



**Department of
Education**

Dennis M. Walcott, Chancellor



2012-2013
SCHOOL COMPREHENSIVE EDUCATIONAL PLAN
(SCEP)

SCHOOL NAME: CRESTON ACADEMY FOR RESPONSIBILITY AND EXCELLENCE

DBN: 10X447

PRINCIPAL: PAMELA EDWARDS

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SUPERINTENDENT: MELODIE MASHEL

SCHOOL LEADERSHIP TEAM (SLT) SIGNATURE PAGE

Use this page to identify SLT members and confirm their participation in the development of this School Comprehensive Educational Plan (SCEP), which includes goals and action plans, a summary of Academic Intervention Services, and the Parent Involvement Policy. The signatures of SLT members indicate their participation in the development of the SCEP and serve as confirmation that consultation has occurred to align funding in support of educational programs. 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 the Chancellor’s Regulation A-655, available on the [NYC DOE Web site](#).

Directions:

1. List each SLT member in the left-hand column on the chart below. Specify any position held by the team member, e.g., Chairperson, SLT Secretary and the constituent group represented, e.g., parent, staff, student, or CBO. Core mandatory SLT members are indicated by an asterisk*.
2. Ensure that SLT members review this document and sign in the right-hand column in blue ink. If an SLT member does not wish to sign this plan, he/she may attach a written explanation in lieu of his/her signature.
3. Add rows as needed to ensure that all SLT members are listed.
4. The original copy, along with any written communications pertaining to this page, is to remain on file in the principal’s office and be made available upon written request.

Name	Position and Constituent Group Represented	Signature
Pamela Edwards	*Principal or Designee	
Rhonda Jackson	*UFT Chapter Leader or Designee	
Abigail Sotomayor	*PA/PTA President or Designated Co-President	
Gloria Morales	DC 37 Representative, if applicable	
	Student Representative (<i>optional for elementary and middle schools; a minimum of two members required for high schools</i>)	
	CBO Representative, if applicable	
Susan Defillippo	Member/ UFT	
Herenia Arce	Member/ UFT	
Alethia Hutchinson	Member/PTA Vice President	
Eisha Branch	Member/Treasurer Parent Member	
Grace Garcia	Member/Secretary Parent Member	
Marilyn Roman	Member/Parent Member	
Carmen Hernandez	Member/Parent Member	

** Signature of constituent only indicates participation in the development of the SCEP, not approval.
Note: If for any reason a SLT member does not wish to sign this plan, he/she may attach an explanation in lieu of his/her signature.

DIRECTIONS AND GUIDANCE FOR COMPLETING THE ANNUAL GOALS AND ACTION PLAN SECTION

For SY 2012-13 the SCEP must be based on the findings and recommendations contained in the most recent School Quality Review (SQR), External School Curriculum Audit (ESCA)/School Curriculum Readiness Audit (SCRA), and Joint Intervention Team (JIT) reports, and/or Persistently Lowest Achieving (PLA) School reports.

The SCEP must focus on the accountability subgroup(s) and measures for which the schools have been identified.

Below you will find guidance on documenting annual goals and action plans.

WHICH SCHOOLS NEED TO COMPLETE THE SCEP?

Consistent with the USDOE approved ESEA Flexibility Waiver, Focus Schools and Priority Schools that are not implementing one of the four SIG intervention models will be required to construct a School Comprehensive Education Plan (SCEP). Schools should identify and submit annual goals and action plans in consultation with their School Leadership Team.

HOW DO SCEP GOALS RELATE TO GOALS SET FOR THE PRINCIPAL PERFORMANCE REVIEW (PPR)?

SCEP goals are generally intended to guide school-wide planning and development. SCEP goals may be adapted from goals set by the principal for the Principal Performance Review (PPR) if they are appropriate for use as school-wide goals that align with the Six Tenets of the Diagnostic Tool for School and District Effectiveness (DTSDE) [HERE](#) and the recommendations from the most recent SED intervention.

HOW SHOULD A SCHOOL DEVELOP ITS GOALS AND ACTION PLANS

- Your school should identify a goal based on Tenets 2-6 of the DTSDE. The response to Tenet 1 will be promulgated by Central. Please refer to the complete description of the Standards of Practice (SOP), for Tenets 2-6, located: [HERE](#).
 1. District Leader and Capacity- (The response to this tenet will be promulgated centrally)
 2. School Leader Practices and Decisions
 3. Curriculum Development and Support
 4. Teacher Practices and Decision
 5. Student Social and Emotional Developmental Health
 6. Family and Community Engagement
- Goals should be aligned with the current citywide instructional expectations.
- Goals should be “SMART” - specific, measurable, achievable, realistic, and time-bound.
- Goal development should be based on an assessment of your school’s needs.
- The recommendation from your most recent SED intervention will form the basis of your goal. Cite the page number from your most recent NYS Accountability report (SQR, SCRA, or JIT). Copy and paste the recommendation into your action plan. You must also reference the page number of the report. If your school has not received an SED intervention, you should demonstrate the use of both quantitative and/or qualitative data when providing the rationale for each goal. The school should cite data from the DOE Quality Review, Progress report, School Survey, etc.
- Priority and Focus Schools must continue to set aside 1% of their school's Title I, Part A allocation to support parent involvement activities and programs. Focus and Priority schools must also set aside 1% of their Title I Focus and Priority School allocation for Parent Engagement programs. Please refer to FY 13 SAM # 70 [HERE](#).

- The strategies and activities in your Parent Involvement Policy (PIP) need to align to the identified goals. The PIP template is provided on pages 12 through 16. Your school is encouraged to use the template as it is provided, or align it in accordance with your school's goals, or replace it entirely with a Parent Involvement Policy created by your school that meets federal requirements. You may use or amend relevant sections of your PIP directly to align the parent involvement activities that would support each goal and action plan.

GOAL AND ACTION PLAN #1 FOR SCHOOL LEADER PRACTICES AND DECISIONS (TENET 2)

Use this template to identify an annual goal. Respond to each section to indicate strategies and activities in support of accomplishing this goal.

Major Recommendation

- Cite the Major Recommendation from your SED intervention (SQR, ESCA, SCRA, & JIT) which will form the basis of your needs assessment. Include the page number of the report.

School Quality Review 2011-2012 page 6-What the school needs to improve: “Expand teacher implementation of instructional strategies that ensure differentiation and multiple entry points for all learners. (1.2)”

“The faculty is engaged in discussions around the CCLS, rigor and differentiated instruction. In some classrooms, teachers are integrating teaching strategies such as accountable talk, tiered activities, and hands on activities to challenge students and some support is given to English language learners. However, the absence of strategic differentiation with extensions that engage and challenge higher achieving learners and questioning techniques that effectively extend student thinking hinders the acceleration of learning.”

Tenet 2 SCHOOL LEADERSHIP PRACTICES AND DECISIONS

- Select the Standard of Practice (SOP) that aligns to the recommendation from above. The SOP selected should align to the goal and inform the development of the activities selected to address the goal.

2.2 School leader’s vision

2.4 School leader’s use of resources

2.3 Systems and structures for school development

2.5 Use of data and teacher mid-management effectiveness

Annual Goal #1

- Describe the goal you have identified for the year based on the recommendation, tenet and SOP selected. Refer to the directions and guidance for assistance in developing your goals.

To improve staff accountability for continuous improvement.

- By June 2013, Principal will visit each teacher’s classroom at least 6-8 times and provide teachers with formative feedback (verbal and/or written), as well as formal observation feedback, aligned to the 2012-2013 NYC DOE three (3) Priority Competencies from Charlotte Danielson’s Framework for Teaching(1e-Designing Coherent Instruction; 3b Questioning and Discussion Techniques; 3d Using Assessment in Instruction).
- By June 2013, Principal will visit each new teacher’s classroom at least 10 times and provide teachers with formative feedback (verbal and/or written), as well as formal observation feedback, aligned to the 2012-2013 NYC DOE three (3) Priority Competencies from Charlotte Danielson’s Framework for Teaching.
- Feedback to teachers will be provided within 1 week after all observations.

Instructional strategies/activities

- Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:
 - a) strategies/activities that encompass the needs of identified student subgroups,
 - b) key personnel and other resources used to implement these strategies/activities,
 - c) identify targets to evaluate the progress, effectiveness and impact of the strategies and activities. Include steps taken to involve teachers in the decision-making regarding the use of academic assessments.
 - d) timeline for implementation.
- The Principal and teachers will collaborate to set and monitor teacher goals throughout the year on a continual basis, using the 3 Priority Competencies from the Charlotte Danielson Framework for Teaching 2011, as designated by the NYCDOE Instructional Expectations for 2012-2013 (Planning Coherent Instruction, Using Questioning and Discussion Techniques, Using Assessment in Instruction).

- Mentors and consultants will support teachers' professional development through classroom visits and one-on-one debriefing feedback, on a weekly basis.
- The Principal will utilize the 3 targeted Priority Competencies from the Charlotte Danielson Framework for Teaching (1e-Designing Coherent Instruction; 3b Questioning and Discussion Techniques; 3d Using Assessment in Instruction) and the 4 highlighted and targeted teacher/classroom practices from the school's Coherent Set of Beliefs About How Students Learn Best (Feedback to Students; Provision of Appropriately Challenging Tasks/Differentiation; Modeling/Explicit Instruction; Rigor/Engagement). These practices are aligned to 2012-2013 Quality Review Statements and will serve as evidence for classroom observations, informal observations, and snapshots of instruction. The framework will inform pre-observation and post observation conferences.
- Teacher growth will be supported through frequent observations by Principal with specific evidence-based feedback to teachers, provided on a timely basis (within one week after all observations).
- Consultants will visit teachers' classrooms, weekly, and provide formative, supportive feedback for next instructional steps,
- Monthly one-on-one meetings between the Principal and teachers will focus on and track the progress of the teachers' attainment of their professional goals and drive the strategic decisions for the professional development support needed.
- Professional Development opportunities provided by staff developers and consultants will be planned to meet the developmental needs of teachers. New teachers will receive the maximum support and experienced teachers will have leadership opportunities to help support the professional learning throughout the school.
- Staff Development provided by Consultants will be monitored and revised, based on the results of student data of all subgroups and teacher effectiveness.
- Reflective Feedback by teachers and administrators will be used to determine effectiveness of professional development.
- Meetings and conversations between the Principal and teachers and among teachers will use multiple sources of students' data as a foundation to discuss and drive adjustments in teachers' practices to strategically differentiate instruction in classrooms.
- Student subgroup data will be used by all staff to drive professional conversations and influence strategic professional development, especially in the areas of differentiating for all student subgroups and within student subgroups.
- Samples of Common Core aligned units and tasks, as well as test prep sample questions from EngageNY student work for all students, and especially for subgroups, will be examined in ongoing, weekly, collaborative teacher teams and implications for next instructional steps by the teachers.
- Teachers and paraprofessionals will provide small group and one-on-one conferencing with students who have been identified as "pushables" into next levels of proficiency and "slippables" who are at risk of losing ground into lower level. Classroom observations by the Principal will document such teacher practices.
- Teachers will collaborate with paraprofessionals to plan and implement effective, coherent instruction.
- Teacher teams (content area departments and grade level teachers) will meet on a weekly basis to collaboratively utilize well-recognized and researched Protocols for Looking at Student Work.
- The Framework for Teaching and Coherent Set of Beliefs About How Students Learn Best (aligned to Quality Review Statements 2012-2013) will be used as a commonly understood and widely communicated foundation to inform professional discussions before and after classroom observations, as well as other professional development workshops and meetings.

