



**Department of  
Education**

*Dennis M. Walcott, Chancellor*



## **SCHOOL COMPREHENSIVE EDUCATIONAL PLAN (SCEP)**

**SCHOOL NAME:** SHERIDAN ACADEMY FOR YOUNG LEADERS

**DBN (DISTRICT/ BOROUGH/ NUMBER I.E. 01M000):** 09X457

**PRINCIPAL:** LISETTE FEBUS

**EMAIL:** [LFEBUS@SCHOOLS.NYC.GOV](mailto:LFEBUS@SCHOOLS.NYC.GOV)

**SUPERINTENDENT:** Ms. **DOLORES ESPOSITO**

09-17-2013

## 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
Lisette Febus	*Principal or Designee	
Megan Sampsell	*UFT Chapter Leader or Designee	
Iris Jimenez	*PA/PTA President or Designated Co-President	
Linette Lathman	DC 37 Representative, if applicable	
NA	Student Representative ( <i>optional for elementary and middle schools; a minimum of two members required for high schools</i> )	
Dery Rodriguez	CBO Representative, if applicable	
Christina Felipe	Member/Teacher	
Barbara Chery	Member/Teacher	
Isabel Burgos	Member/Teacher	
Stephanie Feldman	Member/Parent	
Bintou Toure	Member/Parent	
Amie Jallow	Member/Parent	
Helena Williams	Member/Parent	

\*\* 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.

### **Goal # 1 for Tenet # 2**

*“Observations of teacher teams and interviews with school leaders reveal that a seamless method of developing authentic assessment tools to measure interim progress towards achieving goals across grades has not yet been accomplished. Thus the school misses out measuring progress toward interim goals impacting focused instruction and limited student success.” (QR, 2012, p.6)*

“Instructional cabinet plays a role in the annual planning process as due school leaders and parents and teachers at each level. Faculty engages in a needs assessment process, an end-year exit conference, and uses a multiyear action planning. Although the planning process, which uses the shared electronic data system is transparent and promotes a culture of sharing progress towards school goals, there are still areas that are not yet fully measurable by interim benchmarks, therefore limiting suitable adjustments. (QR, 2012, p.6)”

### **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.

#### **2.5 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.

By June 2013, instructional staff will demonstrate an improvement in their instructional practices as a result of explicit and actionable feedback from both formal and informal observations, which will lead to the development of Common Core Curricula with interim benchmarks and next steps as evidenced by instructional staff's Individualized Professional Development Plans, assistant principal's instructional action plans, teacher mid-year progress report, and an increase in student performance as evidenced by school wide common assessment tools: conferring notes, unit formative assessment checkpoints, progress reports, baseline, midline, endline, and Fountas and Pinnell and Rally Item Analysis Assessments and Singapore Unit Assessments.

### 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.

#### **GK5OZ            GL97B   GL97C   GL97D**

**29 Teachers x 22 Sessions x 2hours and 45minutes per session**

**PROGRAM:** Afterschool Program  
**DAYS:** 3x a week  
**# OF TEACHERS:** 16  
**SCHEDULE:** 2hrs and 45 minutes a day  
**SESSIONS:** 22

#### **GK5P2**

**10 Teachers x 10 Sessions x 3hours per session**

**PROGRAM:** Saturday Academy  
**DAYS:** Each Saturday of the month  
**# OF TEACHERS:** 10  
**SCHEDULE:** 3 hrs.  
**SESSIONS:** 10

#### **GL2K6            GLI0L**

**3 Teachers x 22 Sessions x 2hours and 45 minutes per session**

**PROGRAM:** Afterschool Program – Intervention Services  
**DAYS:** 3x a week  
**# OF TEACHERS:** 3  
**SCHEDULE:** 2hrs and 45 minutes a day  
**SESSIONS:** 22

#### **GKTKD            GKTKC   GLIKQ**

**35 Teachers**

**PROGRAM:** Professional Development  
**DAYS:** Variety  
**# OF TEACHERS:** 35  
**SCHEDULE:** Variety  
**SESSIONS:** Variety

#### Action Plan:

- Teacher teams will use tuning protocols to look at student work CCLS-aligned literacy and math tasks.( Inquiry Timeline Cycles for looking at student work to inform curriculum maps with specific timeline and benchmarks)
- Vertical Planning across grades K-5 (Designing Curriculum and Development of Common Assessments)
- P.D. on ‘Rigor’ e.g. Webb’s Depth of Knowledge levels and other Research-based best practices provided by instructional leaders, consultants and the Network
- Timeline team analysis and use of resources posted on CCLS library site

- Timeline for implementation CCLS – aligned unit of study and task
- Begin developing our own CCLS literacy and math tasks (Bundles)
- Inc: SWD and ELL using UDL Universal Design for Learning Strategies
- Special Services Monthly Meeting
- Timeline: ongoing throughout the year

**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.

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

**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 Curriculum Planning ARRA Title I  
 After school per session for Curriculum Development  
 Supervisor responsible for Afterschool curriculum Mapping and planning  
 ESL After school and Vocabulary Materials  
 After school and Extended Learning Time for Homework help  
 Saturday Academy  
 Literacy Consultant For Summer and Saturday Institute  
 Math Aussie Consultant  
 Technology Aussie Consultant  
 Academic Intervention Teacher and Rally Literacy Intervention Program  
 Data-Cation Monitoring System  
 Step up to Writing Program  
 Time For Kids  
 Reading Tutors.com  
 Raz KidsK-4  
 Books On CD  
 Level A-books for K-1

Singapore Math Program for grades 2-5  
 Rally Assessment for Math and ELA

**Professional Resources**

“Daily Five” book  
 “How’s It Going?” book

“CAFÉ” book

“Children’s Mathematics” book

“Mentoring New Teachers” book for Administration

iPads for Student Conferencing and Data analysis for all Instructional Staff and SBST Members( for easier SESIS access)

iPads for Administration for easier walkthrough notation and faster teacher feedback

iTunes cards for Downloading applications for Instructional resources such as Running Record lite

## **GOAL AND ACTION PLAN #2 FOR CURRICULUM DEVELOPMENT AND SUPPORT (TENET 3)**

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.

### **Goal #2 Tenet 3**

Extend consistent teaching of rigorous coherent curriculum that is standards based across all classrooms using teaching strategies that improve outcomes for diverse learners. (1.1)

“Common Core Learning Standards in English language arts and math are being integrated into the curriculum across the school so students are engaged in rigorous tasks and higher order thinking. Teaching teams collaborate on the (CCLS) tasks and for a variety of students. Some classrooms are exemplary in evidencing engaging and rigorous curriculum and are able to plan well for all populations including English language learners and students with disabilities. All students in those specific classes produce high quality work. However, this is not consistent across all classrooms. Questioning in some classes did not always lead to high levels of student thinking or quality work products. Students were not always sure of that was expected of them, thus the school does not yet engage all students in a rigorous and engaging curriculum hindering closing of the achievement gap for diverse student populations.” (QR, 2012, p.5)

### **Tenet 3 CURRICULUM DEVELOPMENT AND SUPPORT**

- 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.

#### **3.3 Units and lesson plans**

### **Annual Goal #2**

- 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.

By June 2013, pedagogical staff will engage in the collaborative inquiry process within their teacher teams to develop targeted instructional strategies and rigorous CCLS-aligned units and lessons that include multiple entry points to ensure differentiation of instruction for SWD and ELLs as evidenced by artifacts from teacher team meetings, curriculum maps, and student work samples.

### **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.

Timeline for implementation.

**GK5OZ      GL97B   GL97C   GL97D**

**29 Teachers x 22 Sessions x 2hours and 45minutes per session**

**PROGRAM:** Afterschool Program  
**DAYS:** 3x a week  
**# OF TEACHERS:** 16  
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**SESSIONS:** 22

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**GK5P2**

**10 Teachers x 10 Sessions x 3hours per session**

**PROGRAM:** Saturday Academy  
**DAYS:** Each Saturday of the month  
**# OF TEACHERS:** 10  
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**SESSIONS:** 10

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**GL2K6 GLI0L**

**3 Teachers x 22 Sessions x 2hours and 45 minutes per session**

**PROGRAM:** Afterschool Program – Intervention Services  
**DAYS:** 3x a week  
**# OF TEACHERS:** 3  
**SCHEDULE:** 2hrs and 45 minutes a day  
**SESSIONS:** 22

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**GKTKD GKTKC GLIKQ**

**35 Teachers**

**PROGRAM:** Professional Development  
**DAYS:** Variety  
**# OF TEACHERS:** 35  
**SCHEDULE:** Variety  
**SESSIONS:** Variety

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- Inquiry Timeline – benchmarks
- Inc: SWD and ELL using UDL Universal Design for Learning Strategies
- Looking at student work to inform curriculum in grade team and inquiry meetings using tuning protocols
- CCSS – aligned units of study with rigorous questioning
- School Wide Curriculum map that includes Student Friendly Rubrics, guiding essential questions and enduring understandings, and prompts that lead to student led peer academic conversations, self-assessments, and ELL and Special Needs instructional strategies.
- Instructional support from instructional leaders, consultants, and the Network.
- Implementation of the Daily Five
- Teachers ensure that unit and lesson plans that are aligned to the CCLS coherent curriculum introduce complex materials that stimulate higher order thinking and build deep conceptual understanding and knowledge around specific content.

