



**Department of
Education**

Dennis M. Walcott, Chancellor



2013-2014

**SCHOOL COMPREHENSIVE EDUCATIONAL PLAN
(SCEP)**

School Name: THE LOLA RODRIGUEZ DE TIO

DBN (i.e. 01M001): 07X162

Principal: ANGEL FANI

Principal Email: AFANI@SCHOOLS.NYC.GOV

Superintendent: YOLANDA TORRES

Network Leader: DR. KAREN AMES

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 |
|-------------------|--|-----------|
| Angel Fani | *Principal or Designee | |
| Sonia Edwards | *UFT Chapter Leader or Designee | |
| Elizabeth Mojica | *PA/PTA President or Designated Co-President | |
| Jenny Morales | DC 37 Representative, if applicable | |
| NA | Student Representative (<i>optional for elementary and middle schools; a minimum of two members required for high schools</i>) | |
| M.Dyson | CBO Representative, if applicable | |
| Sol Angel Taveras | Member/ Parent | |
| Dalila Miranda | Member/ Parent | |
| BlancaTurcios | Member/ Parent | |
| Marisol Rivera | Member/ Parent | |
| Emily Garcia | Member/ Parent | |
| Bebe Ahmed | Member/ Teacher | |
| Arnulfo Rivera | Member/ Teacher | |
| Wendy Morin | Member/ Teacher | |
| Irene Castro | Member/ Teacher | |
| Jacqueline Negron | Member/ Teacher | |
| | 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 |
| | School Leadership Team Signature Page |
| | The SCEP Overview |
| | Action Plans 1 – 5: Each of the five Action Plans must contain the following elements- |
| | ▪ 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) |
| | Academic Intervention Services (AIS) |
| | Title I Information Page (TIP) (Only for Priority or Focus schools receiving Title I funding) |
| | Parent Involvement Policy (PIP) |

Priority Schools Only

| | |
|--|---|
| | Expanded Learning Time (ELT) Program Description |
|--|---|

School Information Sheet for 07X162

| | | | | | |
|---|----------|---|-----|---|-----|
| School Configuration (2013-14) | | | | | |
| Grade Configuration | 06,07,08 | Total Enrollment | 395 | 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 | N/A |
| Types and Number of Special Classes (2013-14) | | | | | |
| # Visual Arts | 42 | # Music | 8 | # Drama | N/A |
| # Foreign Language | 2 | # Dance | N/A | # CTE | N/A |
| School Composition (2012-13) | | | | | |
| % Title I Population | 74.4% | % Attendance Rate | | 88.5% | |
| % Free Lunch | 81.6% | % Reduced Lunch | | 2.3% | |
| % Limited English Proficient | 25.2% | % Students with Disabilities | | 31.8% | |
| Racial/Ethnic Origin (2012-13) | | | | | |
| % American Indian or Alaska Native | N/A | % Black or African American | | 27.7% | |
| % Hispanic or Latino | 71.1% | % Asian or Native Hawaiian/Pacific Islander | | 0.9% | |
| % White | 0.2% | % Multi-Racial | | N/A | |
| Personnel (2012-13) | | | | | |
| Years Principal Assigned to School | 8.34 | # of Assistant Principals | | 2 | |
| # of Deans | N/A | # of Counselors/Social Workers | | 2 | |
| % of Teachers with No Valid Teaching Certificate | 4.6% | % Teaching Out of Certification | | 33.8% | |
| % Teaching with Fewer Than 3 Years of Experience | 11.4% | Average Teacher Absences | | 7.8 | |
| Student Performance for Elementary and Middle Schools (2012-13) | | | | | |
| ELA Performance at levels 3 & 4 | 5.8% | Mathematics Performance at levels 3 & 4 | | 4.7% | |
| Science Performance at levels 3 & 4 (4th Grade) | N/A | Science Performance at levels 3 & 4 (8th Grade) | | 32.5% | |
| Student Performance for High Schools (2011-12) | | | | | |
| ELA Performance at levels 3 & 4 | N/A | Mathematics Performance at levels 3 & 4 | | 100.0% | |
| 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 | | Yes |
| Hispanic or Latino | Yes | Asian or Native Hawaiian/Other Pacific Islander | | N/A |
| White | N/A | Multi-Racial | | N/A |
| Students with Disabilities | Yes | Limited English Proficient | | Yes |
| Economically Disadvantaged | Yes | | | |
| Met Adequate Yearly Progress (AYP) in Mathematics (2011-12) | | | | |
| American Indian or Alaska Native | N/A | Black or African American | | No |
| Hispanic or Latino | No | Asian or Native Hawaiian/Other Pacific Islander | | N/A |
| White | N/A | Multi-Racial | | N/A |
| Students with Disabilities | No | Limited English Proficient | | No |
| Economically Disadvantaged | No | | | |
| Met Adequate Yearly Progress (AYP) in Science (2011-12) | | | | |
| American Indian or Alaska Native | N/A | Black or African American | | Yes |
| Hispanic or Latino | No | Asian or Native Hawaiian/Other Pacific Islander | | N/A |
| White | N/A | Multi-Racial | | N/A |
| Students with Disabilities | No | Limited English Proficient | | No |
| Economically Disadvantaged | No | | | |

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

Describe the strengths of your school's 12-13 SCEP.

There were three strengths of JHS 162 2012-2013 SCEP. As a school, we were able to develop teachers pedagogy from a coherent set of beliefs about how students learn best that was informed by a research-based, common teaching framework and aligned to the curricula which engaged and met the needs of all learners so that all students produce meaningful work products by building professional learning communities. As a school, administration was able to make strategic organizational decisions to support the school's instructional goals and meet students' learning needs as evident by meaning student work products through the creation of academic intervention services. Lastly, the school community was able to use the observation of classroom teaching with a research-based, common teaching framework and the analysis of learning outcomes to elevate school-wide instructional practices and implement strategies that promote professional growth and reflection using an observation calendar.

Describe the areas for improvement in your school's 12-13 SCEP.

There were three areas of improvement in JHS 162 2012-2013 SCEP. As a school, we needed to improve in the area of designing engaging, rigorous, and coherent curricula, including the arts, physical and health education, for a variety of learners and align it to the Common Core Learning Standards. Additionally, we needed to align assessments to curricula, using on-going assessment and grading practices while analyzing information on student learning outcomes to adjust instructional decisions at the team and classroom levels. Lastly, as a school community we needed to establish a culture of learning that communicated high expectations to staff, students and families, and provided supports to achieve them.

Describe the barriers and challenges encountered while developing and implementing your school's 12-13 SCEP.

Creating a School Leadership Team (SLT) after nine years, transition of leadership after nine years, and a decrease in students performance on the state exams by more than 20% are the challenges and barriers encountered while developing and implementing the school's 2012-2013 SCEP.

Describe the degree to which your school's 12-13 SCEP was successfully implemented.

The establishment of the United Federation of Teachers Teacher Center, the establishment of a literacy consultant, and an additional assistant principal, align with the instructional goals by providing consistent academic support and creating the focus to move the school forward for overall academic progress. The school budget is suitably used in its majority for instruction and teacher development, thus adding a sense of direction and congruence between teaching and learning that result in improved outcomes. These instructional individuals provide teachers with opportunities to develop action plans in sync with the school-wide goals resulting in more focused instructional practices lesson delivery and improved student products.