Budget and resource alignment

- Indicate your school's Title I status: School Wide Program (SWP) Targeted Assistance Program (TAP) Non-Title I
- Select the fund source(s) that your school is using to support the instructional goal. To improve staff accountability for continuous improvement

Tax Levy Title IA Title IIA Title III Set Aside Grants Other-describe here: _____

Service and program coordination

- Describe how you will coordinate fiscal and human resources with the instructional strategies/activities to achieve this goal, referencing specific FY'13 PS and OTPS budget categories selected above that will support the coordination and integration of Federal, State and local services, including programs supported under NCLB (i.e., services for Students in Temporary Housing (STH) violence prevention programs, nutrition programs, housing programs, Head Start).
- After-School Program for Immigrant Students/ELLs will provide opportunity for small group and one-on-one instruction by licensed bilingual teachers and paraprofessionals.
- Vacation Academy for Immigrant Students/ELLs will provide opportunity for small group and one-on-one instruction by licensed bilingual teachers and paraprofessionals.
- Technology programs, such as Achieve 3000, will provide opportunity for differentiated reading at different lexile levels matched to students' SRI scores. This program is available for students with disabilities, lowest third scoring students, and English Language Learners, both after school and during school.
- Technology program, such as Expert 21, is available for students scoring at high 2's and low 3's, after school. This program also provides differentiated reading material for students.
- Literacy and Math Consultants will provide professional development training for all staff to plan and implement Common Core Learning Standards aligned lessons, units, tasks, and assessments.
- Consultants will provide professional support to Parent Coordinator regarding the implementation of Common Core Learning Standards curriculum, instruction, and expectations for College and Career Readiness.
- Parent Coordinator will provide ongoing workshops and communication with parents and families regarding Common Core Learning Standards aligned lessons, units, tasks, and assessments
- Both technology reading programs offer student choice based on interest and reading level and track the students' mastery throughout the year, during the course of their readings.
- Rosetta Stone licenses have been purchased and supplied to newly-arrived English Language Learners to provide extensive opportunity, daily, for the students to learn English.
- Appropriate student dictionaries have been purchased for newly arrived ELL students with accompanying materials for teachers to prepare correlating lessons and materials.
- Appropriate classroom supplies will be purchased to support instructional delivery.
- Consultants will provide professional development to teachers and paraprofessionals on the effective use of materials to support literacy achievement (post-its, highlighters for annotating texts, whiteboards for small group intervention)
- Appropriate reading materials, such as classroom library books and magazines will be purchased to support students' reading at their reading levels and also to support Common Core Learning Standards aligned units, tasks, and assessments.

The following personnel will be involved in implementing the action plan:

- Classroom teachers
- Classroom paraprofessionals
- Staff Developer – Literacy
- Literacy Consultant
- Math Consultant
- Parent Coordinator
- Principal

The following sources will be used in combination to fund the actions/strategies/activities described in the goal: To improve staff accountability for continuous improvement.

- TL Fair Student Funding-
- Title I School Wide Project
- TL Children First Network Support
- Title I Priority/Focus SWP-
- General Supplies to meet the Common Core State Standards: library books and magazines to support student choice in reading and in support of emphasizing expanded opportunity for independent reading, highlighter markers for annotating close reading of texts, white boards, post-it notes for tracking reading comprehension, dictionaries to support newly arrived ELL students from Vietnam (Vietnamese), Dominican Republic (Spanish), and Egypt (Arabic), who have no English vocabulary and need to be engaged in appropriately challenging/differentiated tasks build and scaffold their language acquisition through daily exposure to expanded academic vocabulary and language (\$18,054.00)

- Title I Priority/Focus SWP-Expanded Learning Time
Per Session: 4 regular grades teachers/2 hrs per session/ 29 sessions/total hours 232 (\$39,148.28)
Per Session: 2 educational paraprofessionals/2 hrs per session/29 sessions/total hours 116 (\$5,219.00)

- Title I Priority/Focus SWP- Collaborative Teacher Planning
Per Session: 20 regular grades teachers/ 2hrs per session/32 sessions/total hours 1,280.00 (\$24,091.25)

- Title III LEP
- Contract for Excellence FY 2012-2013
- Title I Priority/Focus SWP Parent Engagement-
Non-Contractual Services, such as: Consultants to support Parent Coordinator for monthly parent informational workshops regarding Common Core learning Standards, refreshments for workshops (lasting more than 2 hours each), incentives to encourage parental engagement and participation (\$4,396.00)

learners.

- Content area teachers will reinforce the non-fiction units with content area and literacy-based lessons.
- Social Studies teachers will push-in to Literacy classes to provide small group intervention support in Literacy, with particular emphasis on non-fiction texts for identified students who require such support.
- Funds will be allocated for the purchase of instructional materials and professional books needed for common planning and best instructional practices.
- Time will be created for teacher intervisitations across the grade.
- Consultants will provide individualized support for each teacher as well as support in each classroom.
- Teachers will meet weekly to plan, use protocols to discuss and analyze student work (using Common Core Learning Standards aligned Rubrics) and use the results from assessments to make classroom level curricular and instructional decisions.
- Teachers will have the opportunity to plan the units of study with their departments and/or the Literacy Team on Thursday afternoons, weekly.
- Teacher Teams will collaborate to identify, develop, and analyze effective practices to implement the Common Core Learning Standards in Social Studies, History, and Science, on Thursday afternoons, weekly.
- Funds are set aside for Per Session Planning for Teacher Teams to continue to review and revise curriculum units and assessments on a monthly basis, throughout the year.
- Consultants will provide staff with on-going professional development opportunities such as one-on-one meetings, demonstration lessons, and intervisitations to improve teacher practice.
- Literacy and Math Consultants will provide professional development training for staff to plan and implement Common Core Learning Standards aligned lessons, units, tasks, and assessments.
- Parent Coordinator will provide ongoing workshops and communication with parents and families regarding Common Core Learning Standards aligned lessons, units, tasks, and assessments
- Monthly progress reports to parents detailing student achievement results for parents will be sent home to keep families informed about the children's progress and performance.

Budget and resource alignment

- Indicate your school's Title I status: School Wide Program (SWP) Targeted Assistance Program (TAP) Non-Title I

Select the fund source(s) that your school is using to support the instructional goal: To strengthen teacher practice in the areas of planning and preparation (designing coherent instruction); instruction (questioning and discussion techniques and using assessments in instruction).

Tax Levy Title IA Title IIA Title III Set Aside Grants Other-describe here: _____

Service and program coordination

- Describe how you will coordinate fiscal and human resources with the instructional strategies/activities to achieve this goal, referencing specific FY'13 PS and OTPS budget categories selected above that will support the coordination and integration of Federal, State and local services, including programs supported under NCLB (i.e., services for Students in Temporary Housing (STH) violence prevention programs, nutrition programs, housing programs, Head Start).

The following personnel will be involved in implementing the action plan:

- Classroom teachers
- Classroom paraprofessionals
- Staff Developer – Literacy
- Literacy Consultant
- Math Consultant
- Parent Coordinator
- Principal

The following sources will be used in combination to fund the actions/strategies/activities described in the goal: To strengthen teacher practice in the areas of

- TL Fair Student Funding
- Title I School Wide Project
- TL Children First Network Support
- Title I Priority/Focus SWP
- Title III LEP
- Contract for Excellence FY 2012-2013
- Title I Priority/Focus SWP Parent Engagement

GOAL AND ACTION PLAN #3 TEACHER PRACTICES AND DECISIONS (TENET 4)

Use this template to identify an annual goal. Respond to each section to indicate strategies and activities in support of accomplishing this goal.

Major Recommendation

- Cite the Major Recommendation from your SED intervention (SQR, ESCA, SCRA, & JIT) which will form the basis of your needs assessment. Include the page number of the report.
School Quality Review 2011-2012 pages 5 and 6- What the school needs to improve: "Refine tasks across the content areas to ensure that students are consistently cognitively engaged. (1.1)"
"Teachers use student work to plan and address the needs of various learners. The school has implemented double periods of guided reading and guided math as well as skills classes. There are opportunities for high functioning students to extend their learning while low performing students receive targeted instructional support. The opportunities that are provided for the average performing students do not challenge and extend their higher order thinking skills preventing all students from performing at their highest potential."

Tenet #4 TEACHER PRACTICES AND DECISIONS

- Select the Standard of Practice (SOP) that aligns to the recommendation from above. The SOP selected should align to the goal and inform the development of the activities selected to address the goal.
 4.2 Instructional Practices and strategies 4.4 Classroom environment and culture
 4.3 Comprehensive plans for teaching 4.5 Use of data, instructional practices and student learning

Annual Goal #3

- Describe the goal you have identified for the year based on the recommendation, tenet and SOP selected. Refer to the directions and guidance for assistance in developing your goals.
To improve teachers' instructional practices that will effectively address the needs of diverse learners in the classroom.
By June 2013, all teachers will effectively implement at least three or more systematic and explicit instructional practices, based on Common Core Learning Standards, that are data-driven and engage students in rigorous, higher-order thinking tasks, activities, and learning.

Instructional strategies/activities

- Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:
 - a) strategies/activities that encompass the needs of identified student subgroups,
 - b) key personnel and other resources used to implement these strategies/activities,
 - c) identify targets to evaluate the progress, effectiveness and impact of the strategies and activities. Include steps taken to involve teachers in the decision-making regarding the use of academic assessments.
 - d) timeline for implementationThe following strategies and activities intersect and overlap through the overarching categories of curriculum, instruction, assessment, intervention, and professional development. The activities and strategies appear in multiple categories and inform each other, through process, products, reflection, and next steps.
 - Leveled guided reading books, with teacher guides, have been purchased through allocated funds, reflecting appropriate range of lexile levels and student interest, in addition to Common Core Learning Standards-aligned materials and books.
 - Fountas and Pinnell Genre Study Prompting Guides have been purchased and distributed to ELA teachers to use to strengthen the quality,

variety, and rigor of their questions, related to the units of study in literacy.

- Teachers will implement literature circles for students, using Common Core recommended texts, based on students' interests and reading levels.
- Teacher Teams will collaborate to ensure sequentially designed lessons aligned to grade specific Common Core curriculum maps.
- Principal's classroom visits, observations, and feedback will emphasize these practices.
- Universal Design for Learning strategies will be incorporated in teachers' lesson planning and implementation to provide multiple entry points, scaffolds and extensions in representation of learning; action/expression of learning; and engagement.
- Professional development opportunities will include focus and emphasis on UDL strategies for appropriately meeting the needs of diverse learners.
- Consultants will provide professional development on research-based strategies for classroom instruction that support student achievement and attainment of targeted goals.
- Teachers will use Looking at Student Work, on a weekly basis, to collaboratively determine multiple ways to engage and support students in rigorous higher order thinking and learning and share best strategies to help students' achieve targeted goals.
- A dedicated book room has been established and organized for teachers to easily access appropriate differentiated materials for their students.
- Teachers will plan for and implement the practice of one-on-one conferring with students, within their daily instructional practice.
- Teachers will design and implement conferring schedules.
- Teachers will maintain conferring notes to use to drive next instructional steps.
- Periodic assessments will be administered throughout the year to track students' progress towards attainment of the students' learning goals.
- Teachers and paraprofessionals will provide meaningful and relevant feedback to students to help them attain their learning goals and targets.
- Teachers and paraprofessionals will meet with students throughout the year to set, monitor, and assess students' progress and performance and share information with students and families in a timely and on-going basis.
- The Principal will distribute to teachers grade-specific Common Core Learning Targets in child-friendly "I Can" statements.
- Teachers will use the child-friendly "I Can" Common Core Learning Target statements routinely throughout the year in goal-setting meetings and conversations.
- School-wide instructional expectations and policy emphasize extensive opportunities for daily independent reading by students, with student-selected books and materials, based on student interest, matched with reading levels.