**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.

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

**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 Curriculum Planning ARRA Title I  
After school per session for Curriculum Development  
Supervisor responsible for Afterschool curriculum Mapping and planning  
ESL After school and Vocabulary Materials  
After school and Extended Learning Time for Homework help  
Saturday Academy  
Literacy Consultant For Summer and Saturday Institute  
Math Aussie Consultant  
Technology Aussie Consultant  
Academic Intervention Teacher and Rally Literacy Intervention Program  
Data-Cation Monitoring System  
Step up to Writing Program  
Time For Kids  
Reading Tutors.com  
Raz KidsK-4  
Books On CD  
Level A-books for K-1

Singapore Math Program for grades 2-5  
Rally Assessment for Math and ELA

**Professional Resources**

"Daily Five" book  
"How's It Going?" book  
"CAFÉ" book  
"Children's Mathematics" book  
"Mentoring New Teachers" book for Administration  
iPads for Student Conferencing and Data analysis for all Instructional Staff and SBST Members( for easier SESIS access)  
iPads for Administration for easier walkthrough notation and faster teacher feedback  
iTunes cards for Downloading applications for Instructional resources such as Running Record lite

### **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.

#### **Goal #3 Tenet 4**

Expand the use of data analysis to further differentiate instruction, check for understanding, and support targeted instruction.

- “Data is gathered from a number of sources, analyzed and deposited in the school’s drop box. Analyzed data is used during teacher collaboration and planning meetings to facilitate differentiation of instruction to meet student needs. However, data binders in grade 3 classrooms reveal that not all teachers were able to use rubrics to connect last year’s work. As a result this limits closing the achievement gap and increasing student performance, as evidenced by classroom assessments.”
- “Exit ticket that check for student understanding were observed in some third grade classes, however not all teachers observed in the lower grades created checks for understanding so students understood step-by-step how to create high quality work products. Currently, not all teachers are adept at creating authentic assessments that can supplement summative data, thus missing out on developing a deepened understanding of student learning, allowing for ongoing checks for understanding, and improving instruction and student performance as evidenced by the State assessments. (QR, 2012, p.5)”

#### **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.

**4.5** 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.

By June 2013, teacher teams will implement a school-wide common core-aligned coherent curriculum by including essential questions that are rigorous, evidenced based, critical thinking and speaking aligned with writing prompts evaluated by interim benchmarks and end of unit assessments, teacher conferencing notes, and student exit tickets across the content areas and genres that are aligned to the NYC selected CCLS and CCSS tasks.

**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
    - Teacher teams will use tuning protocols to look student work cc-aligned literacy and math tasks.
    - P.D. on 'rigor' e.g. Webb's Depth of Knowledge levels
    - P.D. on UDL
    - Timeline team analysis and use of resources posted on CC library site
    - Timeline for implementation CC – aligned unit of study and task
    - School Wide Curriculum map that includes Student Friendly Rubrics, guiding essential questions, and prompts that lead to student led peer academic conversations, interim benchmarks, and end of unit assessment
    - Implementation of the Daily Five

**GKTKD                      GKTKC            GLIKQ**

**35 Teachers**

**PROGRAM:** Professional Development  
**DAYS:** Variety  
**# OF TEACHERS:** 35  
**SCHEDULE:** Variety  
**SESSIONS:** Variety

**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.

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

**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 Curriculum Planning ARRA Title I  
 After school per session for Curriculum Development  
 Supervisor responsible for Afterschool curriculum Mapping and planning  
 ESL After school and Vocabulary Materials  
 After school and Extended Learning Time for Homework help  
 Saturday Academy

Literacy Consultant For Summer and Saturday Institute  
Math Aussie Consultant  
Technology Aussie Consultant  
Academic Intervention Teacher and Rally Literacy Intervention Program  
Data-Cation Monitoring System  
Step up to Writing Program  
Time For Kids  
Reading Tutors.com  
Raz KidsK-4  
Books On CD  
Level A-books for K-1

Singapore Math Program for grades 2-5  
Rally Assessment for Math and ELA

**Professional Resources**

“Daily Five” book  
“How’s It Going?” book  
“CAFÉ” book  
“Children’s Mathematics” book  
“Mentoring New Teachers” book for Administration  
iPads for Student Conferencing and Data analysis for all Instructional Staff and SBST Members( for easier SESIS access)  
iPads for Administration for easier walkthrough notation and faster teacher feedback  
iTunes cards for Downloading applications for Instructional resources such as Running Record lite

## **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.

### **Goal 4 tenant 5**

“Communicate high expectations to staff, students and families, and support students and families to achieve them.( proficient) QR 2012, Page7 (3.4)”

### **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.

### **5.4 Safety**

### **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.

By June 2013, school leaders and faculty will communicate student academic goals and high expectations to staff, students, and families evidenced by triennial report cards, biannual progress reports, and Data-cation student profile reports consistently in effort to maintain a positive school environment.

### **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.

GKV40

10 hrs. X 20 Teachers 5 Days= ARRA CTTT= 10, 800 = FSF= 6,103.00

#### **Action Plan:**

- School Wide Curriculum map that includes Student Friendly Rubrics, guiding essential questions, and prompts that lead to student led peer academic conversations Progress Reports (Biannual Report)
- Report Cards (Triennial Report) that are aligned to CCSS.
- Data-cation Student Profile Reports
- Positive Behavior Intervention Services( PBIS)
- Student Council
- Temporary Housing Intervention and support
- Respect For All assembly
- Anti-bullying Prevention

- Related Service Monthly Meetings with all Special Service Providers
- Attendance Assemblies

**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.

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).

Literacy and Math book bags  
 Literacy Take Home books  
 Math games  
 Parent Resources and Parent Retreat  
 Homework help for students after school ( 45 minutes X 3 days per week)  
 Referrals to Outside Agencies  
 PBIS Reward Store merchandise  
 Data-cation

## 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.

“Extend the schools belief and practice in differentiation of instruction and the teaching of higher order thinking skills to maximize student learning. (1.2)

School leaders provided professional development to facilitate better understanding of student learning styles by having teachers engage in workshops that helped them understand their own learning patterns within a group. However, not all teachers used this information to improve their practice in grouping and regrouping students for effective instruction, therefore missing supporting suitable differentiation to target specific learning and skill acquisition for all students. (QR 2012, Page 6 (1.2))”

### 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.

**6.5** The entire school shares data in a way that empowers and encourages families to use and understand data to promote dialogue between parents, students and school constituents centered on student learning and success.

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.

By June 2013, the entire school will share data in a way that empowers and encourages families to use and understand data to promote dialogue between parents, students, and school constituents centered on student learning and success evidenced by an increase in the communications portion of the Learning Environment Survey as well as increased student performance evidenced by student progress reports.

### 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, timeline for implementation.

Parent Retreat at the Westchester Renaissance: 1 Night stay for 13 staff members and 25 parents Dinner, and 1 full day for 32 people with Breakfast and Lunch plus Bussing Transportation

**ULVH 6403.00** TITLE I PRIORITY + **UNA8 1,423.00** **FSF + VQ7L 6435.00** Title I SWP + **UXF5 1039.00** **FSF + U4UM 1000.00** Parent Transportation

Action Plan

- Parent Guide to Student Success-clear grading policy evidenced by student progress reports
- Parent Involvement Plan
- Parent Coordinator/Instructional Coach led workshops
- Additional workshop/trainings/meetings using title 1 Parent Involvement and Parent Engagement set-aside funds
- ARIS Workshops
- Parent Retreat
- Monthly Calendar
- Upload and Communicate instructional goals and curriculum through school website

**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.

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).

