



**Department of  
Education**

*Dennis M. Walcott, Chancellor*



**2013-2014**

**SCHOOL COMPREHENSIVE EDUCATIONAL PLAN  
(SCEP)**

**School Name:** PEACE ACADEMY  
**DBN (i.e. 01M001):** 13K596  
**Principal:** LISA REITER  
**Principal Email:** [LREITER2@SCHOOLS.NYC.GOV](mailto:LREITER2@SCHOOLS.NYC.GOV)  
**Superintendent:** BARBARA FREEMAN  
**Network Leader:** KATHY PELLER

### 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 (AIS), and the Parent Involvement Policy (PIP). 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.
5. Names of SLT members must be added to this form for posting. The signed original documents must be maintained on file at the school.

| Name               | Position and Constituent Group Represented   | Signature |
|--------------------|--|-----------|
| Lisa Reiter        | *Principal or Designee   |           |
| Charles DeGregorio | *UFT Chapter Leader or Designee  |           |
| Karla Kelly        | *PA/PTA President or Designated Co-President   |           |
|                    | DC 37 Representative, if applicable  |           |
|                    | Student Representative ( <i>optional for elementary and middle schools; a minimum of two members required for high schools</i> ) |           |
|                    | CBO Representative, if applicable  |           |
| Geoff Bryson       | Member/ Teacher  |           |
| Charles Dorschuck  | Member/ Teacher  |           |
| Eton Bent          | Member/ Teacher  |           |
| Khamahl Murray     | Member/ Parent   |           |
| Corinthia Morrison | Member/ Parent   |           |
| Malonda Carr       | Member/ Parent   |           |
| Hugh McIntosh      | Member/ Parent   |           |
|                    | Member/  |           |

\*\*Signature of constituent only indicates participation in the development of the SCEP, not approval. Note: If for any reason a SLT member does not wish to sign this plan, he/she may attach an explanation in lieu of his/her signature which must be maintained on file at the school with the original SLT signature page.

# **School Comprehensive Education Plan (SCEP) Requirements**

## **Which Schools Need to Complete the SCEP?**

Consistent with the USDOE approved ESEA Flexibility Waiver, Priority Schools and Focus Schools are required to develop a School Comprehensive Education Plan (SCEP). Schools should identify and submit annual goals and action plans in consultation with their School Leadership Team (SLT).

### **Priority and Focus schools implementing a whole school reform model in 2013-14 are required to:**

- Include an analysis of the achievement of the goals contained in the 2012-13 school year SCEP.
- Include the strategies and activities that are aligned to the six tenets, from the list of allowable expenditures and activities approved by NYSED.
- Include the strategies and activities that will satisfy the Priority and Focus school allocation and parent engagement set-aside requirements.
- Explicitly delineate the school's plan for annually increasing student performance through comprehensive instructional programs and services as well as the plan for enhancement of teacher and leader effectiveness. The strategies and activities should include a focus on the accountability subgroup(s) and measures for which the school has been identified.
- Address how the school will use its full range of resources (which may include but is not limited to Title I, Title II, and/or Title III, 1003(a) and/or 1003(g) School Improvement, Race to the Top, School Innovation or local funds) to support improvement efforts for the identified sub-group(s) on the identified accountability measures.
- Develop the SCEP in consultation with parents, school staff, the School Leadership Team (SLT), and others in accordance with the requirements of Chancellor's Regulations A-655 to provide a meaningful opportunity for stakeholders to participate in the development of the plan and comment on the SCEP before it is approved.
- 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. Refer to FY 14 SAM # 86 [HERE](#).
- Align the identified goals to the strategies and activities in your Parent Involvement Policy (PIP). The PIP template is provided on pages 15 and 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 so they directly align to the parent involvement activities that support each goal and action plan. All schools should cite strategies to increase parent involvement that align to the goal when applicable. Title I schools should reference these strategies and activities in the school's Title I Parent Involvement Policy (PIP).

### **Priority schools implementing a whole school reform model in 2013-14 are required to:**

- Demonstrate that a minimum of 200 additional student contact hours are being offered as Expanded Learning Time (ELT) in addition to the current mandated length of 900 hours per year (25 hours per week) of instruction in grades K-6 and 990 hours per year (27.5 hours per week) in grades 7-12.

## **Guidance for Developing Completing the Annual Goals and Action Plan Section**

For SY 2013-14 the SCEP must be based on the findings and recommendations contained in the most recent Integrated Intervention Team (IIT) Review, NYCDOE Quality Review, or NYCDOE Alternative Quality Review (Alt QR).

- 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 Statements 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, derived from the recommendation from your most recent intervention. Cite the page number from your most recent intervention. Copy and paste the recommendation into your action plan. If your school has **not** received an intervention during the 12-13 school year, you should demonstrate the use of both quantitative and/or qualitative data when providing the rationale for each goal. You should cite data from the other sources such as the Progress Report, School Survey, etc.
- Select the HEDI rating for the associated Statement of Practice (SOP) that was earned by the school during its most recent intervention. Schools that did not receive an Integrated Intervention Team (ITT) visit in 2012-13 should use the rating from their most recent intervention using the QR/Alt QR cross walk provided [HERE](#).
- Indicate the SOP being addressed by marking the box to the left of the SOP description. Select the specific SOP(s) that correspond to the intervention recommendation and the school’s priorities.
- Enumerate the strategies and activities that will be implemented to achieve each goal.
- Identify all fund sources that will be used for the completion of each activity.
- List the projected timeline for completion of each activity, including the start and end date of each activity.
- Ensure the matching fund source and P&F program dropdown menu in Galaxy align to the SOPs selected in the SCEP.
- Describe the programmatic details (e.g. number of sessions, number of hours, number of teachers, etc.) and resources that will be used for each instructional strategy and activity described for each goal. Do not include the cost for each line-item-expenditure for the strategies and activities listed within the action plans.

### **School Receiving Title I Funds**

School Wide Program (SWP) and Targeted Assistance (TA) Schools receiving Title I funds are required to complete the Title I Information Page (TIP) located on page 14 of the SCEP.

## SCEP Checklist

### All Schools

|   |  |
|---|--|
| Indicate that a section has been completed by marking an "X" in the box to the left of each section |  |
| <b>x</b>  | <b>School Leadership Team Signature Page</b>   |
| <b>x</b>  | <b>The SCEP Overview</b>   |
| <b>x</b>  | <b>Action Plans 1 – 5: Each of the five Action Plans must contain the following elements-</b>        |
|   | ▪ A major recommendation with HEDI rating  |
|   | ▪ Statement Of Practice (SOP) selected aligned to the goal   |
|   | ▪ A goal aligned to the major recommendation   |
|   | ▪ Instructional Strategies section, A-E for each strategy or activity that supports the goal         |
|   | ▪ Budget & Resource Alignment section (indicating all funding sources)                               |
| <b>x</b>  | <b>Academic Intervention Services (AIS)</b>  |
| <b>x</b>  | <b>Title I Information Page (TIP) (Only for Priority or Focus schools receiving Title I funding)</b> |
| <b>x</b>  | <b>Parent Involvement Policy (PIP)</b>   |

### Priority Schools Only

|          |   |
|----------|---|
| <b>x</b> | <b>Expanded Learning Time (ELT) Program Description</b> |
|----------|---|

**School Information Sheet for 13K596**

| School Configuration (2013-14)                                  |          |   |     |   |     |
|---|----------|---|-----|---|-----|
| Grade Configuration   | 06,07,08 | Total Enrollment                                | 88  | SIG Recipient                                 | N/A |
| Types and Number of English Language Learner Classes (2013-14)  |          |   |     |   |     |
| # Transitional Bilingual  | N/A      | # Dual Language                                 | N/A | # Self-Contained English as a Second Language | N/A |
| Types and Number of Special Education Classes (2013-14)         |          |   |     |   |     |
| # Special Classes   | N/A      | # SETSS   | N/A | # Integrated Collaborative Teaching           | 9   |
| Types and Number of Special Classes (2013-14)                   |          |   |     |   |     |
| # Visual Arts   | 4        | # Music   | N/A | # Drama                                       | N/A |
| # Foreign Language  | N/A      | # Dance   | N/A | # CTE   | N/A |
| School Composition (2012-13)                                    |          |   |     |   |     |
| % Title I Population  | 80.5%    | % Attendance Rate                               |     | 88.4%   |     |
| % Free Lunch  | 92.3%    | % Reduced Lunch                                 |     | 2.6%  |     |
| % Limited English Proficient                                    | 12.0%    | % Students with Disabilities                    |     | 23.9%   |     |
| Racial/Ethnic Origin (2012-13)                                  |          |   |     |   |     |
| % American Indian or Alaska Native                              | N/A      | % Black or African American                     |     | 71.8%   |     |
| % Hispanic or Latino  | 24.8%    | % Asian or Native Hawaiian/Pacific Islander     |     | 2.6%  |     |
| % White   | 0.9%     | % Multi-Racial                                  |     | N/A   |     |
| Personnel (2012-13)   |          |   |     |   |     |
| Years Principal Assigned to School                              | 1.17     | # of Assistant Principals                       |     | 1   |     |
| # of Deans  | N/A      | # of Counselors/Social Workers                  |     | N/A   |     |
| % of Teachers with No Valid Teaching Certificate                | N/A      | % Teaching Out of Certification                 |     | 8.3%  |     |
| % Teaching with Fewer Than 3 Years of Experience                | 50.0%    | Average Teacher Absences                        |     | 3.8   |     |
| Student Performance for Elementary and Middle Schools (2012-13) |          |   |     |   |     |
| ELA Performance at levels 3 & 4                                 | 4.4%     | Mathematics Performance at levels 3 & 4         |     | 1.8%  |     |
| Science Performance at levels 3 & 4 (4th Grade)                 | N/A      | Science Performance at levels 3 & 4 (8th Grade) |     | 28.0%   |     |
| Student Performance for High Schools (2011-12)                  |          |   |     |   |     |
| ELA Performance at levels 3 & 4                                 | N/A      | Mathematics Performance at levels 3 & 4         |     | N/A   |     |
| Credit Accumulation High Schools Only (2012-13)                 |          |   |     |   |     |
| % of 1st year students who earned 10+ credits                   | N/A      | % of 2nd year students who earned 10+ credits   |     | N/A   |     |
| % of 3rd year students who earned 10+ credits                   | N/A      | 4 Year Graduation Rate                          |     | N/A   |     |
| 6 Year Graduation Rate  | N/A      |   |     |   |     |
| Overall NYSED Accountability Status (2012-13)                   |          |   |     |   |     |
| Reward  |          | Recognition                                     |     |   |     |
| In Good Standing  |          | Local Assistance Plan                           |     |   |     |
| Focus District  | X        | Focus School Identified by a Focus District     |     |   |     |
| Priority School   | X        |   |     |   |     |

**Accountability Status – Elementary and Middle Schools**

| Met Adequate Yearly Progress (AYP) in ELA (2011-12)         |     |   |  |     |
|---|-----|---|--|-----|
| American Indian or Alaska Native                            | N/A | Black or African American                       |  | No  |
| Hispanic or Latino  | N/A | Asian or Native Hawaiian/Other Pacific Islander |  | N/A |
| White   | N/A | Multi-Racial                                    |  | N/A |
| Students with Disabilities                                  | N/A | Limited English Proficient                      |  | N/A |
| Economically Disadvantaged                                  | No  |   |  |     |
| Met Adequate Yearly Progress (AYP) in Mathematics (2011-12) |     |   |  |     |
| American Indian or Alaska Native                            | N/A | Black or African American                       |  | No  |
| Hispanic or Latino  | N/A | Asian or Native Hawaiian/Other Pacific Islander |  | N/A |
| White   | N/A | Multi-Racial                                    |  | N/A |
| Students with Disabilities                                  | N/A | Limited English Proficient                      |  | N/A |
| Economically Disadvantaged                                  | No  |   |  |     |
| Met Adequate Yearly Progress (AYP) in Science (2011-12)     |     |   |  |     |
| American Indian or Alaska Native                            | N/A | Black or African American                       |  | No  |
| Hispanic or Latino  | N/A | Asian or Native Hawaiian/Other Pacific Islander |  | N/A |
| White   | N/A | Multi-Racial                                    |  | N/A |
| Students with Disabilities                                  | N/A | Limited English Proficient                      |  | N/A |
| Economically Disadvantaged                                  | Yes |   |  |     |