Budget and resource alignment

- Indicate your school's Title I status: School Wide Program (SWP) Targeted Assistance Program (TAP) Non-Title I

Select the fund source(s) that your school is using to support the instructional goal. To improve teachers' instructional practices that will effectively address the needs of diverse learners in the classroom.

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Tax Levy Title IA Title IIA Title III Set Aside Grants Other-describe here: _____

Service and program coordination

Describe how you will coordinate fiscal and human resources with the instructional strategies/activities to achieve this goal, referencing specific FY'13 PS and OTPS budget categories selected above that will support the coordination and integration of Federal, State and local services, including programs supported under NCLB (i.e., services for Students in Temporary Housing (STH) violence prevention programs, nutrition programs, housing programs, Head Start).

The following personnel will be involved in implementing the action plan:

- Classroom teachers
- Classroom Paraprofessionals
- Staff Developer – Literacy
- Literacy Consultant
- Math Consultant
- Parent Coordinator
- Principal

The following sources will be used in combination to fund the actions/strategies/activities described in this goal: To improve teachers' instructional practices that will effectively address the needs of diverse learners in the classroom.

- TL Fair Student Funding
- Title I School Wide Project
- TL Children First Network Support
- Title I Priority/Focus SWP
- Title III LEP
- Contract for Excellence FY 2012-2013
- Title I Priority/Focus SWP Parent Engagement

GOAL AND ACTION PLAN #4 STUDENT SOCIAL AND EMOTIONAL DEVELOPMENTAL HEALTH (TENET 5)

Use this template to identify an annual goal. Respond to each section to indicate strategies and activities in support of accomplishing this goal.

Major Recommendation

- Cite the Major Recommendation from your SED intervention (SQR, ESCA, SCRA, & JIT) which will form the basis of your needs assessment. Include the page number of the report.

School Quality Review 2011-2012 page 3- What the school does well: "The culture of mutual respect, evident throughout the school, creates a safe environment that promotes student learning and progress. (1.4)"

○ "The administration and faculty strongly believe that students learn best when they feel secure and respected. The two guidance counselors and Dean provide ongoing support to all students including English language learners (ELLs) and students with disabilities (SWDs). Students indicate that "whenever you have a problem, the counselors are always available to help." Students and teachers set goals together based on student strengths and areas of needs. These goals are reviewed and as they are met, new goals set. Students are able to articulate progress they have made and the steps that need to be taken to meet their goals. In addition to the School Survey, the administration conducts additional student surveys to ascertain student feedback regarding their feelings about what needs to be changed in the school. The Student Council meets every two weeks and provides input into event planning and discipline. This focus on the social emotional growth of the students supports a safe and inclusive school culture evident in increased attendance and fewer Superintendent's suspensions."

The school's Learning Environment Survey 2011-2012 page 6-7;10-11;15-16-Responses to Questions and Statements about Safety and Respect (parents and students) and Engagement (teachers):

Parents: "Do parents feel that the school creates a physically and emotionally secure environment in which everyone can focus on student learning?"

Students: "Do students feel that the school ensures that all members of the school community feel physically and emotionally secure, allowing everyone to focus on student learning?"

Teachers: "Do schools ensure that all members of the school community feel physically and emotionally secure, allowing everyone to focus on student learning?"

Teachers: "Do teachers feel engaged in an active and vibrant partnership to promote learning?"

Tenet #5 STUDENT SOCIAL AND EMOTIONAL DEVELOPMENTAL HEALTH

- Select the Standard of Practice (SOP) that aligns to the recommendation from above. The SOP selected should align to the goal and inform the development of the activities selected to address the goal.

<input type="checkbox"/> 5.2 Systems and partnerships	X	<input type="checkbox"/> 5.4 Safety
<input type="checkbox"/> 5.3 Vision for social and emotional developmental health		<input type="checkbox"/> 5.5 Use of data and student needs

Annual Goal #4

- Describe the goal you have identified for the year based on the recommendation, tenet and SOP selected. Refer to the directions and guidance for assistance in developing your goals.

To increase the number of parents, students, and teachers who respond "strongly agree" on the Spring 2013 School Learning Environment Survey In response to questions of school safety and constituents' voice and ownership in decisions that impact the school environment and student learning.

Parents, teachers, and students' strongly agree responses to questions and statements related to Safety and Respect (parents and students) and Engagement (teachers) on the annual school Learning Environment Survey in Spring 2013 will increase by at least 5%.

Instructional strategies/activities

- Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:
 - a) strategies/activities that encompass the needs of identified student subgroups,
 - b) key personnel and other resources used to implement these strategies/activities,
 - c) identify targets to evaluate the progress, effectiveness and impact of the strategies and activities. Include steps taken to involve teachers in the decision-making regarding the use of academic assessments.
 - d) timeline for implementation.
- Teachers will meet with the Principal in relation to issues of safety and emotional development of students at periodic Staff Breakfasts.
- Teachers will meet regularly with guidance counselors and support staff to address issues of safety and well-being of individual students.
- Teachers will participate on School Leadership Team committees and subcommittees to address issues of safety.
- Students will participate in Student Council meetings with the Principal.
- Guidance Counselors and other support staff to collaborate on individual at-risk students.
- A school Dean meets with students, regularly throughout the year, to track and monitor students' social and emotional growth
- Community Based Organizations, such as Good Shepherd Services, provide services to children and families and collaborate with the school personnel, including but not limited to the Principal.
- Parent Coordinator speaks with parents and meets with parents to support them with individual issues.
- Parent Coordinator interfaces with other school and community personnel, as needed.
- In-school feedback from students and families provide meaningful perceptions and input to help determine strategic decisions related to students' safety and well-being.
- Staff members supervise the student cafeteria during breakfast and lunch on a daily basis and establish a pro-active presence and "open-access" to adult guidance throughout the day.

Budget and resource alignment

- Indicate your school's Title I status: School Wide Program (SWP) Targeted Assistance Program (TAP) Non-Title I

Select the fund source(s) that your school is using to support the instructional goal: To increase the number of parents, students, and teachers who respond "strongly agree" on the Spring 2013 School Learning Environment Survey

In response to questions of school safety and constituents' voice and ownership in decisions that impact the school environment and student learning.

- Tax Levy Title IA Title IIA Title III Set Aside Grants Other-describe here: _____

Service and program coordination

- Describe how you will coordinate fiscal and human resources with the instructional strategies/activities to achieve this goal, referencing specific FY'13 PS and OTPS budget categories selected above that will support the coordination and integration of Federal, State and local services, including programs supported under NCLB (i.e., services for Students in Temporary Housing (STH) violence prevention programs, nutrition programs, housing programs, Head Start).

The following personnel will be involved in implementing the action plan:

- Classroom teachers
- Classroom paraprofessionals
- Staff Developer – Literacy
- Literacy Consultant
- Math Consultant
- Parent Coordinator
- Principal

The following sources will be used in combination to fund the actions/strategies/activities described in this goal: To increase the number of parents, students, and teachers who respond “strongly agree” on the Spring 2013 School Learning Environment Survey
In response to questions of school safety and constituents’ voice and ownership in decisions that impact the school environment and student learning.

- TL Fair Student Funding
- Title I School Wide Project
- TL Children First Network Support
- Title I Priority/Focus SWP
- Title III LEP
- Contract for Excellence FY 09
- Title I Priority/Focus SWP Parent Engagement
- Title I SWP Translation Services
- TL RS Mandated Counseling

GOAL AND ACTION PLAN #5 FAMILY AND COMMUNITY ENGAGEMENT (TENET 6)

Use this template to identify an annual goal. Respond to each section to indicate strategies and activities in support of accomplishing this goal.

Major Recommendation

- Cite the Major Recommendation from your SED intervention (SQR, ESCA, SCRA, & JIT) which will form the basis of your needs assessment. Include the page number of the report.

School Quality Review 2011-2012 page 3- What the school does well: "School leaders and faculty consistently engage families in open discussions that promote trust and clear expectations for student achievement. (2.4)"

- "Administration and faculty maintain an open door policy for parents. Parents indicate that the school is supportive of the needs of the family and teachers care about the students. Problems are solved as they arise. A written report about student progress, attendance, and behavior is mailed to the parents during the months when there are no report cards. In addition, teachers often call to discuss progress with parents – both commendable and problematic. On Open School Night students attaining the Honor Roll (85-90 average) or Principal's List (90-100 average) and their parents are celebrated with a dinner and award ceremony. This not only underscores their achievement but encourages others to make the additional effort to achieve academically as evident in increased gains on the latest formative assessment."

The school's Learning Environment Survey 2011-2012 page 5- Responses to Questions and Statements about Communication: "Do parents feel that the school provides them with information about the school's goals and offers appropriate feedback on each student's learning outcomes?"

Tenet #6 FAMILY AND COMMUNITY ENGAGEMENT

- Select the Standard of Practice (SOP) that aligned to the recommendation from above. The SOP should inform development of the goal and the activities selected to address that goal.

6.2 Welcoming environment

6.4 Partnerships and responsibility

6.3 Reciprocal communication

6.5. Use of data and families

Annual Goal #5

- Describe the goal you have identified for the year based on the recommendation, tenet and SOP selected. Refer to the directions and guidance for assistance in developing your goals.

To increase the number of parents who respond "strongly agree" on the Spring 2013 School Learning Environment Survey

In response to questions related to Communication of Data.

Parents' strongly agree responses to questions and statements related to Communication of Data on the annual school Learning Environment Survey in Spring 2013 will increase by at least 5%.

Strategies to increase parental involvement and engagement

- All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school’s Title I Parent Involvement Policy (PIP). The PIP template is provided on pages XX through XX in this SCEP.
- Describe the research-based strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:
 - a) strategies/activities that encompass the needs of identified student subgroups,
 - b) staff and other resources used to implement these strategies/activities,
 - c) steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities,
 - d) timeline for implementation.
- Student work products and data are shared with parents during Parent Teacher Conferences, held twice a year, in the Fall and in the Spring.
- Student grades will be posted regularly on Engrade online for parents to track their children’s progress and performance, in real time.
- Common Core Learning Standards with examples of student work aligned to the standards are shared with parents During official parent teacher meetings, as well as during ongoing, periodic individual meetings.
- Monthly progress reports to parents detailing student achievement results for parents will be sent home to keep families informed about the children’s progress and performance
- Parent Coordinator, Dean and Guidance Counselors maintain ongoing communication with families
- School Leadership Team parent constituency is equally represented as staff members.
- ARIS parent link is monitored to track the number of parents who are using the resource.
- Parent Coordinator conducts parent workshops, focusing on diverse needs of the community and the constituents.
- Translation services are provided, as necessary, reflecting the represented languages.