**Implementation of the Parent Involvement Plan:**

Literacy Take Home books  
 PTA Monthly Math games night  
 Parent Resources and Parent Retreat  
 Homework help for students after school ( 45 minutes X 3 days per week)  
 Referrals to Outside Agencies  
 Career Day  
 Parent Guides for Parents about the CCSS in their native language  
 Parent Coordinator workshops  
 Additional workshop/trainings/meetings using title 1 Parent Involvement and Parent Engagement In collaboration with Mercy College Parent Center  
 ARIS Workshops  
 Parent Retreat  
 Monthly Calendar of events  
 District 9 Parent Learning Fair participation



### 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 (1Teacher AIS )	Phonics Based, Reading Program	Small group and one-to one	During the school day and afterschool
Mathematics	Weekly AIS (2 teachers x 2 periods)	Small group	During the school day
Science	Rally	Small Group	During the school day
Social Studies	Rally	Small Group	During the school day
At- Risk ,Social worker	Behavior Intervention Plan (B.I.P.), Academic Development, Character Education, Play Therapy,	Large Group, Small group, and One-to One	During the school day
At- SETSS	Small group	5x/wk, subjects specified above	During the school day
	Small group	2x/wk, subjects specified above	During the school day
	Small group	2 extra periods a week that aren't mandated in math	During the school day

### **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.

Our staff recruitment is rigorous and structured. We compile a panel of teachers and administrators the form an 18D committee that develops a rigorous interview process with a standard rubric aligned to our school expectations that closely align with our school culture. During the interviews, designated staff represents their grade and or content area vacancy during the interview to ensure interviewees are good fits for their teams. In an effort to be proactive, once teacher are selected, we schedule a new teacher induction day. This day provides new staff with an information lead a group of their peers. The agenda and objective for this day is to inform new staff about school norms and curriculum and to provide clarification and answers to any questions new staff might have before the first day of school. We further develop teachers through an ongoing professional development that supports the teacher's needs and host a summer institute to preview and draft the new school year curriculum.

We believe that "it is the supreme art of the teacher to awaken joy in creative expression and knowledge."  
Albert Einstein

**DIRECTIONS AND GUIDANCE FOR DEVELOPING AND UPDATING  
THE PARENT INVOLVEMENT POLICY (PIP) (A REQUIREMENT FOR TITLE I SCHOOLS ONLY)**

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**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 the community of the Sheridan Academy for Young Leaders (S.A.Y.L.) Therefore, S.A.Y.L., 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 1<sup>st</sup> of each school year to advise parents of children participating in the Title I program about the school's Title I funded program(s), their right to be involved in the program and the parent involvement requirements under Title I, Part A, Section 1118 and other applicable sections under the No Child Left Behind Act;
- schedule additional parent meetings, e.g., quarterly meetings, with flexible times, such as meetings in the morning or evening, to share information about the school's educational program and other initiatives of the Chancellor and allow parents to provide suggestions;
- translate all critical school documents and provide interpretation during meetings and events as needed;
- conduct an Annual Title I Parent Retreat /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;
- conduct an Annual Career Day where all parents are invited to attend formal presentations and workshops that address their student academic skill needs as well as provide opportunities to learn about other career choices.

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 by hosting the Learning Leaders district training
- 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***

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

*Provide parents reasonable access to staff by:*

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

*Provide general support to parents by:*

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

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

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

## **III. Student Responsibilities:**

- attend school regularly and arrive on time;
- complete my homework and submit all assignments on time;
- follow the school rules and be responsible for my actions;
- show respect for myself, other people and property;
- try to resolve disagreements or conflicts peacefully;
- always try my best to what I need to be a successful Young Leader not just for today but for my whole life.

**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  
2012-13**

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 <b>Jose Ruiz and RudyRupnarain</b>	District <b>09</b>	Borough <b>Bronx</b>	School Number <b>457</b>
School Name <b>Sheridan Academy for Young Leaders</b>			

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

Principal <b>Lisette Febus</b>	Assistant Principal <b>Mrs. Sanchez, Ms. Guzman,</b>
Coach	Coach
ESL Teacher <b>Vivian Zapata</b>	Guidance Counselor
Teacher/Subject Area <b>Barbara Chery/ESL</b>	Parent
Teacher/Subject Area <b>Aida Ruiz/ESL</b>	Parent Coordinator
Related Service Provider	Other
Network Leader	Other

### 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	<b>6</b>	Number of certified bilingual teachers	<b>5</b>	Number of certified NLA/foreign language teachers	<b>0</b>
Number of content area teachers with bilingual extensions	<b>6</b>	Number of special education teachers with bilingual extensions	<b>3</b>	Number of teachers of ELLs without ESL/bilingual certification	<b>0</b>
Number of teachers who hold both a bilingual extension and ESL certification	<b>2</b>	Number of teachers currently teaching a self-contained ESL class who hold both a common branch license and ESL certification	<b>3</b>		

### D. School Demographics

Total number of students in school	<b>596</b>	Total Number of ELLs	<b>171</b>	ELLs as share of total student population (%)	<b>28.69%</b>
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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. 

1. When a new student is admitted to the school, the secretary asks the parent what is the home language spoken at home. Based on the parent or guardian's response, the secretary hands a Home Language Identification Survey (HLIS) in the appropriate home language to fill out during the initial registration process. The secretary then contacts a trained pedagogue. The informal oral interview and the formal initial assessment are conducted by any of the two main Certified ESL teachers responsible for servicing the ELLs in our school, Mrs Zapata, certification in Bilingual Education (Spanish) K-6 and certification in ESL K-12; Ms. Chery (speaks French) with certification in ESL K-12/Special Education K-6. In a household where a language other than English is spoken, parents are given an informal oral interview to clarify language dominance. This interview is conducted in English or in the home language, where possible. On the basis of the response, a formal initial assessment is conducted with the student and if necessary, the LAB-R and the Spanish LAB for Spanish-speaking students is administered within 10 days by any of the two main Certified ESL teachers. Once all ELLs have been identified and are placed in the proper setting, they are evaluated annually using the NYSESLAT (ATS report). For the bilingual students, classroom teachers administer the Listening, Reading, and Writing portions of this assessment, while the ESL teachers administer the Speaking portion. For the freestanding ESL students, ESL teachers with the support of other teachers (AIS teacher and SETSS teacher) administer the Listening, Reading, and Writing portion of this assessment, while only ESL teachers administer the Speaking portion of the assessment.

2. In order to ensure that parents understand all three program choices (TBE, Dual Language, and Freestanding ESL), we invite the parents of all newly admitted students to an orientation meeting during the first part of October. During this meeting, parents meet the Principal, Assistant Principals, Parent Coordinator, and ESL teachers. Every effort is made to inform and notify parents of newly enrolled students of their child's entitlement to language support services. These parents are sent letters of invitation to attend a parent orientation meeting. Included in the invitation packet is an Entitlement Letter which has a breakdown of the student's LAB-R scores and a detailed description of the three language programs - Transitional Bilingual; Dual Language; and Free-standing ESL. As much as possible, we send these letters in the parents' home language. The packet also states a deadline by which parents should respond to the orientation. At the orientation, parents are shown a video, The Parent Connection-an Orientation for Parents of Newly Enrolled English Language Learners. The video is about the three program choices (see above). They are also informed about which programs are in place at our school. When parents choose a program that our school does not currently offer, we keep records in order to notify parents

when the program of choice opens. We discuss options on what steps to take if their program of preference is not available at our school; including having the child transferred to a school within the district that offers their selection. Also, we have a question and answer session to clarify any concerns that parents may have. We assist parents in filling out the Program Selection form, in their home language, providing an interpreter, if possible. Any parents that do not attend the initial meeting receive personal invitations through phone calls and letters sent home with children. If parents do not respond to any of these efforts, we follow up at Parent Teacher Conferences. In this manner we ensure that parents have a chance to understand the available programs for ELLs and choose the one they want for their children.

3. The Entitlement Letters are distributed by the two ESL teachers. They send parents the Entitlement Letters and the Program Selection forms by hand through their child. \*Every effort is made to inform and notify parents of newly enrolled students of their child's entitlement to language support services. These parents are sent letters of invitation to attend a parent orientation. Included in the invitation packet is an Entitlement Letter which has a breakdown of the student's LAB-R scores and a detailed description of the three language programs - Transitional Bilingual; Dual Language; and Free-standing ESL. As much as possible, we send these letters in the parents' home language. The packet also states a deadline by which parents should respond to the orientation. A checklist of all parents in attendance is maintained and kept in records by the ESL teachers to ensure follow-up with those who were not able to attend. Records are also maintained of all parent choices, program selections, Entitlement letters, and continued entitlement letters.