**Accountability Status – High Schools**

| Met Adequate Yearly Progress (AYP) in ELA (2011-12)             |     |   |  |     |
|---|-----|---|--|-----|
| American Indian or Alaska Native                                | N/A | Black or African American                       |  | N/A |
| Hispanic or Latino  | N/A | Asian or Native Hawaiian/Other Pacific Islander |  | N/A |
| White   | N/A | Multi-Racial                                    |  | N/A |
| Students with Disabilities                                      | N/A | Limited English Proficient                      |  | N/A |
| Economically Disadvantaged                                      | N/A |   |  |     |
| Met Adequate Yearly Progress (AYP) in Mathematics (2011-12)     |     |   |  |     |
| American Indian or Alaska Native                                | N/A | Black or African American                       |  | N/A |
| Hispanic or Latino  | N/A | Asian or Native Hawaiian/Other Pacific Islander |  | N/A |
| White   | N/A | Multi-Racial                                    |  | N/A |
| Students with Disabilities                                      | N/A | Limited English Proficient                      |  | N/A |
| Economically Disadvantaged                                      | N/A |   |  |     |
| Met Adequate Yearly Progress (AYP) in Graduation Rate (2011-12) |     |   |  |     |
| American Indian or Alaska Native                                | N/A | Black or African American                       |  | N/A |
| Hispanic or Latino  | N/A | Asian or Native Hawaiian/Other Pacific Islander |  | N/A |
| White   | N/A | Multi-Racial                                    |  | N/A |
| Students with Disabilities                                      | N/A | Limited English Proficient                      |  | N/A |
| Economically Disadvantaged                                      | N/A |   |  |     |

## SCEP Overview

The SCEP Overview is designed to assist you to reflect and improve the development of the SCEP for the 13-14 school year. The SCEP is developed with the School Leadership Team (SLT) in accordance with Chancellor's Regulations A-655. The SCEP will be posted on the school's webpage to be made widely available to the public and the school community at large.

The SCEP Overview will serve as the at-a-glance summary for NYSED as to how the school will use various funding sources to improve student achievement based on the needs assessment established by the school's most recent intervention.

### **Reflecting upon the 2012-13 SCEP**

|   |                                     |            |           |
|---|-------------------------------------|------------|-----------|
| Answer the following questions regarding the 12-13 SCEP   |                                     |            |           |
| <b>Describe the strengths of your school's 12-13 SCEP.</b>  |                                     |            |           |
| The strengths of last year's SCEP are that the goals were addressing major concerns around student and teacher performance. 4 out of 5 of the goals were directly related to instruction in the school which would directly lead to improvement in student performance and progress as measured on the state ELA and math exams. Because we implemented the goals with fidelity we were able to move every student and scored on overall B on the Progress Report and an A in Student Progress. Specifically, the medial adjusted growth percentile in ELA went from 43% to 73% and the median growth percentile in math went from 41% to 70%.  |                                     |            |           |
| <b>Describe the areas for improvement in your school's 12-13 SCEP.</b>  |                                     |            |           |
| An area for improvement is in goal 5 around increasing parent engagement. Throughout the course of the 12-13 school year we never had a quorum for SLT and averaged 2 parents at PTA meetings. While we have improved the environment and made it more welcoming, it did not yield the increase in parental involvement we were hoping for.   |                                     |            |           |
| <b>Describe the barriers and challenges encountered while developing and implementing your school's 12-13 SCEP.</b>   |                                     |            |           |
| The greatest challenges came from increasing parental involvement. Despite implementation of the goal, we were not able to increase parent engagement with the school community. A challenging in increasing parent involvement, we believe lies in scheduling times for events. We surveyed parents to determine the best time was after 5:00 to have meetings and events but still were not able to increase involvement. An overall barrier that makes implementing the SCEP challenging is the number of compliance documents that take time away from instructional leadership. Last year we had to develop and SCEP, WIEP, TAP, and a Persistently Dangerous action plan. All of which are mandatory documents which require time, review and approval. |                                     |            |           |
| <b>Describe the degree to which your school's 12-13 SCEP was successfully implemented.</b>  |                                     |            |           |
| We successfully implemented goals 1-4. Teacher observations indicated an improvement in engaging students in learning and designing coherent instruction. Additionally, we scored a B overall on the NYC Progress Report and an A in student progress which indicates both teachers and students improved.  |                                     |            |           |
| <b>Were all the goals within your school's 12-13 SCEP accomplished?</b>   |                                     | <b>Yes</b> | <b>No</b> |
| <b>If all the goals were not accomplished, provide an explanation.</b>  |                                     |            |           |
| We have not seen a 5% increase in parent involvement despite our best efforts and implementing an action plan. This is a concern we will continue to address and improve in this year We are not sure why we are unable to increase parent involvement as we tried outreach in the following ways: school messenger, backpacking letters, mailing and phone calls.  |                                     |            |           |
| <b>Did the identified activities receive the funding necessary to achieve the corresponding goals?</b>  | <input checked="" type="checkbox"/> | <b>Yes</b> | <b>No</b> |

### **Developing the 2013-14 SCEP**

|  |  |  |  |
|--|--|--|--|
| Answer the following questions regarding the 13-14 SCEP  |  |  |  |
| <b>Describe the anticipated barriers and challenges in developing and implementing your school's 13-14 SCEP.</b>   |  |  |  |
| Our challenges lie in continuing to provide appropriate scaffolds for our students so they are all held to the same high standards and able to access the tasks. Additionally, it is very challenging to increase parent involvement and engagement. One challenge lies in scheduling events to meet the demands of all parents. We are a member of the Parent Academy and plan to survey parents as to their needs and best days/times for workshops. |  |  |  |
| <b>List the 13-14 student academic achievement targets for the identified sub-groups.</b>  |  |  |  |
| By June 2014, the school   |  |  |  |
| .By June 2014, the school will increase in the ELA median percentile growth on the NYS exams from 73%to 80% and an increase in the Math median percentile growth on the NYS exam from 70% to75%.   |  |  |  |
| <b>Describe how the school leader(s) will communicate with school staff and the community.</b>   |  |  |  |
| Through weekly PD with staff and monthly PTA/SLT meetings and weekly team meetings with each grade   |  |  |  |
| <b>Describe your theory of action at the core of your school's SCEP.</b>   |  |  |  |
| We believe that by supporting teacher development in the use of appropriate scaffolds and collaborative strategies that we will continue to improve student progress and performance.  |  |  |  |
| <b>Describe the strategy for executing your theory of action in your school's SCEP.</b>  |  |  |  |
| Through targeted professional development and data analysis we will continue to make student progress.   |  |  |  |
| <b>List the key elements and other unique characteristics of your school's SCEP.</b>   |  |  |  |

The document provides realistic goals that are driven by the needs of our school. The action plans are able to be implemented and we anticipate seeing continued growth in all goals.

**Provide evidence of your school's capacity to effectively oversee and manage the improvement plan.**

The principal has led the school for the last three years and moved the school from an F to B. In the last three years, the improvement plan has been systematically implemented and yielded results.

## Goal and Action Plan #1 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 in the space below from your latest intervention (DTSDE Review, QR, or Alt DQR) which will form the basis of your needs assessment. Include the review type, year, page number, and HEDI rating ("H" = Highly effective, "E" = Effective, "D" = Developing, "I" = Ineffective, "NA" = Not Applicable).

Expand the use of classroom observations including analysis of student work and classroom data to provide effective professional development for all staff. During short frequent observation cycles teachers are provided feedback to strengthen their teaching effectiveness in classrooms. However, the implementation of specific recommendations is inconsistent, thus limiting the opportunities to strengthen teacher practices and support their development." And/or "...student work products and learning outcomes are not yet consistently taken into account when planning for professional development. As a result, teacher growth that leads to improved student performance is hampered

|                     |    |              |       |                     |   |                     |   |
|---------------------|----|--------------|-------|---------------------|---|---------------------|---|
| <b>Review Type:</b> | QR | <b>Year:</b> | 12-13 | <b>Page Number:</b> | 5 | <b>HEDI Rating:</b> | d |
|---------------------|----|--------------|-------|---------------------|---|---------------------|---|

### **Tenet 2: School Leadership Practices and Decisions**

Indicate using an "X" the Standard(s) 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.

|  |   |          |   |
|--|---|----------|---|
|  | <b>2.2 School leader's vision</b>           |          | <b>2.3 Systems and structures for school development</b>        |
|  | <b>2.4 School leader's use of resources</b> | <b>x</b> | <b>2.5 Use of data and teacher mid-management effectiveness</b> |

### **Annual Goal #1**

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

By June 2014, all teachers will receive at least 4 informal observations with specific feedback aligned to student work. The feedback will be collected and used to design differentiated professional development/support based on student work and outcomes. Teachers will participate in at least 2 professional development sessions created to support analyzing student work.

### **Instructional Strategies/Activities**

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve this goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. Include the corresponding SOP(s) for each strategy/activity enumerated in part A. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.

#### **A. Strategies/activities that encompass the needs of identified subgroups**

1. Teachers will participate in weekly one period Department meetings and follow a set agenda which includes monthly student work analysis.
2. Teachers will participate in weekly professional development that is aligned to specific teacher and school needs based on observations
3. Teachers will receive frequent cycles of feedback from assistant principal/principal. Cycles of observations will be every 3-4 weeks and include feedback on student outcomes based on student work.

#### **B. Key personnel and other resources used to implement each strategy/activity**

1. Principal, assistant principal, teacher leaders
2. Principal, assistant principal,
3. Principal, assistant principal

#### **C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity**

1. Principal/assistant principal will attend weekly department meetings and coach in as needed to ensure effective student work analysis. Student work analysis should lead to a targeted support plan for students. Targeted support plan should be created monthly based on unit performance task. A bi-monthly teacher leader meeting will be held to ensure teacher leaders have the capacity and knowledge to facilitate department meetings.
2. Weekly professional development and professional development should yield teacher ratings showing an increase in engaging students in learning as measured on the Danielson Rubric.
3. Each teacher will be observed 6-8 times a year. Principal and assistant principal will create monthly calendar to ensure frequent cycles of observations

#### **D. Timeline for implementation and completion including start and end dates**

1. Weekly beginning in September and ending in June
2. Weekly beginning in September and ending in June

3. Ongoing beginning in October after IPC
- E. Describe programmatic details and resources that will be used to support each instructional strategy/activity**
1. Common planning time built into the teachers' schedule 3-5 periods a week will be used for department meetings.
  2. Principal and assistant principal will develop and facilitate professional development with support from the network
  3. Principal and assistant principal will conduct frequent cycles of observations and use teacher's prep time for feedback sessions

**Budget and Resource Alignment**

Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.

|                     |                 |                 |                  |                  |               |
|---------------------|-----------------|-----------------|------------------|------------------|---------------|
| <b>PF Set Aside</b> | <b>Tax Levy</b> | <b>Title IA</b> | <b>Title IIA</b> | <b>Title III</b> | <b>Grants</b> |
|---------------------|-----------------|-----------------|------------------|------------------|---------------|

List any additional fund sources your school is using to support the instructional goal below.

X There is no additional funding as the schedule accommodates the meetings. They are built into the school day.

Indicate using an "X" the P&F activity categories from the P&F program dropdown in Galaxy used to support the activities listed in part A.

|   |                         |  |   |
|---|-------------------------|--|---|
| <b>PF AIS</b>                                     | <b>PF CTE</b>           | <b>PF College &amp; Career Readiness</b> | <b>PF Common Core</b>                             |
| <b>PF ELT</b>                                     | <b>PF Inquiry Teams</b> | <b>PF NYS Standards and Assessments</b>  | <b>PF Parent Engagement</b>                       |
| <b>PF Positive Behavioral Management Programs</b> | <b>PF RTI</b>           |  | <b>PF Supporting Great Teachers &amp; Leaders</b> |

**Goal and Action Plan #2 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 in the space below from your latest intervention (DTSDE Review, QR, or Alt DQR) which will form the basis of your needs assessment. Include the review type, year, page number, and HEDI rating ("H" = Highly effective, "E" = Effective, "D" = Developing, "I" = Ineffective, "NA" = Not Applicable).