Budget and resource alignment

- Indicate your school’s Title I status: School Wide Program (SWP) Targeted Assistance Program (TAP) Non-Title I

Select the fund source(s) that your school is using to support the instructional goal: To increase the number of parents who respond “strongly agree” on the Spring 2013 School Learning Environment Survey

In response to questions related to Communication of Data.

- Tax Levy Title IA x Title IIA Title III Set Aside Grants Other-describe here: _____

Service and program coordination

- Describe how you will coordinate fiscal and human resources with the instructional strategies/activities to achieve this goal, referencing specific FY’13 PS and OTPS budget categories selected above that will support the coordination and integration of Federal, State and local services, including programs supported under NCLB (i.e., services for Students in Temporary Housing (STH) violence prevention programs, nutrition programs, housing programs, Head Start).

The following personnel will be involved in implementing the action plan:

- Classroom teachers

- Classroom paraprofessionals
- Staff Developer – Literacy
- Literacy Consultant
- Math Consultant
- Parent Coordinator
- Principal

The following sources will be used in combination to fund the actions/strategies/activities described in this goal: To increase the number of parents who respond “strongly agree” on the Spring 2013 School Learning Environment Survey in response to questions related to Communication of Data.

- TL Fair Student Funding
- Title I School Wide Project
- TL Children First Network Support
- Title I Priority/Focus SWP
- Title III LEP
- Contract for Excellence FY 2012-2013
- Title I Priority/Focus SWP Parent Engagement

ACADEMIC INTERVENTION SERVICES (AIS)

Schools need to maintain accurate records of students, who are receiving Academic Intervention Services. These records need to be made available upon request and indicate the total number of students receiving AIS in each subject area listed below and for each applicable grade in your school.

Type of Academic Intervention Services (AIS)	Description		
	Type of program or strategy (e.g. repeated readings, interactive writing, etc.)	Method for delivery of service (e.g., small group, one-to-one, tutoring, etc.)	When the service is provided (e.g., during the school day, before or after school, etc.).
ELA	Achieve 3000 Rosetta Stone Expert 21 Guided Reading Wilson	Small group one-to-one One-to-one Small Group Small Group Small Group	During, after school, Extended Day During, after school After School During School, Extended Day During School
Mathematics	Guided Math Fastt Math	Small Group One-on-one	During School, Extended Day During School, Extended Day
Science	Guided Reading content area texts Repeated Readings	Small Group One-on-one	During School, Extended Day During School, Extended Day
Social Studies	Guided Reading content area texts Repeated Readings	Small Group One-on-one	During School, Extended Day During School, Extended Day
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	Life Skills Curriculum Second Step Drug Prevention NYU Understanding Disproportionality Anti-Defamation League's No Place to Hate Initiative	Whole Class, small group, one-to-one Whole Class, small group, one-to-one Small Group Whole Class, Small group	During School During School, After School. During School During, After School

HIGHLY QUALIFIED TEACHERS (HQT)

Teaching candidates are hired centrally by the NYCDOE. As described in the NYCDOE Consolidated Application, this process ensures that all NYCDOE teachers meet State eligibility requirements. Schools, in turn, ensure that teachers are HQT, as defined by NCLB

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

Strategies and activities including strategies for recruitment, retention, assignments and support including High Quality professional development that ensures staff is highly qualified.

- 100 % of our staff is highly qualified.
- We employ a rigorous outreach and interview process at our school.
- We collaborate with Teach for America in interviewing and hiring appropriate teachers for vacancies as they occur.
- The Principal and teachers will collaborate to set and monitor teacher goals using the three Priority Competencies from the Framework for Teaching 2011.
- The Principal will utilize the Framework for Teaching for classroom observations, informal observations, and snapshots of instruction. The framework will inform pre-observation and post observation conferences.
- Teacher growth will be supported through specific evidence- based feedback from the principal.
- Monthly one-on-one meetings with teachers will focus on the attainment of their professional goals and the school support needed.
- Professional development opportunities provided by staff developers will be planned to meet the developmental needs of teachers. New teachers will receive the maximum support and experienced teachers will have leadership opportunities to help support the professional learning throughout the school.
- Staff development will be monitored and revised based on the results of student data and teacher effectiveness needs. Teachers will have professional development to assist in developing specific strategies to support the learning of ELLs and SWDs in reading comprehension, academic vocabulary and written analysis of informational texts.

PARENT INVOLVEMENT POLICY (PIP) TEMPLATE

Educational research shows a positive correlation between effective parental involvement and student achievement. The overall aim of this policy is to develop a parent involvement program that will ensure effective involvement of parents and community in our school. Therefore, our school, in compliance with the Section 1118 of Title I, Part A of the No Child Left Behind (NCLB) Act, is responsible for creating and implementing a parent involvement policy to strengthen the connection and support of student achievement between our school and the families. Our 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 our school community. Our school will support parents and families of Title I students by:

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

Our 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. Our school community will conduct an annual evaluation of the content and effectiveness of this parent involvement policy with Title I parents to improve the academic quality of our school. The findings of the evaluation through school surveys and feedback forms will be used to design strategies to more effectively meet the needs of parents, and enhance the school's Title I program. This information will be maintained by the school.

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

Our 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;
- hosting events to support, men asserting leadership in education for their children. parents/guardians, grandparents and foster parents;
- encouraging more parents to become trained school volunteers;
- providing written and verbal progress reports that are periodically given to keep parents informed of their children's progress;
- developing and distributing a school newsletter or web publication designed to keep parents informed about school activities and student progress;
- providing school planners/folders for regular written communication between /teacher and the home in a format, and to the extent practicable in the languages that parents can understand;

*SCHOOL-PARENT COMPACT
REQUIRED OF ALL SCHOOLS
MAY BE LAST YEARS BUT MUST BE UPDATED*

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

I. School Responsibilities

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

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

Support home-school relationships and improve communication by:

- conducting parent-teacher conferences each semester during which the individual child's achievement will be discussed as well as how this Compact is related;
- convening an Annual Title I Parent Meeting prior to December 1st of each school year for parents of students participating in the Title I program to inform them of the school's Title I status and funded programs and their right to be involved;

- arranging additional meetings at other flexible times, e.g., morning, evening and providing (if necessary and funds are available) transportation or child care for those parents who cannot attend a regular meeting;
- respecting the rights of limited English proficient families to receive translated documents and interpretation services in order to ensure participation in the child's education;
- providing information related to school and parent programs, meetings and other activities is sent to parents of participating children in a format and to the extent practicable in a language that parents can understand;
- involving parents in the planning process to review, evaluate and improve the existing Title I programs, Parent Involvement Policy and this Compact;
- providing parents with timely information regarding performance profiles and individual student assessment results for each child and other pertinent individual school information;
- ensuring that the Parent Involvement Policy and School-Parent Compact are distributed and discussed with parents each year;

Provide parents reasonable access to staff by:

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

Provide general support to parents by:

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

II. Parent/Guardian Responsibilities:

- monitor my child's attendance and ensure that my child arrives to school on time as well as follow the appropriate procedures to inform the school when my child is absent;
- ensure that my child comes to school rested by setting a schedule for bedtime based on the needs of my child and his/her age;
- check and assist my child in completing homework tasks, when necessary;

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

III. Student Responsibilities:

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

As per an agreement with New York State Education Department, all schools will be required to develop and submit new Language Allocation Policies (LAP) and Translation and Interpretation Plans every other year.

For the 2012-13 school year, schools may continue to use, modify or revise the 2011-12 LAP and/or the 2011-12 Translation and Interpretation Plan.

**OFFICE OF ENGLISH LANGUAGE LEARNERS
GRADES K-12 LANGUAGE ALLOCATION POLICY
SUBMISSION FORM
2011-12**

DIRECTIONS: This submission form assists schools with gathering and organizing the quantitative and qualitative information necessary for a well-conceived school-based language allocation policy (LAP) that describes quality ELL programs. This LAP form, an appendix of the CEP, also incorporates information required for CR Part 154 funding so that a separate submission is no longer required. Agendas and minutes of LAP meetings should be kept readily available on file in the school. Also, when preparing your school's submission, provide extended responses in the green spaces. Spell-check has been disabled in this file, so consider typing responses to these questions in a separate file before copying them into the submission form. For additional information, hold your cursor over the [?](#).

Part I: School ELL Profile

A. School Information [?](#)

Cluster Leader/Network Leader CFN 109	District 10	Borough Bronx	School Number 447
School Name Creston Academy			

B. Language Allocation Policy Team Composition [?](#)

Principal Pamela Edwards	Assistant Principal
Coach Susan Defillippo	Coach Lesley Lemos
ESL Teacher Juanita Negrin Gonzalez	Guidance Counselor Marion Thomas
Teacher/Subject Area Gilda Medina/ESL	Parent
Teacher/Subject Area Evelyn Roman	Parent Coordinator Iverka Valerio
Related Service Provider type here	Other type here
Network Leader Maria Quail	Other type here

C. Teacher Qualifications [?](#)

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

Number of certified ESL teachers	2	Number of certified bilingual teachers	1	Number of certified NLA/foreign language teachers	0
Number of content area teachers with bilingual extensions		Number of special education teachers with bilingual extensions		Number of teachers of ELLs without ESL/bilingual certification	
Number of teachers who hold both a bilingual extension and ESL certification	1	Number of teachers currently teaching a self-contained ESL class who hold both a common branch license and ESL certification			

D. School Demographics

Total number of students in school	420	Total Number of ELLs	115	ELLs as share of total student population (%)	27.38%
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Part II: ELL Identification Process

Describe how you identify English Language Learners (ELLs) in your school. Answer the following:

1. Describe the steps followed for the initial identification of those students who may possibly be ELLs. These steps must include administering the Home Language Identification Survey (HLIS) which includes the informal oral interview in English and in the native language, and the formal initial assessment. Identify the person(s) responsible, including their qualifications, for conducting the initial screening, administering the HLIS, the LAB-R (if necessary), and the formal initial assessment. Also describe the steps taken to annually evaluate ELLs using the New York State English as a Second Language Achievement Test (NYSESLAT).
2. What structures are in place at your school to ensure that parents understand all three program choices (Transitional Bilingual, Dual Language, Freestanding ESL)? Please describe the process, outreach plan, and timelines.
3. Describe how your school ensures that entitlement letters are distributed and Parent Survey and Program Selection forms are returned? (If a form is not returned, the default program for ELLs is Transitional Bilingual Education as per CR Part 154 [[see tool kit](#)].)
4. Describe the criteria used and the procedures followed to place identified ELL students in bilingual or ESL instructional programs; description must also include any consultation/communication activities with parents in their native language.
5. After reviewing the Parent Survey and Program Selection forms for the past few years, what is the trend in program choices that parents have requested? (Please provide numbers.)
6. Are the program models offered at your school aligned with parent requests? If no, why not? How will you build alignment between parent choice and program offerings? Describe specific steps underway. 