4. A certified ESL teacher conducts an informal interview with parents. The ESL teacher helps them to complete the Home Language Survey form (HLS) in the parents' native language, if possible. If eligible, the Entitlement Letters and the Program Selection forms are sent to parents by hand through their child. We invite parents of all newly admitted students to an orientation meeting. During this meeting, parents meet the Principal, assistant Principals, the parent coordinator, and ESL teachers. Included in the invitation packet is an Entitlement Letter which has a breakdown of the student's LAB-R scores and a detailed description of the three language programs- Transitional Bilingual; Dual Language; and Free-standing ESL. For parents who do not attend the orientation, we contact them by phone to find out when they can come to the school to be informed of their choices and to assist them in the process of making a selection. If parents do not respond to any of these efforts, we follow up at Parent Teacher Conferences. A checklist, of all parents in attendance, is maintained and kept in records by the ESL teachers to ensure follow-up with those who were not able to attend. Records are also maintained of all parent choices, program selections, and Entitlement letters.

5. After reviewing the ELL Parent Survey and program Selection forms for the past few year, the trend has been the selection of a Freestanding ESL Program over any other program. The present Freestanding ESL Program at Sheridan Academy for Young Leaders is aligned with what parents have been requesting. We also have a few parents who have requested a Bilingual Education Program. These students have been placed in such classes in alignment with their parents' requests. Currently, in alignment with parental requests, we have 9 students in the Bilingual Special Education Program in second Grade and 10 students in the Bilingual Special Education Program in third Grade. All the other ELLs, 152 students in total (comprising Kindergarten/1st/2nd/3rd/4th. and 5th grades) have been placed in either ESL Self Contained or in a Freestanding ESL program in alignment with their parents' selection.

6. Yes, our Program models are aligned with parent requests. As we grow as a school, we will continue to build an alignment between parent choice and program offering.

## Part III: ELL Demographics

### 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 #
<b>Transitional Bilingual Education</b> (60%:40% → 50%:50% → 75%:25%)			1	1										2
<b>Dual Language</b> (50%:50%)														0
<b>Freestanding ESL</b>														
<b>Self-Contained</b>	1	1			1									3
<b>Push-In</b>	2	2	2	2	2	2								12
<b>Total</b>	3	3	3	3	3	2	0	0	0	0	0	0	0	17

### B. ELL Years of Service and Programs

Number of ELLs by Subgroups			
All ELLs	171	Newcomers (ELLs receiving service 0-3 years)	138
SIFE	0	ELLs receiving service 4-6 years	29
		Special Education	33
		Long-Term (completed 6 years)	4

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	17		17	2		2				19
Dual Language										0
ESL	121		5	27		8	4		2	152
<b>Total</b>	<b>138</b>	<b>0</b>	<b>22</b>	<b>29</b>	<b>0</b>	<b>10</b>	<b>4</b>	<b>0</b>	<b>2</b>	<b>171</b>

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			9	10										19
Chinese														0
Russian														0
Bengali														0

**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
Urdu														0
Arabic														0
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Yiddish														0
Other														0
<b>TOTAL</b>	<b>0</b>	<b>0</b>	<b>9</b>	<b>10</b>	<b>0</b>	<b>19</b>								

**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
<b>TOTAL</b>	<b>0</b>																			

**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
<b>TOTAL</b>	<b>0</b>									

**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	19	27	21	21	13								130
Chinese														0
Russian														0
Bengali	1	2	1		1									5
Urdu														0
Arabic														0
Haitian														0
French			1	1		1								3
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other	4	8	3	9	3	6								33
<b>TOTAL</b>	<b>34</b>	<b>29</b>	<b>32</b>	<b>31</b>	<b>25</b>	<b>20</b>	<b>0</b>	<b>171</b>						

## 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.
  - 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

## A. Programming and Scheduling Information

least restrictive environment?

1a. We have three models in place to service ELLs at the Sheridan Academy, Free-Standing ESL (Pull-Out, Push-In), Self Contained ESL, and the Bilingual Program. There are different programs available for the different grades. For our Kindergarten classes, we have a Self Contained class and the ESL Pull-Out model. For 1st grade, we have a Self Contained ESL program, ESL Push-In as well as an ESL Pull-Out model. For 2nd grade, we have a Transitional Bilingual Special Education program as well as an ESL Pull-Out model. For 3rd we have a Transitional Bilingual Special Ed. Class, and an ESL Push-In. In 4th grade, we have an ESL Self-Contained Class, and a Pull-Out Model. In 5<sup>th</sup> grade we have a Pull-Out model.

1b. We offer three program models in servicing our ELLs: the Transitional Bilingual Special Education, the Self Contained ESL, and the Freestanding ESL program (Pull-Out, Push-In). We utilize the heterogeneous model for the Bilingual Special Education classes and for the Self Contained ESL model. However, for the Free-Standing ESL (Pull-Out/Push-In) program our school utilizes the homogenous model, whereby students are serviced in groups according to their proficiency levels, i.e. Beginner, Intermediate and Advanced.

2. At Sheridan, we currently have 171 ELLs. They are divided into groups which are serviced by the three program models, TBE, Self Contained ESL, and Free-Standing.

- The Transition Bilingual Special Education program services two classes on the whole; a TBE Special Education Self-Contained class in Second Grade with 9 students and a Third Grade TBE Special Education class of 10 students. The two classes are run in a small group setting with a certified Bilingual Special Education teacher as well as two certified Educational Assistants.

. The Self Contained ESL Program services, one Kindergarten with 22 students, one First grade with 17 students, and one Fourth grade with 19 students.

- In the Free-Standing ESL Program, we have 94 ELLs being serviced by three certified ESL teachers, using the Pull-Out/Push-In model. In the Free-Standing ESL Program (K-5th Grade) instruction is delivered according to the mandated number of instructional minutes.

Students receive:

Beginners =2 units of ESL (360 minutes) per week

Intermediate =2 units of ESL (360 minutes) per week.

Advanced =1 unit ESL (180 minutes) per week.

+ 1Unit ELA (180 minutes) per week.

Our TBE program also delivers instruction according to the mandated number of instructional minutes as delineated in the CR Part 154. In addition to the prescribed instructional minutes for ESL, students also receive

Beginners = 90 minutes of NLA (Spanish) per day

Intermediate = 90 minutes of NLA (Spanish) per day

Advanced =45 minutes of NLA (Spanish) per day

2a. Free-Standing ESL (pull-out/Push-In) Model

At Sheridan Academy we work on a 50 minute block of instruction. ELLs performing on the Beginner and Intermediate levels of proficiency are serviced for a period of 100 minutes per day/4 days a week with a total of 400 minutes per week, while students performing

## A. Programming and Scheduling Information

at the Advanced level of proficiency are serviced for 50 minutes per day/4 days a week with a total of 200 minutes per week. We are surpassing the mandated daily minutes of ESL instruction to our ELL population. Using ESL methodology and strategies, we address the four modalities of language acquisition; Listening, Speaking, Reading and Writing. Scaffolding is also provided to ensure that content is comprehensible and learning takes place. In recognition of varying skills, language proficiency and learning styles, we differentiate instruction for our ELLs. Different instructional strategies are modified for our ELLs including: Direct Instruction; Inquiry-Based Learning; Cooperative Learning; Information Processing, the Daily Five and the CAFÉ to foster literacy independence.

### The Transitional Bilingual Education Program

In this program 60% of instruction is done in Spanish, including all content areas, Math, Science and Social Studies to make content comprehensible and enrich language development. The Bi-lingual teacher also teaches ESL for 72 minutes per day, Beginner and Intermediate levels, and 45 minutes per day/4 days a week of ESL including ELA on a daily basis for students performing at the Advanced level of proficiency. Using all the prescribed methodology, the teacher differentiates instruction for the students according to their performance on the NYSESLAT and their individual needs. As English proficiency increases, so does the amount of time students are taught in English. They will gradually transition from a 60/40 Spanish/English program to 100% English instruction, in the General Education class. The TBE program provides the mandated NLA (Spanish) instruction for ELLs. Students performing on the Beginner and Intermediate levels of proficiency on the NYSESLAT receive 90 minutes per day of NLA, while those with Advanced proficiency receive 45 minutes of NLA per day.

### Self Contained Model

The certified ESL teacher uses the ESL methodology and strategies, the teacher addresses the four modalities of language acquisition; Listening, Speaking, Reading and Writing. Scaffolding is also provided to ensure that content is comprehensible and learning takes place. In recognition of varying skills, language proficiency and learning styles, the teacher differentiates instruction for our ELLs. Different instructional strategies are modified for our ELLs including; Direct Instruction, Inquiry-Based Learning, Cooperative Learning, Information Processing, and the Daily Five and CAFÉ to foster literacy independence.