Align teacher practices with the school's beliefs about how students learn best when engaged in rigorous curricula so that all students produce meaningful work. There were uneven levels of student discussions across classrooms and lessons did not provide ample practice time for students to think deeply about their tasks resulting in a misalignment between school curricula, the school's belief system and teaching strategies. Consequently, students do not consistently produce meaningful work products

|                        |                    |                       |                       |
|------------------------|--------------------|-----------------------|-----------------------|
| <b>Review Type:</b> QR | <b>Year:</b> 12-13 | <b>Page Number:</b> 4 | <b>HEDI Rating:</b> d |
|------------------------|--------------------|-----------------------|-----------------------|

**Tenet 3: Curriculum Development and Support**

Indicate using an "X" the Standard(s) 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.

|          |                                  |          |  |
|----------|----------------------------------|----------|--|
| <b>x</b> | <b>3.2 Enact curriculum</b>      | <b>x</b> | <b>3.3 Units and lesson plans</b>          |
|          | <b>3.4 Teacher collaboration</b> |          | <b>3.5 Use of data and action planning</b> |

**Annual Goal #2**

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

By June 2014, through strategic professional development, collaboration, 100% of teachers will participate **collaborative learning communities** will develop and administer Common Core aligned units and lessons in ELA, Math, Science, and Social Studies. The completion and effectiveness of these units will be evidenced by collected completed units and student work; and an increase in the ELA median percentile growth on the NYS exams from 73%to 80% and an increase in the Math median percentile growth on the NYS exam from 70% to75%.

**Instructional Strategies/Activities**

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve this goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. Include the corresponding SOP(s) for each strategy/activity enumerated in part A. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.

**A. Strategies/activities that encompass the needs of identified subgroups**

1. Through teacher common planning time in weekly department meetings teachers will develop CC aligned units, lessons, and tasks
2. Teachers will use the revised unit and lessons to provide additional instructional time to students through a Saturday Academy and AIS periods built into the school day.
3. Once a month professional development, provided through a strategic SBO vote, will focus on developing and implanting CC aligned units and tasks.

**B. Key personnel and other resources used to implement each strategy/activity**

1. Teacher Leaders, assistant principal and principal
2. Teachers assigned to Saturday Academy/AIS and principal (Per session will be provided for teachers and administration beginning around January-April for 4 hours each Saturday. The exact number of teachers needed will be determined by student enrollment in Saturday Academy. All students will be invited to Saturday Academy.
3. Principal/assistant principal and network will develop professional development

**C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity**

1. See below items to be collected to evaluate the effectiveness

**D. Timeline for implementation and completion including start and end dates**

| By Nov 8 <sup>th</sup> ...<br>Benchmark   |   | By Feb 7 <sup>th</sup> ...<br>Benchmarks  |  | By June 6 <sup>th</sup> ...<br>Benchmarks   |  |
|---|---|---|--|---|--|
| Through Teacher Collaboration:  | To be collected:  | Through Teacher Collaboration:  | To be collected:   | Through Teacher Collaboration:  | To be collected:   |
| Teachers will write/revise units 1-2 per content area.  | Units (1-2) per content area                                  | Teachers will write/revise units 3-6 per content area.  | Units per content area   | Teachers will write/revise 6-8 units per content area.  | Units per content area   |
| Department teams will have completed analysis of Unit 1, using the student work analysis protocol, of approaching, meeting and exceeding standard students, in grade 6, 7, and 8. | Task analysis sheet<br><br>Nine pieces of student work total. | Department teams will have completed analysis of units, using the student work analysis protocol, of approaching, meeting and exceeding standard students, in grade 6, 7, and 8.<br><br>• Additionally, departments will use student work to make <b>recommendations for test prep.</b> | Task analysis sheet<br><br>3 pieces of student work total per unit, per grade. | Department teams will have completed analysis of units, using the student work analysis protocol, of approaching, meeting and exceeding standard students, in grade 6, 7, and 8.<br><br>• Additionally, departments will use student work to make <b>recommendations for planning for next school year.</b> | Task analysis sheet<br><br>3 pieces of student work total per unit, per grade. |

2. Beginning in Dec/January Saturday Academy will be offered to all students ending in April.

**E. Describe programmatic details and resources that will be used to support each instructional strategy/activity**

1. Teachers have common planning built into their schedule. Teacher Leaders will receive per session for bimonthly meetings to build capacity. Teacher Leaders are selected through an application/interview. Teacher Leaders will turnkey information to their inquiry groups and facilitate their own group.
2. Saturday Academy curriculum (TBD based on student need) will be purchased. Teachers will receive per session for Saturday Academy.

3. Principal/assistant principal will deliver PD during weekly professional development sessions that are built into the schedule each Friday.

**Budget and Resource Alignment**

Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.

|          |                     |  |                 |  |                 |  |                  |  |                  |  |               |
|----------|---------------------|--|-----------------|--|-----------------|--|------------------|--|------------------|--|---------------|
| <b>x</b> | <b>PF Set Aside</b> |  | <b>Tax Levy</b> |  | <b>Title IA</b> |  | <b>Title IIA</b> |  | <b>Title III</b> |  | <b>Grants</b> |
|----------|---------------------|--|-----------------|--|-----------------|--|------------------|--|------------------|--|---------------|

List any additional fund sources your school is using to support the instructional goal below.

Indicate using an "X" the P&F activity categories from the P&F program dropdown in Galaxy used to support the activities listed in part A.

|          |   |  |                         |  |   |  |                             |
|----------|---|--|-------------------------|--|---|--|-----------------------------|
| <b>x</b> | <b>PF AIS</b>                                     |  | <b>PF CTE</b>           |  | <b>PF College &amp; Career Readiness</b>          |  | <b>PF Common Core</b>       |
|          | <b>PF ELT</b>                                     |  | <b>PF Inquiry Teams</b> |  | <b>PF NYS Standards and Assessments</b>           |  | <b>PF Parent Engagement</b> |
|          | <b>PF Positive Behavioral Management Programs</b> |  | <b>PF RTI</b>           |  | <b>PF Supporting Great Teachers &amp; Leaders</b> |  |                             |

**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 in the space below from your latest intervention (DTSDE Review, QR, or Alt DQR) which will form the basis of your needs assessment. Include the review type, year, page number, and HEDI rating ("H" = Highly effective, "E" = Effective, "D" = Developing, "I" = Ineffective, "NA" = Not Applicable).

Strengthen the development of teacher-created assessments and alignment to the curricula in order to determine student progress and needed adjustments to curricula and instruction. The school has primarily focused on the ELA content area thus limiting needed adjustments in other content area curriculum and needed information to determine student progress.' And/or "... these practices are inconsistent across classrooms and students rarely self-assess their work. This limits teachers' ability to make adjustments in classroom instruction and to meet the needs of all learners."

|                     |    |              |       |                     |   |                     |   |
|---------------------|----|--------------|-------|---------------------|---|---------------------|---|
| <b>Review Type:</b> | QR | <b>Year:</b> | 12-13 | <b>Page Number:</b> | 5 | <b>HEDI Rating:</b> | d |
|---------------------|----|--------------|-------|---------------------|---|---------------------|---|

**Tenet 4: Teacher Practices and Decisions**

Indicate using an "X" the Standard(s) 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.

|  |   |          |  |
|--|---|----------|--|
|  | <b>4.2 Instructional practices and strategies</b> |          | <b>4.3 Comprehensive plans for teaching</b>                          |
|  | <b>4.4 Classroom environment and culture</b>      | <b>x</b> | <b>4.5 Use of data, instructional practices and student learning</b> |

**Annual Goal #3**

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

By June 2014, through strategic professional development all teachers will use regular and frequent assessments, like exit slips and conference notes, in addition to teacher created assessments to make adjustment to their lessons as evidence by all teacher ratings showing improvement in 3D on the Danielson Rubric.

**Instructional Strategies/Activities**

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve this goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. Include the corresponding SOP(s) for each strategy/activity enumerated in part A. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.

- A. Strategies/activities that encompass the needs of identified subgroups**
  1. Teachers will work with a Teaching Matters consultant 20 times in the school year to build capacity in using student assessments.
  2. Frequent cycles of observation will provide additional feedback to teachers in the competency: Assessing students in learning
- B. Key personnel and other resources used to implement each strategy/activity**
  1. Teaching Matters consultant, teachers, assistant principal, and principal.
  2. Assistant principal and principal
- C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity**

- Students will demonstrate an increase based on Fountas/Pinell reading assessments from Oct-June and other benchmark assessments TBD.
  - Teacher observations will show an increase in ratings in Using Assessment in Instruction (3D) as measured by the Danielson Rubric.
- D. Timeline for implementation and completion including start and end dates**
- Teaching Matters Consultant to begin in Dec/Jan-June
  - Ongoing cycles of observations beginning in October after IPCs.
- E. Describe programmatic details and resources that will be used to support each instructional strategy/activity**
- Funding will be used to purchase Teaching Matters 20 full day sessions for 20,000.
  - To ensure instructional strategies supported by Teaching Matters are implemented with fidelity and consistency, teacher observations will be conducted during the regular school day. Professional development will be informed through classroom observations, teacher feedback, and student work analysis.

**Budget and Resource Alignment**

Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.

|          |                     |  |                 |  |                 |  |                  |  |                  |  |               |
|----------|---------------------|--|-----------------|--|-----------------|--|------------------|--|------------------|--|---------------|
| <b>x</b> | <b>PF Set Aside</b> |  | <b>Tax Levy</b> |  | <b>Title IA</b> |  | <b>Title IIA</b> |  | <b>Title III</b> |  | <b>Grants</b> |
|----------|---------------------|--|-----------------|--|-----------------|--|------------------|--|------------------|--|---------------|

List any additional fund sources your school is using to support the instructional goal below.

Indicate using an "X" the P&F activity categories from the P&F program dropdown in Galaxy used to support the activities listed in part A.

|          |   |  |                         |  |  |   |                             |
|----------|---|--|-------------------------|--|--|---|-----------------------------|
| <b>X</b> | <b>PF AIS</b>                                     |  | <b>PF CTE</b>           |  | <b>PF College &amp; Career Readiness</b> |   | <b>PF Common Core</b>       |
|          | <b>PF ELT</b>                                     |  | <b>PF Inquiry Teams</b> |  | <b>PF NYS Standards and Assessments</b>  |   | <b>PF Parent Engagement</b> |
|          | <b>PF Positive Behavioral Management Programs</b> |  | <b>PF RTI</b>           |  | <b>x</b>                                 | <b>PF Supporting Great Teachers &amp; Leaders</b> |                             |

**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 in the space below from your latest intervention (DTSDE Review, QR, or Alt DQR) which will form the basis of your needs assessment. Include the review type, year, page number, and HEDI rating ("H" = Highly effective, "E" = Effective, "D" = Developing, "I" = Ineffective, "NA" = Not Applicable).

The school has been designated Persistently Dangerous by the state for the school year 12-13. This goal is aimed at improving teacher practice in handling challenging student behaviors that have led to defiant, disruptive behavior as measured by Level 3-5 infractions on OSYD data. The Learning Environment Survey from 12-13, we scored an overall 6.7 out of 10 in Safety and Respect.

|                     |   |              |       |                     |   |                     |     |
|---------------------|---|--------------|-------|---------------------|---|---------------------|-----|
| <b>Review Type:</b> | NYC School Learning Environment Survey Report | <b>Year:</b> | 12-13 | <b>Page Number:</b> | 1 | <b>HEDI Rating:</b> | N/A |
|---------------------|---|--------------|-------|---------------------|---|---------------------|-----|

**Tenet 5: Student Social and Emotional Developmental Health**

Indicate using an "X" the Standard(s) 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.

|          |                                     |  |   |
|----------|-------------------------------------|--|---|
|          | <b>5.2 Systems and partnerships</b> |  | <b>5.3 Vision for social and emotional developmental health</b> |
| <b>x</b> | <b>5.4 Safety</b>                   |  | <b>5.5 Use of data and student needs</b>                        |

**Annual Goal #4**

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

By June 2014 through the use of targeted academic and social-emotional interventions there will be reduction in the number of incidents reported by 10% as measured by OSYD data.