During the registration process, in September, our school Parent Coordinator and our licensed pedagogues, bilingual and ESL teachers follow guidelines to complete the intake of possible English Language Learners. Teachers briefly interview the students in both English and Spanish, as well as the parents are interviewed in the language that they can comprehend so that they can understand the process of admission. Our teachers assist parents in filling out the Home Language Survey. Afterwards, the school secretary enters the appropriate language code in the ATS system.

The students that are identified by the Home Language Survey as possible ELLs are then given the LAB-R by a licensed ESL teacher within 10 days of their admission. Those students that scored non proficient are also given the Spanish LAB. The parents of ELL students are invited to a Parent Orientation Meeting where a licensed ESL teacher provides information and a video that explains the different language programs offered by New York City Board of Education and our school. This meeting is conducted in the parent's home language.

Parent Orientation Meetings are provided after the ESL teacher hand scores the LAB-R grids. These meetings take place a few days after the scoring of the LAB-R. Our ESL teacher makes phone calls and distribute letters to invite parents to come to school so they can view a video and read informational pamphlets in the parents' native language. The video and pamphlet explain the different language programs that are offered by the NYC Department of Education and the ESL teacher explains what programs our school have in place for our ELL students. During these meetings, parents are encouraged to ask questions to the ESL teacher and parent coordinator. Afterwards, parents fill out the Parent Survey and Programs Selection Forms. Copies of these filled out forms are in a binder that is located in a locked cabinet in the main office. All the Parent Choice Selections that parents requested were provided by our school and their children were placed in those programs. This year we opened a 6th grade transitional Bilingual Education which aligns this program with all parent request. We are a new school and this is our third year and are providing educational opportunities for all our ELLs.

Our school's ESL teacher reviews the 2011 NYSESLAT results using the RLAT report. The ELL students that scored proficient are given a letter of non-entitlement in their parents' native language. This letter explains that their child has gained proficiency in English and will no longer receive Bilingual or ESL services. ELL students that score beginning, intermediate, or advance are given a letter for their parents, in their native language, that informs them that their child will continue to receive bilingual or ESL services for the present academic year. All placement, entitlement, and continued entitlement letters are kept in a binder and this binder is stored in a locked cabinet in the main office.

A. ELL Programs

This school serves the following grades (includes ELLs and EPs)
Check all that apply

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

This school offers (check all that apply):

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

Provide the number of classes for each ELL program model at your school. For all-day programs (e.g., Transitional Bilingual Education, Dual Language, and Self-Contained ESL), classes refer to a cohort of students served in a day. For push-in ESL classes, refer to the separate periods in a day in which students are served. Departmentalized schools (e.g., high school) may use the self-contained row.

ELL Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Total #
Transitional Bilingual Education <small>(60%:40% → 50%:50% → 75%:25%)</small>							28							28
Dual Language <small>(50%:50%)</small>														0
Freestanding ESL														
Self-Contained														0
Push-In							30	26	31					87
Total	0	0	0	0	0	0	58	26	31	0	0	0	0	115

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	115	Newcomers (ELLs receiving service 0-3 years)	59	Special Education	5
SIFE	14	ELLs receiving service 4-6 years	12	Long-Term (completed 6 years)	44

Enter the number of ELLs by years of identification and program model in each box. Enter the number of ELLs within a subgroup who are also SIFE or special education. [?](#)

	ELLs by Subgroups									Total
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			
	All	SIFE	Special Education	All	SIFE	Special Education	All	SIFE	Special Education	
TBE	26	5	0	0	0	0	2	0	0	28
Dual Language										0
ESL	31	12	0	12	2	0	44	0	5	87
Total	57	17	0	12	2	0	46	0	5	115

Number of ELLs in a TBE program who are in alternate placement:

C. Home Language Breakdown and ELL Programs

Transitional Bilingual Education														
Number of ELLs by Grade in Each Language Group														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish							28							28
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic														0
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Yiddish														0
Other														0
TOTAL	0	0	0	0	0	0	28	0	0	0	0	0	0	28

Dual Language (ELLs/EPs) K-8																				
Number of ELLs by Grade in Each Language Group																				
	K		1		2		3		4		5		6		7		8		TOTAL	
	EL L	EP																		
Spanish																			0	0
Chinese																			0	0
Russian																			0	0
Korean																			0	0
Haitian																			0	0
French																			0	0
Other																			0	0
TOTAL	0																			

Dual Language (ELLs/EPs) 9-12										
Number of ELLs by Grade in Each Language Group										
	9		10		11		12		TOTAL	
	ELL	EP								
Spanish									0	0
Chinese									0	0
Russian									0	0
Korean									0	0
Haitian									0	0
French									0	0
Other									0	0
TOTAL	0									

This Section for Dual Language Programs Only

Number of Bilingual students (students fluent in both languages):	Number of third language speakers:	
Ethnic breakdown of EPs (Number):		
African-American: ____	Asian: ____	Hispanic/Latino:
Native American: ____	White (Non-Hispanic/Latino): ____	Other:

Freestanding English as a Second Language

Number of ELLs by Grade in Each Language Group

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish							29	23	30					82
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic														0
Haitian														0
French								1	1					2
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other							1	2						3
TOTAL	0	0	0	0	0	0	30	26	31	0	0	0	0	87

Part IV: ELL Programming

A. Programming and Scheduling Information

1. How is instruction delivered?
 - a. What are the organizational models (e.g., Departmentalized, Push-In [Co-Teaching], Pull-Out, Collaborative, Self-Contained)?
 - b. What are the program models (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])?
2. How does the organization of your staff ensure that the mandated number of instructional minutes is provided according to proficiency levels in each program model (TBE, Dual Language, ESL)?
 - a. How are explicit ESL, ELA, and NLA instructional minutes delivered in each program model as per CR Part 154 (see table below)?
3. Describe how the content areas are delivered in each program model. Please specify language, and the instructional approaches and methods used to make content comprehensible to enrich language development.
4. How do you ensure that ELLs are appropriately evaluated in their native languages?
5. How do you differentiate instruction for ELL subgroups?
 - a. Describe your instructional plan for SIFE.
 - b. Describe your plan for ELLs in US schools less than three years (newcomers). Additionally, because NCLB now requires ELA testing for ELLs after one year, specify your instructional plan for these ELLs.
 - c. Describe your plan for ELLs receiving service 4 to 6 years.

A. Programming and Scheduling Information

- d. Describe your plan for long-term ELLs (completed 6 years).
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?
7. How does your school use curricular, instructional, and scheduling flexibility to meet the diverse needs of ELL-SWDs within the least restrictive environment?

Our school offers two language models. A bilingual transitional program in the 6th grade and ESL self contained classes in the 6th, 7th, and 8th grade. A certified bilingual teacher has the 6th grade bilingual transitional class. ELL students in this class that are beginners and intermediate receive, from their certified bilingual teacher, 360 minutes a week using ESL strategies, as well as 60 to 90 minutes in native language arts in Spanish. Advanced students in the same class receive 180 minutes a week using ESL strategies in the content area and 180 minutes in ELA literacy skills in English.

The 6th grade ESL class has a second ELL teacher that pushes in to provide additional support with the mandated time for beginners and intermediate that require 360 minutes in the week using ESL strategies, and the advanced ELL students that get 180 minutes, using ESL strategies in the content subjects as well as 180 minutes using ELA literacy strategies in English, and 45 minutes in native language arts in Spanish.

Our ESL self contained classes are taught by certified ESL teachers. In the 7th and 8th grade ESL self contain classes, an ESL certified teacher provides instruction in ELA and Social Studies. These students that are beginners and intermediate, received 360 minutes a week using ESL strategies to deliver instruction in ELA and Social Studies. Advanced ELL students receive the mandated 180 minutes a week using ESL strategies, in the content subjects, as well as 180 minutes in ELA literacy skills.

Students that are indentified as SIFE and Long Term ELL students are offered opportunities to use technology to differential reading instruction as well as working in small guided reading groups. These approaches help them receive focused attention on improving their reading abilities. Also ESL and bilingual classroom teachers meet and plan together to help them to differential instruction for these students. These teachers, also attend common planning meetings within their grades to help them improve their teaching approaches in literacy and in the content subjects.

Students that are recent arrivals, that entered our school, and those ELLs that have less than three years are always welcomed into our risk free environment. They are paired with proficient students that speak both languages. Teachers encourage these students to participate in the learning process, even if they have to answer in their native language. Directions and instructions are provided in both their native language as well as English; visual aids are helpful for these students to participate and follow along in the content skills.

ELLs who have received four to six years of ESL services, have their ESL and bilingual teachers creates lessons that are comprehensible by making language and content objectives very clear and achievable. Modelling the expected outcomes by using graphic organizers, visual aids, and using reciprol teaching strategies to help ELLs in content subjects.

Our school provides many opportunities where, all our ELL students can participate in programs that are not academic. These programs ensure the students are a part of our school community. These programs are lunchtime and gymtime. ELL students can sit and engage with the English speakers. Our school also offer athletic programs, such as "Young Runners, Flag Football, and Fitness Club" that allow

A. Programming and Scheduling Information

our ELL students opportunities to engage with English speakers. ELLs can also participate in community services, like working in a soup kitchen in Manhattan. It is a requirement for 8th grade graduation.

If funding allows, an earth science will be a course that our school would consider in offering our 8th grade students, including our ELL population. A bilingual science teacher would be hired in order to provide instruction to all levels in our ELL students using ESL strategies, visual aids, cooperative learning approach which would help our ELL to achieve an understanding in this subject area.

ELL students receive intervention in ELA and Math; their intervention plan includes one to one tutoring for students that scored double ones in ELA and Math in spring of 2011. They receive the support during the classes of Science and Social Studies. ELL students work on project based activities that are cooperatively focused, and additional small group instruction using level guided reading in both languages. In the 6th grade bilingual class, ELLs are grouped according to their instructional levels as determined by 2011 NYSESLAT and baseline assessments, in reading and writing, in both Spanish, and English. In the 7th and 8th grade ESL classes, the ESL teacher scaffolds her lessons in English Literacy and Social Studies. Her ELL students benefit from the use of graphic organizers and grouping ELLs into small groups, and this helps them in learning English and reinforce their Spanish proficiency levels in Math and Social Studies.

Intervention in Math is provided to all ELL students in grades 7th and 8th, in both languages, when the ELLs needs additional support, their native language is used. The ELL students were assessed in September, a Math baseline assessment was given. The results were used to help group them into instructional levels. The ELL students used a web based program called "Fast Math". It is a computerized program that addresses the Math concepts that ELLs are currently having difficulty with. This program provides support in English and in Spanish when it is needed. In the 6th grade, the bilingual teacher provides instruction in Spanish in all content subjects. She groups ELLs into small group and they work cooperatively solving problems, and also she facilitates additional instruction in Spanish using visuals one to one support.

ELL students that scored proficient level in 2011 and 2010 NYSESLAT are provided with the following testing accommodations separate location and time and half on all state exams as well as any test simulation that is given at the school. These accommodations are provided for two consecutive years to all proficient ELLs.

ELL students in the 6th, 7th, and 8th grades are invited to participate in afterschool via, a letter to the parents notifying them of the program. The letter details the purpose of the program, the days the program will be in session, and the time. Parents are told that all students that sign up are accepted to participate. Daily attendance are taken and when a child is absent, our school secretary make a call to the home to inform the parent of their child's absence.