The school-wide time schedule is structured to allow teachers to engage in weekly planning sessions by grade and by content areas. English language arts teachers plan lessons on the impact of social media providing students with an experiential topic to which they can relate. Students are engrossed in the use of technology, research, and small group discussions, for the development of their persuasive essays. This content-wide endeavor challenges students to think critically and produce meaningful work aligned to the school-wide instructional goals.

Student performance is analyzed via a variety of data sources such as performance-based tasks, mid-terms, teacher-developed rubrics, and interim assessments. Teachers look at these results to identify trends across grades and/or content areas in order to inform their planning that addresses students' targeted needs in English language arts and math.

School leaders and teachers engage in ongoing data talk discussions to evaluate the effectiveness of goal setting and teacher practice. These data-driven talks help them identify the stumbling blocks that stifle students' growth and ascertain the impact of the instructional and organizational decisions made thus far, resulting in agreed-upon next steps for continual instructional improvement.

Teachers discuss and set school level goals vis-à-vis a baseline-writing piece and Periodic Assessment results focused on how to support students' writing across content areas. This conversation has led to identifying needed grade-specific micro skills and the development of reading comprehension and math strategies that can be used by all content teachers for consistent delivery of instruction in order to accelerate students' learning and leverage change in classroom instruction.

The use of professional books guides staff's work in the attainment of school-wide goals relative to the improvement of student academic and social/emotional needs. Teachers' reference portions of the professional books, are able to compare their classroom observations or findings with the stated research, and implement strategies into their classroom practice. In addition, as teachers confer with students during advisory on their academic progress, students take notes of their next steps towards improvement, thus helping them understand identified goals. Consequently, students articulate their own goals based on the 100-Book Challenge program, which aligns to the overall literacy expectations to increase student performance.

Data-driven instructional walks and informal and formal observations provide school leaders with low inference information. School leaders and teachers then meet to set teacher individual goals based on the data and provided feedback, leading to next steps for instructional improvement and student progress. Teacher support morphs into the adjustment of professional learning that meets the needs of individual teachers, co-teaching opportunities with coaches and/or school leaders, and visits to other colleagues' classes for growth and reflection on instructional practices.

The majority of teachers engage in structured collaborative team meetings where they share strategies, assess student work, and hold each other professionally accountable for ensuring that the agenda items are discussed in-depth, including setting expectations for upcoming meetings. Ongoing interactions and discussions lead to granular conversations on how to support the work across content areas as teachers find out students' challenges. Each teacher is empowered to contribute and provide classroom experiences that lead to further discussions on the practices that best suit the needs of struggling students. This sharing provides teachers with a risk-free venue where teacher consultation translates to colleague-to-colleague conferrals leading to shared instructional improvements.

Teachers are empowered to observe each other for the improvement of teaching strategies and practices. They welcome this risk-free, teacher-friendly opportunity to provide feedback that helps them grow as a community of learners and leaders. Grade-wide lead teachers spearhead instructional performance tasks in literacy, writing, and math, in collaboration with the UFT Teacher Center specialist and consultant contributing to improved student learning and growth in teacher practice.

| | | | | |
|--|---|------------|---|-----------|
| Were all the goals within your school's 12-13 SCEP accomplished? | | Yes | X | No |
| If all the goals were not accomplished, provide an explanation. | | | | |
| Creating a School Leadership Team (SLT), transition of leadership, and a decrease in students performance on the state exams are some of the reasons JHS 162 was unable to accomplish all the school's 2012-2013 SCEP goals. | | | | |
| Did the identified activities receive the funding necessary to achieve the corresponding goals? | X | Yes | | No |

Developing the 2013-14 SCEP

Answer the following questions regarding the 13-14 SCEP

Describe the anticipated barriers and challenges in developing and implementing your school's 13-14 SCEP.

A new school leader, change in curriculum programs, and the new teacher evaluation system are the anticipated barriers and challenging in developing and implementing JHS 162 2013-2014 SCEP.

List the 13-14 student academic achievement targets for the identified sub-groups.

The 2013-2014 student academic achievement target is to demonstrate progress in 25% for the identified sub-groups such as Students with Disabilities (SWDs) and English Language Learners (ELLs).

Describe how the school leader(s) will communicate with school staff and the community.

1. Emails
2. Telephone Calls
3. Memos
4. Family Newsletter
5. Family Calendar
6. Staff Calendar
7. Morning Announcement Board
8. Parent Announcement Board
9. Flyers
10. Global Connect

Describe your theory of action at the core of your school's SCEP.

If we increase academic family engagement, then students' proficiency rating will increase through parental involvement.

Describe the strategy for executing your theory of action in your school's SCEP.

The family engagement component of Leadership (Component of the 21st Century Grant), the parent coordinator, the Parent Teacher Association and the School Leadership Team will be the strategies use for executing the theory of action in the school's SCEP. These strategies will be used in addition to emails, telephone calls, memos, a family newsletter, a family calendar, and Global Connect to communicate with the community.

List the key elements and other unique characteristics of your school's SCEP.

Long-term staff, a sizeable special needs population, and ELL population are unique characteristics of JHS 162.

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

The establishment of the United Federation of Teachers Teacher Center, the establishment of a literacy consultant, and an additional assistant principal, align with the instructional goals by providing consistent academic support and creating the focus to move the school forward for overall academic progress. The school-wide time schedule is structured to allow teachers to engage in weekly planning sessions by grade and by content areas. School leaders and teachers engage in ongoing data talk discussions to evaluate the effectiveness of goal setting and teacher practice.

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).

Evaluate the quality of curricular, instructional and organizational decisions, making adjustments as needed to increase the coherence of policies and practices across the school, with particular attention to the SWDs and ELLs.

| | | | | | | | |
|---------------------|----------------|--------------|-----------|---------------------|---|---------------------|------------|
| Review Type: | Quality Review | Year: | 2011-2012 | Page Number: | 8 | HEDI Rating: | Developing |
|---------------------|----------------|--------------|-----------|---------------------|---|---------------------|------------|

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.

| | | |
|----------|---|---|
| | 2.2 School leader’s vision | 2.3 Systems and structures for school development |
| X | 2.4 School leader’s use of resources | 2.5 Use of data and teacher mid-management effectiveness |

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, school leaders will strategically use student data, feedback from formal and informal observations to create differentiated teacher action plans, for the use of targeted professional development with an emphasis on addressing the needs of ELLs and SWDs as measured by 10% of the teachers scoring effective using 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. By looking at student work in folders, portfolios, response journals and notebooks, establish a focus on students’ work and results to provide teachers with feedback for the next steps to ensure there is adequate measurement of students’ progress towards attainment of their goals.
2. Develop a transparent collaborative system that leads to coherent and sustainable learning towards the achievement of student interim goals.
3. Provide teachers with professional development on the Danielson Framework, specifically the “look fors” in each of the domain’s components.
4. Provide teaches with opportunities to visit other teachers classrooms to provide feedback on the Danielson Framework, specifically the actionable steps a teacher can take and implement immediately after the visit.
5. Conduct walkthroughs to determine the trends reflective of the Danielson Framework.
6. Engage teachers in learning from student work and lesson plan clinics during the department meetings.