**Instructional Strategies/Activities**

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve this goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. Include the corresponding SOP(s) for each strategy/activity enumerated in part A. For each strategy/activity identified in part A, a corresponding item

must be provided in parts B, C, D, and E.

**A. Strategies/activities that encompass the needs of identified subgroups**

1. During grade team meetings, teachers will identify 2 at risk students a marking period to create social –emotional and academic interventions for. Student work will be analyzed across the grade to identify trends and areas of strength and concern.
2. Each classroom will create a “Chill Out Zone” for students to utilize to refocus and maintain a calm, academic, productive environment. Both teachers and students will receive training on how to use the Zone.

**B. Key personnel and other resources used to implement each strategy/activity**

1. Teachers will meet during their common planning grade team meeting. Each meeting will be facilitated by a teacher leader who is supported by administration during teacher leader meetings.
2. Dean of Student Services will train students and staff and monitor the effectiveness of the Zone.

**C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity**

1. Grade teams will track student performance and behavior on the Intervention Tracker and discuss at grade team meetings.
2. OSYD data will be reviewed monthly to ensure a reduction in incidents because students have “chilled” before acting.

**D. Timeline for implementation and completion including start and end dates**

1. Sept-June 2014
2. December 2013-June 2014

**E. Describe programmatic details and resources that will be used to support each instructional strategy/activity**

1. Common planning time is built into teachers schedule
2. Professional development built into teachers schedule will be used so the Dean of Student Services can train and roll out the Chill Out Zone.

**Budget and Resource Alignment**

Indicate using an “X” the fund source(s) that your school is using to support the instructional goal.

| PF Set Aside | Tax Levy | Title IA | Title IIA | Title III | Grants |
|--------------|----------|----------|-----------|-----------|--------|
|--------------|----------|----------|-----------|-----------|--------|

List any additional fund sources your school is using to support the instructional goal below.

X There is no additional funding source needed as the professional development and grade team meetings are built into the school day. A strategic SBO allows for weekly professional development.

Indicate using an “X” the P&F activity categories from the P&F program dropdown used in Galaxy used to support the activities listed in part A. .

| PF AIS                                     | PF CTE           | PF College & Career Readiness    | PF Common Core                         |
|--|------------------|----------------------------------|--|
|  |                  |                                  |  |
| PF ELT                                     | PF Inquiry Teams | PF NYS Standards and Assessments | PF Parent Engagement                   |
|  |                  |                                  |  |
| PF Positive Behavioral Management Programs | PF RTI           |                                  | PF Supporting Great Teachers & Leaders |

**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 in the space below from your latest intervention (DTSDE Review, QR, or Alt DQR) which will form the basis of your needs assessment. Include the review type, year, page number, and HEDI rating (“H” = Highly effective, “E” = Effective, “D” = Developing, “I” = Ineffective, “NA” = Not Applicable).

63% of parents reported never attending a PTA meeting and 21% reported attending a PTA meeting 1-2 a year as indicated on the 2012-2013 Learning Environment Survey. It is an important challenge for us to increase parent engagement and connection to the school as evidenced by attendance at parent events. There was no recommendation on the Quality Review around Tenet 6, therefore we are using the Learning Environment Survey.

|                     |                      |              |       |                     |   |                     |     |
|---------------------|----------------------|--------------|-------|---------------------|---|---------------------|-----|
| <b>Review Type:</b> | Learning Environment | <b>Year:</b> | 12-13 | <b>Page Number:</b> | 7 | <b>HEDI Rating:</b> | N/A |
|---------------------|----------------------|--------------|-------|---------------------|---|---------------------|-----|

**Tenet 6: Family and Community Engagement**

Indicate using an “X” the Standard(s) 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.

|  |  |          |                                     |
|--|--|----------|-------------------------------------|
|  | <b>6.2 Welcoming environment</b>             | <b>x</b> | <b>6.3 Reciprocal communication</b> |
|  | <b>6.4 Partnerships and responsibilities</b> |          | <b>6.5 Use of data and families</b> |

**Annual Goal #5**

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

By June 2014 increase the number of parents who attend PTA meetings at least 3-4 or more times by 10% as measured on the Learning Environment Survey by offering strategic training in academic and social emotional development to support student success.

**Strategies to Increase Parental Involvement and Engagement**

Include the corresponding SOP(s) for each strategy/activity enumerated in part A. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP).

**A. Strategies/activities that encompass the needs of identified subgroups**

1. Survey parents to identify community needs for training and include trainings in monthly PTA meetings. Teachers will be asked to facilitate a different training each month.
2. Create and backpack monthly parent newsletters with helpful resources and reminders about PTA meetings and topics
3. Develop and hold parent workshops based on survey and offer extended workshop on a Saturday at least 2 times a year.

**B. Key personnel and other resources used to implement each strategy/activity**

1. Parent coordinator and teachers
2. Parent coordinator with support of assistant principal
3. Parent coordinator and teachers

**C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity**

1. Attendance will be taken at each meeting and tracked to see an increase in attendance
2. Parent coordinator will send home monthly newsletters
3. 2 Saturday Workshops: and survey after to evaluate effectiveness.

**D. Timeline for implementation and completion including start and end dates**

1. September 2013-June 2014
2. December 2013-June 2014
3. January/Feb. and March/April 2014

**E. Describe programmatic details and resources that will be used to support each instructional strategy/activity**

1. Funding from PF Parent Engagement will be used to purchase additional resources and food for PTA meeting.
2. Assistant principal will review parent newsletter prior to sending home
3. Funding from PF Parent Engagement will be used to purchase additional resources and food for extended Saturday workshops.

**Budget and Resource Alignment**

Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.

| x | PF Set Aside | Tax Levy | Title IA | Title IIA | Title III | Grants |
|---|--------------|----------|----------|-----------|-----------|--------|
|---|--------------|----------|----------|-----------|-----------|--------|

List any additional fund sources your school is using to support the instructional goal below.

Indicate using an "X" the P&F activity categories from the P&F program dropdown in Galaxy used to support the activities listed in part A.

|  | PF AIS                                     | PF CTE           | PF College & Career Readiness    | PF Common Core                         |
|--|--|------------------|----------------------------------|--|
|  | PF ELT                                     | PF Inquiry Teams | PF NYS Standards and Assessments | x PF Parent Engagement                 |
|  | PF Positive Behavioral Management Programs |                  | PF RTI                           | PF Supporting Great Teachers & Leaders |

## Expanded Learning Time (ELT) Program Description

### PRIORITY SCHOOLS ONLY

#### ELT Work Plan

Use the following table to demonstrate that a minimum of 200 additional student contact hours are being offered as ELT in addition to the current mandated length of 900 hours per year (25 hours per week) of instruction in grades K-6 and 990 hours per year (27.5 hours per week) in grades 7-12.

#### **Program Goals**

Describe the identified goal(s) of the ELT program. ELT program goals must be S.M.A.R.T.

By June 2014 there will be an increase in the ELA median percentile growth on the NYS exams from 73% to 80% and an increase in the Math median percentile growth on the NYS exam from 70% to 75%.

#### **Activities**

Describe the research-based instructional strategies and activities that will be used to achieve this goal in parts A, B, and C. Enumerate each strategy/activity and its corresponding subsection in parts B and C. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, and C.

#### **A. Describe the researched-based instructional strategies and activities that capture student interest and strengthen student engagement that will be used to achieve this goal.**

1. All students will be invited to attend and participate in weekly after school clubs that include Student Leadership Council, Art Club and Broadway Jr. These clubs are based on student interest and will help strengthen their engagement in all school activities. In these clubs students will participate in reading and writing aligned with their specific club. Teachers will submit monthly progress reports on the students in their clubs. In their article "Recent Advances in Research on School-based Extracurricular Activities and Adolescent Development," Farb & Matjasko (2012) cite, "We identified four studies that performed a person-centered approach to extracurricular activity participation and linked these activity profiles to academic achievement—two used large, nationally representative samples while the other two focused on high-risk or vulnerable youth."
2. All students will be invited to attend a 4 hour Saturday Academy from January-June focused on ELA and Math. We are focusing on ELA and Math during Saturday Academy as a way to increase comprehension in all classes. When students are proficient at reading and writing they will be able to comprehend content subjects. Additionally, as indicated on our Progress Report, our median growth score in math is lower than ELA so we want to provide additional support in mathematics as well. According to H. Green (2010), "Consistent with predictions, results found that students who participate in the [Saturday Academies] improved their overall grade point averages significantly more than their non-participating peers."

#### **B. Describe the key school based and/or community based personnel that will be used to implement these strategies and activities.**

1. Teachers in collaboration with Sports in Arts Foundation (no cost to the school)
2. Teachers with the correct license area

#### **C. Identify the target population to be served by the ELT program.**

1. All students
2. All students

#### **Budget and Resource Alignment**

Identify the Fund Source(s) used to support each ELT program by listing the corresponding activity number described in part A of the *Activities* section.

|  |                          |  |             |   |             |  |            |   |            |  |     |
|--|--------------------------|--|-------------|---|-------------|--|------------|---|------------|--|-----|
|  | 21 <sup>st</sup> Century |  | Tax Levy    | 1 | Title I SWP |  | Title I TA | 2 | Title I PF |  | C4E |
|  | Title III                |  | Title I SIG |   | PTA Funded  |  | Grants     |   | In Kind    |  |     |

List any additional fund sources your school is using to support the instructional goal below.

#### **Community Partnerships**

The ELT program must be offered in conjunction with a high quality, high capacity community partner if funded by 21st Century Community Center Learning Funds.

#### **A. Identify the high-quality community partners and their scope of involvement for each ELT program described in part A of the *Activities* section.**

1. At no cost to the school, we are partnered with Sports and Arts in Schools which offers additional academic and enrichment programs to all students. Sports and Arts also operates on school holidays.

**B. If your ELT program has one or more community partners, describe how the joint ELT program is structured.**

**ELT Program Narrative**

Priority Schools implementing a whole school reform model must provide evidence of the implementation of the ELT program.

**A. Describe how the ELT program is meeting the requirement to integrate enrichment opportunities, academics, and skill development, including hands-on learning activities and activities directed at improving students' social and emotional growth.**

Based on student interest we have created after school clubs that allow students to enhance their academic lives. Students are able to participate in Student Leadership Council which develops their leadership skills and allows for student voice in the school. Additionally, students participate in Art Club and Broadway Jr enhancing their artistic capacities. All students are invited to attend Saturday Academy which is designed to directly improve their progress in both ELA and Math.

**B. Describe the components of the program, including opportunities for enrichment programs that are designed to improve student academic, social, and emotional outcomes.**

In all after school clubs students are taught how to collaborate and work together towards a common goal whether that goal is raising money for a homeless shelter or putting on a Broadway production. These are needed skills for future success in high school and college and career.

**C. Describe how the ELT program will address the unique learning needs and interests of all students.**

All clubs are based on student interest and need.

**D. Are the additional hours mandatory or voluntary?**       **Mandatory**       **Voluntary**

**E. If the additional hours are voluntary, describe how you are ensuring that 50% or more of the students (or 50% of students' receiving AIS if the school is not receiving 1003(g) SIG Funds) are participating.**

Saturday Academy is mandatory for all students needing AIS and after school clubs are voluntary by all students are invited to attend.

**F. Describe how your school is meeting its responsibility to provide interventions for students who need support services to increase student achievement.**

Guidance counselor and dean of student services meet regularly and attend teacher meetings to ensure all students receive all needed services.

**G. Are you using an ELT provider procured using the MTAC process?**       **Yes**       **No**

**H. Describe how you are evaluating the impact of the ELT program on student achievement.**

Through regularly scheduled benchmark assessments in ELA and Math during the regular school day.

