacher feedback, scholarship reports, inquiry team findings.
teachers with the tools to help students become better with questioning and discussion.

Administration will monitor teacher growth in this area through Advance to determine the degree to which the goal is being met.

By the completion of the fall semester, the cabinet will reassess to ensure that teachers are making positive growth within this element of the Danielson framework. Teachers who are not, will be given more intensive supports through the CBO for the spring semester.

All observations completed will have actionable feedback and next steps, with a particular focus on this Danielson element.

<table>
<thead>
<tr>
<th>4b – Parent and Family Engagement</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>How will your school engage parents/families and support their understanding of Effective School Leadership and strategies to promote parent leadership and engagement in order to support their children at home? Include the timeline and identify key personnel responsible for implementation and oversight.</td>
<td></td>
</tr>
<tr>
<td>We will have workshops four times a year with parents and teachers to discuss academic achievement.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Part 5 – Budget and Resource Alignment</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>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.</td>
<td></td>
</tr>
<tr>
<td>Teachers' schedules will be adjusted to allow teachers to participate in common planning, professional development and meet after school and on Saturday.</td>
<td></td>
</tr>
<tr>
<td>● School net will be used to monitor observation data from Advance (priority focus)</td>
<td></td>
</tr>
<tr>
<td>Part 5b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.</td>
<td></td>
</tr>
</tbody>
</table>
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. Similar to your Annual Goal, your mid-point benchmark should be **Specific, Measurable, Achievable, Relevant, and Time-bound.**

By February 2019, we will review the scholarship report to determine if there is an increase in the number of 10th and 11th graders earning credits for the fall term 2018.

**Part 6b.** Indicate the specific instrument of measure that is used to assess progress.

Danielson Frameworks observation reports and ADVANCE data and scholarship reports and interim progress reports to ensure that we are on target in meeting our goal for June 2019.

**Part 6c.** In **February 2019**, 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

Part 1a. Alignment to DTSDE Statements of Practice

<table>
<thead>
<tr>
<th>Tenet 6 Statement of Practice</th>
<th>SOP(s) Addressed</th>
</tr>
</thead>
<tbody>
<tr>
<td>6.2 The school leader ensures that regular communication with students and families fosters their high expectations for student academic achievement.</td>
<td>x</td>
</tr>
<tr>
<td>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.</td>
<td>N/A</td>
</tr>
<tr>
<td>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.</td>
<td>N/A</td>
</tr>
<tr>
<td>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.</td>
<td>x</td>
</tr>
</tbody>
</table>

Part 1b. Needs/Areas of Focus:

1. Summarize your school’s strengths relative to this element of the Framework for Great Schools and the SOPs selected above.
2. Summarize your school’s needs relative to this element of the Framework for Great Schools and the SOPs selected above.
3. Identify the priority need(s) that will be addressed in the goal and action plan for this section.
4. What data trends and sources were analyzed, e.g. NYSED School Report Card, NYC School Quality Guide, Central-led Review, Quality Review and/or Integrated Intervention Team (IIT) Review?

Strengths:

- The school leader and teachers regularly communicate to parents and students the school’s priority and plans for college and career. The school community proactively develops opportunities to engage students, families and community in conversations regarding high academic expectation.

- As evidenced in the 2017-2018 data, credit accumulation is at 94.2% for history, 88.4% for science, 87% for math and 89.9% for ELA.

As evidenced in the 2017-2018 Quality Review Report, parents shared that the school uses Skedula, Kinvolved, and parent newsletters, to communicate with families about school issues and events along with personal phone calls to the home. The staff communicates regularly with parents concerning student progress, achievements and needs.

Areas in need of improvement:

- Despite of our current efforts to bring parents into our school during official parent-teacher conferences, last school year we had approximately 210 parent contacts during our those times. This includes multiple visits by some parents.
Anecdotal data from parents indicate that they would be interested in strengthening the partnerships that they have with the school. Communication needs to be consistent, structured, and timely.

Part 2 – Summative Vision for Strong Family and Community Ties

What is your vision for having strong family and community ties at your school?

We will increase the number of parents participating in student-led parent-teacher conferences by at least 10% in comparison to 2017-2018 school year. This endeavor will build on our culture of shared responsibility and accountability while creating a space to support student success.

• During Advisory sessions, students will be provided with the tools to assist them in leading conversations with their parents/guardians regarding their academic strengths/challenges and their progress. Students will be able to outline their plans for making continued progress.

• The Wadleigh School community will continue to develop a culture of academic partnership with organizations by focusing on access to parents resources. The school, in addition to Teacher’s College REACH program, will provide activities and workshops for parents that impact students’ achievement. The school will continue to use Skedula and Kinvolve, as tools for communicating data with parents and students about students' academic progress and attendance status. The data in Skedula will be shared with families regularly during each marking period in a productive, proactive way that focus on the students’ strengths and areas which need to be improved.

• The school will conduct two parent orientation workshops for new and returning parents as part of our efforts to provide a welcoming and inclusive environment. In the beginning of the school year, parents will be invited to meet teachers and support staff in an informal/social setting. We will outline opportunities that exist or are being created for parents to become or continue to be full partners with the school.

• Teachers will be encouraged to make positive outreach to parents. Guidance Counselors, the school’s Community School Director, as well as NY Foundling Clinicians will also work to develop partnerships with parents that will help them to support students’ social-emotional and academic needs.

• The advisors, guidance counselors, parent coordinator and Wadleigh’s Community School Director will collaborate with the PTA president, Community Coordinator and other school staff to engage families in activities that develop their
capacity to support their children’s academic progress. Parents will be surveyed to source interest. Based on this data, the school will partner with the necessary individuals and/or organizations to execute these activities.

• Families will be encouraged to participate in family Events that bridge school and family communities. Events may include Assembly Awards Ceremony to recognize academic achievement and attendance, family art workshops, theatre/dance/music performances, academic & celebratory carnivals, or cultural excursions.

• The Parent Coordinator along with the Community Director will distribute a survey to determine the types of adult programs that could be offered through the various partnerships we have at Wadleigh.

• The Community School Director will offer parent workshops to explain the system used to communicate student data and progress. The parents have access to Skedula/PupilPath, and will be able to communicate with their child’s teacher, advisor, and/or guidance counselor.

Within the Community School model, how will families be welcomed into the school and made a part of the school community? What support will administrators, teachers, school staff and school safety officers be given to help create a welcoming environment? Will there be a dedicated space for families in the school?

At Wadleigh we create a welcoming school environment by offering new parents and students an opportunity to visit our school during the spring term. We will identify Scholar Ambassadors that will assist with tours, letter writing to new students, and other necessary community building activities.

We also offer a new parent/student orientation during the summer where they will be provided with a Parent/Scholar Handbook. As soon as the family member enters our school community, school safety and staff members greet them warmly. Students will be matched with a Scholar Buddy to help navigate the first few weeks of school.

We also hold a curriculum night in September so parents can meet with their child’s academic teachers and advisor, demonstrating a supportive learning environment.

How will the school identify and develop families to take leadership roles in school decision making/school governance structures?

The school has established a Community School Team comprised of a group of Wadleigh parents that will work closely with the CSD and other organizations to improvement family support and involvement.

The community will also assist in decision making and support of the school through the Wadleigh Advisory Board. The Advisory Board will be comprised of various stakeholders form a variety of constituencies.

How will the school engage the community and families? How will they ensure that teachers are able to learn from families about the children being taught?
The school will schedule, as in the previous year, Parent Town Halls and Community School Forums. These gatherings will give parents the opportunity to share their ideas about school improvement as it relates to the school culture, student attendance, physical and mental health, curriculum enrichment, community partnerships, and family engagement. TC REACH in partnership with Kinvolved, NY Foundling, and Beacon will also facilitate professional development sessions for school-based staff with specific focus on family engagement and socio-emotional development.

What types of supports does the school provide to families to encourage them to take an active role in what their child is learning?

<table>
<thead>
<tr>
<th>Type of Support</th>
<th>Rationale</th>
</tr>
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<tbody>
<tr>
<td>Open school night, parent workshops, student-led parent/teacher conferences.</td>
<td>Communicating to parents on a regular basis will result in parents being more involved in their child’s education and overall well being.</td>
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</tbody>
</table>

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

<table>
<thead>
<tr>
<th>Family partnerships with school:</th>
<th>Our families partner with our guidance team.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Family partnerships with CBO:</td>
<td>Our family also partners with the NY Foundling, Beacon and TC-Reach. They offer additional support for students who have social emotional issues.</td>
</tr>
<tr>
<td>Is there dedicated space for these partnerships?</td>
<td>Yes, we have provided a space for our community partner.</td>
</tr>
</tbody>
</table>

What is your vision for the role the school will take in providing access adult education classes within the community?

We will provide resources for parents if they are interested in learning about adult education classes in the community.

What data and student progress feedback loops will be present at the school to ensure that families knowledgeable of their children’s scholastic success?

We will use Skedula to determine the percentage of parents that have access to their child’s progress. School leadership will insist that teachers and staff communicate grades and student progress on a regular basis. Alerts will be sent when the student’s performance is below grade level prior to the end of the marking period.

Hard copies of progress reports will be forwarded to parents after every marking period to ensure that parents are kept abreast of their child’s grades. In addition, KINVOLVED will be used as a vehicle to monitor attendance and share data with parents.