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

1. School Leaders
2. School Leaders
3. School Leaders and UFT Center Teacher
4. Teachers and School Leaders
5. School Leaders, UFT Center Teacher, Network Personnel
6. School Leaders, UFT Center Teacher, Teachers

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

1. Students’ Portfolios
2. Teacher Observations
3. Teacher Observations
4. Grade Level Meetings, Meeting with School Leaders
5. Teacher Observations
6. Students’ Responses to the Principles of Learning, Students’ Notebooks, and Teacher Observations

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

1. September 2013- June 2014
2. September 2013- June 2014
3. September 2013- June 2014

4. September 2013- June 2014
5. September 2013- June 2014
6. September 2013- June 2014

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

Tax Levy/Title I funds are scheduled for use for the afterschool program on Tuesday, Thursdays and Saturdays. Program will provide support to all students in ELA and Math prior to the State Exams. In addition to this afterschool program, there will be a program for 8th graders for Science tutoring.

Title III funds are being used for ELL students. Program is being held afterschool on Tuesday, Thursdays and Saturdays for 38 transitional bilingual students. They are working on language skills and mathematics.

21st Century Grant funds are used to support level 1 and 2 students:

1. Science – meets 2 times a week working on new standards. Students are exposed to how technology is being used.
2. Lunch – during lunch students participate in games. This is a positive behavior incentive.
3. After school – meets 5 times a week with 7 teachers. Students participate in clubs, sports, activities, basketball, road runner, etc.
4. Leadership – 2 times a week. Presentation made in classrooms on character development.
5. Incentives – students who receive grades 80 or better, attend broadways shows.

Parent Outreach – provide 30 sessions of parental activities as well as ESL classes to parents

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 | X | Tax Levy | X | Title IA | | Title IIA | X | Title III | X | Grants |
|--|---------------------|----------|-----------------|----------|-----------------|--|------------------|----------|------------------|----------|---------------|

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

N/A

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.

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

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).

Design engaging, rigorous, and coherent curricula, including the arts, physical and health education, for ELLs and SWDs and align to the Common Core Learning Standards.

| | | | | | | | |
|---------------------|----------------|--------------|-----------|---------------------|---|---------------------|------------|
| Review Type: | Quality Review | Year: | 2012-2013 | Page Number: | 3 | HEDI Rating: | Developing |
|---------------------|----------------|--------------|-----------|---------------------|---|---------------------|------------|

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.

| | | | |
|----------|----------------------------------|--|--|
| X | 3.2 Enact curriculum | | 3.3 Units and lesson plans |
| | 3.4 Teacher collaboration | | 3.5 Use of data and action planning |

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, school leaders, the UFT Center teacher, and teachers will create and implement templates to support teachers’ adaptation to Code X and Lit Life with an emphasis on ELLs and SWDs resulting in a combined increase of 10% from level 1’s to level 2’s in ELA and Math.

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. Align ELA and Math curriculums to provide consistency in planning in the content area with an emphasis on using the workshop model while focusing on SWDs and ELLs in these content area and increase student engagement.
2. Bi-weekly gap analysis review, using student work product to be reviewed and evaluated by content/grade level teams to assess the rigor of the task and to see if the work is cognitively engaging for all students.
3. Develop monthly interdisciplinary common planning.
4. Examine evidence of alignment between the CCLS, the learning target, and the student's tasks.
5. Examine bulletin boards for evidence of rigor and alignment of the student tasks to the CCLS

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

1. School leaders, UFT Center teacher, and teacher teams
2. School Leaders, UFT Center Teacher, Content and Grade Level Teacher Teams
3. School Leaders, UFT Center Teacher, Content and Grade Level Teacher Teams
4. School Leaders, UFT Center Teacher
5. School Leaders, UFT Center Teacher

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

1. Unit Curriculum Maps, Weekly Pacing Chart, Teacher Observations
2. Periodic Performance Based Task, Portfolios, Unit Assessments, Scantron Performance Series Assessment
3. Professional Development Calendar
4. Performance Based Task, Students Portfolios
5. Established rubric for bulletin board

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

1. September 2013-Jun 2014
2. September 2013-Jun 2014
3. September 2013-Jun 2014
4. September 2013-Jun 2014
5. September 2013-Jun 2014

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

1.
Tax Levy/Title I funds are scheduled for use for the afterschool program on Tuesday, Thursdays and Saturdays. Program will provide support to all students in ELA and Math prior to the State Exams. In addition to this afterschool program, there will be a program for 8th graders for Science tutoring.

Title III funds are being used for ELL students. Program is being held afterschool on Tuesday, Thursdays and Saturdays for 38 transitional bilingual students. They are working on language skills and mathematics.

- 21st Century Grant funds are used to support level 1 and 2 students:
1. Science – meets 2 times a week working on new standards. Students are exposed to how technology is being used.
 2. Lunch – during lunch students participate in games. This is a positive behavior incentive.
 3. After school – meets 5 times a week with 7 teachers. Students participate in clubs, sports, activities, basketball, road runner, etc.
 4. Leadership – 2 times a week. Presentation made in classrooms on character development.
 5. Incentives – students who receive grades 80 or better, attend broadways shows.
2. Parent Outreach – provide 30 sessions of parental activities as well as ESL classes to parents

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 | X | Tax Levy | X | Title IA | | Title IIA | X | Title III | X | 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.

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

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). | | | |
| Improve teacher use of assessments and rubrics in order to identify the instructional and resource needs of student subgroups. | | | |
| Review Type: | Quality Review | Year: | 2011-2012 |
| | | Page Number: | 5 |
| | | HEDI Rating: | Developing |

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. | | | |
| X | 4.2 Instructional practices and strategies | | 4.3 Comprehensive plans for teaching |
| | 4.4 Classroom environment and culture | | 4.5 Use of data, instructional practices and student learning |

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, school leaders will use assessments and rubrics to impact planning to support the achievement of ELLs and SWDs as measured by a combined increase of 10% from level 1s to level 2s in ELA and Math. |

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. Meet regularly to analyze a variety of data and assessments such as tests, student work and exit tickets to identify students' instructional needs.
2. Staff have revised the curriculum units and adopted learning task bundles as a means to focus on specific strategies for the improvement of student performance.
3. Student conferencing will be a component during instructional time, for the purpose of constructing goals using a student friendly rubric
4. Monitor a monthly progress log of student smart goals.
5. Olympic goals will be created for each student by subject and use as an incentive measure to push students to meet their personal goals.
6. Students will be engaged in after school instruction for two days a week for two hours each session (extended learning time).

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

1. Content/Grade Teacher Teams
6. School Leaders, UFT Center Teacher, Content and Grade Level Teacher Teams
2. Content and Grade Level Teacher Teams
3. Content and Grade Level Teacher Teams
4. School Leaders, Content and Grade Level Teacher Teams
5. School Leaders, Content and Grade Level Teacher Teams
6. School Leaders, Content Teachers

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

1. Professional Development Calendar
2. Unit Plans, Monthly Pacing Chart
3. ERLA, Conferencing Logs
4. Student Progress Log
5. Students Portfolios, Teacher Data Binder
6. After School Attendance Log and Curriculum

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

1. September 2013-June 2014
2. September 2013-June 2014
3. September 2013-June 2014
4. September 2013-June 2014
5. September 2013-June 2014

6. September 2013-June 2014

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

Tax Levy/Title I funds are scheduled for use for the afterschool program on Tuesday, Thursdays and Saturdays. Program will provide support to all students in ELA and Math prior to the State Exams. In addition to this afterschool program, there will be a program for 8th graders for Science tutoring.