The goals of the afterschool programs is to continue to develop the ELLs' second language literacy skills in the four language modalities. ESL and Bilingual instructional strategies are used within the content areas of ELA, NLA, and Math. Two certified ESL and Bilingual teachers work with small groups, and both languages are used in order for ELL students to obtain a clear and comprehensive understanding of the content concept that will help them improve their academic abilities, as well as their English language literacy skills. The teacher provides one to one support in reading and writing in both languages.

The afterschool program uses the following materials; Achieve 3000, and classroom libraries in Spanish and in English. Achieve 3000 is a web based program that differentiates instruction using nonfiction text with writing activities. ELL students will use the classroom libraries to read and write at their instructional abilities.

ELL classrooms have instructional materials in Spanish in the following content subjects; Social Studies, Science, Math , and classroom library books in Spanish. These materials are in the 6th, 7th, and 8th grade ELL classrooms. In English, the classrooms have ELA books as well as English classroom library books. These materials are age and ability appropriate. Also, ELL teachers use differentiated instruction to make the concepts clear to the students. When possible, visual aids and graphic organizers in literacy and math are used to help students in the learning process.

Our newly arrived ELLs are admitted on the first day of school. ELL teachers welcome the new comers and their parents. At this time parents are informed of the materials that are needed as well as the uniform code that our school requires everyday to wear. Many times the school will provide the first school uniform shirt at no cost to the parent. ELL teachers state their educational expectations on this first

A. Programming and Scheduling Information

meeting and they welcome any questions or concerns that parents express at that time.

ELL teachers receive on-going professional development from the Literacy Consultant and our school based literacy coach. Some of the literacy topics that have been discussed so far are:

1. How to conduct effective conferring session with our ELL students.
2. How to provide feedback that generates improvement in reading, comprehension, and writing on topics in the content subjects in both languages.
3. How to effectively use Common Core Standards with a language focus in reading nonfiction texts, and writing essays that are informational.

Courses Taught in Languages Other than English ⓘ

NOTE: This section refers to classes/subject areas in which the language of instruction is English and another language which all students in the class speak. Do not include:

- classes that are taught in English using books in the native language
- heritage classes
- foreign language (LOTE) classes

Class/Content Area	Language(s) of Instruction		Class/Content Area	Language(s) of Instruction
Native Language Arts				
Social Studies:				
Math:				
Science:				

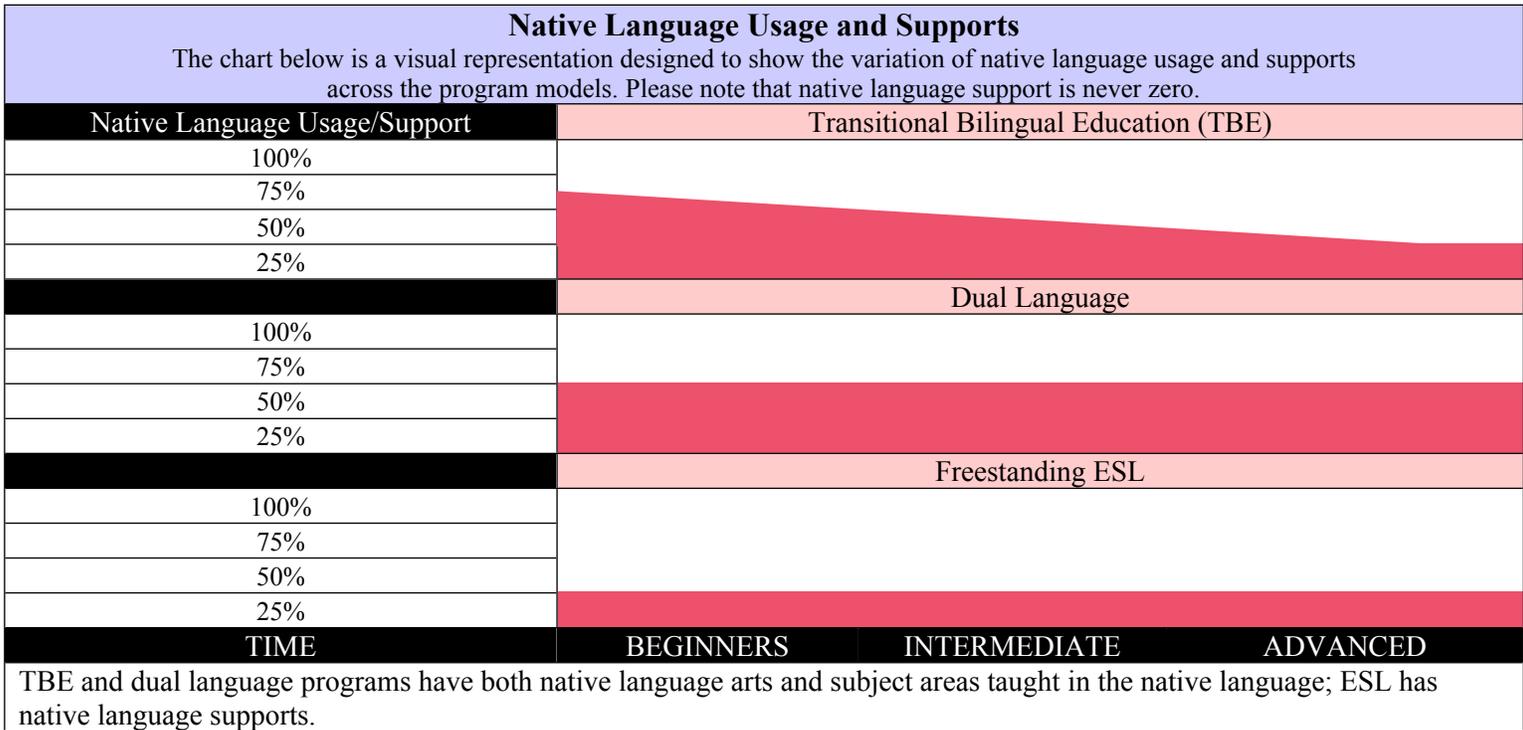
NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades K-8

	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS: Native Language Arts	60-90 minutes per day	45-60 minutes per day	45 minutes per day

NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades 9-12

	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	540 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week

FOR TBE /DL PROGRAMS: Native Language Arts	45 minutes per day	45 minutes per day	45 minutes per day
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B. Programming and Scheduling Information--Continued

8. Describe your targeted intervention programs for ELLs in ELA, math, and other content areas (specify ELL subgroups targeted). Please 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.
9. Describe your plan for continuing transitional support (2 years) for ELLs reaching proficiency on the NYSESLAT.
10. What new programs or improvements will be considered for the upcoming school year?
11. What programs/services for ELLs will be discontinued and why?
12. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
13. What instructional materials, including technology, are used to support ELLs (include content area as well as language materials; list ELL subgroups if necessary)?
14. How is native language support delivered in each program model? (TBE, Dual Language, and ESL)
15. Do required services support, and resources correspond to ELLs' ages and grade levels?
16. Include a description of activities in your school to assist newly enrolled ELL students before the beginning of the school year.
17. What language electives are offered to ELLs?

The year begins at 10X447 with a battery of diagnostic tests in all content areas to determine which students are below level, on level or above level. These results are reviewed with students NYSESLAT scores, New York STATE ELA and Math Scores. Students receive intervention targeted to content area instructional standards. In reviewing our students that require extension of services, we focused on the reason for the extension. The students with three to four years of service are receiving additional support to boost their reading achievement. Their intervention plan includes, one on one tutoring, projects and small group instruction. The student with five years of services will receive intervention in writing using small group instruction, one to one tutoring and writing through projects and independent study. All students in our ESL program receive additional support in guided reading and vocabulary development. In our sixth grade transitional bilingual program, the students use Spanish level library books. Spanish text books in Math and Social Studies were purchased as well as dual language dictionaries in Spanish and in French. Our beginners will receive additional support through books on tape. Students at 10X447 are heterogenously grouped and are supported through differentiated instruction. All classrooms are composed of students with varying levels of subject area and English proficiency. Instruction and intervention for all language levels is planned carefully to ensure curriculum alignment and language acquisition goals. As a school wide project school receiving Title One funding, all programs are planned to provide apportunities to all students and their families. ELLs will be invited to participate in Saturday Academy with a focus on writing effective essays, conduct literature clubs, and use technology to improve reading comprehension skills. They will also learn and review strategies on how to take NYSESLAT in the four language modalities. We have an extensive physical education program during the day and afterschool. Students receive health and physical education instruction daily as part of our programs. Every morning students have the opportunity to participate in the Young Runners club as part of the New York City Runners Club. Afterschool activities include Ultimate Frisbee, Flag Football, Fitness Club, and Basketball for girls and boys. These programs are funded through the Department of Education's C.H.A.M.P.S. program. As the year progresses we hope to add academic turtoring to our afterschool programs. We are grateful to be housed in a new building. All classrooms are equipped with SMART BOARDS to provide engaging, vivid instructional support to all learners. Through training opportunities for staff, our objective is to further tailor instructional outcomes that include technology.

C. Schools with Dual Language Programs

1. How much time (%) is the target language used for EPs and ELLs in each grade?
2. How much of the instructional day are EPs and ELLs integrated? What content areas are taught separately?
3. How is language separated for instruction (time, subject, teacher, theme)?
4. What Dual Language model is used (side-by-side, self-contained, other)?
5. Is emergent literacy taught in child's native language first (sequential), or are both languages taught at the same time (simultaneous)?

Paste response to questions 1-5 here

D. Professional Development and Support for School Staff

1. Describe the professional development plan for all ELL personnel at the school. (Please include all teachers of ELLs.)
2. What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?
3. Describe the minimum 7.5 hours of ELL training for all staff (including non-ELL teachers) as per Jose P.

Increasing staff effectiveness through meaningful professional development is directly correlated to student achievement. Our school goal is to provide all staff with appropriate professional development opportunities. The language development of bilingual students is the responsibility of the entire school. Professional development for ELL personnel and all teaching staff aims to inform staff of the issues related to learning a second language. Best practices support the use of the specialist skills of the ESL teacher in cooperative planning.

Our professional development practices include the following:

- Two staff developers to support teachers.

- Weekly content area meetings built into the schedule focused on planning, looking at student work, reviewing student assessment data, and integration of the CCLS tasks.

- One Saturday per month teachers meet to plan, create assessments, and organize data to view achievement trends at our school.

- Consultants from AUSSIE and DATA CORP support and provides professional development for school staff.

Professional development is offered to all staff members. Our school based literacy coach and Literacy Consultant have developed a professional development calendar for this academic year of 2011-2012. These workshops take place twice a month on Saturdays. ELA and math teaching strategies are grouped together in one Saturday, while Science and Social Studies strategies are grouped on another Saturday. Bilingual, ESL and monolinguals teachers plan and share their techniques on how to successfully work with our ELL students.

Also on Saturdays, our school guidance counselor, dean, parent coordinator, and our SAPIS counselor meet in order to plan for behavior modification with all our students, (including our ELLs), who are in need of intervention with their behavior that affect their learning and performance.

Professional development takes place after school, once a month; a series of seven training sessions on the use of the smart board are offered to all teachers, including bilingual and ESL teachers. All teachers learn to use different applications and on how to apply them in the instructional day for all students, including ELL students.