Monthly attendance reports will be sent home to all parents so they are aware of the number of times their child has been absent and/or late to school.

Part 3 – Annual Goal
Indicate your school’s 2018-19 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. Meeting your SMART goal should directly impact meeting at least one of your Renewal Benchmarks and/or Demonstrable Improvement Benchmarks.

By June 2019, we will decrease school-wide suspensions by 5% using the NY Foundling’s mindfulness curriculum which will address the social emotional needs of our students in weekly sessions that teach our children relaxation techniques through breathing and self reflection exercises.

Please answer the following Question as it relates to meeting your Strong Family and Community Ties Annual Goal:

Which Renewal and/or Demonstrable Improvement Benchmarks do you expect will improve by meeting your Strong Family and Community Ties Annual Goal?

- Increase in attendance.
- Improved progress toward graduation.
- Confirmed college, career, and civic readiness.
<table>
<thead>
<tr>
<th>Key Initiatives:</th>
<th>Target Group(s)</th>
<th>Which Benchmark(s) indicated above does this initiative target?</th>
<th>Timeline</th>
<th>Key Personnel</th>
<th>How will you assess the interim progress of the initiative? (ex. decrease in serious incidents, increase in students participating Big Sibs program)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Strengthening Intentional Communication for Parent Engagement – in conjunction with Achievement Initiative, provide workshops or group conversations around inviting parents and helping parent’s with tools to assist their child in succeeding at school. Topics could include: reflective listening, parent invitations, and conflict resolution.</td>
<td>Parents and community</td>
<td>attendance and graduation rate</td>
<td>September 2018 – June 2019</td>
<td>TC REACH CSD and Community Coordinator</td>
<td>By January 2019, parent participation will improve by 10% as measured by an increase in attendance at back to school night, student-led parent/teacher conferences and other parent focused activities</td>
</tr>
<tr>
<td>Supporting Academic Growth Workshops that assist parents to learn how to use Skedula in order to monitor their child’s progress. College, Career, and Civic Readiness – workshops around helping parents understand and then prepare their students with planning and actions to support their children in order to gain access to higher education. Strengthening the Family – in conjunction with Beacon, provide workshops to help</td>
<td>Parents and families</td>
<td>All</td>
<td>September 2018 – June 2019</td>
<td>TC REACH CSD and Community Coordinator ESL coordinator,</td>
<td>By June 2019, parent participation will improve by 10% as measured by an increase in attendance at parent meetings, conferences, and activities.</td>
</tr>
</tbody>
</table>
parents understand their family’s communication styles, individual contributions and overall family dynamics to help foster healthy family relationships.

A deep dive into the school’s learning environment survey revealed that our lowest scoring area was the one concerning parental participation in preparing school-wide events and volunteering. Therefore, we will offer workshops and events for parent coordinators to support their design and implementation of intentional family engagement in current and future plans to create sustainable relationships between the school, the student, the family and their community. Workshops, events, and supportive structures for parent leaders will be co-facilitated by parent volunteers and will serve to further enable the social networking of parents in, increase parent-parent relations, and promote a sense of belonging and ownership of the school. In order to strengthen family engagement, family’s communication styles, individual contributions and overall family dynamics to help foster healthy family relationships, and

| Parents and families | Strong Family and Community Ties | September 2018 – June 2019 | REACH – CBO Community school director/Parent Coordinator | Increased score on the 2017 LES results in this particular area by no fewer than 5 points |
promote a sense of belonging and ownership of the school. In order to strengthen family engagement.

| The community coordinator in collaboration with TC REACH will develop workshops and events to support the design and implementation of intentional family engagement in current and future plans to create sustainable relationships between the school, the student, the family and their community. These workshops will focus on topics such as ESL, SEL, strengthening the family, college, career, and civic readiness and providing them with copies of tools we have given students to support their learning. |
|---|---|---|---|
| Parents and families | Strong Family and Community Ties- | September 2018 – June 2019 | Community Coordinator, TC REACH, Community Director, Parent-Teacher Association |
| Increase the number of parent volunteers to shadow our children in classes and provide feedback on instruction using the "parent friendly" danielson rubric |
| Parents and families | All | Sept - June | Admin and faculty |
| Increase in Parent participation rates |

### Part 5 – Budget and Resource Alignment

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

Renewal funds and PTA funds will be set aside for workshops and supplies to facilitate workshops.

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

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<thead>
<tr>
<th></th>
<th>Tax Levy</th>
<th>Title I SWP</th>
<th>Title I TA</th>
<th>P/F Set-aside</th>
<th>21st Century</th>
<th>C4E</th>
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<tr>
<td></td>
<td>Title I 1003(a)</td>
<td>Title III</td>
<td>PTA Funded</td>
<td>SIG Grant</td>
<td>School Achievement Funding</td>
<td>Other</td>
</tr>
</tbody>
</table>
### Part 6 – Progress Monitoring

<table>
<thead>
<tr>
<th>Part 6a.</th>
<th>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. Similar to your Annual Goal, your mid-point benchmark should be <strong>Specific, Measurable, Achievable, Relevant, and Time-bound</strong>.</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>By January 2019, suspensions will decrease by a minimum of 2.5%.</td>
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<tr>
<td>Part 6b.</td>
<td>Indicate the specific instrument of measure that is used to assess progress.</td>
</tr>
<tr>
<td></td>
<td>We will review the number of events we offered to parents and review the attendance sheets to determine if we made progress towards our goal.</td>
</tr>
<tr>
<td>Part 6c.</td>
<td>In <strong>February 2019</strong>, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.</td>
</tr>
</tbody>
</table>
### 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)

<table>
<thead>
<tr>
<th>Describe the summative goal(s) of the ELT program for the 2018-19 school year. Goals for ELT should align to the Renewal Benchmarks. How will the school ensure that all students’ individual needs are served during the Renewal ELT and how the school’s vision for ELT will impact both academic achievement and social emotional growth? Be sure to construct the goal to be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</th>
</tr>
</thead>
<tbody>
<tr>
<td>January of 2019 - through the design, implementation, and monitoring of a comprehensive ELT program that includes opportunities for academic remediation and arts-based programming - we intend to increase student participation in Saturday programming by at least 25% as measured by attendance records.</td>
</tr>
</tbody>
</table>

#### Part 2 – ELT Program Type

<table>
<thead>
<tr>
<th>Is the ELT program voluntary or compulsory?</th>
<th>☒</th>
<th>Voluntary</th>
<th>☐</th>
<th>Compulsory</th>
</tr>
</thead>
<tbody>
<tr>
<td>Renewal ELT – Describe what accountability structures the school will employ to ensure participation of all students, including special populations, will participate fully in Renewal ELT.</td>
<td></td>
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</tr>
<tr>
<td>Additional ELT – If there is a voluntary ELT program in addition to the compulsory Renewal ELT, indicate how you will actively encourage the participation of all students, with the goal of serving at least 50% of students.</td>
<td></td>
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<tr>
<td>Students who have completed course work but have not pass the NYS Regents will be programmed for tutoring session</td>
<td></td>
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</tr>
<tr>
<td>Students who have failed courses in math, ELA, science, and social studies will be programmed for PM School</td>
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<tr>
<td>All ninth grade students will be required to take their art classes at 9th period</td>
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<td></td>
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<tr>
<td>Middle school and high school students will have the opportunity to take extracurricular classes</td>
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<tr>
<td>Middle school students with a grade lower than level 3 on the NYS MS assessment will participate in remediation for ELA and math</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>Students will be offered the possibility to register for Saturday school</td>
<td></td>
<td></td>
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<tr>
<td>Students on track will audition for fall musical, or participate in arts enrichment with teacher recommendations</td>
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</tbody>
</table>

#### Part 3 – ELT Program Description

**Target Population:** The ELT program for a Renewal School will be offered to **all students** in the school.

Describe how the school will meet the following SED requirements for an ELT program:
How will the school integrate academics, enrichment, and skill development through hands-on experiences that make learning relevant and engaging?

How will CBO staff and the school’s teachers be integrated to provide a seamless learning day?

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

| Using priority focus and Extended Learning Time funding sources, the school will provide credit recovery for all core subjects (math, ELA, social studies and science) using PLATO. The ELT classes will be offered throughout the day, after school and Saturday. We will offer Saturday Academy for regents prep and offer prep classes and enrichment for Middle School students. Students will participate in enrichment/socio-emotional support activities such as arts production (musical, visual art club, cooking club, and drama club), and the oral history project. TC REACH will provide additional ELT services such as data-driven tutoring interventions, enrichment through CBOs such as Chess Kids and ScriptEd, summer bridge for incoming 9th graders and college essay preparation. REACH and the administration will collaborate on designing professional development for teachers and community partners. Parent outreach will be done by teachers, guidance counselors, parent coordinator, community school director and volunteer parents. |

### 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. How will the school assess the impact of ELT on individual student achievement and social emotional development?

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

Students’ progress will be assessed using the mid-year and end of year benchmarks in the RSCEP. We will also do a mid-year review of enrollment and attendance in ELT programming.

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

| The Summer Bridge program will be implemented July – August. |
Part 5 – ELT Budget and Resource Alignment

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

Using the compensation time posting we will post ELT positions for math, ELA, science and social studies in the high school. Posting in the middle school will be for math and ELA (guided reading). TC REACH will provide graduate students to implement some programming, and will support subcontracts with other CBOs to provide Regents Prep and MS Saturday academy (Follow Us to Success), plus enrichment (ScriptEd, RoboFun, YANY).