Title III funds are being used for ELL students. Program is being held afterschool on Tuesday, Thursdays and Saturdays for 38 transitional bilingual students. They are working on language skills and mathematics.

21st Century Grant funds are used to support level 1 and 2 students:

1. Science – meets 2 times a week working on new standards. Students are exposed to how technology is being used.
2. Lunch – during lunch students participate in games. This is a positive behavior incentive.
3. After school – meets 5 times a week with 7 teachers. Students participate in clubs, sports, activities, basketball, road runner, etc.
4. Leadership – 2 times a week. Presentation made in classrooms on character development.
5. Incentives – students who receive grades 80 or better, attend broadways shows.
6. Parent Outreach – provide 30 sessions of parental activities as well as ESL classes to parents

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 | X | Tax Levy | X | Title IA | | Title IIA | X | Title III | X | 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.

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

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).

Establish a culture for learning that communicates high expectations to staff, students and families, and provide supports to achieve them.

| | | | | | | | |
|---------------------|----------------|--------------|-----------|---------------------|---|---------------------|------------|
| Review Type: | Quality Review | Year: | 2012-2013 | Page Number: | 4 | HEDI Rating: | Developing |
|---------------------|----------------|--------------|-----------|---------------------|---|---------------------|------------|

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.

| | | | |
|--|-------------------------------------|----------|---|
| | 5.2 Systems and partnerships | X | 5.3 Vision for social and emotional developmental health |
| | 5.4 Safety | | 5.5 Use of data and student needs |

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, stakeholders will increase students safety level as measured by the Learning Environment Survey by 5%

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. Monthly student meetings with school leaders to discuss issues.
2. Selected students including ELLs and SWDs will make decisions with the support of key school personnel such as activities that include, school safety, incentive including dances, and school trips, and awards.
3. Guidance counselors will facilitate a mentoring program targeting girls to increase awareness and understanding of respectful behavior.

4. Every Friday there will be character development in which students are able to discuss issue that concern them, and receive guidance from an adult who they have built a trusting relationship with.
5. Review class/student section sheets to develop strategies to improve class/student behavior.
6. Conduct individual teacher meetings to discuss behavior management plan for class and/or individual students.
7. During instructional meetings, discuss strategies to engage disruptive students in the lesson that will minimize or reduce behavioral issues in the classroom.
8. Support staff to monitor student behavior in the classroom and cafeteria by providing the necessary parental outreach and implement required consequences for students who demonstrate consistent behavioral issues.
9. Assist and support teachers to create behavioral management plans and conduct parent meetings to discuss student behavior.
10. Monthly assemblies by grade, and by gender that focus on safety, harassment, hygiene, and self-esteem.
11. Training of staff to understand the preventative and intervention strategies listed on the NYC Dept. of Education Discipline Code and Policy

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

1. School Leaders, Dean, Teachers and Staff, Social Worker, Guidance Counselor, Leadership Facilitators, C.B.O. Young Athletes, C.B.O. Betances, C.B.O.
2. School Leaders, Dean, Teachers and Staff, Social Worker, Guidance Counselor, Leadership Facilitators, C.B.O. Young Athletes, C.B.O. Betances, C.B.O.
3. School Leaders, Dean, Teachers and Staff, Social Worker, Guidance Counselor, Leadership Facilitators, C.B.O. Young Athletes, C.B.O. Betances, C.B.O.
4. School Leaders, Dean, Teachers and Staff, Social Worker, Guidance Counselor, Leadership Facilitators, C.B.O. Young Athletes, C.B.O. Betances, C.B.O.
5. School Leaders, Dean, Teachers and Staff, Social Worker, Guidance Counselor, Leadership Facilitators, C.B.O. Young Athletes, C.B.O. Betances, C.B.O.
6. School Leaders, Dean, Teachers and Staff, Social Worker, Guidance Counselor, Leadership Facilitators, C.B.O. Young Athletes, C.B.O. Betances, C.B.O.
7. School Leaders, Dean, Teachers and Staff, Social Worker, Guidance Counselor, Leadership Facilitators, C.B.O. Young Athletes, C.B.O. Betances, C.B.O.
8. School Leaders, Dean, Teachers and Staff, Social Worker, Guidance Counselor, Leadership Facilitators, C.B.O. Young Athletes, C.B.O. Betances, C.B.O.
9. School Leaders, Dean, Teachers and Staff, Social Worker, Guidance Counselor, Leadership Facilitators, C.B.O. Young Athletes, C.B.O. Betances, C.B.O.
10. School Leaders, Dean, Teachers and Staff, Social Worker, Guidance Counselor, Leadership Facilitators, C.B.O. Young Athletes, C.B.O. Betances, C.B.O.
11. School Leaders, Dean, Teachers and Staff, Social Worker, Guidance Counselor, Leadership Facilitators, C.B.O. Young Athletes, C.B.O. Betances, C.B.O.

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

Halls sweeps occurring regularly by administration and dean.
 Implementing clear procedures for bathroom use by school aide.
 Regular monitoring of hallways and bathrooms by adults.
 Procedures for cafeteria behavior and consequences for failing to follow rules by school aide and administration

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

1. September 2013-June 2014
2. September 2013-June 2014
3. September 2013-June 2014
4. September 2013-June 2014
5. September 2013-June 2014
6. September 2013-June 2014
7. September 2013-June 2014
8. September 2013-June 2014
9. September 2013-June 2014
10. September 2013-June 2014
11. September 2013-June 2014

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

Tax Levy/Title I funds are scheduled for use for the afterschool program on Tuesday, Thursdays and Saturdays. Program will provide support to all students in ELA and Math prior to the State Exams. In addition to this afterschool program, there will be a program for 8th graders for Science tutoring.

Title III funds are being used for ELL students. Program is being held afterschool on Tuesday, Thursdays and Saturdays for 38 transitional bilingual students. They are working on language skills and mathematics.

21st Century Grant funds are used to support level 1 and 2 students:

1. Science – meets 2 times a week working on new standards. Students are exposed to how technology is being used.

2. Lunch – during lunch students participate in games. This is a positive behavior incentive.
3. After school – meets 5 times a week with 7 teachers. Students participate in clubs, sports, activities, basketball, road runner, etc.
4. Leadership – 2 times a week. Presentation made in classrooms on character development.
5. Incentives – students who receive grades 80 or better, attend broadways shows.

Parent Outreach – provide 30 sessions of parental activities as well as ESL classes to parents

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 | X | Tax Levy | X | Title IA | | Title IIA | X | Title III | X | Grants |
|----------|---------------------|----------|-----------------|----------|-----------------|--|------------------|----------|------------------|----------|---------------|

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

Na

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. .

| | | | | | | | |
|----------|---|----------|-------------------------|----------|--|----------|---|
| X | PF AIS | | PF CTE | | PF College & Career Readiness | X | PF Common Core |
| X | PF ELT | X | PF Inquiry Teams | X | PF NYS Standards and Assessments | X | PF Parent Engagement |
| X | 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).