3. In our Transitional Bilingual Special Ed. (Spanish) Program, standards-based subject matter instruction is provided in the student's native language with intensive support in ESL. All instruction is prescribed according the students' IEP. Content area is delivered in Spanish, including Math (Everyday Mathematics), Science (New York City Edition Science) and Social Studies (Social Studies New York City) to make content comprehensible and enrich language development. The Bi-lingual teachers also uses "On Our Way to English", a thematic content based instructional program. The Bi-lingual teachers use the prescribed ESL methodology, including scaffolding, the use of graphic organizers, Total Physical Response methodology as well as the explicit teaching of content vocabulary to assist the students in making content comprehensible. Spanish and English are used for instruction on a 60/40 ratio. As English language proficiency increases, so does the amount of time students are taught in English. English proficiency is accelerated through ESL, ELA, and NLA development. Depending on the performance of the students on the NYSESLAT, they will gradually transition from a 60/40 Spanish/English program to 100% English instruction, in the General Education class. In our Freestanding ESL (Pull-Out/Push-In) At specified periods during the day, on a regular basis, the ESL teacher Pulls-Out/Push-In ELLs (according to proficiency levels) from their general education classrooms and services them for the mandated number of instructional minutes per week. In this program all instruction, is done in English. The ESL providers are in constant communication with the classroom teachers to align the grade units of studies with the ESL instructional program. The ESL Teachers use "On Our Way to English", a thematic content based instructional program to anchor ELL's learning in a context that is transferable to the mainstream classroom. Differentiation of instruction is provided on a daily basis with an emphasis on vocabulary development, and reading comprehension strategies which are modeled within mini lessons. This gives students the opportunity to try the strategies with the teacher's guidance during guided practice. All instruction is delivered using ESL approaches with specific strategies as well as through individual conferencing including vocabulary scaffolding, the use of graphic organizers, total physical response as well as explicit teaching of content vocabulary in an effort to assist the students in making content comprehensible. The ESL teacher also supports the general education classroom teacher by providing additional support for ELLs in content areas and academic language. During classroom instruction, the teachers model and provide concrete examples. The teacher's language is modified in order to provide comprehensible input for our ELLs. Our lessons have clear language objectives and the teachers use realia and various scaffolds to provide a context and visual for our ELLs. NYSESLAT test preparation strategies are integrated into the lessons. The ESL teacher works with the ELLs to prepare them for the NYSESLAT exam. Once they pass the NYSESLAT, they will be transitioned into regular classes although they are still provided with necessary support for two years after testing out of the program.

4. We appropriately evaluate our Spanish speaking ELLs who are in bilingual classes. We use the DRA in Spanish to assess them in their native language. However, for the other languages, Mandingo, French, Twi, Fulani, Bengali and other languages, we do not offer any

## A. Programming and Scheduling Information

assessment.

5. As prescribed by the CR Part 154, we differentiate instruction for our ELLs. Students are grouped into three proficiency levels; Beginner, Intermediate and Advanced. Implementing a four-pronged approach, we address the four modalities of language acquisition; Listening, Speaking, Reading and Writing. Scaffolding is also provided to ensure that content is comprehensible and learning takes place. In recognition of varying skills, language proficiency and learning styles, we modify and implement different instructional strategies for our ELLs including: Direct Instruction; Inquiry-Based Learning; Cooperative Learning; and Information Processing. We also differentiate instruction using small groups and through independent activities.

5a. We do not have any SIFE students this year.

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5b. We have an intensive After School Program for Newcomers. This program services the ELLs in small groups (11 max. per/class) for 3 hours/three days a week and runs until April 2013. We also plan to include them in a Title III Saturday Academy which starts in January 2013. The focus will be on quality instruction using ESL methodology and strategies to improve Reading and Writing. We will cover all content areas ensuring an alignment with the Common Core Standards. As regard our instructional plan, we implement a four-pronged approach in addressing the four modalities of language acquisition; Listening, Speaking, Reading and Writing.

- ESL methodology is used to make content comprehensible, including phonics instruction, sight vocabulary, as well as teaching content-specific vocabulary. We also use the Total Physical Response approach as well as modeling during instruction, to enhance comprehension. Visuals are also displayed on the classroom walls to foster language acquisition.
- To further reading goals, Guided Reading (leveled readers are used) is integrated into our program. Audio-visual technology is also utilized, in building/enhancing grade level appropriate skills that students may be lacking.
- A variety of authentic assessment procedures are periodically utilized (including portfolios, rubrics, performance-based assessment) to assess ELLs and to evaluate learning styles, strengths and strategies. In addition, we also use the Fountas and Pinnell program, to determine baseline Reading levels as well as monitor ongoing progress. Furthermore, to determine their base-line writing skills, a Baseline Writing assessment is also conducted. The various assessments are geared toward improving instructional methodology and student performance, both in their regular classrooms and on the NYSESLAT exam.
- On the whole, a balanced literacy approach is used in teaching our ELLs. This ensures that they don't miss out on any skills that their fellow native English Language speakers may be acquiring/may have acquired. At Sheridan, our ESL program is implemented with the goal of not only having students pass the NYSESLAT exam, but also equipping ELLs with the language and scholastic skills that they need to succeed academically.

5c. Our school provides additional support to our long-term ELLs. Supplementary support is provided in small groups using differentiated instruction for students who have been receiving ESL services for 4 years or more. We have (20) students in this category. We are starting an intensive After-School program, tailored to their needs, with the goal of getting them to English-proficiency on the NYSESLAT test. This program services the ELLs in small groups (11 max. per/class) for 3 hours/three days a week and runs until April 2013. The focus is on Reading Comprehension and Writing, using the Finish Line for ELLs, Writing, and Reading, as ESL/Literacy program. We will also be starting a Title III Saturday Academy in January 2013 for all ELLs. The program will run for 3 hours, every Saturday, for a period of 10 weeks. The focus will be on quality instruction using ESL methodology and strategies to improve Reading and Writing. We will cover all content areas ensuring an alignment with the Common Core Standards.

5d.

1a. We have three models in place to service ELLs at the Sheridan Academy, Free-Standing ESL (Pull-Out, Push-In), Self Contained ESL, and the Bilingual Program. There are different programs available for the different grades. For our Kindergarten classes, we have a Self Contained class and the ESL Pull-Out model. For 1st grade, we have a Self Contained ESL program, ESL Push-In as well as an ESL Pull-Out model. For 2nd grade, we have a Transitional Bilingual Special Education program as well as an ESL Pull-Out model. For 3rd we have a Transitional Bilingual Special Ed. Class, and an ESL Push-In. In 4th grade, we have an ESL Self-Contained Class, and a Pull-Out Model. In 5th grade we have a Pull-Out model.

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## A. Programming and Scheduling Information

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Advanced =1 unit ESL (180 minutes) per week.

+ 1 Unit ELA (180 minutes) per week.

Our TBE program also delivers instruction according to the mandated number of instructional minutes as delineated in the CR Part 154. In addition to the prescribed instructional minutes for ESL, students also receive

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### 2a. Free-Standing ESL (pull-out/Push-In) Model

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## A. Programming and Scheduling Information

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4. We appropriately evaluate our Spanish speaking ELLs who are in bilingual classes. We use the DRA in Spanish to assess them in their native language. However, for the other languages, Mandingo, French, Twi, Fulani, Bengali and other languages, we do not offer any assessment.

5. As prescribed by the CR Part 154, we differentiate instruction for our ELLs. Students are grouped into three proficiency levels; Beginner, Intermediate and Advanced. Implementing a four-pronged approach, we address the four modalities of language acquisition; Listening, Speaking, Reading and Writing. Scaffolding is also provided to ensure that content is comprehensible and learning takes place. In recognition of varying skills, language proficiency and learning styles, we modify and implement different instructional strategies for our ELLs including: Direct Instruction; Inquiry-Based Learning; Cooperative Learning; and Information Processing. We also differentiate instruction using small groups and through independent activities.

5a. We do not have any SIFE students this year.

+

5b. We have an intensive After School Program for Newcomers. This program services the ELLs in small groups (11 max. per/class) for 3 hours/three days a week and runs for until April 2013. We also plan to include them in a Title III Saturday Academy which starts in January 2013. The focus will be on quality instruction using ESL methodology and strategies to improve Reading and Writing. We will cover all content areas ensuring an alignment with the Common Core Standards. As regard our instructional plan, we implement a four-pronged approach in addressing the four modalities of language acquisition; Listening, Speaking, Reading and Writing.