Jose P. Training takes place on Saturdays. This training is provided to all staff members, that are not bilingual or ESL teachers but do have ELL students in their content subject class. Their training is done by an AUSSIE and she provides valuable information that will help monolingual teachers plan their lessons using ESL strategies that help ELL students improve their writing skills and they will apply common core standard to align with their instruction.

Our school guidance is highly qualified to assist our ELL students and parents in the transitional process for high school. Our school offered two consecutive Saturdays in September where the guidance counselor and the parent coordinator gave an informative overview on the high school process and selection. The high school application was reviewed in detail. Parents received folders that contained valuable information, such as the dates for 2011 City-Wide High School Fair in September and October. The folder contained information on careers choices, specialized high schools, and a directory for NYC high school 2011-2012 was also given out. ELL students and parents were offered the opportunity to meet at the school and take a bus to Brooklyn for the City-Wide High School Fair. Chaperons were available if the parents were not able to go with their child.

During the regular day, our guidance counselor meets with small group of students to discuss the procedures for selecting a high school and answer any questions that may come up during the application process.

E. Parental Involvement

1. Describe parent involvement in your school, including parents of ELLs.
2. Does the school partner with other agencies or Community Based Organizations to provide workshops or services to ELL parents?
3. How do you evaluate the needs of the parents?
4. How do your parental involvement activities address the needs of the parents?

On going communication with parents is on essential aspect for a successful school program. 10X447 holds monthly Parent Association and School Leadership team meetings. We promote parent involvement through the following school activities:

- Provide translators
- Make telephone contacts
- Organize school open houses
- Send bilingual school notices
- Organize social events
- Arrange award ceremonies
- Organize assemblies
- Direct monthly parent meetings
- Host community events
- Organize literacy, math, and science family nights
- Arrange Parent/Student Sport Night
- Arrange Parent Conferences
- Invite parents on field trips
- Invite parents to be the audience for plays, fairs and talent shows

Translation is always provided in all school events.

Our parent coordinator hands out a NYC Department of Education Parent survey. In this survey parents are asked various questions, such as; school environment, it provides information about different activities at the school during the course of the academic year, questions about information on selection of appropriate high schools for their child, etc. These parent survey are conducted in two different formats, they can physically fill out the survey here at the school with the assistance of the parent coordinator or they can go on-line to fill it out.

Parent also fill out a school based Parent/Family Involvement Survey prepared by our parent coordinator. In this survey parents check off what their specific needs are. For instance, adult education programs, school wide programs, helping your child, child health issues, and parenting issues. Parent coordinator reviews these survey and plans workshops, and invite outside organization to help address parents concerns and needs.

Part V: Assessment Analysis

A. Assessment Breakdown

Enter the number of ELLs for each test, category, and modality.

OVERALL NYSESLAT* PROFICIENCY RESULTS (*LAB-R FOR NEW ADMITS)														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Beginner(B)							22	4	8					34
Intermediate(I)							11	7	12					30
Advanced (A)							25	15	11					51
Total	0	0	0	0	0	0	58	26	31	0	0	0	0	115

NYSESLAT Modality Analysis

Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
LISTENING /SPEAKING	B							8	1	2				
	I							5	2	1				
	A							28	16	5				
	P							18	12	20				
READING/ WRITING	B							14	3	6				
	I							11	7	11				
	A							24	13	11				
	P							10	8	1				

NYS ELA

Grade	Level 1	Level 2	Level 3	Level 4	Total
3					0
4					0
5					0
6	14	28	4	0	46
7	14	13	0	0	27
8	11	15	0	0	26
NYSAA Bilingual Spe Ed					0

NYS Math

Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
3									0
4									0
5									0
6	11	2	24	4	14	2	0	0	57
7	8	2	7	2	7	3	2	0	31
8	7	2	19	0	1	0	0	0	29
NYSAA Bilingual Spe Ed									0

NYS Science

	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
4									0
8									0
NYSAA Bilingual Spe Ed									0

New York State Regents Exam

	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
Comprehensive English				
Integrated Algebra				
Geometry				
Algebra 2/Trigonometry				
Math				
Biology				
Chemistry				
Earth Science				
Living Environment				
Physics				
Global History and Geography				
US History and Government				
Foreign Language				
Other				
Other				
NYSAA ELA				
NYSAA Mathematics				
NYSAA Social Studies				
NYSAA Science				

Native Language Tests

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

B. After reviewing and analyzing the assessment data, answer the following

1. Describe what assessment tool your school uses to assess the early literacy skills of your ELLs (e.g., ECLAS-2, EL SOL, Fountas and Pinnell, DRA, TCRWP). What insights do the data provide about your ELLs? How can this information help inform your school's instructional plan? Please provide any quantitative data available to support your response.
2. What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?
3. How will patterns across NYSESLAT modalities—reading/writing and listening/speaking—affect instructional decisions?
4. For each program, answer the following:
 - a. Examine student results. What are the patterns across proficiencies and grades? How are ELLs faring in tests taken in English as compared to the native language?
 - b. Describe how the school leadership and teachers are using the results of the ELL Periodic Assessments.
 - c. What is the school learning about ELLs from the Periodic Assessments? How is the Native Language used?
5. For dual language programs, answer the following:
 - a. How are the English Proficient students (EPs) assessed in the second (target) language?
 - b. What is the level of language proficiency in the second (target) language for EPs?
 - c. How are EPs performing on State and City Assessments?
6. Describe how you evaluate the success of your programs for ELLs.

At 10X447, all students are assessed in September using the Scholastic Reading Inventory. All level one students are tested with the Scholastic Reading Inventory and the Fountas and Pinnell assessment for baseline data. Students are assessed in writing using a baseline writing sample. The results of these assessment tools are evaluated by the ELL teachers and the literacy coach. Their curriculum planning address the weakness that the data provides. The teachers share techniques and strategies that their students will need to show improvements. The data for 2011 NYSESLAT reveals the following: our 6th grade has 22 ELLs that are at the beginning level, and 25 ELLs are at the advance level from a total of 58, while 7th and 8th grades 4 and 8 ELLs are at the beginning level and 15 and 11 ELLs are at the advance level in ESL from a total of 26 and 31. In the 8th grade, there are 12 ELLs that are at the intermediate level. ELL teachers use this information to plan their literacy lessons, according for the ESL levels of their classes. ESL techniques and strategies are differentiated at each ESL level.

The data for 2011 NYSESLAT Modality Analysis revealed in listening and speaking that a high number of scored at the advance and proficient across all the middle school grades. The same results were repeated in reading and writing in 6th and 7th grade, but in the 8th grade, there are more ELLs in beginning and intermediate ESL levels. This information also helps ELL teachers plan accordingly for their students in literacy and the other content classes.

Our ELL students who had less than two year in the NYCSS were offered the opportunity to take the Math State Exam in Spanish. Across the middle grades in Level I there were a total of 6 ELLs, in Level II there were also 6 ELLs, in Level III, there were 5 ELLs, but there were no ELLs that scored at a Level IV. ELLs that took the Math State Exam in English were greater in numbers than those who took it in Spanish. The results across the grades were that 26 ELLs scored at Level I, 50 ELLs scored at Level II, 22 ELLs scored at Level III, and 2 ELLs scored at Level IV. These results indicate that our ELLs will receive instructional support to achieve improvement and move from Levels I and II in Math. This support will be provided through effective curriculum planning of all ELL and monolingual teachers, on-going assessments of ELL students in all math concept that are difficult for the students. The instruction will be delivered in both languages to assure that ELLs are understanding the math skills. Our math coach will be instrumental in organizing professional development for our ELL and monolingual teachers.

ELL Periodic Assessment is not used at our school. our school does use other diagnostic and assessments tools in English and Spanish and these assessments are on-going throughout the year. The following assessment tools are used:

1. Scantron (Web Based Performance Series)
2. Scholastic Reading Inventory (SRI)
3. Fountas & Pinnell Reading Assessment
4. Achieve 3000 - Teen Biz 3000 (evaluates reading and writing in both languages)

In Spanish, DRA and Rigby ELL Assessment Kit are also used to assess ELLs reading comprehension and these assessments are done throughout the school year.

These assessment tools provide valuable results that are used by administrators, our Literacy Coach, and Bilingual and ESL teachers. The

results help guide our staff assist each other in developing lessons and they also plan on which ESL techniques and strategies will help ELLs move forward in language proficiency in English as well as in Spanish.

The data for our school indicates that 25% of ELLs struggle with comprehension and 45% will need a great deal of support to improve their writing strategies. Instructional decisions for resources, materials, professional development, and academic intervention programs such as afterschool and extended day are made based on the results of State Tests, Interim Assessments, teacher made tests, and recommendations. The staff teaching our ELL learners will continue to plan lessons that support the skills each child needs to become proficient in English. Students are grouped within a class according to their needs regarding language acquisition. Instruction is differentiated during academic intervention services and content area instruction emphasizing the four modalities and grouping more specifically to the modality being developed. The school leadership, teachers, and the school community as a whole are using the results of the ELL interim assessments to understand each student's strengths and weaknesses and planning their instructions accordingly.

Additional Information

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

Paste additional information here

Part VI: LAP Assurances

School Name: <u>Creston Academy</u>		School DBN: <u>10X447</u>	
Signatures of LAP team members certify that the information provided is accurate.			
Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Pamela Edwards	Principal		1/1/01
	Assistant Principal		1/1/01
Iverka Valerio	Parent Coordinator		1/1/01
Juanita Negrin Gonzalez	ESL Teacher		1/1/01
	Parent		1/1/01
Gilda Medina/ESL	Teacher/Subject Area		1/1/01
Evelyn Roman	Teacher/Subject Area		1/1/01
Susan Defillippo	Coach		1/1/01
Lesley Lemos	Coach		1/1/01
Marion Thomas	Guidance Counselor		1/1/01

School Name: Creston Academy

School DBN: 10X447

Signatures of LAP team members certify that the information provided is accurate.

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Maria Quail	Network Leader		1/1/01
	Other		1/1/01

LANGUAGE TRANSLATION AND INTERPRETATION 2011-2012

CEP Appendix 7

Requirement under Chancellor's Regulations – for all schools

DBN: 10X447 **School Name:** Creston Academy

Cluster: DSSI Cluster 01 **Network:** CFN 109

Goal: To communicate whenever feasible with non-English speaking parents in their home language in order to support shared parent-school accountability, parent access to information about their children's educational options, and parents' capacity to improve their children's achievement.

Part A: Needs Assessment Findings

1. Describe the data and methodologies used to assess your school's written translation and oral interpretation needs to ensure that all parents are provided with appropriate and timely information in a language they can understand.

The school keeps information about parents' preferred language of communication on the emergency contact cards and in ATS. This data is collected on enrolment and reviewed annually.

2. Summarize the major findings of your school's written translation and oral interpretation needs. Describe how the findings were reported to the school community.

The majority of our students are from Hispanic households (76%) so our families require translation in Spanish. We have one family that speaks Mandinka, two French families and one Sukuma. Currently we rely on staff and families to support translation and interpretation in these languages for in house documents.

Part B: Strategies and Activities

1. Describe the written translation services the school will provide, and how they will meet identified needs indicated in Part A. Include procedures to ensure timely provision of translated documents to parents determined to be in need of language assistance services. Indicate whether written translation services will be provided by an outside vendor, or in-house by school staff or parent volunteers.