Maintain a culture of mutual trust and positive attitudes that support the academic and personal growth of students and adults.

| | | | | | | | |
|---------------------|----------------|--------------|-----------|---------------------|---|---------------------|------------|
| Review Type: | Quality Review | Year: | 2012-2013 | Page Number: | 7 | HEDI Rating: | Developing |
|---------------------|----------------|--------------|-----------|---------------------|---|---------------------|------------|

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.

| | | | |
|----------|--|--|-------------------------------------|
| X | 6.2 Welcoming environment | | 6.3 Reciprocal communication |
| | 6.4 Partnerships and responsibilities | | 6.5 Use of data and families |

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, school leaders will have established a School Leadership Team (SLT) and Parent Teacher Association (PTA) to increase parental involvement by 10% as measured by the completion of Learning Environment Surveys.

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. Raffle door prizes
2. Offering workshops and classes such as Zumba, Crotching, resume writing and ESL classes.
3. Using Global Connect to send out messages about upcoming events
4. Offering additional hours on Saturday for important events such as picking up report cards
5. Family Trips to places such as the Aquarium
6. Family Newsletter
7. Family Calendar
8. Family Center Room

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

1. School Leaders, Dean, Teachers and Staff, Social Worker, Guidance Counselor, Leadership Facilitators, C.B.O. Young Athletes, C.B.O. Urban Advantage
2. School Leaders, Dean, Teachers and Staff, Social Worker, Guidance Counselor, Leadership Facilitators, C.B.O. Young Athletes, C.B.O. Urban Advantage
3. School Leaders, Dean, Teachers and Staff, Social Worker, Guidance Counselor, Leadership Facilitators, C.B.O. Young Athletes, C.B.O. Urban Advantage
4. School Leaders, Dean, Teachers and Staff, Social Worker, Guidance Counselor, Leadership Facilitators, C.B.O. Young Athletes, C.B.O. Urban Advantage
5. School Leaders, Dean, Teachers and Staff, Social Worker, Guidance Counselor, Leadership Facilitators, C.B.O. Young Athletes, C.B.O. Urban Advantage

6. School Leaders, Dean, Teachers and Staff, Social Worker, Guidance Counselor, Leadership Facilitators, C.B.O. Young Athletes, C.B.O. Urban Advantage
7. School Leaders, Dean, Teachers and Staff, Social Worker, Guidance Counselor, Leadership Facilitators, C.B.O. Young Athletes, C.B.O. Urban Advantage
8. School Leaders, Dean, Teachers and Staff, Social Worker, Guidance Counselor, Leadership Facilitators, C.B.O. Young Athletes, C.B.O. Urban Advantage

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

1.) Email bi-weekly bulletins detailing the activities for weeks, reminders, deadlines, pedagogical concerns, and routine matters
 2. b) Provide a summary of details of the bulletin on the wipe-board located in the main office and on the grade floors.
 3. c) Will communicate via emails the outcomes of the teacher’s anecdotal
 4. d) Will continue to share and collaborate with teachers regarding the curriculum and student work.
- Deans
- a) Will communicate via emails the outcomes of the teacher’s anecdotal
 - b) Will have a teacher log of assistance in order to keep track of the responses provided to teachers regarding students
- Parent coordinator
- a) Will develop a monthly newsletter and calendar for the staff and parents
 - b) Will communicate with the staff regarding any parental concerns
 - c) Will disseminate information regarding upcoming workshops for parents
 - d) Will complete the daily announcement book. This book includes the names of the students who left early, absent staff, trips, absent students, and pertinent announcements

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

1. September 2013-June 2014
2. September 2013-June 2014
3. September 2013-June 2014
4. September 2013-June 2014
5. September 2013-June 2014
6. September 2013-June 2014
7. September 2013-June 2014
8. September 2013-June 2014

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

Tax Levy/Title I funds are scheduled for use for the afterschool program on Tuesday, Thursdays and Saturdays. Program will provide support to all students in ELA and Math prior to the State Exams. In addition to this afterschool program, there will be a program for 8th graders for Science tutoring.

Title III funds are being used for ELL students. Program is being held afterschool on Tuesday, Thursdays and Saturdays for 38 transitional bilingual students. They are working on language skills and mathematics.

21st Century Grant funds are used to support level 1 and 2 students:

1. Science – meets 2 times a week working on new standards. Students are exposed to how technology is being used.
2. Lunch – during lunch students participate in games. This is a positive behavior incentive.
3. After school – meets 5 times a week with 7 teachers. Students participate in clubs, sports, activities, basketball, road runner, etc.
4. Leadership – 2 times a week. Presentation made in classrooms on character development.
5. Incentives – students who receive grades 80 or better, attend broadways shows.
6. Parent Outreach – provide 30 sessions of parental activities as well as ESL classes to parents.

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 | X | Tax Levy | X | Title IA | | Title IIA | X | Title III | X | 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.

| | | | | | | | |
|---|--------|--|--------|--|-------------------------------|---|----------------|
| X | PF AIS | | PF CTE | | PF College & Career Readiness | X | PF Common Core |
|---|--------|--|--------|--|-------------------------------|---|----------------|

| | | | | | | | |
|----------|---|----------|-------------------------|----------|---|----------|---|
| X | PF ELT | X | PF Inquiry Teams | X | PF NYS Standards and Assessments | X | PF Parent Engagement |
| X | 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.

The goal of the extended learning time program is to provide an additional two hours of instruction to the bottom one-third of the school's population to increase by a combined effort of 10% in ELA and Math from level 1 to a level 2.

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. **Active Learning**
2. **Absentee Management**
3. **Benchmarking**
4. **Character Education**
5. **Blend Learning**
6. **SWOT**
7. **Backward Design**

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

12. 1. School Leaders, Dean, Teachers and Staff, Social Worker, Guidance Counselor, Leadership Facilitators, C.B.O. Young Athletes, C.B.O. Betances, C.B.O.

1.

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

1. Bottom one-third of the school's population

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.

| | | | | | | | | | | |
|---|--------------------------|---|-------------|---|-------------|---|------------|---|------------|-----|
| x | 21 st Century | x | Tax Levy | x | Title I SWP | x | Title I TA | x | Title I PF | C4E |
| x | Title III | | Title I SIG | x | PTA Funded | x | 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.

This program supports the creation of community learning centers that provide academic enrichment opportunities during non-school hours for children, particularly students who attend high-poverty and low-performing schools. The program helps students meet state and local student standards in core academic subjects, such as reading and math; offers students a broad array of enrichment activities that can complement their regular academic programs; and offers literacy and other educational services to the families of participating children.

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

All programs work together to provide character education and academic support to students.

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.

This program supports the creation of community learning centers that provide academic enrichment opportunities during non-school hours for children, particularly students who attend high-poverty and low-performing schools. The program helps students meet state and local student standards in core academic subjects, such as reading and math; offers students a broad array of

enrichment activities that can complement their regular academic programs; and offers literacy and other educational services to the families of participating children.

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

The program meets Monday through Saturday. There is academic support for an hour and enrichment for an hour. Clubs offered are basketball, volleyball, drama, and community service. The programs are designed to offer academic support while providing character education.

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

All students participate in the program regardless of academic functioning level or physical limitations.

D. Are the additional hours mandatory or voluntary?

| | | | |
|----------|------------------|----------|------------------|
| x | Mandatory | x | 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.