- ESL methodology is used to make content comprehensible, including phonics instruction, sight vocabulary, as well as teaching content-specific vocabulary. We also use the Total Physical Response approach as well as modeling during instruction, to enhance comprehension. Visuals are also displayed on the classroom walls to foster language acquisition.

- To further reading goals, Guided Reading (leveled readers are used) is integrated into our program. Audio-visual technology is also utilized, in building/enhancing grade level appropriate skills that students may be lacking.

- A variety of authentic assessment procedures are periodically utilized (including portfolios, rubrics, performance-based assessment) to assess ELLs and to evaluate learning styles, strengths and strategies. In addition, we also use the Fountas and Pinnell program, to

## A. Programming and Scheduling Information

determine baseline Reading levels as well as monitor ongoing progress. Furthermore, to determine their base-line writing skills, a Baseline Writing assessment is also conducted. The various assessments are geared toward improving instructional methodology and student performance, both in their regular classrooms and on the NYSESLAT exam.

- On the whole, a balanced literacy approach is used in teaching our ELLs. This ensures that they don't miss out on any skills that their fellow native English Language speakers may be acquiring/may have acquired. At Sheridan, our ESL program is implemented with the goal of not only having students pass the NYSESLAT exam, but also equipping ELLs with the language and scholastic skills that they need to succeed academically.

5c. Supplementary support is provided in small groups using differentiated instruction for our ELLs that have received service 4 to 6 years. We have started an intensive After-School program, tailored to their needs, with the goal of getting them to English-proficiency on the NYSESLAT test. This program services the ELLs in small groups (11max. per/class) for 3 hours/three days a week and runs until April 2013. The focus is on Reading Comprehension and Writing, using the Finish Line for ELLs, Writing, and Reading, as ESL/Literacy program. In addition, we will also be starting a Title III Saturday Academy in January 2013 for all ELLs. The program will run for 3 hours, every Saturday, for a period of 10 weeks. The focus will be on quality instruction using ESL methodology and strategies to improve Reading and Writing. We will cover all content areas ensuring an alignment with the Common Core Standard.

5d. Supplementary support is provided in small groups using differentiated instruction for our four long-term ELLs. We have started an intensive After-School program, tailored to their needs, with the goal of getting them to English-proficiency on the NYSESLAT exam. This program services the ELLs in small groups (11max. per/class) for 3 hours/three days a week and runs until April 2013. The focus is on Reading Comprehension and Writing, using the Finish Line for ELLs, Writing, and Reading, as ESL/ Literacy program. In addition, we will also be starting a Title III Saturday Academy in January 2013 for all ELLs. The program will run for 3 hours, every Saturday, for a period of 10 weeks. The focus will be on quality instruction using ESL methodology and strategies to improve Reading and Writing. We will cover all content areas ensuring an alignment with the Common Core Standar.

6. ELLs identified as students with special needs, receive modified instruction tailored to meet their IEP goals through the Reading and Writing Program "Good Habits, Great Readers". ELLs with special needs are assessed based on the testing accommodation stated on their IEPs. In addition, ELLs with special needs are given specific, direct and intensive remedial instruction. In fact, the lessons are specific, directed, and intensive remedial instruction designed to help the students meet their annual goals. ELLs identified as having special needs are given modified instruction and assessed based on their IEP goals and testing modifications.

7. Teachers work collaboratively to plan a coherent curriculum across the grades. Teachers are provided with double preparation time weekly to analyze the students' data. Teachers group students based on their academic needs by targeting and accomodating their learning styles. Students in need of more tactile activity are group accordingly. Teachers also use the guided reading and guided math approach within the ELA and math block.

### 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:

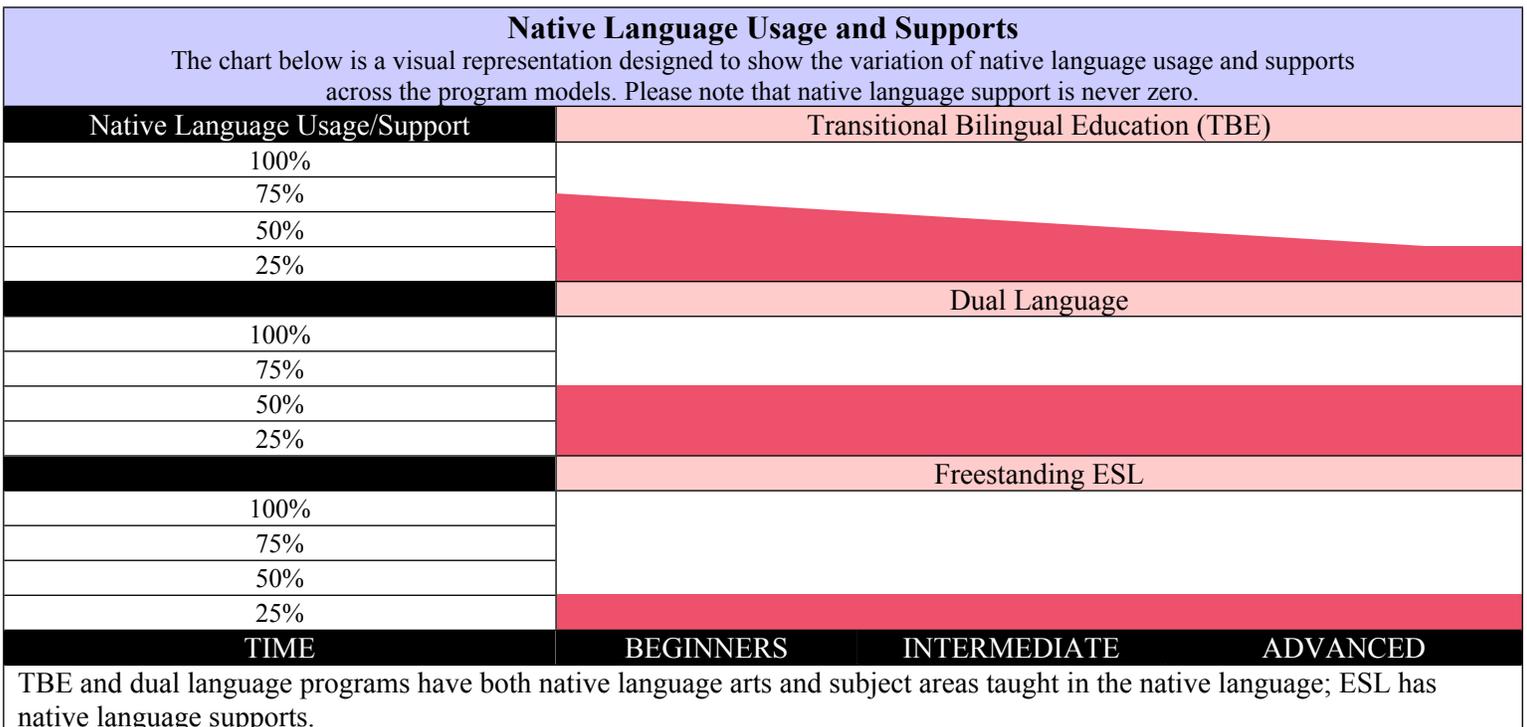
- classes that are taught in English using books in the native language
- heritage classes
- foreign language (LOTE) classes

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
<b>FOR TBE /DL PROGRAMS:</b> 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
<b>FOR TBE /DL PROGRAMS:</b> Native Language Arts	45 minutes per day	45 minutes per day	45 minutes per day





## 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?

8. Students are selected for targeted intervention based on their academic performance in the previous year. ELLs who are performing below grade level are also targeted. We have in-classroom intervention by the classroom teacher through differentiated instruction, in small-group settings, individualized instruction, conferencing and Guided Reading groups. In addition, our intensive After School Program targets long-term ELLs based on their performance on the NYSESLAT. This program services the ELLs in small groups (11 max. per/class) for 3 hours/three days a week and runs until April. Our focus is to get them to English-proficiency on the NYSESLAT test this year. We concentrate on building/enhancing Reading Comprehension and Writing skills, using Finish Line for ELLs, Reading, and Writing, as ESL/Literacy program. We will also be starting a Title III Saturday Academy in January 2013 for all ELLs. The program will run for 3 hours, every Saturday, for a period of 10 weeks. The focus will be on Reading and Writing. In math, social studies and science, we utilize the 37.5 extended time and extended day program. All intervention services are provided in English. Our overarching goal is to accelerate English proficiency within a three-year period, while also improving overall academic performance.

9. We plan to ensure that they receive all ELL testing accommodations. They will also be invited to attend the After School and Title III Saturday Academy Program. ESL teachers will continue articulation and support with the classroom teacher and related services providers.