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

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

<table>
<thead>
<tr>
<th></th>
<th>21st Century</th>
<th>Tax Levy</th>
<th>Title I SWP</th>
<th>Title I TA</th>
<th>P/F Set-aside</th>
<th>School Achievement Funding</th>
<th>Other</th>
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<tbody>
<tr>
<td></td>
<td>X</td>
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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. Similar to your Annual Goal, your mid-point benchmark should be Specific, Measurable, Achievable, Relevant, and Time-bound and aligned to the school’s Renewal Benchmarks.

By February 2019, there will be an minimum of 12% increase in the number of students attending Saturday academic programs.

**Part 6b.** Indicate the specific instrument of measure that is used to assess progress.

We will measure these goals using the student sorter to check for credit accumulation and Regents rates, and Kinvolved to check for attendance rates.

**Part 6c.** In February 2019, 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 2018-19 school year. Be sure to construct the goal to be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound. Meeting your SMART goal should directly impact meeting at least one of your Renewal Benchmarks and/or Demonstrable Improvement Benchmarks.

By June 2019, teachers, students, and parents will be provided with a range of activities (i.e. professional development for teachers, expanded learning opportunities & programming for physical and mental wellness for students, and workshops for to support students’ academic and social-emotional needs) that will result in a 5% improvement in chronic absenteeism at the middle school and high school, a 5% improvement in graduation rates, and a 5% improvement in ELA and math outcomes in grades 6 - 8.

Please answer the following Question as it relates to meeting your Community School Program Annual Goal:
Which Renewal and/or Demonstrable Improvement Benchmarks do you expect will improve by meeting your Community School Program Annual Goal?

List of Renewal Benchmarks expected to improve

- Performance Index Ela
- Graduation rate
- Attendance rate

Part 2 – Community School Program Description

Part 2a. Identify the CBO partnerships that you will develop, their target student population(s), and scope of the services provided. As well as supporting schools’ supportive environment and attendance work, CBO’s should be helping to support your school’s instructional focus.

<table>
<thead>
<tr>
<th>CBO Partnership</th>
<th>Target Population</th>
<th>Scope of Service</th>
</tr>
</thead>
<tbody>
<tr>
<td>TC REACH</td>
<td>Whole school</td>
<td>The REACH initiative focuses on school leadership, pedagogical practices, expanded learning experiences, physical and mental health, and family engagement. REACH subcontracts with other CBOs (e.g., NY Foundling, Follow Us to Success) to help support these areas of work. The CSD will participate directly in initiatives for attendance, credit accumulation and graduation benchmarks, and coordinate the other community school efforts.</td>
</tr>
<tr>
<td>NY Foundling</td>
<td>130 Students</td>
<td>AI, working with NY Foundling and TC REACH, will provide mental health workers, and support an advisory program that focuses on academic skill building, SEL, and college/career prep.</td>
</tr>
</tbody>
</table>
| Beacon/SCAN       | Whole school      | Beacon/SCAN, through DYCD, will provide additional after school and }
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 partner 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 asset and needs assessment process, 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 asset and needs assessment, and must also offer Expanded Learning Time (ELT) and mental health programming. In completing this section, ensure that you think about how: (1) the right services are provided to the right students and families at the right time; and (2) how you will seamlessly coordinate services with instructional programming happening throughout and outside of the school day. 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, actively participate in the conversation and decision-making around the renewal of their schools, and have many opportunities to advocate for their children. Monthly meetings and Community School Forums engaging families and community stakeholders will be a critical part of this family 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 – including the New Visions Data Sorter – and training will be available for schools to use. Indicate how you will implement this aspect of the work.

Wadleigh and REACH will continuously collaborate to ensure that the Community School program activities meet the NYC DOE requirements for a Community School. In Spring 2015, Wadleigh selected Teachers College, Columbia University’s REACH initiative as its lead CBO under the School Renewal program. REACH subsequently recruited and hired Mr. Habib Bangura as the school’s Community School Director and in 2018-19, Ms. Kimberly Downing will assume this role. As part of the REACH model, Wadleigh has engaged in an annual school improvement planning process that includes a needs and asset assessment accomplished through the REACH compilation of the annual data-based school case study that reflects information across the five key areas to identify assets, challenges and trends that is used to inform school planning efforts. The entire REACH team, including the Community School Director, and the school’s leadership team are involved in this process.

The school’s ELT program has been structured to provide an array of academic offerings that primarily align to remediation, credit recovery, Regents preparation, and college readiness. These ELT strands were established by the school leaders in response to an examination of the student data that illustrated these areas as students’ greatest needs in terms of making progress to graduation. Students were subsequently assigned to the different offerings based on a review of their NYSED 2017 exam outcomes at the middle school level and their transcript outcomes (i.e. missing credits and Regents pass rates) at the high school level. The school subsequently collaborated with REACH to provide expanded learning activities after the mandated ELT to ensure that all students continue to have access to other programming, particularly activities that emphasize the arts so that the school can continue to strengthen this key focus of its mission and vision.

The school has incorporated the Community School Director into its School Leadership Team. The REACH Family Engagement Coordinator and Community School Director work together to develop and administer surveys to parents to begin to obtain their input around the different topics. REACH will facilitate an annual parent focus group forum in Spring 2019, which is a key element of its model to provide parents with another opportunity to provide...
feedback. Additionally, the REACH Family Engagement Coordinator and Community School Director work with the Parent Association Leadership and the Parent Coordinator as well as its key partners to develop, implement, and monitor a family engagement calendar of activities that reflect REACH’s four pillars for engagement: parents as partners; educators as partners; adult education; and celebrations. At each of the planned activities, participants are surveyed about their needs, interests, and perspectives on the Community School programming as well as their interest and availability to volunteer in support of different aspects of the work. It is anticipated that as the number of participants as family engagement events increases, the REACH Family Engagement Coordinator and Community School Director will be able to expand the network of individuals engaged in the development, implementation, and monitoring of the family engagement calendar of activities from primarily the Parent Association Leadership and the Parent Coordinator. The intention is to ensure that the programming not only facilitates strong family and community ties but meaningful ones as well.

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

### Part 3 – Community School Program Implementation and Oversight

#### Part 3a. Key Staff and Partners

1. Name and describe the scope of involvement of all community partners working in the school (include partners supporting ELT, counseling, enrichment, etc.)
2. Name the members of your Community School Team and how meetings will be organized and structured to engage all stakeholders and be focused on results.
3. Explain data strategies including the use of the data sorter, and steps that the school will take to ensure that the appropriate interventions are provided to the right students.

There are several REACH key personnel and partners that will be responsible for the design, implementation, monitoring, and refinement of the Community School program activities at Wadleigh. The REACH key personnel include: Catherine Hogg who is the REACH Director and supervises the entire university-assisted, community school initiative for Teachers College, Columbia University; Kyle Hagenburger who is the Expanded Learning Opportunities Specialist and manages all aspects of the extended leaning time, after-school and summer programs; Danielle Proscia who is the Instructional Specialists and is responsible for the design and delivery of all teacher professional development activities; and Kimberly Downing who is the Community School Director at Wadleigh and provides school-based leadership. Helen Keller International and Smile Programs provide programming around physical health development; Kinvolved to support activities to improve the school’s attendance improvement activities; TC graduate students, Follow Us to Success, Ramapo for Children, RoboFun, NY

ScriptEd, and ExpandEd enhance the ELT/ELO and after-school programming. In addition to these key personnel and partners, Wadleigh also leverages the Superintendent and Director of School Renewal for Community School District 3 to also support the design, implementation, and oversight of the Community School program at Wadleigh. There are several school-based staff who are involved in the Community School programming at Wadleigh and they include: Teacher who assists with coordinating the extended learning time/expanded learning opportunities; Guidance
counselors who are working with NY Foundling and Beacon to strengthen a student support team that provides students with appropriate and timely social emotional and mental health supports;

The Extended Learning Time (ELT) is scheduled five days per week and consists of programming that is academically focused to help middle school students strengthen their literacy and math skills so they are better prepared for the NYSED assessments; and to help the high school students with credit recovery, Regents preparation, and college readiness in terms of SAT preparation as well as college essay writing. The ELT program is primarily staffed by Wadleigh teachers as they responded to the job posting and consequently are entitled to those positions based on the UFT contract.

REACH and Wadleigh leadership will continuously collect, analyze, and reflect on data across the five key areas to evaluate the program and assess the impact of activities on student achievement in order to make appropriate and timely adjustments. Qualitative (i.e. primarily focus group and survey data from different stakeholders) and quantitative data (i.e. primarily student attendance and behavioral incidents; promotion and assessment data such as NYSED ELA and math exams for grades 3-8; Regents exams and attempts, credit accumulation, and graduation rates for high school students) is used to monitor and evaluate the work both to inform decisions on how specific interventions might be improved (ongoing formative evaluation) and to measure progress toward final outcomes (annual summative evaluation). In addition to reviewing the school’s annual data published through NYSED and NYC DOE, REACH will collaborate with the school staff to gather and analyze data specific to the five key areas. For instance, the Expanded Learning Opportunities Associate utilized the NYSAN Quality Self-Assessment Tool to monitor all ELT and ELO activities in addition to tracking attendance through Kinvolved as well as conducting routine reviews of student work for targeted sample of students. The Family Engagement Coordinator collects attendance and feedback data from parent participants at each event. The Community School Director collects data on student attendance through Kinvolved as well as from key partners to include the information in the school’s Student Sorter so that there is a comprehensive data set for each student (demographics, outcomes, and interventions). The data collected and documented through the Student Sorter data are shared with the Data Specialist who will conduct a set of analyses as determined by questions posed by REACH and Wadleigh; and the analyses are reviewed for action/program adjustments. While the data is analyzed, shared with the school, and used by the REACH team throughout the year, twice per year, REACH, its partners and Wadleigh leadership meet for a data dialogue so that they have dedicated time to collectively review the information and make decisions about any adjustments that may be needed.