From September to June 2014, students will receive academic intervention services on Reading and Mathematics for 40 weeks, during our after school programs, two times per week, 5 hours total, 2.5 hours on Tuesdays and Thursdays x5 hours per week,= 200 hours

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

Students are provided with an additional hour of academic support daily.

G. Are you using an ELT provider procured using the MTAC process?

| | | | |
|----------|------------|--|-----------|
| x | Yes | | No |
|----------|------------|--|-----------|

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

The program meets Monday through Saturday. There is academic support for an hour and enrichment for an hour. Clubs offered are basketball, volleyball, drama, and community service. The programs are designed to offer academic support while providing character education. There are monthly meetings held with the facilitators to discuss the strengths and weaknesses of the program.

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

| Type of Academic Intervention Service (AIS) | Type of Program or strategy (e.g. repeated readings, interactive writings, etc.) | Method for delivery of service (e.g. small group, one-to-one, tutoring, etc.) | When the service is provided (e.g. during the school day, before or after school, etc.) |
|---|--|--|--|
| ELA | Tutoring Test Prep Enrichment | Small Group Small Group Whole Class | Extended Day 37 ½ minutes After school During the school day |
| Mathematics | Tutoring <input type="checkbox"/> Test Prep <input type="checkbox"/> Enrichment | Small Group Small Group Whole Class | Extended Day 37 ½ minutes After school During the school day |
| Science | Test prep <input type="checkbox"/> Mock Science Performance Exams | Small Group Whole Class | After school & Saturday During the school day |
| Social Studies | Social Studies will incorporate the ELA curriculum | Whole Class | During the school day |
| At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.) | Guidance Counselor <input type="checkbox"/> Peer mediation <input type="checkbox"/> Small Group counseling <input type="checkbox"/> Family and Bereavement School Psychologist <input type="checkbox"/> Individual counseling Social Worker <input type="checkbox"/> Peer Mediation <input type="checkbox"/> Mental Health and Suicide Prevention <input type="checkbox"/> ACS Liaison <input type="checkbox"/> Family Outreach and Services At-Risk Health-related Services <input type="checkbox"/> Obesity and Diabetes monitored by guidance counselor and school nurs | Small Group Individual Student Small Group Small Group | During the school day |

**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. | | | |
| x | School Wide Program (SWP) | | Targeted Assistance (TA) Schools |
| | | | Non-Title I |

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.

The school used various strategies to assist teachers that are not highly qualified. Title 1 funding is available for teachers to enroll in course work and classes that will lead them towards full certification and become highly qualified. Parents are notified when a class is taught by staff that is not highly qualified. The Open Market system which allows UFT members to transfer also allows the school to hire state certified and highly qualified teachers.

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 classroom teachers will be trained to conduct conferencing, effective workshop model, gap analysis, depth of knowledge, and the teacher effectiveness program. Additional topics may be added based on needs identified by administration, coaches and educational consultants.

- Collaborative Team teachers will participate in workshops about different learning styles, behavior modification and effective strategies to improve reading and math skills.

Teachers of English Language Learners will attend trainings focusing on scaffolding instruction, multiple intelligence and successful strategies for second language learners.

Teachers in grades 6-8 will receive professional development in using ARIS, SCANTRON, data analysis and differentiated instruction.

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.).

Attendance at Citywide hiring fairs
 Outreach at local colleges and universities.
 Through our partnership with local colleges and universities that provide on-site interns who works in classrooms (Teachers College)
 New Teacher Finder

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.).

n/a

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.

"School governance via S.L.T. discusses methods and process for use of data and assessments to drive the school instructional agenda and students' academic improvement and performance. Methods, materials and process are then

discussed during weekly Instructional Cabinet meetings. The Instructional Cabinet has teacher representation via Grade and Content Leaders. Grade and Content leaders discuss methods, materials, and process during weekly Team Teaching meetings. Professional development is an outcome of Team Teaching meetings as well as an outcome of data obtained during informal walkthroughs observations utilizing the Danielson's Framework for Teaching rubric. Our U.F.T. Teacher Center offers daily professional developments opportunities for both groups and individual teachers tailoring their needs to research based educational strategies."

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. Our school will support parents and families of Title I students by:

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

Our school's Parent Involvement Policy was designed based upon a careful assessment of the needs of all parents/guardians, including parents/guardians of English Language Learners and students with disabilities. Our school community will conduct an annual evaluation of the content and effectiveness of this parent involvement policy with Title I parents to improve the academic quality of our school. The findings of the evaluation through school surveys and feedback forms will be used to design strategies to more effectively meet the needs of parents, and enhance the school's Title I program. This information will be maintained by the school.

In developing the Title I Parent Involvement Policy, parents of Title I participating students, parent members of the school's Parent Association (or Parent-Teacher Association), as well as parent members of the School Leadership Team, were consulted on the

proposed Title I Parent Involvement Policy and asked to survey their members for additional input. To increase and improve parent involvement and school quality, our school will:

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

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

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

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

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

I. School Responsibilities

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

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

Support home-school relationships and improve communication by:

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

Provide parents reasonable access to staff by:

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

Provide general support to parents by:

- creating a safe, supportive and effective learning community for students and a welcoming respectful environment for parents and guardians;
- assisting parents in understanding academic achievement standards and assessments and how to monitor their child's progress by providing professional development opportunities (times will be scheduled so that the majority of parents can attend);

- sharing and communicating best practices for effective communication, collaboration and partnering will all members of the school community;
- supporting parental involvement activities as requested by parents;
- ensuring that the Title I funds allocated for parent involvement are utilized to implement activities as described in this Compact and the Parent Involvement Policy;
- advising parents of their right to file a complaint under the Department's General Complaint Procedures and consistent with the No Child Left Behind Title I requirement for Elementary Secondary Education Act (ESEA) and Title I programs;

II. Parent/Guardian Responsibilities:

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

III. Student Responsibilities:

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

**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 07 | Borough Bronx | School Number 162 |
| School Name The Lola Rodriguez de Tio School/JHS 162 | | |

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 Angel Fani | Assistant Principal Greg Papadopoulos |
| Coach Irene Castro | Coach type here |
| ESL Teacher Maria Sheidel | Guidance Counselor Lilian Torres |
| Teacher/Subject Area Rachel Borst/ESL | Parent Elizabeth Mojica |
| Teacher/Subject Area Piedad Romero Torres/NLA | Parent Coordinator Migdalia Gonzalez |
| Related Service Provider Sandra Marks/Bil SETSS | Other type here |
| Network Leader(Only if working with the LAP team) Karen Ames | Other type here |

C. Teacher Qualifications

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

| | | | | | |
|---|----------|--|----------|--|----------|
| Number of certified ESL teachers currently teaching in the ESL program. | 4 | Number of certified bilingual teachers <u>not</u> currently teaching in a bilingual program | 1 | Number of teachers who hold both content area and ESL certification | 4 |
| Number of certified bilingual teachers currently teaching in a bilingual program | 2 | Number of certified NLA/foreign language teachers | 3 | Number of teachers who hold both a bilingual extension and ESL certification | 2 |
| Number of certified ESL teachers <u>not</u> currently teaching in the ESL program | 1 | Number of teachers currently teaching a self-contained ESL class who hold both a common branch license and ESL certification | 2 | Number of special education teachers with bilingual extensions | 1 |