10. We have purchased three different programs to enhance literacy skills in all our students: Words Their Way; Time for Kids; and Exploring Writing for the whole school. To increase the effectiveness of our Transitional Bilingual program, our school has purchased new kits to enhance language and comprehension skills in content areas; we are looking into enhancing our leveled classroom libraries (Spanish), content libraries (Spanish), leveled Science sets (Spanish), as well as purchasing a Dual language Math collection. These programs are all aligned with the Core Curriculum Standards.

11. We do not plan to discontinue any of our programs/services for ELLs.

12. We offer our ELLs equal access to all school programs, including extended day classes, art program, gardening, sports program, cookshop classes, and the student council. Also, ELLs are invited to an intensive After School Program that started in November 2012 services the ELLs in small groups (11 max. per/class) for 3 hours/three days a week and runs until April. We will also invite them in a Title III Saturday Academy which will start in January 2013. The program will run for 3 hours, every Saturday, for a period of 10 weeks. The focus will be on quality instruction using ESL methodology and strategies to improve Reading and Writing. We will cover all content areas ensuring an alignment with the Common Core Standards.

13. The main instructional material that is used to support ELLs is Rigby's, On Our Way to English, a resource that covers the four spectrums of language acquisition, Reading, Listening, Speaking and Writing. ESL methodology is used to make content comprehensible, including phonics instruction, sight vocabulary, as well as teaching content-specific vocabulary. We also use the Total Physical Response approach as well as modeling during instruction, to enhance comprehension. Visuals are also displayed on the classroom walls to foster language acquisition. To further reading goals, Guided Reading (leveled readers are used) is integrated into our program. For our Title III Saturday Academy we use the Readers for Writers, a Language Proficiency Intervention Kit. It is a non-fiction and Science-based classroom resource designed to teach students how to work with informational texts; students learn about features of informational texts and are taught how to write and respond to such texts.

14. In our Transitional Bilingual Special Education Program, all classes have teachers that speak English and Spanish. Native language support is delivered by the classroom teachers through classroom libraries in Spanish, translation when necessary, bilingual dictionaries and the appropriate use of Spanish for instruction in math, science and social studies. All correspondence is sent in both English and Spanish including letters, application and calendars. All content is also taught in the native language and additional support is provided in English on a 60/40% ratio. We do not have a Dual-Language program at the Sheridan Academy. For our Spanish speakers newcomers, our Spanish, bilingual ESL teachers use the native language as a support (as per the CR 154 regulations, 25% of the time). For the other newcomers who speak languages such as, Mandingo, French, Twi, Fulani, and Bengali, all instruction is delivered in English, using ESL strategies to ensure comprehension.

15. Sheridan Academy, believes and asserts that all supports, resources, and classroom materials must be authentic and developmentally appropriate for age and grade level. Therefore, all language services correspond to ELLs ages and gradelevels.

16. We do not have any activities in place to assist newly-enrolled ELL students before the beginning of the school year.

17. We offer Spanish to ELLs in grades 3<sup>rd</sup>, 4<sup>th</sup>, and 5<sup>th</sup>

### 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)?

N/A

### 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.

1. ELL teachers and service providers participate of a series of professional development opportunities throughout the school year in and out of the school building (i.e. small group instruction, levelling libraries, testing modifications and data analysis).

2. There is a team composed of the parent coordinator, the social worker, and the president of the parent association. This team offers a series of workshops. These workshops provide parents with information, tools and resources to make the transition from elementary to middle school successful.

3. We provide professional development for all staff. The training includes identification of ELLs, teaching strategies to support ELLs and tips on how best to prepare ELLs for the NYSESLAT and all NYS exams. We use the NYSESLAT Sampler and the NYS Rubrics as tools to drive instruction. At these workshop trainings, attendance is taken and records are maintained as evidence of meeting the requirement.

### 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?

Parental involvement is a top priority at the Sheridan Academy. We believe that the success of our students, their family and our community is based on a partnership to move our children forward to succeed in life. We therefore seek opportunities to involve parents in our school life. We have the School/Parent Compact program which is a contract between the school, the parents and the student. The goal of this program is to involve the parents and the students in our walk toward achieving high academic standards. The contract involves some responsibility from the parents, the school and the student. The parents have such responsibilities like, getting their children to bed early, making sure their homework is completed and handed in on time, reading to/with them for about 30 minutes a day, providing an environment conducive for studying and volunteering in their child's classroom. The child has such duties like, following directions from teachers and staff, doing homework every day, asking for assistance when needed and giving parents all notices and information received at school everyday. The school has such responsibilities like, providing parents with reasonable access to staff, communicating with parents through letters, having parents play an integral role in assisting child's learning through such activities as Read Aloud Night, providing workshops that support parents' knowledge of the curriculum and standards for all content areas. For our ELL parents in particular, we offer

NYSESLAT test workshops to inform them on what they need to know, to help prepare their students for the test.

We evaluate the needs of the parents through surveys. The questions are geared towards evaluating areas where the parents may need support: whether in the areas of personal growth, e.g. passing the GED; or with learning English; or understanding how to navigate the school system; or perhaps learning how they can assist their children with school work. Based on the parents' responses, we design and develop programs geared towards addressing their common needs. Our parental involvement activities are planned around and reflect parent selections based on surveys.

## 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)	18	8	11	7	4	3								51
Intermediate(I)	4	16	8	18	7	8								61
Advanced (A)	12	5	13	6	14	9								59
Total	34	29	32	31	25	20	0	0	0	0	0	0	0	171

NYSESLAT Modality Analysis														
Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
LISTENING /SPEAKING	B		0	1	0	0	0							
	I		5	2	3	4	3							
	A		8	12	11	5	4							
	P		16	14	14	18	11							

**NYSESLAT Modality Analysis**

Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
READING/ WRITING	<b>B</b>		8	11	5	1	3							
	<b>I</b>		16	8	18	7	6							
	<b>A</b>		5	13	5	14	9							
	<b>P</b>		0	0	0	0	0							

**NYS ELA**

Grade	Level 1	Level 2	Level 3	Level 4	Total
3	25	10	2	0	37
4	13	6	2	0	21
5	NA	0	0	0	0
6	0	0	0	0	0
7	0	0	0	0	0
8	0	0	0	0	0
NYSAA Bilingual Spe Ed	0	0	0	0	0

**NYS Math**

Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
3	22	0	10	0	4	0	0	0	36
4	11	0	10	0	0	0	0	0	21
5	0	0	0	0	0	0	0	0	0
6	0	0	0	0	0	0	0	0	0
7	0	0	0	0	0	0	0	0	0
8	0	0	0	0	0	0	0	0	0
NYSAA Bilingual Spe Ed	0	0	0	0	0	0	0	0	0

**NYS Science**

	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
4	7	0	9	0	5	0	1	0	22
8	0	0	0	0	0	0	0	0	0
NYSAA Bilingual Spe Ed	0	0	0	0	0	0	0	0	0

**New York State Regents Exam**

	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
Comprehensive English	0	0	0	0

**New York State Regents Exam**

	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
Integrated Algebra	0	0	0	0
Geometry	0	0	0	0
Algebra 2/Trigonometry	0	0	0	0
Math	0	0	0	0
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	Q2	Q3	Q4	Q1	Q2	Q3	Q4
	1-25 percentile	26-50 percentile	51-75 percentile	76-99 percentile	1-25 percentile	26-50 percentile	51-75 percentile	76-99 percentile
ELE (Spanish Reading Test)								
Chinese Reading Test								

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

- Describe what assessment tool your school uses to assess the early literacy skills of your ELLs (e.g., 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.
- What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?
- How will patterns across NYSESLAT modalities—reading/writing and listening/speaking—affect instructional decisions?
- For each program, answer the following:
  - 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?
  - Describe how the school leadership and teachers are using the results of the ELL Periodic Assessments.
  - What is the school learning about ELLs from the Periodic Assessments? How is the Native Language used?
- For dual language programs, answer the following:
  - How are the English Proficient students (EPs) assessed in the second (target) language?
  - What is the level of language proficiency in the second (target) language for EPs?
  - How are EPs performing on State and City Assessments?
- Describe how you evaluate the success of your programs for ELLs.