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

Human resources needed to support this work include: REACH staff, parent coordinator, attendance team members, student support team members, other partner CBO staff (NY Foundling counselors and family coordinator; CBO staff from Script Ed, ExpandEd, etc.). Instructional resources needed include access to the school's curriculum so it can be used to support PD and ELO experiences. We will need access to and opportunities to meet with teachers during professional development to monitor our efforts and communicate about the programs.

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

REACH activities for 2018-19 will begin in summer 2018 and will continue throughout the entire academic year (June 2019).

**Part 3d.** Mental Health Work Plan

Separate from this RSCEP, schools will complete a Mental Health Work Plan that will become an addendum to this document.
## 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 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.

<table>
<thead>
<tr>
<th>Type of Academic Intervention Service (AIS)</th>
<th>Criteria for determining AIS services (For additional guidance, refer to NYSED’s memo.)</th>
<th>Type of program or strategy (e.g. repeated readings, interactive writings, etc.)</th>
<th>Method for delivery of service (e.g. small group, one-to-one, tutoring, etc.)</th>
<th>When the service is provided (e.g. during the school day, before or after school, etc.)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>English Language Arts (ELA)</strong></td>
<td>Lowest third, overage, under credited, ESL or SWD</td>
<td>● For middle school students, the Academic Intervention Program includes (where differentiated instruction is provided in small-group settings by teachers through the StudySync for middle schoolers, NewsELA, and readwork for ELA and ALEKS, jmap.org and Khan Academy for math).</td>
<td>Small group instruction and tutoring for level 1 and 2 students.</td>
<td>During lunch period 1 – 2 days per week</td>
</tr>
<tr>
<td></td>
<td></td>
<td>● Middle School students are also provided 45 minutes of academic enrichment twice a week.</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>● These programs help to minimize the occurrence of low performing students who lack the knowledge, skills, reading and comprehension skills and may experience, test anxiety, and low expectations for success.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
For high school students, Academic intervention is provided for students failing a Regents exam via a Regents review during lunch and after school. PM school is offered to students who fail classes and repeater classes are offered during each semester to assist with credit accumulation.

<table>
<thead>
<tr>
<th>Mathematics</th>
<th>Lowest third, overage, under credited, ESL or SWD</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>For Middle school students, Academic Intervention Program includes twice a week AIS (where differentiated instruction is provided in small-group settings). For High School students, lower level students will be scheduled for ICT classes. After school PM classes and Saturday will be offered to students to assist with credit accumulation. Regent review will be offered after school.</td>
</tr>
<tr>
<td></td>
<td>Small group instruction and tutoring for level 1 and 2 students.</td>
</tr>
<tr>
<td></td>
<td>During lunch period 1 – 2 days per week</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Science</th>
<th>Lowest third, overage, under credited, ESL or SWD</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>For middle school, students are scheduled for 5 periods of instruction per week instead of the required 4 periods per week to include lab time, which is provided by their regular Science teacher. After school homework help is</td>
</tr>
<tr>
<td></td>
<td>Whole class &amp; small groups</td>
</tr>
<tr>
<td></td>
<td>Classroom instruction</td>
</tr>
</tbody>
</table>
made available through our Literacy/Homework help program as well as through our CBO, the New York City Mission Beacon Program.

For high school, academic intervention takes place during the school day in small groups and during class periods with differentiated instruction. After school PM class and Saturday school will be offered to students to assist with credit accumulation. Regents review classes will be offered after school.

| Social Studies   | Lowest third, overage, under credited, ESL or SWD | ● For middle school, the Academic Intervention Program consists of small group instruction based on our instructional strategy, the Workshop Model. ● For high school, academic intervention takes place during the school day in small groups and during class periods using differentiated instruction. After school PM class will be offered and Saturday to students to assist with credit accumulation. Regents review classes will be offered after school. | Whole class & small groups | Classroom instruction |
| **At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)** | SWD, LTA, overage under credited | • Mandated counseling will be provided, one to one or in a group setting is provided to students at risk.  
• Attendance dropout prevention intervention services are also provided.  
• Students are referred by teachers for one to one tutorial services.  
• Students are counseled and tutored so that placement in the least restrictive environment is the ultimate option.  
• Academic testing, referral initial evaluation or re-evaluation is available for special education services. Placement in the least restrictive environment is the ultimate option.  
Initial evaluation and one to one and/or group counseling. |
| | | Small groups & individual |
| | | Instructional day |
### Section 9: Support for Students in Temporary Housing (STH)

**Directions:**
- *All* Title I schools must complete Part A of this section.
- *All* Non-Title I schools must complete Part B of this section.

**Supporting Students in Temporary Housing (STH)**

#### Part A: FOR TITLE I SCHOOLS

1. Please identify the number of Students in Temporary Housing who are currently attending your school. (Please note that your current STH population may not be the same as officially reported in DOE systems and may change over the course of the year.)

   | 13 |

2. Please describe the services you are planning to provide to the STH population.

   - Dedicate a college advisor for students in temporary housing.
   - Offer laptop that students in temporary housing can sign out on a weekly basis for homework, college and career research, etc.
   - Create a webpage that directs all students to: Job postings, healthcare, financial aid, scholarships, college info, SAT prep courses and tutoring.

#### Part B: FOR NON-TITLE I SCHOOLS

1. Please identify the number of Students in Temporary Housing who are currently attending your school (please note that your STH population may change over the course of the year).

   | N/A |

2. Please describe the services you are planning to provide to the STH population with the Title I set-aside funds.
- Personal school supplies such as backpacks and notebooks
- Items of clothing to meet a school’s dress or uniform requirements
- Counseling services / domestic violence counseling services
- Parental involvement specifically oriented to reaching out to parents of homeless students
- Homeless awareness activities
- Fees for SAT/ACT testing if not waived by college or university

3. Some Non-Title I schools receive a specific allocation based on the reported number of students living in temporary housing. If your school received an allocation (please refer to the current Title I Funds Summary of School Allocation Memorandum), include the amount your school received in this question. If your school did not receive an allocation and needs assistance in identifying resources to assist STH students, please contact an [STH liaison](#).

N/A
Section 10: 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(s) where the response can be found
- For additional information, visit the Title I Intranet webpage

Part 1: Title I Status

| X | Schoolwide Program (SWP) | || Targeted Assistance (TA) Schools | || Non-Title I |
|---|--------------------------|---|----------------------------------|---|--------------------|

Part 2: All Title I Schools

2a. Highly Qualified Teachers (HQT)

Describe the strategies and activities including strategies for recruitment, retention, assignments, and support including high quality professional development that ensures staff is highly qualified.

- Recruitment is based on the Open Market process
- Teachers are provided assistance in designing meaningful unit and lesson plans (using UBD) and rubrics.
- Teachers are helped with content knowledge and pedagogy through consistent low-inference observations with immediate and effective feedback.
- Teachers are encouraged to pursue courses that lead to administrative licenses and are allowed to do their internship under the schools’ existing administrative team. These teachers are given opportunity to take the lead in curriculum design, common core learning standards protocol and professional development.
- Teachers are provided a mentor their first year teaching. Teachers with an ineffective rating are required to meet once per week with their direct supervisor to assist them with lesson planning.
- The school has created a teacher resource room for instruction purposes, planning and professional development. This room is equipped with a smart board, computers and printers.
- Supervisors assist teachers with lesson planning as per their TIP.

2b. High Quality and Ongoing Professional Development

Describe the strategies and activities for high quality professional development for teachers, principals, staff, and paraprofessionals that enable all students to meet Common Core State Standards (CCSS).

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

Part 3: TA Schools Only

3a. Use of Program Resources
Describe how the TA program resources will assist participating children to meet proficiency.

\[\text{n/a}\]

### 3b. TA Coordination with the Regular Program

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

\[\text{n/a}\]

### Part 4: SWP Schools Only

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

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

\[\text{n/a}\]

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

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

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

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

#### 4c. “Conceptual” Consolidation of Funds in SWP Schools

**Directions:** All Schoolwide Program (SWP) schools in NYC are conceptually consolidating their Federal, State, and Local funds, even though the Galaxy system reports the allocations in separate accounting codes. 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...
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.