### Academic Intervention Services (AIS)

Schools need to maintain accurate records of students who are receiving Academic Intervention Services to ensure that students who are not at proficiency receive effective and timely assistance. These records need to be made available upon request and indicate the total number of students receiving AIS in each subject area listed below and for each applicable grade in your school.

**Description**

| <b>Type of Academic Intervention Service (AIS)</b> | <b>Type of Program or strategy (e.g. repeated readings, interactive writings, etc.)</b>   | <b>Method for delivery of service (e.g. small group, one-to-one, tutoring, etc.)</b>   | <b>When the service is provided (e.g. during the school day, before or after school, etc.)</b>   |
|--|---|--|--|
| <b>ELA</b>   | <ul style="list-style-type: none"> <li>• Targeted intervention for homogeneous groups based upon Fountis and Pinnell running records, using research-based curriculum including:               <ul style="list-style-type: none"> <li>○ Socratic Seminar – interactive reading and writing</li> <li>○ Great Books – guided reading and writing</li> <li>○ Wilson – repeated readings and fluency building for students in the 15<sup>th</sup> to 50<sup>th</sup> percentile</li> </ul> </li> <li>• Co-teaching model for students demonstrating highest needs</li> </ul> Saturday Academy – mirroring literacy intensive model of repeated readings, building fluency, guided reading and writing | Literacy Intensive classes – small group instruction <ul style="list-style-type: none"> <li>• Small group instruction during ELA classes</li> </ul> Saturday Academy         | <ul style="list-style-type: none"> <li>• Literacy Intensive – 3x per week during the school day</li> <li>• ELA classes – 5x per week during the school day</li> </ul> Weekly - Saturdays |
| <b>Mathematics</b>                                 | <ul style="list-style-type: none"> <li>• Targeted intervention for homogeneous groups based upon data from math classes and performance on periodic assessments, including:               <ul style="list-style-type: none"> <li>○ Integrated Algebra – Regents-level class</li> <li>○ Math Intensive – focus on foundational math skills</li> </ul> </li> </ul>  | <ul style="list-style-type: none"> <li>• Math Intensive classes – small group instruction</li> <li>• Small group instruction during math classes</li> </ul> Saturday Academy | <ul style="list-style-type: none"> <li>• Math Intensive – 3x per week during the school day</li> <li>• Math classes – 5x per week during the school day</li> </ul> Weekly - Saturdays    |

|   |   |   |   |
|---|---|---|---|
|   | <ul style="list-style-type: none"> <li>Co-teaching model for students demonstrating highest needs</li> </ul> <p>Saturday Academy – mirroring the math intensive model of focus on foundational skills</p>   |   |   |
| <b>Science</b>  | <ul style="list-style-type: none"> <li>Usage of best practices in literacy classes to assist students in fluency and comprehension in attaining content knowledge including navigating text organization, identifying key concepts, summarizing, acquiring academic vocabulary</li> </ul> <p>Co-teaching model for students demonstrating highest needs</p>                                       | <p>Science classes<br/>Lunch and after tutoring</p>   | <p>During the school day<br/>Lunch and after school tutoring</p>  |
| <b>Social Studies</b>   | <ul style="list-style-type: none"> <li>Usage of best practices in literacy classes to assist students in fluency and comprehension in attaining content knowledge including navigating text organization, identifying key concepts, summarizing, acquiring academic vocabulary</li> </ul> <p>Co-teaching model for students demonstrating highest needs</p>                                       | <p>Social Studies classes<br/>Lunch and after school tutoring</p>   | <p>During the school day<br/>Lunch and after school tutoring</p>  |
| <b>At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)</b> | <ul style="list-style-type: none"> <li>Counseling provided to students who are mandated to receive</li> <li>At-risk counseling provided as necessary by Guidance Counselor and School Psychologist</li> <li>Teen Issues Classes – taught by Dean of Student Services, curriculum based upon Overcoming Obstacles to assist students in practicing skills to manage stress, proactively</li> </ul> | <ul style="list-style-type: none"> <li>Guidance Office/SBST Office</li> <li>Guidance Office/SBST Office</li> <li>Teen Issues classes</li> </ul> <p>Advisory</p> | <ul style="list-style-type: none"> <li>Weekly as mandated</li> <li>As needed</li> <li>2x per week during school day</li> </ul> <p>5x per week during the school day</p> |

|  |   |  |  |
|--|---|--|--|
|  | <p>resolve conflict, and navigate social-emotional issues relevant to middle school development</p> <p>Advisory – college and career readiness-aligned course centered around skills of highly successful people and growth mindset</p> |  |  |
|--|---|--|--|

**Title I Information Page (TIP)  
For School Receiving Title I Funding**

- All elements of the *All Title I Schools* section must be completed\*.
- School Wide Program (SWP) schools must also complete the *SWP Schools Only* section.
- Targeted Assistance (TA) Schools must also complete the *TA Schools Only* section

\*If a required component is addressed elsewhere in this plan, you may refer to the page number(s) where the response can be found.

**Title I Status**

|  |                                  |   |                    |
|--|----------------------------------|---|--------------------|
| Indicate with an "X" your school's Title I Status. |                                  |   |                    |
| <b>x</b>   | <b>School Wide Program (SWP)</b> | <b>Targeted Assistance (TA) Schools</b> | <b>Non-Title I</b> |

**All Title I Schools**

**Highly Qualified Teachers (HQT)**

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

Teachers go through a three part hiring process that includes a group interview, demonstration lesson and interview with key staff. Effective teachers are provided with leadership opportunities such as becoming a teacher leader as a retention strategy. Teacher Leaders are supported in creating and delivering pd, creating model classrooms and mentoring other teachers. Staff receives weekly professional development provided by the network, principal and assistant principal.

**High Quality and Ongoing Professional Development**

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

All staff receives weekly professional development provided by the principal, assistant principal and network. Assistant principal and principal attend monthly professional development facilitated by the network. Key teachers participate in Lab Site professional development through the network and turnkey to other staff. All teachers receive professional development around planning and assessment from Teaching Matters.

**Coordination and Integration of Federal, State, and Local Services and Programs**

Describe how the coordination and integration of Federal, State, and/or local funds are used to meet ***the intent and purpose*** programs whose funds are consolidated ( i.e., services for Students in Temporary Housing (STH), violence prevention programs, housing programs, Head Start, etc.).

STH funds are used to provided needed students with school materials, uniforms, and essential items as needed.

**SWP Schools Only**

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

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

**Measures to Include Teachers in Decisions Regarding Assessments**

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

We formed our MOSL committee made up of a heterogeneous group of teachers and the principal. The group met several times over the summer to review assessment options. The principal and UFT representative attending an 8 hour professional development in order to build more understanding. This information was then shared with the MOSL committee and used to identify the different assessment measures. As a full staff, we provided professional development on the different assessment types and how to use them to improve student performance. Teachers are then provided with additional support as needed based on student performance and teacher observations.

**TA Schools Only**

**Use of Program Resources**

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

**TA Coordination with the Regular Program**

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

**Directions and Guidance for Developing and Updating the  
Parent Involvement Policy (PIP) (Required for Title I Schools ONLY)**

The template below meets the parental involvement requirements of Title I. Your school is encouraged to use the template below to update your school's current policy or replace it entirely with a Parent Involvement Policy created by your school that meets federal requirements. The activities and/or strategies included in your school's policy should align with current CEP goals for improving student achievement.

The PIP should describe how your school will plan and implement effective parent involvement activities and/or strategies to improve student academic achievement and school performance. The School-Parent Compact is a component of the PIP that outlines how parents, the entire school staff, and students will share this responsibility. Schools are encouraged to include feedback from the Parent Coordinator when updating the policy. In addition, if your school community will be engaged this year in central parent involvement initiatives, such as Parent Academy, which will provide training for school communities to help strengthen family-school partnerships, please be sure to include these activities in your policy.

---

**Parent Involvement Policy (PIP) Template**

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

PEACE Academy'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 Fair/Event where all parents are invited to attend formal presentations and workshops that address their student academic skill needs and what parents can do to help;

PEACE Academy will further encourage school-level parental involvement by:

- holding an annual Title I Parent Curriculum Conference;
- hosting educational family events/activities during Parent-Teacher Conferences and throughout the school year;
- encouraging meaningful parent participation on School Leadership Teams, Parent Association (or Parent-Teacher Association) and Title I Parent Committee;
- supporting or hosting Family Day events;

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

### **SCHOOL-PARENT COMPACT**

**REQUIRED OF ALL SCHOOLS**

**MAY BE LAST YEARS BUT MUST BE UPDATED**

**Our school, in compliance with the Section 1118 of Title I, Part A of the No Child Left Behind (NCLB) Act, is implementing a School-Parent Compact to strengthen the connection and support of student achievement between the school and the families. Staff and parents of students participating in activities and programs funded by Title I, agree that this Compact outlines how parents, the entire school staff and students will share responsibility for improved academic achievement and the means by which a school-parent partnership will be developed to ensure that all children achieve State Standards and Assessments. 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 with all members of the school community;
- supporting parental involvement activities as requested by parents;
- ensuring that the Title I funds allocated for parent involvement are utilized to implement activities as described in this Compact and the Parent Involvement Policy;
- advising parents of their right to file a complaint under the Department's General Complaint Procedures and consistent with the No Child Left Behind Title I requirement for Elementary Secondary Education Act (ESEA) and Title I programs;

### **Parent/Guardian Responsibilities:**

Parents play a vital role in their child's education and development. Like their children, parents have rights and responsibilities.

- Parents have the right to know the expectations, programs, attendance, and discipline policies of the school.
- Parents have the right to know and understand the instructional program of the school.
- Parents have the right to know the progress their child is making in a timely manner.
- Parents have the right to visit their child's teachers and other school personnel with an appointment.
- Parents have the right to be treated with courtesy and respect by the school community.
- Parents have the responsibility to send their child to school in proper dress code.
- Parents have the responsibility to attend Parent-Teacher-Student Conferences.
  - Parents have the responsibility to support their child in completion of homework and projects in a timely manner.
  - 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;

### **I. Student Responsibilities:**

With nurturing and support, students will respond to a quality education in an environment that is conducive to learning and community building. Towards this end, students have rights and responsibilities.

- Students have the right to know what appropriate behavior is.
- Students have the right to know they are safe.
- Students have the right to be treated respectfully and justly.
- Students have the right to be in an environment that is mindful and respectful of cultural diversity.
- Students have the right and responsibility to know and understand the consequences of their behavior.
- Students have the responsibility to attend school regularly and punctually.
- Students have the responsibility to meet the deadlines for class work and homework.
- Students have the responsibility to respect the property of the school and others.
- Students have the responsibility to follow directions of school faculty in keeping with school rules.
- Students have the responsibility to respect themselves and others concerning their cultural diversity.
- Students have the responsibility to observe the dress code.