1. To assess the early literacy skills of all our students, K-5, our school uses the Fountas and Pinnell program. It is used to determine baseline reading levels as well as monitor ongoing progress. A baseline writing assessment is also used to determine their baseline writing skills. For our Bilingual students, we use the DRA (Spanish version). In addition, the NYSESLAT/LAB-R is also utilized to assess ELLs specifically and presents a broad view of student's performance in the four spectrums of Reading, Writing, Listening and Speaking. We have found that using a range of assessment programs helps us determine specifically, our students' areas of need and strength. For this reason, we don't use the assessments in isolation, but compare/contrast and integrate the results of the different assessment programs to help give us a clearer picture of where the students are exactly, in terms of literacy skills. This helps to inform our instructional plan. Having studied the results of the data from the afore-mentioned assessments, we have determined the following: in the areas of Listening and Speaking, our students are performing on the Intermediate and Advanced levels of proficiency; while in the areas of Reading and Writing they are mostly Beginners. The results of the data helps inform our instructional plan and prescribes the need for a strong balanced literacy program.

2. (The data from the NYSESLAT and the LAB-R reveal that in the areas of Listening and Speaking, our students are performing on the Intermediate and Advanced levels of proficiency; while in the areas of Reading and Writing they are mostly Beginners.)

3. The data from the NYSESLAT and the LAB-R reveal that in the areas of Listening and Speaking, our students are performing on the Intermediate and Advanced levels of proficiency; while in the areas of Reading and Writing they are mostly Beginners. This helps inform our instructional plan and prescribes the need for a strong balanced literacy program. We plan to support our ELLS using targeted Guided Reading and Writing resources to enhance their literacy skills.

4a. The periodic assessment was not administered last year.

### 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

<b>School Name:</b> _____		<b>School DBN:</b> _____	
Signatures of LAP team members certify that the information provided is accurate.			
Name (PRINT)	Title	Signature	Date (mm/dd/yy)
	Principal		1/1/01
	Assistant Principal		1/1/01
	Parent Coordinator		1/1/01
	ESL Teacher		1/1/01
	Parent		1/1/01

School Name: _____		School DBN: _____	
Signatures of LAP team members certify that the information provided is accurate.			
Name (PRINT)	Title	Signature	Date (mm/dd/yy)
	Teacher/Subject Area		1/1/01
	Teacher/Subject Area		1/1/01
	Coach		1/1/01
	Coach		1/1/01
	Guidance Counselor		1/1/01
	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:** 09X457      **School Name:** Sheridan Academy for Young Leaders

**Cluster:** 6      **Network:** Children's First Network 608

**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**

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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.

We used the Home Language Survey Form to determine the various languages of our school population. We created an Interpretation Needs Survey to be sent home to the parents in their native language. This survey informs us of their interpretation needs, i.e. written, oral, or both. We also assess translation needs through the use of in-house translators on an ongoing basis.

- We will implement the following methodologies: parent surveys in English and Spanish as well as partner with the NYC Public Library to support parents with online survey completion.
- Door to door outreach by Parent Coordinator and Social Worker for other language speaking parents.
- All written communication home will be translated in at least two languages.
- Use of the DOE's translation services for languages other than Spanish.

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.

Our West African and Hispanic parents need more consistent translation services. This was reported to the school community via PA meetings, and School Leadership Team Meetings. We need to also report the information to staff during faculty conferences so that all staff members can become aware of the need to translate in Spanish and other languages. During one to one meetings, a translator is present most of the time. Our SBST team is bilingual and information sent home is done in Spanish and English languages. An allocation was used for language translation services. Report Cards will be translated in Spanish.

## Part B: Strategies and Activities

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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.

In order to communicate effectively with the parents of ELLs will continue to send home notices to parents in their native language, when available. Written translation is provided by our in-house school staff.

All materials are translated to Spanish through a translation software program and staff members and parent volunteers assist in the process of translation for written communication.

We will continue to implement translation at all meetings i.e. (PA, Open House, Curriculum Night), school's answering machine, and on all communications sent home to families.

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 Sheridan Academy for Young Leaders' oral interpretation service needs are met by school staff and parent volunteers. In-house interpreters are available during Parent Association meetings and parent workshops, Parent Teacher Conferences, , IEP meetings, and during meetings for children who are at-risk of meeting promotional criteria.

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 Sheridan Academy for Young Leaders' commitment to the assessment and identification of our student's parents' linguistic needs and the strategies we have planned to meet these needs, the school further fulfills Section VII of Chancellors' Regulations A-663 in the following ways:

by making our school a welcoming atmosphere for parents who speak languages other than English through the use of multilingual signage and public address, by informing parents of their Parental Rights and responsibilities, including their right to translation and interpretation services, by informing parents of upcoming citywide educational events, and by offering information to parents about students' health, safety and conduct in their native language.

## 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 #66](#) or contact your [Senior ELL Compliance and Performance Specialist](#). Submit this form to your Senior ELL Compliance and Performance Specialist by October 26.

Part A: School Information	
Name of School: Sheridan Academy For Young Lea	DBN: 09X457
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: Grades to be served by this program (check all that apply): <input type="checkbox"/> K <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input checked="" type="checkbox"/> 4 <input checked="" type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input 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: 3 # of certified ESL/Bilingual teachers: 3 # of content area teachers:

## 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: At the Sheridan Academy for Young Leaders, our students are uniquely diverse and this truly enhances our school culture. The student population at our school consists of 49% Hispanic, 46% African and 3% Asian population. We have a unique ELL population that make up about 29% of our school demographic.

Our overriding goal is to maintain high expectations for all our ELLs; we strive to provide them with high quality instruction. We have designed an intensive Afterschool Program targeting general and special education ELLs based on their performance on the NYSESLAT and the Fountas and Pinnell Assessments. The targeted groups of students from grade 3, 4, & 5 performing at the Beginning, Intermediate, and Advanced levels, as determined by the reading and writing portion of NYSESLAT.

The teaching staff for the After school program will consist of 3 certified ESL / Bilingual teachers. They will be responsible for providing high quality instruction. The Afterschool program will take place on Mompdays, Tuesdays, and Wednesdays from November 5th, 2012 to April 2013 from 3:15 to 6:00 p.m. The targeted populations are ELLs in 3rd,4th, and 5th grades. The students will be grouped based on their NYSESLAT performance and proficiency level category. We will have a total of 16 students or less per class to ensure customized instruction.

The focus of instruction will be to move the students in the continuum of language proficiency levels and to improve their academic skills. We will also address the four modalities of language acquisition; listening, speaking, reading and writing. Scaffolding instructional strategies will be used to ensure that content is comprehensible and that learning is facilitated. In addressing the different language proficiency levels and learning styles, we will modify and implement different instructional strategies. The small group setting will allow for differentiated instruction. Students will be grouped based on their current level of language proficiency.

The program that will be implemented will focus on strengthening the writing and reading component of the Balanced literacy structure through the content areas science and social studies. We will purchase the Finish Line Reading, aWriting, and Math as Well as NYSESLAT prep materials from Sussman Assocaites. The teachers will work with 3rd, 4th, and 5th graders to ensure an increase in academic vocabulary in order to elevate the language acquisition due to student's inability to pass the NYSESLAT as well as prepare students for the State ELA and Math Assessments.

## Part C: Professional Development

## 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: All 3 Title III teachers will be offered professional development with a focus on the use and the implementation of the instructional program on November 5th, 2012 and in January 2013 we will follow up from 3:15p.m.-5:15 p.m. Teachers will be paid at per session rate with Title III funds.

DATE                      PROFESSIONAL DEVELOPMENT PROVIDED:

10. 29.12                  Finish line and NYSESLAT Materials

Goal Setting, and Individualized Professional Development Plans

10. 29.12- 01-2013    On Going Curriculum Mapping

RESOURCES PROVIDED:

Demos-Maria Banks (Literacy Consultant)

Participate – Professional Learning Communities , Specific to: Professional Materials

" The Daily Five, CAFÉ, and How's It Going" Professional Materials

Additional Professional Development for ESL Teachers

Conducted by Maria Banks, Consultant on November 17 , 2012

During the meeting the following was discussed in reference to the implementation of the program for our English Language Learners:

- Cultural References
- The role of academic vocabulary and idiomatic expressions
- The use of appropriate instructional tools and materials
- Specific teaching strategies and techniques (i.e. using shorter sentences, checking for understanding, repetition and paraphrasing)

**Part C: Professional Development**

- Peer Support

**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: Parents receive letters regarding school events. Curriculum night, Curriculum Retreat, future Saturday Academy for Parents focusing on ESL instruction beginning January 2013- April 2013 and will be held for 11 sessions in an effort to educate students through their parents from 9:00a.m. 12:00 p.m. The teacher's name to be determined. In addition, we will have a culminating Parent Learning day in April 2013. Surveys will be distributed and the most popular topic will be chosen for the 3 workshops. Parents will have voice and choice.

**Part E: Budget**

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

Allocation Amount: \$

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

**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.
Educational Software (Object Code 199)		
Travel		
Other		
<b>TOTAL</b>		