<table>
<thead>
<tr>
<th>Program Name</th>
<th>Fund Source (i.e. Federal, State or Local)</th>
<th>Funding Amount</th>
<th>Column A Verify with an (X)</th>
<th>Column B Section Reference(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Title I Part A (Basic)</td>
<td>Federal</td>
<td>$180,316</td>
<td>X</td>
<td>5A, 6AB, C, D</td>
</tr>
<tr>
<td>Title I School Improvement 1003(a)</td>
<td>Federal</td>
<td>$16,979.00</td>
<td>na</td>
<td>na</td>
</tr>
<tr>
<td>Title I Priority and Focus School Improvement Funds</td>
<td>Federal</td>
<td>$51,972</td>
<td>X</td>
<td>5C, D, E, 6A</td>
</tr>
<tr>
<td>Title II, Part A</td>
<td>Federal</td>
<td>0</td>
<td>na</td>
<td>na</td>
</tr>
<tr>
<td>Title III, Part A</td>
<td>Federal</td>
<td>0</td>
<td>na</td>
<td>na</td>
</tr>
<tr>
<td>Title III, Immigrant</td>
<td>Federal</td>
<td>0</td>
<td>na</td>
<td>na</td>
</tr>
<tr>
<td>Tax Levy (FSF)</td>
<td>Local</td>
<td>2,394,072</td>
<td>X</td>
<td>5A, C, D, 6A</td>
</tr>
</tbody>
</table>

**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 – so long as the use of funds meets the intent and purposes of the programs from

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which the funds originate. 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.

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 and Family Engagement 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 funds: These funds must be used for the purposes specified by the Grantor, as described in the school’s approved grant application.
Section 11: Parent and Family Engagement Policy and School-Parent Compact (SPC)

(Required for All Title I Schools)

Directions: Title I schools are required to establish a Title I parent committee that will serve as the consultative and representative body for all Title I parents in the school regarding the Title I program. The Title I parent committee will participate with the School Leadership Team (SLT) in the joint review, planning, and improvement of the school’s Title I program. All Title I schools are required to have a Title I Parent Representative or Parent Advisory Council Chairperson that develops a Parent and Family Engagement Policy in collaboration with the School Leadership Team that meets the parental involvement requirements of Title I. The Parent and Family Engagement Policy 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 Parent and Family Engagement Policy that outlines how parents, the entire school staff, and students will share this responsibility.

The activities and/or strategies included in your school’s Parent and Family Engagement Policy should align with current S/CEP 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 Representative or Parent Advisory Council Chairperson is encouraged to use the sample Parent and Family Engagement and SPC templates below (which meet federal Title I parental involvement requirements) as guidance for updating the school’s current policy.

<table>
<thead>
<tr>
<th>Parent and Family Engagement Policy</th>
</tr>
</thead>
<tbody>
<tr>
<td>Educational research shows a positive correlation between effective parental involvement and student achievement. The overall aim of this policy is to develop a parent involvement program that will ensure effective involvement of parents and community in the school. Wadleigh Secondary School for the Performing and Visual Arts, in compliance with the Section 1118 of Title I, Part A of the Elementary and Secondary School (ESSA) 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.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Support for Parents and Family Members of Title I Students</th>
</tr>
</thead>
<tbody>
<tr>
<td>Wadleigh Secondary School will support parents and families of Title I students by:</td>
</tr>
<tr>
<td>• providing materials and training to help parents work with their children to improve their achievement level, e.g., literacy, math and use of technology;</td>
</tr>
<tr>
<td>• 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;</td>
</tr>
<tr>
<td>• fostering a caring and effective home-school partnership to ensure that parents can effectively support and monitor their child’s progress;</td>
</tr>
<tr>
<td>• providing assistance to parents in understanding City, State and Federal standards and assessments;</td>
</tr>
</tbody>
</table>
● 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

Parental Involvement and School Quality

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., ESSA/State accountability system, student proficiency levels, Annual School Report Card, Progress Report, Quality Review Report, Learning Environment Survey Report;
• host the required Annual Title I Parent Meeting on or before December 1st of each school year to advise parents of children participating in the Title I program about the school’s Title I funded program(s), their right to be involved in the program and the parent involvement requirements under Title I, Part A, Section 1118 and other applicable sections under the Elementary and Secondary School 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;

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**Encouraging School-Level Parental Involvement**

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.

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**School-Parent Compact (SPC)**

Wadleigh Secondary School, in compliance with the Section 1118 of Title I, Part A of the Elementary and Secondary School (ESSA) Act, is implementing a School-Parent Compact to strengthen the connection and support of student
achievement between the school and the families. Staff and parents of students participating in activities and programs funded by Title I, agree that this Compact outlines how parents, the entire school staff and students will share responsibility for improved academic achievement and the means by which a school-parent partnership will be developed to ensure that all children achieve State Standards on assessments.

### I. School Responsibilities: High Quality Curriculum

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

- using academic learning time efficiently;
- respecting cultural, racial and ethnic differences;
- implementing a curriculum aligned to the Common Core State Learning Standards;
- offering high quality instruction in all content areas;
- providing instruction by highly qualified teachers and when this does not occur, notifying parents as required by the Elementary and Secondary School (ESSA) Act;

### I. School Responsibilities: Supporting Home-School Relationships

Support home-school relationships and improve communication by:

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

● ensuring that the Parent Involvement Policy and School-Parent Compact are distributed and discussed with parents each year;

### I. School Responsibilities: Providing Parents Reasonable Access to Staff

Provide parents reasonable access to staff by:

- ensuring that staff will have access to interpretation services in order to effectively communicate with limited English speaking parents;

- notifying parents of the procedures to arrange an appointment with their child’s teacher or other school staff member;

- arranging opportunities for parents to receive training to volunteer and participate in their child’s class, and to observe classroom activities;

- planning activities for parents during the school year, e.g., Parent-Teacher Conferences;

### I. School Responsibilities: Providing General Support to Parents

Provide general support to parents by:

- creating a safe, supportive and effective learning community for students and a welcoming respectful environment for parents and guardians;

- assisting parents in understanding academic achievement standards and assessments and how to monitor their child’s progress by providing professional development opportunities (times will be scheduled so that the majority of parents can attend);

- sharing and communicating best practices for effective communication, collaboration and partnering will all members of the school community;

- supporting parental involvement activities as requested by parents;

- ensuring that the Title I funds allocated for parent involvement are utilized to implement activities as described in this Compact and the Parent Involvement Policy;

- advising parents of their right to file a complaint under the Department’s General Complaint Procedures and consistent with the Elementary and Secondary School Act Title I requirement for Every Student Succeeds Act (ESSA) and Title I programs;
II. Parent/Guardian Responsibilities

- monitor my child’s attendance and ensure that my child arrives to school on time as well as follow the appropriate procedures to inform the school when my child is absent;

- ensure that my child comes to school rested by setting a schedule for bedtime based on the needs of my child and his/her age;

- check and assist my child in completing homework tasks, when necessary;

- read to my child and/or discuss what my child is reading each day (for a minimum of 15 minutes);

- set limits to the amount of time my child watches television or plays video games;

- promote positive use of extracurricular time such as, extended day learning opportunities, clubs, team sports and/or quality family time;

- encourage my child to follow school rules and regulations and discuss this Compact with my child;

- volunteer in my child’s school or assist from my home as time permits;

- participate, as appropriate, in the decisions relating to my child’s education;

- communicate with my child’s teacher about educational needs and stay informed about their education by prompting reading and responding to all notices received from the school or district;

- respond to surveys, feedback forms and notices when requested;

- become involved in the development, implementation, evaluation and revision to the Parent Involvement Policy and this Compact;

- participate in or request training offered by the school, district, central and/or State Education Department learn more about teaching and learning strategies whenever possible;

- take part in the school’s Parent Association or Parent-Teacher Association or serve to the extent possible on advisory groups, e.g., Title I Parent Committees, School or District Leadership Teams;

- share responsibility for the improved academic achievement of my child;

III. Student Responsibilities

Student Responsibilities:

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

### A. School Information

<table>
<thead>
<tr>
<th>District</th>
<th>Borough</th>
<th>School Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>3</td>
<td>Manhattan</td>
<td>415</td>
</tr>
</tbody>
</table>

**School Name:** Wadleigh Secondary School for the Performing and Visual Arts

### B. Language Allocation Policy Team Composition

**Principal:** Daisy Fontanez  
**Assistant Principal:** Michelle Roberts-Bacchus  
**Coach:** type here  
**Teacher/Subject Area:** Uni Manni/ENL  
**Teacher/Subject Area:** Melissa Stanton/SpEd  
**Teacher/Subject Area:** type here  
**Teacher/Subject Area:** type here  
**Related-Service Provider:** type here  
**Superintendent:** Ilene Altschul

**School Counselor:** D. DeLiriano/L. Romain  
**Parent:** Gigs Taylor-Stephenson  
**Parent Coordinator:** Eunice Paul  
**Field Support Center Staff Member:** type here

### C. Teacher Qualifications

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

<table>
<thead>
<tr>
<th>Number of certified ENL teachers currently teaching in the ENL program</th>
<th>Number of certified bilingual teachers not currently teaching in a bilingual program</th>
<th>Number of teachers who hold both content area/common branch and TESOL certification</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>0</td>
<td>1</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Number of certified bilingual teachers currently teaching in a bilingual program</th>
<th>Number of certified foreign language/world language teachers providing home language arts (HLA) to students in bilingual programs (applicable to grades 7–12)</th>
<th>Number of teachers who hold both a bilingual extension and TESOL certification</th>
</tr>
</thead>
<tbody>
<tr>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Number of certified ENL teachers not currently teaching in the ENL program</th>
<th>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)</th>
<th>Number of special education teachers with bilingual extensions</th>
</tr>
</thead>
<tbody>
<tr>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
</tbody>
</table>

### D. Student Demographics

<table>
<thead>
<tr>
<th>Total number of students in school (excluding pre-K)</th>
<th>Total number of ELLs</th>
<th>ELLs as share of total student population (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>330</td>
<td>11</td>
<td>3.33%</td>
</tr>
</tbody>
</table>

2018-19 RSCEP-R
Part II: ELL Demographics

A. ELL Programs

This school offers the following grades (includes ELLs and non-ELLs)
Check all that apply

- Transitional bilingual education program (TBE) 
- Dual language program (DL)
- Freestanding ENL

Provide the number of bilingual programs for each grade at your school. Each language within the bilingual program is considered a separate program. TBE=transitional bilingual education; DL=dual language.