D. Student Demographics

| | | | | | |
|--|------------|----------------------|-----------|---|---------------|
| Total number of students in school (Excluding Pre-K) | 396 | Total number of ELLs | 85 | ELLs as share of total student population (%) | 21.46% |
|--|------------|----------------------|-----------|---|---------------|

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 # |
| Transitional Bilingual Education (60%:40% → 50%:50% → 75%:25%) | | | | | | | | | | | | | | 0 |
| Dual Language (50%:50%) | | | | | | | | | | | | | | 0 |
| Freestanding ESL | | | | | | | | | | | | | | |
| Discrete ESL class | | | | | | | 19 | 10 | 15 | | | | | 44 |
| Pull-out | | | | | | | 9 | 19 | 22 | | | | | 28 |
| Total | 0 | 0 | 0 | 0 | 0 | 0 | 28 | 29 | 15 | 0 | 0 | 0 | 0 | 72 |

B. ELL Years of Service and Programs

| Number of ELLs by Subgroups | | | | | |
|-----------------------------|----|--|----|--------------------------------|----|
| All ELLs | 85 | Newcomers (ELLs receiving service 0-3 years) | 29 | ELL Students with Disabilities | 26 |
| SIFE | 17 | ELLs receiving service 4-6 years | 27 | Long-Term (completed 6+ years) | 29 |

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 |
| Dual Language | | | | | | | | | | 0 |
| ESL | 29 | 16 | 2 | 27 | 1 | 10 | 29 | 0 | 13 | 85 |
| Total | 29 | 16 | 2 | 27 | 1 | 10 | 29 | 0 | 13 | 85 |

Number of ELLs who have an alternate placement paraprofessional: 2

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 |
| TOTAL | 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 |
| TOTAL | 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 |
| TOTAL | 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 | | | | | | | 25 | 27 | 26 | | | | | 78 |
| Chinese | | | | | | | | | | | | | | 0 |
| Russian | | | | | | | | | | | | | | 0 |
| Bengali | | | | | | | | | | | | | | 0 |
| Urdu | | | | | | | | | | | | | | 0 |
| Arabic | | | | | | | | | 1 | | | | | 1 |
| Haitian | | | | | | | | | | | | | | 0 |
| French | | | | | | | 2 | | 1 | | | | | 3 |
| Korean | | | | | | | | | | | | | | 0 |
| Punjabi | | | | | | | | | | | | | | 0 |
| Polish | | | | | | | | | | | | | | 0 |
| Albanian | | | | | | | | | | | | | | 0 |
| Other | | | | | | | 1 | 1 | | 1 | | | | 3 |
| TOTAL | 0 | 0 | 0 | 0 | 0 | 0 | 28 | 28 | 28 | 1 | 0 | 0 | 0 | 85 |

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) | | | | | | | 7 | 10 | 6 | | | | | 23 |

| 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) | | | | | | | 2 | 7 | 10 | | | | | 19 |
| Advanced (A) | | | | | | | 19 | 10 | 11 | | | | | 40 |
| Total | 0 | 0 | 0 | 0 | 0 | 0 | 28 | 27 | 27 | 0 | 0 | 0 | 0 | 82 |

| NYSESLAT Modality Analysis | | | | | | | | | | | | | | |
|----------------------------|-------------------|---|---|---|---|---|---|----|----|----|---|----|----|----|
| Modality Aggregate | Proficiency Level | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 |
| LISTENING /SPEAKING | B | | | | | | | 1 | 0 | 1 | | | | |
| | I | | | | | | | 2 | 1 | 4 | | | | |
| | A | | | | | | | 6 | 12 | 14 | | | | |
| | P | | | | | | | 13 | 6 | 0 | | | | |
| READING/ WRITING | B | | | | | | | 3 | 2 | 3 | | | | |
| | I | | | | | | | 6 | 2 | 7 | | | | |
| | A | | | | | | | 13 | 13 | 8 | | | | |
| | P | | | | | | | 0 | 1 | 1 | | | | |

| NYS ELA | | | | | |
|-----------------------|---------|---------|---------|---------|-------|
| Grade | Level 1 | Level 2 | Level 3 | Level 4 | Total |
| 3 | | | | | 0 |
| 4 | | | | | 0 |
| 5 | | | | | 0 |
| 6 | 17 | 4 | 0 | 0 | 21 |
| 7 | 17 | 1 | 0 | 0 | 18 |
| 8 | 16 | 2 | 0 | 0 | 18 |
| NYSAA Bilingual (SWD) | | | | 6 | 6 |

| 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 | 23 | 0 | 3 | 0 | 1 | 0 | 0 | 0 | 27 |
| 7 | 21 | 0 | 4 | 0 | 0 | 0 | 0 | 0 | 25 |
| 8 | 22 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 22 |
| NYSAA Bilingual (SWD) | 0 | 0 | 0 | 0 | 0 | 0 | 6 | 0 | 6 |

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

| New York State Regents Exam | | | | |
|---------------------------------|----------------------------|-----------------|-----------------------------|-----------------|
| | Number of ELLs Taking Test | | Number of ELLs Passing Test | |
| | English | Native Language | English | Native Language |
| Comprehensive English | | | | |
| 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 1-25 percentile | Q2 26-50 percentile | Q3 51-75 percentile | Q4 76-99 percentile | Q1 1-25 percentile | Q2 26-50 percentile | Q3 51-75 percentile | Q4 76-99 percentile |
| ELE (Spanish Reading Test) | 0 | 0 | 0 | 0 | | | | |
| 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.

As a middle school, our school begins in grade six and as such incoming students including our ELLs are assessed using the ARC (American Reading Company) independent reading program. All students are leveled using their IRLS (Independent Reading Level Assessment) framework. This will become the student's independent reading level. Teachers of content area subjects can use this data when planning for instruction and scaffolding the readings in the content areas. The ELL's are also assessed using the same tools, but in their native language. Since most of the students in the ESL class are beginners or intermediates, the class only receives English language instruction for periods when an additional teacher is in the classroom.

2. What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?
Review of individual student's NYSESLAT scores from one year to the next show that many of our students have made progress up to a point and become stagnant in the intermediate or advance stage, thus not achieving proficiency. Review of individual results are used to determine why students seem to stall at specific points in their progress. Hopefully, the program format which began this year and the replacement of the ESL teacher will continue to have a positive effect on student progress this year. The review of the data since last year has shown that the new team working with the students including the AIS teacher seems to show some improvement. Incoming students are tested using the LAB-R, and the data collected shows that many of our students coming from Africa speak and understand little or no English when they first arrive. They have been taught in French or one of their native languages. Spanish speakers, when they first arrive, often test very low on the Spanish LAB-R since many of them have not attended school consistently.
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](#))

We continue to increase the amount of instructional time which is provided for direct reading and writing instruction as a result of the results of the NYSESLAT of the students in our bilingual class. We have assigned additional personnel including an additional ELA teacher to the ESL class in the hope that this will address the needs of the students more completely. More time is being provided for remedial work targeted to the students' instructional needs. ELL's who are in our monolingual classes have been identified and are receiving ESL as mandated. In addition during reading periods, they are supported in the classroom by a push in teacher as often as possible to support their increased literacy acquisition needs and help them increase their reading and writing skills in preparation for the NYSESLAT. The push in teacher is usually an ELA teacher.

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?