**OFFICE OF ENGLISH LANGUAGE LEARNERS  
GRADES K-12 LANGUAGE ALLOCATION POLICY  
SUBMISSION FORM  
2013-14 TO 2014-15 SCHOOL YEARS**

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 is a two-year plan on how schools will support ELLs' linguistic and academic needs. This LAP form is a part of the school's CEP. 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

|                                  |                         |                          |
|----------------------------------|-------------------------|--------------------------|
| District <b>13</b>               | Borough <b>Brooklyn</b> | School Number <b>596</b> |
| School Name <b>PEACE Academy</b> |                         |                          |

### B. Language Allocation Policy Team Composition NOTE: The following staff members should be on the LAP team: principal, assistant principal (where applicable), at least one bilingual teacher from each subject area (where there is a bilingual program), at least one ESL teacher, and one parent.

|   |  |
|---|--|
| Principal <b>Lisa Reiter</b>                      | Assistant Principal <b>Amy Rodriguez</b> |
| Coach   | Coach                                    |
| ESL Teacher <b>Maria Tejada</b>                   | Guidance Counselor <b>Eton Bent</b>      |
| Teacher/Subject Area                              | Parent                                   |
| Teacher/Subject Area                              | Parent Coordinator <b>Kathleen Green</b> |
| Related Service Provider <b>Sabrina Mazur</b>     | Other                                    |
| Network Leader(Only if working with the LAP team) | 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 currently teaching in the ESL program.           | <b>1</b> | Number of certified bilingual teachers <u>not</u> currently teaching in a bilingual program                                  | <b>0</b> | Number of teachers who hold both content area and ESL certification          | <b>0</b> |
| Number of certified bilingual teachers currently teaching in a bilingual program  | <b>0</b> | Number of certified NLA/foreign language teachers  | <b>0</b> | Number of teachers who hold both a bilingual extension and ESL certification | <b>0</b> |
| Number of certified ESL teachers <u>not</u> currently teaching in the ESL program | <b>0</b> | Number of teachers currently teaching a self-contained ESL class who hold both a common branch license and ESL certification | <b>0</b> | Number of special education teachers with bilingual extensions               | <b>1</b> |

### D. Student Demographics

|  |           |                      |           |   |               |
|--|-----------|----------------------|-----------|---|---------------|
| Total number of students in school (Excluding Pre-K) | <b>89</b> | Total number of ELLs | <b>15</b> | ELLs as share of total student population (%) | <b>16.85%</b> |
|--|-----------|----------------------|-----------|---|---------------|

## Part II: 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 type="checkbox"/> | No <input checked="" type="checkbox"/> | If yes, indicate language(s): |
| 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><br>(60%:40% → 50%:50% → 75%:25%) |   |   |   |   |   |   | 0 | 0 | 0 |   |    |    |    | 0       |
| <b>Dual Language</b><br>(50%:50%)  |   |   |   |   |   |   | 0 | 0 | 0 |   |    |    |    | 0       |
| <b>Freestanding ESL</b>  |   |   |   |   |   |   |   |   |   |   |    |    |    |         |
| Pull-out   |   |   |   |   |   |   | 4 | 6 | 5 |   |    |    |    | 15      |
| SELECT ONE   |   |   |   |   |   |   |   |   |   |   |    |    |    | 0       |
| <b>Total</b>   | 0 | 0 | 0 | 0 | 0 | 0 | 4 | 6 | 5 | 0 | 0  | 0  | 0  | 15      |

### B. ELL Years of Service and Programs

| Number of ELLs by Subgroups |    |  |    |                                |   |
|-----------------------------|----|--|----|--------------------------------|---|
| All ELLs                    | 15 | Newcomers (ELLs receiving service 0-3 years) | 13 | ELL Students with Disabilities | 1 |
| SIFE                        | 0  | ELLs receiving service 4-6 years             | 2  | Long-Term (completed 6+ years) | 0 |

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

| ELLs by Subgroups |                  |                                    |
|-------------------|------------------|------------------------------------|
| ELLs (0-3 years)  | ELLs (4-6 years) | Long-Term ELLs (completed 6 years) |

|               | All | SIFE | SWD | All | SIFE | SWD | All | SIFE | SWD | Total |
|---------------|-----|------|-----|-----|------|-----|-----|------|-----|-------|
| TBE           | 0   |      |     | 0   |      |     |     |      |     | 0     |
| Dual Language | 0   |      |     | 0   |      |     |     |      |     | 0     |
| ESL           | 13  |      |     | 2   |      |     | 0   |      |     | 15    |
| Total         | 13  | 0    | 0   | 2   | 0    | 0   | 0   | 0    | 0   | 15    |

Number of ELLs who have an alternate placement paraprofessional:

### C. Home Language Breakdown and ELL Programs

| Transitional Bilingual Education               |   |   |   |   |   |   |   |   |   |   |    |    |    |       |
|--|---|---|---|---|---|---|---|---|---|---|----|----|----|-------|
| Number of ELLs by Grade in Each Language Group |   |   |   |   |   |   |   |   |   |   |    |    |    |       |
|  | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | TOTAL |
| SELECT ONE                                     |   |   |   |   |   |   |   |   |   |   |    |    |    | 0     |
| SELECT ONE                                     |   |   |   |   |   |   |   |   |   |   |    |    |    | 0     |
| SELECT ONE                                     |   |   |   |   |   |   |   |   |   |   |    |    |    | 0     |
| <b>TOTAL</b>                                   | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0  | 0  | 0  | 0     |

\*EP=English proficient student

| 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 | EP | EL    | EP |
| SELECT ONE                                     |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    | 0     | 0  |
| SELECT ONE                                     |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    | 0     | 0  |
| SELECT ONE                                     |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    | 0     | 0  |
| <b>TOTAL</b>                                   | 0  | 0  | 0  | 0  | 0  | 0  | 0  | 0  | 0  | 0  | 0  | 0  | 0  | 0  | 0  | 0  | 0  | 0  | 0     | 0  |

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

**Dual Language (ELLs/EPs)  
9-12**

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

|              | 9   |    | 10  |    | 11  |    | 12  |    | TOTAL |    |
|--------------|-----|----|-----|----|-----|----|-----|----|-------|----|
|              | ELL | EP | ELL | EP | ELL | EP | ELL | EP | ELL   | EP |
| <b>TOTAL</b> | 0   | 0  | 0   | 0  | 0   | 0  | 0   | 0  | 0     | 0  |

**This Section for Dual Language Programs Only**

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

**Freestanding English as a Second Language**

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

|              | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | TOTAL |
|--------------|---|---|---|---|---|---|---|---|---|---|----|----|----|-------|
| Spanish      |   |   |   |   |   |   | 2 | 3 | 4 |   |    |    |    | 9     |
| Chinese      |   |   |   |   |   |   |   |   |   |   |    |    |    | 0     |
| Russian      |   |   |   |   |   |   |   |   |   |   |    |    |    | 0     |
| Bengali      |   |   |   |   |   |   |   | 1 |   |   |    |    |    | 1     |
| Urdu         |   |   |   |   |   |   |   |   |   |   |    |    |    | 0     |
| Arabic       |   |   |   |   |   |   |   |   | 1 |   |    |    |    | 1     |
| Haitian      |   |   |   |   |   |   |   |   |   |   |    |    |    | 0     |
| French       |   |   |   |   |   |   |   |   |   |   |    |    |    | 0     |
| Korean       |   |   |   |   |   |   |   |   |   |   |    |    |    | 0     |
| Punjabi      |   |   |   |   |   |   |   |   |   |   |    |    |    | 0     |
| Polish       |   |   |   |   |   |   |   |   |   |   |    |    |    | 0     |
| Albanian     |   |   |   |   |   |   |   |   |   |   |    |    |    | 0     |
| Other        |   |   |   |   |   |   | 2 | 1 | 1 |   |    |    |    | 4     |
| <b>TOTAL</b> | 0 | 0 | 0 | 0 | 0 | 0 | 4 | 5 | 6 | 0 | 0  | 0  | 0  | 15    |

## Part III: Assessment Analysis

**Assessment Breakdown**

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

**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) |   |   |   |   |   |   | 2 | 5 | 5 |   |    |    |    | 12    |

| OVERALL NYSESLAT* PROFICIENCY RESULTS (*LAB-R FOR NEW ADMITS) |   |   |   |   |   |   |   |   |   |   |    |    |    |       |
|---|---|---|---|---|---|---|---|---|---|---|----|----|----|-------|
|   | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | TOTAL |
| Intermediate(I)   |   |   |   |   |   |   |   |   |   |   |    |    |    | 0     |
| Advanced (A)  |   |   |   |   |   |   | 2 | 1 |   |   |    |    |    | 3     |
| Total   | 0 | 0 | 0 | 0 | 0 | 0 | 4 | 6 | 5 | 0 | 0  | 0  | 0  | 15    |

| NYSESLAT Modality Analysis |                   |   |   |   |   |   |   |   |   |   |   |    |    |    |
|----------------------------|-------------------|---|---|---|---|---|---|---|---|---|---|----|----|----|
| Modality Aggregate         | Proficiency Level | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 |
| LISTENING /SPEAKING        | B                 |   |   |   |   |   |   | 1 | 4 | 5 |   |    |    |    |
|                            | I                 |   |   |   |   |   |   |   |   |   |   |    |    |    |
|                            | A                 |   |   |   |   |   |   | 2 | 1 |   |   |    |    |    |
|                            | P                 |   |   |   |   |   |   |   |   |   |   |    |    |    |
| READING/ WRITING           | B                 |   |   |   |   |   |   | 1 | 4 | 5 |   |    |    |    |
|                            | I                 |   |   |   |   |   |   |   |   |   |   |    |    |    |
|                            | A                 |   |   |   |   |   |   | 2 | 1 |   |   |    |    |    |
|                            | P                 |   |   |   |   |   |   |   |   |   |   |    |    |    |

| NYS ELA               |         |         |         |         |       |
|-----------------------|---------|---------|---------|---------|-------|
| Grade                 | Level 1 | Level 2 | Level 3 | Level 4 | Total |
| 3                     |         |         |         |         | 0     |
| 4                     |         |         |         |         | 0     |
| 5                     |         |         |         |         | 0     |
| 6                     | 2       | 1       |         |         | 3     |
| 7                     | 5       |         |         |         | 5     |
| 8                     | 5       |         |         |         | 5     |
| NYSAA Bilingual (SWD) |         |         |         |         | 0     |

| NYS Math              |         |    |         |    |         |    |         |    |       |
|-----------------------|---------|----|---------|----|---------|----|---------|----|-------|
| Grade                 | Level 1 |    | Level 2 |    | Level 3 |    | Level 4 |    | Total |
|                       | English | NL | English | NL | English | NL | English | NL |       |
| 3                     |         |    |         |    |         |    |         |    | 0     |
| 4                     |         |    |         |    |         |    |         |    | 0     |
| 5                     |         |    |         |    |         |    |         |    | 0     |
| 6                     | 3       |    |         |    |         |    |         |    | 3     |
| 7                     | 4       |    | 1       |    |         |    |         |    | 5     |
| 8                     | 5       |    |         |    |         |    |         |    | 5     |
| NYSAA Bilingual (SWD) |         |    |         |    |         |    |         |    | 0     |

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

| New York State Regents Exam     |                            |                 |                             |                 |
|---------------------------------|----------------------------|-----------------|-----------------------------|-----------------|
|                                 | Number of ELLs Taking Test |                 | Number of ELLs Passing Test |                 |
|                                 | English                    | Native Language | English                     | Native Language |
| Comprehensive English           |                            |                 |                             |                 |
| Integrated Algebra              |                            |                 |                             |                 |
| Geometry                        |                            |                 |                             |                 |
| Algebra 2/Trigonometry          |                            |                 |                             |                 |
| Math                            |                            |                 |                             |                 |
| Biology                         |                            |                 |                             |                 |
| Chemistry                       |                            |                 |                             |                 |
| Earth Science                   |                            |                 |                             |                 |
| Living Environment              |                            |                 |                             |                 |
| Physics                         |                            |                 |                             |                 |
| Global History and Geography    |                            |                 |                             |                 |
| US History and Foreign Language |                            |                 |                             |                 |
| Government                      |                            |                 |                             |                 |
| 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<br>1-25 percentile                                     | Q2<br>26-50 percentile | Q3<br>51-75 percentile | Q4<br>76-99 percentile | Q1<br>1-25 percentile   | Q2<br>26-50 percentile | Q3<br>51-75 percentile | Q4<br>76-99 percentile |
| ELE (Spanish Reading Test) |   |                        |                        |                        |   |                        |                        |                        |
| Chinese Reading Test       |   |                        |                        |                        |   |                        |                        |                        |