<table>
<thead>
<tr>
<th>Program</th>
<th>Lang.</th>
<th>K</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>6</th>
<th>7</th>
<th>8</th>
<th>9</th>
<th>10</th>
<th>11</th>
<th>12</th>
<th>Tot #</th>
</tr>
</thead>
<tbody>
<tr>
<td>Transitional bilingual education program (TBE)</td>
<td>Yes</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
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<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td></td>
</tr>
<tr>
<td>Dual language program (DL)</td>
<td>Yes</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
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<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td></td>
</tr>
<tr>
<td>Freestanding ENL</td>
<td>Yes</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
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</tbody>
</table>

Part III: Assessment Analysis

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

1. What formative assessments or curriculum-embedded assessments (e.g., EL SOL, Estrellita, Fountas and Pinnell, DRA, TCRWP, teacher-created assessments) are being used to guide instructional planning for your ELLs?

The School uses data compiled from many sources to determine the literacy skills of our ELL students. In early October, middle school students are administered baseline tests on iReady and high school students take the Gates MacGinitie to determine reading levels and areas of need. Baseline data shows that middle school students are reading at the early elementary levels varying between pre-primer to 4th grade. High school students are also below grade level reading at a wide range spanning elementary through middle school levels. The range in reading abilities suggest that instructional support needs to be student specific. Instruction of ELLs is targeted to support language acquisition based on this data, for example, middle school students are given extra time on the computer on the iReady reading program that adjusts to student performance and high school students are given teacher feedback and support through the use of Google docs to support essay writing. In addition, on a schoolwide basis, teachers use Writing is Thinking Through Strategic Inquiry (WITsi) to assess student sentence skills to strategically address and strengthen problem areas and in the middle school, ELA teachers use the TC writing program to
monitor students progress. Based on these curriculum-based assessments, ELLs strengths and weaknesses are assessed and provided support.

2. What structures do you have in place to support this effort?
Teachers are trained to use WITsi, iReady and TC Writing Program through the Office of Renewal and Teachers College. Students have access to laptops in every classroom to support instruction. Computer generated reading analyses are provided to all ELA teachers so they are aware of students reading levels and areas of need. For all content teachers, the ENL teacher conferences with them to provide detailed information of ELLs reading/writing levels and make suggestions on ways to scaffold or modify assignments. Since the school’s ELL population is small, these meetings are generally made according to individual teacher’s schedule to maintain flexibility and on-going channel of communication.

3. What summative assessments or baseline/benchmark assessments (e.g., NYC performance Tasks, Performance Series, ELL Periodic Assessment, HLA Assessment) are being used to identify baseline, progress and areas of need?
The school uses data from NYSESLAT, Regents, NYS Performance Tasks, iReady and TC Writing Program assessments as well as teacher made assessments to identify baseline, progress and areas of need. In middle school, Special Education students showed needs in phonics and vocabulary acquisition to support reading. In high school, students struggled with writing essays using academic language.

4. What structures do you have in place to address interventions once the summative data has been gathered?
Data is shared with the teachers through grade level / content team meetings and through conferencing with the ENL teacher. Teachers are supported with ENL strategies by the ENL teacher during these said meetings and also through Monday Staff meetings after school. The ENL teacher works with content teachers to modify and scaffold instruction.

5. How does your school use data to guide instruction for ELLs within the Response to Intervention (RtI) framework (for grades K-5)? [Refer to ELL Policy and Reference Guide, Support Services for ELLs (RTI and AIS) section and RtI Guide for Teachers of ELLs.]
N/A

6. What outcome assessments (e.g., NYSELAT, ELA, Math, Regents) data are used to evaluate and inform your ELL programs? ([Refer to the ELL Data Analysis Tool and RLAT from ATS].
According to NYSESLAT data, 60% of ELLs are at the Expanding level (80% of our high school students) and 20% of ELLs are at the Transitioning level and 20% of ELLs are at the Emerging level. Within the NYSESLAT subsection, the Listening section was where most students declined in performance. Most students showed little improvement in the other subsections. Of concern, is on increasing performance of Expanding level students (2 out of 8 students tested Commanding last year). Last year, 2 of the 3 students who attempted the ELA regents received passing scores. All the middle school students received 1 in the NYS ELA exam. Based on the data, high school students needs more instructional support in academic essay writing, and middle school students need more support in both reading and writing. In particular, middle school students with IEPs have needs in decoding, Tier 2/3 vocabulary, and academic writing. The ENL teacher works closely with content teachers to in adapt their lessons to support ELLs. For example, math teachers will increase use of manipulatives and pictures to support problem-solving, ELA teachers use iReady, WITsi and graphic organizers to address individual student needs, History teachers use multimedia approaches such as videos to increase access to content.

7. What structures do you have in place to disseminate these findings in order to make adjustments to your programs?
The Assistant Principals/Principal meet with the ENL teacher to discuss data analysis. Data is then shared with the teachers through grade level / content team meetings and through conferencing with the ENL teacher. Teachers are supported with ENL strategies by the ENL teacher during these said meetings and also through Monday Staff meetings after school. The ENL teacher works with content teachers to modify and scaffold instruction. Ongoing formative assessments as stated above, inform progress and further curricular adjustments as needed throughout the year.
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 ENL teacher meets with the school programmer to schedule all ELL student classes. Students are programmed based on their grade levels and NYSESLAT scores. In middle school, students are programmed to receive ENL in their ELA classes in heterogeneous groupings by grade level. In high school, ENL students are programmed in blocked heterogeneous groups by grade level. Because we have only one ENL teacher, stand-alone ENL classes are ungraded and heterogeneous.

   b. TBE program. If applicable.
      Paste response to questions here:

   c. DL program. If applicable.
      Paste response to questions here:

2. How does the school ensure the mandated number of instructional minutes is provided according to proficiency levels in each program model?
   a. How are explicit ENL, ELA, and HLA instructional minutes delivered in each program model (see charts 5.1 and 5.2 below)?
      In M.S. students are blocked by grade with mixed proficiency levels. All Entering and Emerging students receive 225 minutes of stand-alone ENL and 225 minutes of Integrated ENL in an ELA class. Transitioning and Expanding students receive 180 minutes of Integrated ENL in a content area. Commanding students receive 90 minutes of Integrated ENL in a content class.

      In H.S. students are organized by grade and subject with mixed proficiency levels. Entering and Emerging students receive 225 minutes of stand-alone ENL separated by no more than two grade levels. They also receive an additional 225 minutes of Integrated ENL in an ELA class. Entering students receive another 180 minutes of Integrated ENL class. Transitioning and Expanding level students receive 180 minutes of Integrated ENL in a content class. Commanding students receive 90 minutes of Integrated ENL in a content class.

      The ENL teachers keep a weekly log of minutes served for each student and is given the flexibility on how those minutes are served based on the above parameters.

3. Describe how core content is delivered in each program model. Specify language, and the instructional approaches and methods used to make content comprehensible to foster language development and meet the demands of the Common Core Learning Standards.
   Common Core standards are used to create standards based lessons throughout the school. For integrated ENL classes, English is used to provide sheltered instruction in content areas using ENL strategies to foster language development. The ENL teacher works closely with content teachers to in adapt their lessons to support ELLs. For example, Math teachers will increase use of manipulatives and pictures to support problem-solving, ELA teachers use iReady, WITsi and graphic organizers to address individual student needs, History teachers use multi-media approaches such as videos to increase access to content. In stand-alone ENL classes, the ENL teacher integrates online resources to augment language development such as iReady, MyOn, PBS Media, Brain pop, NewsELA, Scholastic In Action, and Google translate to reinforce content knowledge in Science, Math, History, and ELA. In addition, the ENL teacher conferences with content teachers to discuss lesson strategies to scaffold vocabulary and increase explicit instruction on complex areas of study. For example: promoting academic writing via sentence frames, increased visual aids/prompts to augment complex ideas, offering articles in native language to reinforce academic content and access prior learning, and WITsi to target areas of improvement in writing. Teachers also use heterogeneous groupings so that ELLs who have a common home language with peers utilize collaborative tasks that target content and generate interactions in the
4. How do you ensure that ELLs are appropriately evaluated in their home languages throughout the year?

Students who are able to use home language resources are provided with content materials that have been translated into their home language. For example, in Living Environment, the class textbook is also available in Spanish. Currently, other content teachers use various translation software such as Google to translate teacher made materials and to find appropriate content materials online. Periodically, if available, ELL students will meet with a teacher who is fluent in the student’s home language to evaluate student progress in reading and writing. For other languages that are less common, the DOE Translation and Interpretation Unit is used during tutoring sessions to facilitate learning.