The school uses the materials available on the NYCDOE Translation and Interpretation website to let parents know about their rights to language access services. The school has copies of the Parent Bill of Rights and the Family Guide in the appropriate languages for parents. We also display a welcome sign in multiple languages.

The school has a process in place to make sure that the required translation services are available during school hours and for parent/teacher conferences and meetings.

All parent / student notices, meetings, notices, phone calls, letters and report cards are translated into Spanish. We are fortunate to have a bilingual Parent Coordinator, Secretary, and Office Manager who are able to do this work. Our Parent Coordinator or Bilingual teachers translate all meetings.

The school translates citywide documents in French and Spanish through the Department of Education Translation Services. Handbooks are also sent to the Department of Education's Office of Translation to be translated into both languages.

2. Describe the oral interpretation services the school will provide, and how they will meet identified needs indicated in Part A. Indicate whether oral interpretation services will be provided by an outside contractor, or in-house by school staff or parent volunteers.

The school has a designated point person and a procedure in place to make arrangements for translation and interpretation services.

There is a list of staff able to assist with translation available to all staff including the school safety officers. A copy of the Language Identification Card has also been made available. The school has signs posted letting parents know about their rights to language access services.

All parent / student notices, meetings, notices, phone calls, letters and report cards are translated into Spanish. We are fortunate to have a bilingual Parent Coordinator, Secretary, and Office Manager who are able to do this work. Our Parent Coordinator or Bilingual teachers translate all meetings.

3. Describe how the school will fulfill Section VII of Chancellor's Regulations A-663 regarding parental notification requirements for translation and interpretation services. Note: The full text of Chancellor's Regulations A-663 (Translations) is available via the following link: <http://docs.nycenet.edu/docushare/dsweb/Get/Document-151/A-663%20Translation%203-27-06%20.pdf>.

The school translates citywide documents in French and Spanish through the Department of Education Translation Services.

A copy of the Parents Bill of Rights is handed out at Open Houses and parent meetings. Interpretation notice signs are posted at the school entrance and in the school office.

The Safety officers have a copy of the iSpeak and Attention School Safety Officers signs.

Safety Plan procedures are incorporated into the School Handbook that students and families get annually.

2012-13 Comprehensive Education Plan (CEP)

Title III Supplemental Program for ELLs

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

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

For more information on Title III requirements, please see the School Allocation Memo or contact your ELL Compliance and Performance Specialist.

Part A: School Information	
Name of School: Creston Academy	DBN: 10X447
Cluster Leader: Douglas Knecht	Network Leader: Maria Quail
This school is (check one): <input checked="" type="checkbox"/> conceptually consolidated (skip part E below) <input type="checkbox"/> NOT conceptually consolidated (must complete part E below)	

Part B: Direct Instruction Supplemental Program Information
The direct instruction component of the program will consist of (check all that apply): <input type="checkbox"/> Before school <input checked="" type="checkbox"/> After school <input type="checkbox"/> Saturday academy <input type="checkbox"/> Other:
Total # of ELLs to be served: 119 Grades to be served by this program (check all that apply): <input type="checkbox"/> K <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input checked="" type="checkbox"/> 6 <input checked="" type="checkbox"/> 7 <input checked="" type="checkbox"/> 8 <input type="checkbox"/> 9 <input type="checkbox"/> 10 <input type="checkbox"/> 11 <input type="checkbox"/> 12
Total # of teachers in this program: <u>3</u> # of certified ESL/Bilingual teachers: 3 # of content area teachers: 0

Part B: Direct Instruction Supplemental Program Information

Describe the direct instruction supplemental program here and include the

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

Begin description here:

1. The primary focus will be to use ESL and Bilingual instructional strategies within the content areas of English Language Arts, Native Language Arts and Math. Teachers will use both languages in order for ELL students to obtain a clear and comprehensive understanding of the content concepts that will help them improve their academic abilities.

The materials that will be used to achieve academic success will be the following:

* Achieve 3000 is web based differentiated reading program, this program supports ELLs in English and Spanish literacy skills

* Content based writing activities will correlate with the Common Core Standards

* ELL students will be instructed on the use of different types of graphic organizers to assist them in collecting and organizing their thoughts for writing tasks, such as Venn Diagrams for comparing and contrasting writing activities.

2. Differentiation and UDL will be evident through individualized projects, products, processes, and classroom environment aspects, such as purposeful seating arrangements with flexible student groups and process charts that empower students to become independent learners. Classroom libraries will reflect the differentiated reading levels of the students, as well as a variety of books and reading material in BOTH ENGLISH AND SPANISH. Visual aids, photographs, manipulatives, realia, and TECHNOLOGY will be used to provide motivation, scaffolding support, and extension opportunities for students, based on their learning styles, needs, and strengths. Our school uses the ACHIEVE 3000 Technology Program and all our classrooms have SMARTBOARDS. Teachers are trained in using the SMARTBOARD and Achieve 3000 Program.

3. ELL students will be invited to participate in two ELL programs:

Title III Extended Day Intervention Program that meets on Mondays and Fridays from 2:20 to 4:20 PM. This program will take place after school with the purpose to continue to develop the ELLs' second language literacy skills in the four language modalities. It will begin on March 4, 2013 until June 7, 2013. They will also be invited to participate in our ELL Vacation Academy that meets on February 19, 20, 21, and 22, 2013 and on March 25, 26, 27, & 28, 2013 from 9 AM to 1 PM. All teachers hired for these programs are certified in Bilingual Education and ESL.

Part C: Professional Development

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

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

Begin description here:

1. The focus for Professional Development will combine applications of the research-based strategies from Pauline Gibbon's current professional text, "English Learners Academic Literacy and Thinking" with the school's most recently-revised and adopted ELA and social studies curriculum maps, units, and tasks, which are aligned to the New York State Common core Learning Standards. Teachers collaborate to enrich and differentiate the curriculum units with appropriately selected resources for ensuring access to the curriculum for all students. UDL and differentiation strategies and implementation will be topics for teacher study groups and workshops. Intervisitations within the school and outside the school, to observe and debrief exemplary bilingual instructional practices, will be part of our professional development activities. Analyzing student work, aligned to the CCLS units and tasks in particular, in teacher teams, will help teachers "surface the gaps" that students have in terms of their progress in meeting the standards. Collaboratively they will share their best, effective strategies to address their students' learning needs, as evidenced by the actual student work products. Rubrics will help to ensure consistency and high expectations. Our consultant is a retired school principal, with extensive expertise and experience in language instruction, including Foreign Language instruction, English as a Second Language Instruction, and Bilingual Instruction (Spanish). She will be facilitating staff workshops, as well as providing leadership in identifying appropriate instructional resources for use in the classroom. She also visits teachers and provides formative feedback to teachers to enhance and strengthen professional practice, with a focus on effective pedagogical practices for ELLs and bilingual students. Our staff will participate in professional development activities offered through BETAC and the Office of English Language Learners (Central DOE). Network professional support will enhance our in-house professional development. The consultant provides direct support to Ms. Pichardo, Ms. Medina and Ms. Bernard in scheduled one on one sessions every other week on Thursdays. We are fortunate to have Ms. Negrin a retired F-Status certified bilingual/ ESL teacher that provides on-going support twice a week

2. Professional development sessions are scheduled weekly during the school day focused on planning and looking at student work. An additional professional development opportunity takes place every Thursday from 2:20 - 3:10 pm. This time is built into the Master schedule. Our Bilingual/ESL teachers will be compensated for an additional hour of Planning on Thursdays from 3:10 To 4:10. The dates for this school year are as follows:

October 11, 2012 - ELA

October 18, 2012 - Matha/Science/SS

October 25, 2012 - ELA

Part C: Professional Development

November 1, 2012 - Math/Science/SS

November 8, 2012 - ELA

November 15, 2012 - Math/Science/SS

November 29, 2012 - ELA

December 6, 2012 - Math/Science/SS

December 13, 2012 - ELA

December 20, 2012 - Mat/Science/SS

January 3, 2013 - ELA

January 10, 2013 - Math/Science/SS

January 17, 2013 - ELA

January 24, 2013 - Math/Science/SS

January 31, 2013 - ELA

February 7, 2013 - Math/Science/SS

February 14, 2013 - ELA

February 28, 2013 - Math/Science/SS

March 7, 2013 - ELA

March 14, 2013 - Math/Science/SS

March 21, 2013 - ELA

April 4, 2013 - Math/Science/SS

April 11, 2013 - ELA

April 18, 2013 - Math/Science/SS

April 25, 2013 - ELA

May 2, 2013 - Math/Science/SS

May 9, 2013 - ELA

May 16, 2013 - Math/Science/SS

May 23, 2013 - ELA

Part C: Professional Development

May 30, 2013 - Math/Science/SS

June 13, 2013 - ELA

June 20, 2013 - Math/Science/SS

Part D: Parental Engagement Activities

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

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

Begin description here:

Translation and interpretation services are provided by our bilingual Parent Coordinator Ms. Iverka Valerio. We are looking into purchasing Translation Equipment for our community.

TITLE III PARENT INVOLVEMENT MEETINGS AND WORKSHOPS

Specific Workshop Topics	Date	Time	Provider	Translation/Interpretation
Cyber Bullying Workshop @10:00 am to 11:30 am	10/16/12	10:00 am	Anti-Defamation League	Yes
Common Core Standards and ARIS Parent Link Workshop	10/26/12	9:30 am	Parent Coordinator	Yes
Parent/Teacher Conference	11/12	1 pm - 3pm & 5 pm - 7:30 pm	School Staff	Yes
Academic Success for ELLS --begins at home	11/28/12	9:30 am	Fordham University Professor	Yes
Develop & Support Your ELL Reader	12/7/12	9:30 am	ELL Bilingual Staff & Parent Coordinator	Yes
Help Your ELL Grow as a Writer	1/21/13	9:30 am	ELL Bilingual Staff & Parent Coordinator	Yes
StoryTelling & Bookmaking			ELL Bilingual Staff &	

Part D: Parental Engagement Activities				
for ELLs	2/15/13	9:30 am	Parent Coordinator	Yes
How to help my child prepare for the ELA/Math State Exams	3/15/13	9:30 am	ELL Bilingual Staff & Parent Coordinator	Yes
Trip to the Museum del Barrio (Parent workshop)	4/12/13	9:30 am	Parent Coordinator	Yes
Career Pathways for ELLS	5/17/13	9:30 am	Parent Coordinator	Yes
Building Language/Reading Skills in the Summertime for ELLS	6/7/13	9:30 am	Fordham University Professor	Yes

Part E: Budget		
FOR SCHOOLS NOT CONCEPTUALLY CONSOLIDATED ONLY. Ensure that your Title III budget matches your Title III Plan.		
Allocation Amount: \$		
Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Professional salaries (schools must account for fringe benefits) <ul style="list-style-type: none"> Per session Per diem 		
Purchased services <ul style="list-style-type: none"> High quality staff and curriculum development contracts. 		
Supplies and materials <ul style="list-style-type: none"> Must be supplemental. Additional curricula, instructional materials. Must be clearly listed. 		
Educational Software (Object Code 199)		

Part E: Budget

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

Allocation Amount: \$

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Travel		
Other		
TOTAL		