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

1. Describe what assessment tool your school uses to assess the early literacy skills of your ELLs (e.g., ECLAS-2, EL SOL, Fountas and Pinnell, DRA, TCRWP). What insights do the data provide about your ELLs? How will this data help inform your school's instructional plan? Please provide any quantitative data available to support your response.  
PEACE Academy uses Fountas and Pinnell to assess the early literacy skills of our English Language Learners. Based on the data collected, this information is shared with all stakeholders, including the general education ELA teacher, the ESL teacher, as well as our AIS teachers in our "Literacy Intensive" classes. Based on the initial Fountas and Pinnell assessment, we can see that the majority of our ELL population who fall within the "Beginner" category can read a Fountas and Pinnell Level L. The trends are shared with the whole staff so that in ELA, Literacy Intensive, Social Studies, and Science classes, literacy skills are strategically targeted in small groups. Our ESL teacher pulls out our ELLs to provide additional targeted support. To ensure cohesiveness within the ESL program, our ESL teacher is tracking weekly outcomes on standards-based student work.
2. What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?  
The data patterns across NYSESLAT modalities reveal that most of our Beginner students need specific development in Listening and Speaking, while Intermediate and Advanced students need support in reading and writing. The LAB-R reveals the majority of ELLs entering the school need assistance within the Speaking and Listening domains.
3. How will patterns across NYSESLAT modalities—reading/writing and listening/speaking—affect instructional decisions? How does your school use information about Annual Measurable Achievement Objectives? What does the data reveal? (see [SED memo](#) and [AMAO tool](#))  
Because the majority of ELL students fall within the "Beginner" designation in reading, writing, listening, and speaking, we programmed "Literacy Intensive" classes three times a week, in addition to students' daily English Language Arts classes. Literacy Intensive allows for more targeted instruction for students, based upon their needs, in a small class environment. Additional, strategic supports are provided through our free-standing ESL program. Students work closely with the ESL teacher for over 360 minutes a week, minimum.
4. For each program, answer the following:
  - a. What are the patterns across proficiencies and grades? How are ELLs faring in tests taken in English as compared to the native language?
  - b. Describe how the school leadership and teachers are using the results of the ELL Periodic Assessments.
  - c. What is the school learning about ELLs from the Periodic Assessments? How is the native language used?a. Periodic Assessments reveal our ELL population falls consistently below standards, demonstrating the need for continued, targeted interventions based around vocabulary building and fluency.  
b. School leadership programmed literacy intensive classes within the school day, in addition to ensuring students receive at least the mandated number of minutes of ESL. Additionally, results of Periodic Assessments are shared with the staff to empower teachers in the creation of strategic groupings and the creation of level-appropriate scaffolds across content areas. Scaffolds and interventions are examined weekly in grade team and department team meetings, using protocols to identify and replicate best practices.  
c. The school administers tests in native language whenever applicable or available. The majority of assessments students are asked to take are in English.
5. Describe how your school uses data to guide instruction for ELLs within the Response to Intervention (RtI) framework (for grades K-5). (see [RtI Guide for Teachers of ELLs](#).)  
N/A
6. How do you make sure that a child's second language development is considered in instructional decisions?  
Periodic assessments are available in native languages. A small selection of dual language books are part of classroom libraries.
7. For dual language programs, answer the following:
  - a. How are the English-proficient students (EPs) assessed in the second (target) language?
  - b. What is the level of language proficiency in the second (target) language for EPs?
  - c. How are EPs performing on State and City Assessments?N/A
8. Describe how you evaluate the success of your programs for ELLs (e.g. meeting AYP for ELLs, etc.).  
We evaluate the success of instructional programs by looking at scholarship and assessment data through ATS (report REXM for longitudinal data), LAB-R and NYSESLAT data, and then comparing this information with performance in content area classes as well as analyzing performance for specific skills in the Periodic Assessments.

## Part IV: 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 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. (Refer to [ELL Policy Brief](#) and [EPIC](#).)  
Parents enrolling students into the school begin the registration process within the main office. Based upon the initial intake interview, the pupil accounting secretary, guidance counselor, or assistant principal identifies whether enrolling students are new to the country, new to the NYC school system, or previously received ESL services in another school. Parents who need oral translation services are provided by staff volunteers. Teachers Jeanette Gonzalez, Janett Brown-Washington, and Charlie Dorschuck can accommodate parents who speak Spanish, as can School Secretary Ophelia Romero. Teachers Brook Taunton and Borris James can also accommodate parents in German. Teacher Borris James can also translate for parents in Japanese and French. Parents who need translation assistance in other languages are able to submit a request for oral translation, and services will be provided by the school. Students new to the NYC school system are administered the HLIS survey by the ESL teacher, ESL guidance counselor or Assistant Principal. Based on the results of that interview, students will be administered the Language Assessment Battery within 10 days of student enrollment. Based on this score, a student may be placed in ESL classes. Spanish speaking students are offered to take the LAB-R in Spanish, as well as English. Prior to school's commencement, the ESL teacher and guidance counselor and the Assistant Principal of ESL review students' scores on the NYSESLAT and program students for the appropriate number of ESL courses. Students who have been designated "Beginner" receive three ESL classes; those who score "Intermediate" receive two classes; and those who score "Advanced" are programmed for one ESL class. Students who score "Proficient" may be given a support class, designed to help them to improve their reading and writing skills in preparation for college. Students identified as ELLs, new admits and previously designated, are administered the NYSESLAT every spring. Reports run in ATS ensure all students are identified as ELLs, who have not received a "Proficient" score are testing according to NYS mandates. Because we are a small school, an Assistant Principal, Parent Coordinator, and ESL teacher collaborate in reviewing the REXM (exam history report in ATS), going student by student to ensure all ELLs are appropriately identified and given the NYSESLAT. Any students not designated as an ELL who need to be are reported to the Pupil Accounting Secretary, who makes changes in ATS. The Data Specialist also ensures that this information is up-to-date and accurate in ATS. Teachers administering the NYSESLAT are required to attend trainings from the Office of Accountability, or are given professional development by the Assistant Principal in NYSESLAT testing procedures. Sixth grade students are administered the NYSESLAT for Level 5-6. The sections for Reading, Writing, and Listening are administered to the whole group (Beginners, Intermediate, and Advanced levels) of 6th grade ELLs by the ESL teacher. Seventh and eighth grade students are administered the NYSESLAT for Level 7-8. The sections for Reading, Writing, and Listening are administered to the whole group (Beginners, Intermediate, and Advanced levels) of 7th and 8th grade ELLs by the ESL teacher. The Speaking section of the NYSESLAT, for 6th, 7th, and 8th graders is administered to each student, independently.
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.  
For parents who selected to enroll their students into our school, prior to the beginning of the school year, parents are invited to the Parent Orientation, are advised of the ELL programs available at our school and of the programs available at other schools in our district. Parents who do not respond to invitations to our ELL Parent Orientation are contacted in their native language by phone (through DOE translation services) by the Parent Coordinator. When parents who do not attend a ELL Parent Orientation, or do not respond to telephone outreach in parents' native language, the school Family Worker conducts a home visit, carrying pamphlets from the EPIC toolkit in parents' native language, explaining the differences between Bilingual, Dual-Language, and Freestanding ESL programs. Parents are advised that our school currently only offers a Freestanding ESL program, and of the schools that offer alternative programs. given pamphlets in their native language (from the EPIC toolkit) that describe the different program choices.
3. Describe how your school ensures that entitlement letters are distributed and Parent Survey and Program Selection forms are returned, and secured/stored. (If a form is not returned, the default program for ELLs is Transitional Bilingual Education as per

CR Part 154 [\[see tool kit\]](#).)

Entitlement letters, in both English and in students' home language, are distributed through ESL classes for students who are entitled, and through the Assistant Principal and Parent Coordinator for students who are not. The Pupil Accounting Secretary, Parent Coordinator, Guidance Counselor, and Assistant Principal collaborate to ensure letters are distributed and collected. Parent survey and program selection forms are distributed at intake and during Parent Orientation. Parents who do not attend are contacted by the Parent Coordinator. For those parents who do not respond to the initial outreach from the Parent Coordinator, the Family Worker is also available to conduct a home visit with staff volunteer who speaks the parents' home language, to follow up and ensure timely collection.

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.

Upon completion of the LAB-R, parents are notified of their child's placement via letter, sent out by the Pupil Accounting Secretary, Guidance Counselor, or Parent Coordinator. A student's placement, as well as the additional options available throughout the district is also included in the letter. For students who have already been administered the LAB-R, they are placed in our ESL program based on NYSESLAT scores and in consultation with the ESL teacher, ESL guidance counselor and parents. Entitlement and placement letters are also kept in students' files, in the main office. The ESL teacher also receives a copy for her own files.

5. Describe the steps taken to administer all sections of the New York State English as a Second Language Achievement Test (NYSESLAT) to all ELLs each year.

Based upon the LAB-R or previous NYSESLAT scores, students designated for to take the NYSESLAT are administered the test during the NYSESLAT window. The test is proctored by grade; Listening and Speaking are administered to students individually while Reading and Writing are administered by grade. All testing procedures as outlined by the DOE Office of Accountability are followed.

6. 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.) 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. 

Most parents choose Freestanding ESL, which is currently the only program available at our school. Parents who wish to place their children in transitional bilingual or dual language programs are advised of other schools in the district that have these programs available in the parents' native language. The program models are aligned with parent requests.

## A. Programming and Scheduling Information

1. How is instruction delivered? (see [\*The Practitioners' Work Group for Accelerating English Language Learner Student Achievement: Nine Common Features of Successful Programs for ELLs\*](#))

- 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])?

1a. Our school employs a pull out, free-standing ESL Model.

1b. Homogeneously by proficiency level

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)?

We employ an F-status, dedicated ESL teacher, who pulls out students in homogeneous groupings, meeting the mandated minutes required by the state to meet students' needs, dependent upon proficiency levels. Beginning and Intermediate students are provided respectively for at least 360 minutes a week, while Advanced students are pulled out and provided ESL support for at least 180 minutes per week.

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 foster language development and meet the demands of the Common Core Learning Standards.

Content areas as well as ESL supports are delivered in English. Content area teachers confer with ESL teacher and bilingual grade advisor to discuss student progress. Content teachers regularly meet with ESL teacher in Professional Learning Communities to discuss lesson modifications and strategies to make content comprehensible to ELLs. In addition to providing support for ELLs in vocabulary, comprehension, phonemic awareness, the ESL teacher also builds upon students' past experiences, culture, and prior knowledge and provides assistance with content area assignments..

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

Native language staff member engage in a one to one conference with the student to determine their comprehension of their native language. We will provide interpretive materials and ask them to read and explain their understanding of the subject for example a math problem or the back of a novel in their own language.

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

Both Literacy Intensive and ESL pull out address each modality based upon level and need throughout the year. Teachers continually review formal and informal assessments, and observations weekly through grade and department team meetings. The findings from the review of data drive the instruction provided throughout the content areas. Additional supports and professional development is provided through the network.

6. How do you differentiate instruction for ELL subgroups?

- a. Describe your instructional plan for SIFE.
- b. Describe your plan for ELLs who have been in US schools less than three years (newcomers)..
- c. Describe your plan for ELLs receiving service 4 to 6 years.
- d. Describe your plan for long-term ELLs (completed 6+ years).
- e. Describe your plan for former ELLs (in years 1 and 2 after testing proficient).

a. We do not currently have SIFE students at our school.

b. ELLs in school for less than three years receive 360 minutes of ESL classes per week designed to accelerate their academic reading, writing, listening, and speaking skills. Beginner students meet regularly with ESL teacher for targeted tutoring in content-areas.

c. ELLs receiving service for 4-6 years receive the mandated number of ESL classes based on their proficiency level. Instruction focuses on development of academic reading and writing skills. Students routinely conference with bilingual grade advisor and attend scheduled tutoring/conferences with ESL teacher.

d. Long-term ELLs receive the mandated number of ESL classes based on their proficiency level. Students regularly meet with ESL teacher during lunch periods for targeted tutoring. ESL classes are designed to further develop literacy and writing skills.

e. ELLs with special needs receive the mandated number of ESL classes and are assisted by bilingual para-professionals in their

classes.

7. 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?  
 Teachers of ELL-SWDs collaborate with the ESL teacher and assigned Special Education teacher to review students' instructional needs outlined in the IEPs and collaborate during Professional Learning Teams, preps, and professional development days to optimize materials and instruction that meet both ELL and SWD components of students. The small group pull out model also empowers the ESL teacher to focus language acquisition strategies that best suit students. Because our ESL program is a free-standing, pull out model, we are able to place students in homogenous groupings by ability
8. How does your school use curricular, instructional, and scheduling flexibility to enable diverse ELL-SWDs to achieve their IEP goals and attain English proficiency within the least restrictive environment?  
 Because our ESL program is a free-standing, pull out model, we are able to place students in homogenous groupings by ability.