5. How do you differentiate instruction for each of the following ELL subgroups?

a. SIFE
b. Newcomer
c. Developing
d. Long Term
e. Former ELLs up to two years after exiting ELL status

Currently, all MS students use MyOn and iReady in their English, Science, or Social Studies class. These programs differentiate instruction with different supports (Lexile, option to have materials read, vocabulary) for SIFE, Newcomers, Developing, Long Terms and Former ELLs to enable them to access content area reading. In addition, we use a range of teacher supports to differentiate instruction for all our ELLs. At this time, we do not have any SIFE students. Newcomer students are given native language-English dictionaries, and when available, articles in preferred language for help in content area instruction. Teachers also group students with same languages to assist in language acquisition. Furthermore, teachers who speak the preferred language of the ELL student are called upon as needed to help clarify content when there is evidence of confusion or difficulty that is not able to be addressed using ENL strategies. All students benefit from the use of scaffolded learning experiences such as increased use of visuals, highlighted texts, and graphic organizers.

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

Currently, all MS students use MyOn and iReady in their English, Science, or Social Studies class that supports ELL-SWDs with Lexile-matched reading, option to have materials read, and vocabulary enhancement for content areas. ENL teachers use this software to provide additional reading support and to encourage independent reading at home in order to accelerate language development. Online resources such as NEWSELA and ESL Brain Pop provide audio-visual presentations that build student’s content knowledge. In addition, teachers provide native language-English dictionaries, and when available, articles in preferred language for content areas. Teachers also group students with same languages to assist in language acquisition. Students benefit from the use of scaffolded learning experiences such as increased use of visuals, highlighted texts, and graphic organizers.

7. 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?

Our ESL teacher works closely with Sp Ed teachers in the Integrated ENL program to provide additional scaffolds that build foundational skills in literacy and meet IEP goals. WITsi helps students to address areas of improvement in sentence
development, grammar, and writing skills. Students benefit from the use of scaffolded learning experiences such as increased use of visuals, highlighted texts, and graphic organizers. Many of our Long Term ELLs have learning disabilities that are unrelated to language acquisition. For these students who do not have literacy skills in their home language and English is their dominant language, the ENL teacher works with their Sp Ed teachers to provide additional scaffolds that build foundational skills in literacy. Additional time and modified assignments are also provided as needed to support individual student learning.

8. Describe your targeted intervention programs for ELLs in ELA, math, and other core content areas (specify ELL subgroups targeted). List the range of intervention services offered in your school for the above areas as well as the language(s) in which they are offered.

Our ENL students receive targeted services and instruction in content areas such as Social Studies, Science, Technology, as well as, the Arts Studios (Dance, Drama, Music, and Visual Arts). Specifically, Academic Intervention Services are provided to meet the needs of all students, in particular our ELL students, who require additional assistance to meet the State Standards in ELA, Mathematics, Science and Social Studies. Through the AIS program, the most effective strategies for creating high-quality learning environments for diverse groups of students are used in an attempt to close the achievement gap for minority, low-income, and learners not yet proficient in English. Additionally, our Extended Learning Time program enables students to enhance, enrich and extend literacy and mathematics strategies acquired during the school day. During Extended Learning Time, students develop in-depth content knowledge and enrichment, as well as, remedial support. Students are involved in projects that require them to discuss ideas while working in various settings. Students do extensive reading to develop schema around specific topics, review mathematics concepts using technology, and practice test-taking strategies. All intervention programs are given in English. In the transition time after obtaining proficiency on the NYSESLAT, students are provided with ELL modifications on state exams. Additionally, the ENL teacher conferences with content area teachers on the progress of E in their classes. ELLs are encouraged to participate in all programs that Wadleigh has to offer. Due to Wadleigh being a performing and visual arts school, ELLs can express themselves through music, art, and dance in a way that they may not be able to do in other schools.

9. Based on data and trends, what new programs or improvements will be considered for the upcoming school year?

Based on data and trends, iReady is being used to address the needs of middle school ELLs who are at various reading levels. This is especially helpful for our incoming ELLs who are at PP and 1st grade reading levels. These students get extra time for phonics and beginner reading practice. In addition, in high school, students who are two grades below in reading levels will be scheduled for additional vocabulary support using the Rewards Curriculum to boost their reading levels.

10. If you had a bilingual program, what was the reason you closed it?

N/A

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

ELLs are afforded equal access to all SWD school programs. They are not limited because of English Language Acquisition. We offer enrichment in the Arts and content areas as well as remedial support with teachers after school and on Saturdays. ELL students can schedule time for tutoring with content teachers after school, attend Regents prep classes after school and on Saturdays.

12. What instructional materials, including technology, are used to support ELLs? Include core content area as well as language materials; list ELL subgroups if necessary.

In Integrated ENL classes, the ENL teacher conferences and discusses lesson strategies to scaffold vocabulary and increase explicit instruction on complex areas of study. For example: Content areas (Math, History, Science) use videos, Brain Pop, and graphic organizers in addition to using sentence frames, increased visual aids/prompts to augment complex ideas, offering articles in native language to reinforce academic content and access prior learning, and WITsi to target areas of improvement in writing. Teachers also use heterogeneous groupings so that ELLs who have a common home language with peers utilize collaborative tasks that target content and generate interactions in the home language to facilitate language acquisition. LTE’s, Newcomers, and ELLs with disabilities benefit from using tech resources to increase engagement and support areas of need. Online resources used to boost language development are iReady, MyOn, PBS Media, ESL Brainpop, and NewsELA, and Google translate to reinforce content knowledge in different areas in English and preferred language when available. Former ELLs get
continued support through additional support materials such as Wordly Wise (vocabulary support) and Google doc's teacher feedback to support essay writing.

13. How is home language support assessed and delivered in each program model (DL, TBE, and ENL)?
   Home language support is provided by the availability of dual language dictionaries, literature, and online resources. In addition, teachers group ELL students with same the home language as peers to facilitate discussions in home language. Teachers who speak the same home language as the ELL student are also called upon to support the student progress.

14. Explain how the school ensures all required services/resources support and correspond to ELLs’ ages and grade levels.
   ELL students are programmed according to grade level. Differentiation occurs within the classroom based on readiness and proficiency levels. The resources in the classroom are age and grade appropriate and provide the appropriate entry point for individual students. Teacher’s also differentiate reading and/or assignments so that all students are learning the same content.

15. If your school shares a building (collocation), how do you share resources and/or coordinate efforts to ensure that all of the ELLs’ needs (academic, linguistic, socioemotional) are met?
   Our school shares the library, gym, and cafeteria with another high school. The librarian allows access to the library and computers during lunch hours. Lunch time in the cafeteria and gym time is coordinated by the principal. ELLs are programmed lunch, gym, and library with peers so that they will have peers who are familiar to increase socialization. In addition, the ENL teacher will meet with students when schedule allows for socio-emotional and academic support during lunch periods.

16. Describe activities in your school that assist newly enrolled ELLs before the beginning of the school year. Include activities for new ELLs who enroll throughout the school year. Include titles of school staff involved in such activities (e.g., school counselor, parent coordinator).
   All newly enrolled ELL students meet with the ELL Coordinator and Parent Coordinator who take the student on a tour of the school and provide students with information about the school environment. New ELL students are strongly encouraged to participate in our extended learning activities. Most of the activities are academic in nature, but after school activities develop life skill, such as the culinary art entrepreneur program or social skills through the sports and arts clubs. Students also meet bi-monthly with their advisor who provides academic supports and guidance on school matters.

17. What language electives are offered to ELLs?
   Students are offered Spanish.

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

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**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 and non-pedagogic staff.)  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?

   The ENL teacher is provided with PDs opportunities to improve her/his pedagogy through the offerings by DELLS and Borough field Support Offices. The ENL teacher develops her/his own PD plan along with her/his supervisor to address the needs that arise based on the needs of the ELL students and the teacher’s own professional development goals. New ENL coordinators are routinely scheduled for the Nuts and Bolts PD. At a minimum, 50% of PDs are those that support language acquisition in core
content areas and integrating language and content instruction for ELLs. Some of the PDs schedules are WITsi for ELLs series. Additional PDs will be decided upon as they are offered. The PDs for teachers of ELLs will be provided by the ENL teacher during Grade team meetings, Content team meetings and during Monday staff meetings. Scheduled on the school calendar of PDs, the ENL will provide 15% of all PDs during the Monday staff meetings for ENL teaching strategies.

2. Describe how your school meets the professional development requirements as per CR Part 154.2: 15% of total hours for all teachers and 50% of total hours for bilingual education/ENL teachers receive ELL-specific professional development. Include how records are kept for professional development activities (e.g. agendas, attendance). Refer to ELL Policy and Reference Guide, Professional Development section.

Teachers are provided professional development on using the curriculum from the College Board which helps students to develop behaviors that lead to success in school and beyond. This curriculum is used during advisory and helps students to monitor their progress under the guidance of a caring adviser teacher, build supportive relationships with peers, and be provided with the resources necessary to make thoughtful decisions about their future. Teachers are scheduled for a minimum of 15% of their total professional development hours on trainings that focus on language acquisition, co-teaching strategies, and integrating language and content instruction for ELLs. For ENL teachers, a minimum of 50% of the required professional development hours are dedicated to language acquisition in alignment with core content instruction. Our ENL teacher attends PDs provided by the DOE Division of English Language Learners and Student Support. These trainings are turn-keyed to teacher during common planning and designated PD days. Also, our community partner Teachers College provides Professional Development. Teachers and Administrators collaborate on providing PDs that best serve our ELL students. All records of attendance are kept by administration to ensure mandated hours are kept. Specific dates and topics are TBA.

Parental Involvement

1. How does the school provide annual individual meetings with parents of ELLs to discuss goals of the program, language development progress, language proficiency assessment results, and language development needs in all content areas? Include provisions for interpretation and translation as needed. Note these meetings do not include mandated parent orientation meetings and DOE-scheduled parent-teacher conferences?

ENL teachers keep a log of all parent contact including phone calls, letters, and meetings. Progress reports are sent to students each marking period to keep parents abreast of how the student is progressing in class. Meetings are scheduled by the ENL teacher in the beginning of the fall semester to discuss student goals and language development progress. At this time, discussion takes place concerning NYSESLAT results, language development needs in all classes, and NYSESLAT testing dates. A second parent meeting is scheduled before April to discuss student progress. The scheduled meetings will be planned to accommodate the attendance of the student’s content teachers so that they can also provide information on student progress. Translation services are provided by staff who speak the home language or by the DOE Translation and Interpretation Unit. If parents are unable to attend the meetings, then a phone meeting is scheduled, but is only used as a last alternative and noted on the parent outreach log.

2. Describe ELL parent involvement in your school. Include specific activities that foster parental involvement for parents of ELLs.

Parent involvement at Wadleigh is an ongoing endeavor. We encourage parents, including parents of ELLs to come to PTA meetings, Parent-Teacher conferences and to visit the school, and attend their children’s classes at any time. The school partners with Mission Society to conduct workshops for parents throughout the year. Parents are asked what type of workshops they would find helpful and beneficial. Also, at the beginning of the year, there is a school barbecue with translators available for parents. This allows families to meet administration, faculty, and staff of their child’s school. As always, translation services are also provided by staff during informal parent meetings and Parent-Teacher conferences. The Parent Coordinator schedules engagement workshops. These are TBA.
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 V: ELL Identification Attestation**

**Principal Certification**

In accordance with New York State’s Commissioner’s Regulations Part 154 as outlined and implemented in the New York City’s *ELL Policy and Reference Guide*, I, Daisy Fontanez, testify that the following ELL identification procedures and activities are adhered to and staff are trained on the following:

1. The ELL Identification Process is completed for each student within 10 school days of enrollment (20 school days for students entering with IEPs).
2. Enrollment status of each newly admitted student is determined
   a. If student has been in NYS public schools within past 2 years, our school contacts previous school to obtain ELL status relevant assessment scores, and proficiency level.
3. The home language of the student is determined by a trained and licensed pedagogue.
   a. The parent completes the Home Language Identification Survey in the parent’s preferred language; translation services are provided by a bilingual staff member, the DOE’s over-the-phone translation services, or an alternative, high quality translation service.
4. Eligibility for the NYSITELL is determined.
   a. If the newly enrolled student is entering with an IEP, the school’s Language Proficiency Team (LPT) recommends eligibility to the principal, who obtains final approval from the superintendent.
5. Student is administered the NYSITELL, if eligible.
6. Parent notification letters are sent to the parent in the parent’s preferred language.
   a. Parent is notified of their child’s ELL status.
7. If the student is identified as an ELL and the student’s home language is Spanish, the student is administered the Spanish LAB.
9. If student is an ELL, parent is invited to the parent orientation meeting.
   a. Parent orientation meeting provides parents with an explanation of each ELL program models offered in NYC; the parent video describing the three programs is presented (in parent’s preferred language); parents are encouraged to ask questions so that they are informed about all ELL programs; translation and interpretation services are provided throughout the meeting.
10. ELL is placed in the ELL program that the parent selected.
    a. If the ELL program that the parent selected is not available, the parent is offered a transfer to a school with that program in accordance with DOE transfer policies.
    b. If the ELL remains in the school, the ELL is placed in English as a new language and our school keeps track of parent choice so that when minimum thresholds are met, we can open the ELL program of choice.
11. Parents are notified that they have 45 days to appeal the ELL status of their child (ELL Reidentification Process).
12. If the ELL Reidentification Process is implemented for any student, the principal reviews the decision of any student whose ELL status was changed because of the ELL Reidentification Process within 6 to 12 months.
## Part VI: LAP Assurances

**School Name:** Wadleigh Secondary School  
**School DBN:** 03M415

Signatures of LAP team members certify that the information provided is accurate. Names listed in Part A, should align with this section.

<table>
<thead>
<tr>
<th>Name (PRINT)</th>
<th>Title</th>
<th>Signature</th>
<th>Date (mm/dd/yy)</th>
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<tbody>
<tr>
<td>Daisy Fontanez</td>
<td>Principal</td>
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<tr>
<td>Michelle Roberts-Bacchus</td>
<td>Assistant Principal</td>
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<tr>
<td>Eunice Paul</td>
<td>Parent Coordinator</td>
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<tr>
<td>Uni Manni/ENL</td>
<td>ENL/Bilingual Teacher</td>
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<td>Gigs Taylor Stephenson</td>
<td>Parent</td>
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<tr>
<td>Melissa Stanton/SpEd</td>
<td>Teacher/Subject Area</td>
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<td>School Counselor</td>
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<td>Superintendent</td>
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<td>Field Support Center Staff Member</td>
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2018-2019 Language Translation and Interpretation Plan for Parents

Requirement under Chancellor’s Regulations A663 for all schools

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

The principal has designated the following staff member as the primary Language Access Coordinator (LAC) in Galaxy. If there is more than one LAC, list all.

<table>
<thead>
<tr>
<th>First Name</th>
<th>Last Name</th>
<th>Title</th>
<th>Has the LAC attended a 2018-19 training conducted by the Field Language Access Coordinator? Yes/No</th>
<th>The LAC was involved in the development of this plan? Yes/No</th>
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<td>(*Primary)</td>
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* The Field Language Access Coordinator and Translations & Interpretation Unit will communicate with the LACs on translation, interpretation, compliance and budget.

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 that cannot communicate in English (not just parents of ELL students).

Part A: Identification and Assessment of Parents that Cannot Communicate in English

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)
   - Automate The System (ATS) reports
   - Student Emergency Contact cards
   - Surveys conducted by your school.

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

<table>
<thead>
<tr>
<th>Language</th>
<th>Written Preferred</th>
<th>Percent Written</th>
<th>Oral Preferred</th>
<th>Percent Oral</th>
</tr>
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<tbody>
<tr>
<td>Currently there are parents who speak languages in Bengali (1), French (6), Haitian Creole (1), Mandinka (3), Spanish (96), Niger-Congo, and Wolof (1).</td>
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3. From the list of parents’ preferred languages provided in the previous question, list any languages that represent at least a 10% population (minimum 20 families) of your school or more (excluding Arabic, Bengali, Chinese, English, French, Haitian Creole, Korean, Russian, Spanish and Urdu). If this is not applicable to your school please write N/A.

Part B: Communications Calendar & Language Services

1. List the documents your school typically disseminates every year that require translation, roughly when they will be distributed to families, and plans to translate the documents.

<table>
<thead>
<tr>
<th>Document Name</th>
<th>Month/Frequency Distributed to Families</th>
<th>How do you plan to translate? Include procedures to ensure timely provision of translated documents to parents.</th>
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<tbody>
<tr>
<td>Translation and Interpretation needs for schoolwide events/meetings are referred to the Parent Coordinator a month in advance. These events/meetings include parent orientation, school barbecue, Curriculum Night, parent/teacher conferences, regional fairs and workshops, regional parent training sessions, suspension hearing and impartial hearings, citywide or regional parent meetings, and community education council meetings. Informal meetings and translation/interpretation needs such as parent-teacher progress reports, disciplinary meetings, and student advisements are provided by bilingual staff and by the DOE's Translation and Interpretation Unit.</td>
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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, when they will occur, and plans to provide interpretation at those meetings.

<table>
<thead>
<tr>
<th>Meeting Name</th>
<th>Month/Frequency of Meetings</th>
<th>How does your school plan to provide interpretation service(s)?</th>
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<tr>
<td>At the beginning of the school year parents are invited to parent orientation, school barbecue, and curriculum night. In the Fall and Spring parents are invited to attend the parent-teacher conferences. In addition, in the Spring ENL teachers schedule meetings with parents to discuss ELL student progress. Throughout the school year, parents are invited to attend events at the school that celebrate students’ artistic achievements such as the Talent Show, Choir concerts, Art Shows and Exhibits. The Parent Coordinator also schedules periodic parent workshops that parents can attend. Informal interactions made by teachers, guidance counselors, and administration include phone calls and parent meetings to discuss student work and progress.</td>
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3. Describe your school’s communication strategy to reach families that cannot communicate in English in the event of a school emergency.

Part C: Training Staff on Policies and Procedure

Describe how your school will ensure that all staff members are aware of the goal of Chancellor’s Regulation A-663 and what resources are available to meet compliance.

Part D: Providing Notice of Language Assistance Services
Describe how your school will make parents that cannot communicate in English aware of their right to receive information. Include any:

- Translated signage
- Brochures/flyers/letters shared with parents
- Any parent engagement events where this is expressed (i.e. PTA meetings, international parent’s night, etc.)

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

**Part E: Monitoring Provision of Language Services**

Describe mechanisms your school will use to gather feedback from parents that cannot communicate in English on the language services they receive. How has your school implemented the feedback to improve language services?

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