**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><br>Native Language Arts              | 45 minutes per day   | 45 minutes per day   | 45 minutes per day   |

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

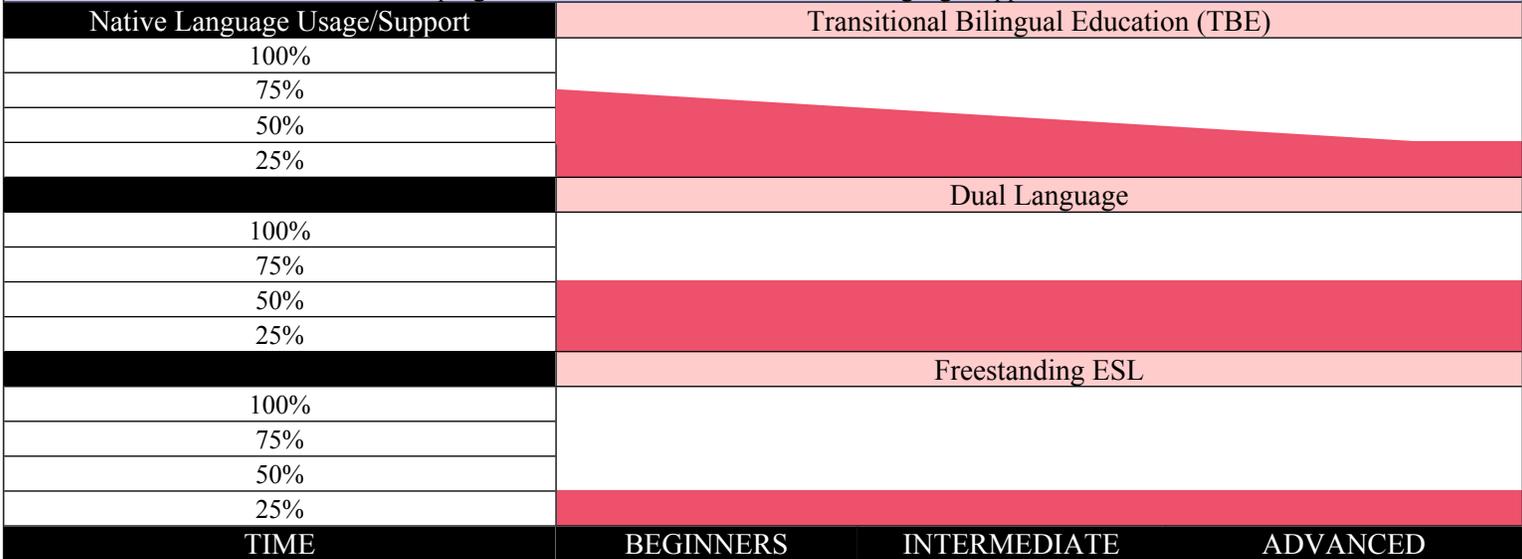
|  | Beginning | Intermediate | Advanced |
|--|-----------|--------------|----------|
|--|-----------|--------------|----------|

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

|   | <b>Beginning</b>     | <b>Intermediate</b>  | <b>Advanced</b>      |
|---|----------------------|----------------------|----------------------|
| 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><br>Native Language Arts              | 45 minutes per day   | 45 minutes per day   | 45 minutes per day   |

**Native Language Usage and Supports**

The chart below is a visual representation designed to show the variation of native language usage and supports across the program models. Please note that native language support is never zero.



TBE and dual language programs have both native language arts and subject areas taught in the native language; ESL has native language supports.

**B. Programming and Scheduling Information--Continued**

9. 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.

Our targeted intervention plan for ELLs in the content areas is to designate specific teachers in each grade level as the teacher for social studies, ELA and science for which ELLs will be programmed. These teachers will receive professional development training through our ESL teacher and through outside workshops. Targeted interventions for the core subjects (ELA, math, science, and social studies) include building academic vocabulary across the content areas, integrating the fundamentals of language development throughout. In addition, all content areas require students to maintain reading and writing journals, and portfolio work to document students' growth.

10. Describe the effectiveness of your current program and how it is meeting the needs of your ELLs in both content and language development.

Since the majority of our ELLs are beginners, we are developing our current program to better meet the needs across content levels and in language development. Based upon the school's progress report, every single student in the school showed progress on statewide tests. Moving forward, we are targeting students' needs more strategically through literacy intensive classes, ESL services, as well as extending and deepening our work within our Professional Learning Communities, focusing upon shifting instructional paradigms to increase the quality of student outcomes. Additional scaffolds are in place for our ELLs, including providing content in native language to facilitate students' understanding of content area, while pushing students' progress in language development through literacy intensive.

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

Literacy Intensive is a new program for this year which supplements the ESL program. We plan to expand our Title III tutoring program and plan to send content and ESL teachers to professional development sessions on delivering content to ELLs.

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

No programs/services for ELLs will be discontinued at this time.

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

Tutoring in all content areas is available for ELLs. In addition, ELLs attend targeted tutoring run by our ESL teacher in collaboration with content teachers. All students, including ELLs, are offered the same curricular programming, as well as participation in our after school program with Sports and Arts in Schools Foundation.

14. What instructional materials, including technology, are used to support ELLs (include content area as well as language materials; list ELL subgroups if necessary)?

A variety of instructional materials are used including novels, plays, poems, short stories, anthologies, grammar text books at the beginning, intermediate, and advanced levels, learner's dictionaries, writing handbooks, current magazines and periodicals, dvds, and songs. From a technical standpoint, ELLs can log into the student portal of ARIS, where skill-specific activities can be assigned for each student to practice, both at school and at home. Information for logging on is sent home in a student's home language, as it was identified in the Home Language Survey (records kept in the main office). Additional enrichment materials, such as leveled libraries, are available in the ESL room, as well as every content area classroom.

15. How is native language support delivered in each program model (TBE, Dual Language, and ESL)?

Periodic Assessments and Performance Assessments are available in native language, as well as a small portion of classroom library materials.

16. Explain how the required services support, and resources correspond to ELLs' ages and grade levels.

Required services support and correspond to ELL's ages and grade levels. ESL support is guided primarily upon the designation from the LAB-R and by grade (that is, 6th grade Beginners work together, while 8th grade Beginners also work separately).

17. Describe activities in your school that assist newly enrolled ELL students before the beginning of the school year. Please include activities for new ELLs who enroll throughout the school year.

Newly enrolled ELLs attend an orientation run by our Parent Coordinator before admittance. During this orientation, students are interviewed and a writing sample is obtained to assist in programming. All students attend orientation on the first day of the semester. For students entering the school mid-school year, the ELL (and parents, when available) meet with the Guidance Counselor and ESL teacher to discuss programming, activities, expectations, and supports available.

18. What language electives are offered to ELLs?

No language electives are offered at this time.

19. For schools with dual language programs:

a. How much time (%) is the target language used for EPs and ELLs in each grade?

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

N/A

### C. 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 professional development is offered to teachers of ELLs (including ESL and bilingual teachers) in supporting ELLs as they engage in the Common Core Learning Standards?
3. What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?
4. Describe the minimum 7.5 hours of ELL training (10 hours for special education teachers) for all staff (including non-ELL teachers) as per Jose P.
  1. Our ESL teacher, Assistant Principal, and content area teachers attend professional development sessions through CFN 112. An ELL-SWD newsletter is sent to staff members who provide services and supports for ELLs, calling out important news, events, and professional development.
  2. Professional development is offered weekly, every Friday, guiding all teachers through enriching their lessons and units so they are aligned with CCS.
  3. All 6th grade students are provided support through the weekly advisory classes. In this program, teachers collaborate to design units and lessons in the beginning of the school year that focus on the different expectations that teachers have for middle school students.
  4. Teachers receive professional development on the three designated days in the school year. These days focus on looking at student work and differentiating instruction to meet students' needs. Particular attention is paid to ELL students and students with other special needs. This year, we hope to expand professional development by sending teachers to CFN 112 workshops, and "turn-keying" the strategies they learn to the rest of the staff.:

## D. Parental Involvement

1. Describe ELL parent involvement in your school. Include specific activities that foster parental involvement for 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?
  1. All parents are invited to a Parent Orientation at the beginning of their child's career at PEACE Academy. PEACE Academy also does outreach through Engrade, our online grading system. Our Parent Coordinator routinely extends invitations to all parents to attend Parent Teacher Association meetings. Parents of 6th grade ELL students are also invited to a Parent Orientation meeting at the beginning of the school year.
  2. We do not have partnerships with outside agencies or CBOs to provide workshops for ELL parents. Staff volunteers (named in the previous section) volunteer to provide translation services. When a parent requires translation services that cannot be provided by the school staff, translation portion of the budget is utilized to provide interpretation and translation services as necessary.
  3. Parents communicate their needs through our Parent Orientation meetings, through regular PTA meetings, and by contacting our guidance counselors and Parent Coordinator. The Parent Coordinator works closely with the Pupil Accounting Secretary to quickly identify parents whose first language is not English, and anticipate the services that parents of ELLs will need so that they feel like an active part of the community.
  4. PTA meetings have particular themes and address specific issues, like using our online grading system, college preparation, and graduation requirements.

## E. 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 response to question here:

## Part VI: LAP Assurances

**School Name:** \_\_\_\_\_

**School DBN:** \_\_\_\_\_

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

| Name (PRINT)   | Title                | Signature | Date (mm/dd/yy) |
|----------------|----------------------|-----------|-----------------|
| Lisa Reiter    | Principal            |           | 1/1/01          |
| Amy Rodriguez  | Assistant Principal  |           | 1/1/01          |
| Kathleen Green | Parent Coordinator   |           | 1/1/01          |
| Maria Tejada   | ESL Teacher          |           | 1/1/01          |
|                | Parent               |           | 1/1/01          |
|                | Teacher/Subject Area |           | 1/1/01          |
|                | Teacher/Subject Area |           | 1/1/01          |
|                | Coach                |           | 1/1/01          |
|                | Coach                |           | 1/1/01          |
| Eton Bent      | Guidance Counselor   |           | 1/1/01          |
| Kathy Pelles   | Network Leader       |           | 1/1/01          |
|                | Other                |           | 1/1/01          |

## LANGUAGE TRANSLATION AND INTERPRETATION 2013-2014 TO 2014-2015

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

DBN: 13K596 School Name: PEACE Academy

Cluster: 1 Network: 112

**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.

At the beginning of each academic year any new student entering the New York City school system for the first time completes the Home Language Inventory Survey form as part of their registration packet. On Part 3 of the HLIS the parent indicates their preferred language(s) for oral and written communications with the school and teachers. Also a Parent Survey and DOE Blue Cards are distributed to every student's home inquiring about preferred oral and written language for their communication. Of the 90 students this year, Spanish speaking and Arabic parents requested translation of written documents. All DOE communications already come translated and are provided in the appropriate languages. Immediate oral translation is available from pedagogical and nonpedagogical staff members in Spanish and French.

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.

Once the Parent Survey and blue cards are returned to the school the information is turnkeyed to the Teacher Leader Team, who compile a needs assessment. Then the information is disseminated to the entire staff so all pedagogues, service providers, paraprofessionals, etc are aware of the parental needs of their student's families for translation. This year the majority of our requests are for 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.

All DOE documents come translated and are provided in appropriate home languages for those parents who have requested it. Staff use google translate to translate additional documents in the appropriate home language. When appropriate and feasible DOE Translation and Interpretations Service is contacted when translation is needed for longer documents and other languages.

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

Oral interpretation services can be provided in Spanish, French and Arabic by various pedagogical and non-pedagogical staff members. In addition, students provide translation for their parents (where applicable) and other parents volunteer to provide oral translation.

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>.

All DOE documents and parent notifications are translated and provided in appropriate languages. A sign is posted at the front of the school, in various languages, indicating that translation services are available. DOE Translation and Interpretation Services are available upon request for languages other than those listed above.