Students in our ESL program are offered the exams in both English and Spanish (math and science) when available. The majority of the students take the exams in the English language booklet. The only place you see a number of students using the Spanish translation is in Math. Students appear to do equally in both languages in mathematics. When they do not have the Spanish support the scores are lower. This trend is also evident in the ELE exam which is taken by the bilingual class only. These students usually score in the second and third quartile. Recently the number of student's coming in with strong skills in their native language has declined. Along with their numbers, the scores have likewise declined. The periodic assessments are given in both ELA and Mathematics. The results are used by teachers in mathematics and ELA to design and produce individualized remediation which is used for small group instruction. All of the teachers and the administrative team monitor the use of the remediation materials and practice available on the web. Supervisory observations focus on individualized instruction and differentiated learning. Teachers are expected to form groups and create instructional activities using the baseline assessment results. Nonetheless, the periodic assessments have shown very little correlation to the results of the standardized exams given in the spring.

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?
We have been working for the past several years to determine how to best serve our ELL population while adhering to the mandated

guidelines of the city and state. The lack of enrollment of ELL's who desire placement in our ESL class has caused the enrollment to drop to the point that we can no longer offer classes on each grade level. Our cross graded class is difficult to program and since enrollment per grade is low and we do not have any additional extra rooms to use due to downsizing ,we are unable to separate each grade during instruction in math, social studies and science which causes issues with the delivery of grade level material. Our ESL program is only as strong as our teachers and one of them is an inexperienced second teacher who is still struggling with classroom management and lesson planning. We continue to work to support our students and teacher to provide the best education for our ELL's. Our NYSESLAT scores do not show improvement past the intermediate level. Many studnets remain stagnet in the intermediate and advance levels for reading and writing through five or more years of service. Additionally, our ELL's did meet their AYP in ELA. The placement of an AIS tescher as part of the delivery of instruction for many of our long term ELL's (six or more years) should help improve their performance.

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.).

The success of our program for ELLs is evaluated by several factors. Those factors include the ability to meet AYP in ELA and mathematics as well as decreasing the numbers of beginner through advance and increasing the number of proficient students.

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](#).)

When a new student arrives at JHS 162, the child's record is assessed by reviewing the biographical data from the ATS system. If a student was previously enrolled in a NYC public school and is an ELL, the information including prior class placement and BESIS status is reviewed. The school then matches the placement based on the parent's choice. The child does not get tested using the LAB-R. However, if a student is new to the NYC public school system(code 58) an intake process occurs where the Home Language Survey is administered to the parent by a teacher. In addition, an informal oral interview is rendered by a licensed pedagogue where the home language is determined and assessed using the appropriate OTELE code. If the home language is a language other than English, then the student is tested using the LAB-R for identification purposes. The LAB-R is often administered during the first meeting or within the first 10 days of admission by one of the bilingual team teachers. Once the test is completed, it is scored at the school level and proficiency is determined using cut scores that were identified in the assessment memo specific for the school year. If the child passes the LAB-R, the child is programmed as a general education student. Also, if a child whose home language is Spanish (SP) fails the LAB-R, the Spanish LAB-R is administered to determine proficiency in the native language. The information gathered is entered into the ATS system using the code ELPC.

All schools are required to provide services to ELL students in accordance with the Language Allocation Policy Guidelines. Schools must provide Transitional Bilingual Education, Dual Language and English as a Second Language (ESL) services as per parental choice, and must provide all levels of ESL at a minimum. New York State Commissioner's Regulation -Part 154, as amended by the NYC ASPIRA Consent Decree, requires that schools form bilingual classes in grades K-8, when there are 15 or more ELLs of the same language in two contiguous grades, and in grades 9-12, when there are 20 or more ELLs of the same language in any single grade. Where appropriate and feasible, Office of Student Enrollment staff will make efforts to match

students with schools that have bilingual programs should parents request such programs. If a family requests a bilingual program in a language the school does not offer, the student is admitted, programmed for ESL, and the Office of ELLs is contacted to alert them about the request.

Each year the bilingual team and the Principal reviews the progress of the students who have taken the NYSESLAT exam. The team then disaggregates data to reflect patterns and trends in achievements which also includes weaknesses or deficiencies. Using the data on hand, the team formulates individual goals addressing the strengths and weaknesses of each child. Additional scaffolding with instruction occurs which is coupled by ancillary instructional materials that addresses the needs of each student. Additionally, the school utilizes the NYSESLAT results in grouping the students based on proficiency level. Each year the students who are identified as ELL's using the RLAT report in ATS are administered the NYSESLAT exams over the course of several weeks. The speaking and listening parts are administered by the bilingual team teachers during small group or individual instruction. The reading and writing portions are administered during class periods to students grouped by grade in the library. Ms. Romero-Torres work to make sure all of the eligible students are tested on all four parts.

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.
During the identification process and within the 10 days upon registration, a Parent Orientation is conducted in which includes a video is shown that outlines the three program models that the City currently offers. It is shown using the native language of the parent/s and the three different programs are thoroughly described (Transitional Bilingual Education, Dual Language and Freestanding ESL). A follow up question and answer segment occurs with the facilitation of Migdalia Gonzalez (Parent Coordinator), Sandra Marks (Bilingual Teacher), or Irene Castro (teacher). Using a Parent Survey and Program Selection Form, the school asks the parent to rank the three programs accordingly, after which, the facilitator discloses the different program model that the school currently employs. If the school does not have the first program choice of the parent, the Parent Coordinator then reaches out to the Office of Student Enrollment for a possible transfer to a neighboring school or citywide placement that has the first program choice. In the interim, the child is programmed accordingly to the second and third choice if applicable. If a parent does not show for the orientation, a temporary placement is made and the parent is informed of their child's temporary placement. The school would identify a timeline in following through with the request for transfer for the parent by contacting the Office of Student Enrollment as needed. In summary, the school adheres to State and city mandates of informing parents of their child's eligibility in the LAB-R using the Entitlement Letter and/or Non-Entitlement Letter. In addition, the school is consistent in being transparent and maintaining communication with parents using the Continuation Letter as a means of articulating their child's progress in a summative assessment like the NYSESLAT.
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](#)].)
Appropriate letters to parents are strictly adhered to by the school. As such, Entitlement and Non-Entitlement letters, Continuation and Placement Letters are constantly utilized and distributed by the team at meetings (within the 10 day rule) during which parents are explained about the process and their rights. These meetings are facilitated by the Parent Coordinator and a licensed pedagogue. More specifically, the importance of acquiring the Program Selection Form and explaining the default program as per CR Part 154 is crucial for placement and programming purposes. If the letters were not timely returned by the parent, a phone call to home is employed with a follow-up letter to parents by Ms. Gonzalez (Parent Coordinator). Appropriate home visits are scheduled for parents who do not attend the meetings and an amicable parent session is rescheduled. Copies of the home language survey, the parental choice forms, and the parent entitlement letters are placed in the students cumulative folder. The original documents are kept in a file in the main office maintained by the pupil accounting secretary and available for review and audit by the bilingual staff, testing coordinator, and administration.
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.
Once a student is identified eligible as an English Language Learner, the parent is shown the three program models that the city employs. It is shown using the native language of the parent(s), and the three different programs are thoroughly described (Transitional Bilingual Education, Dual Language and Freestanding ESL). A follow up question and answer segment occurs in the parent's native language (if possible) with the facilitation of Migdalia Gonzalez (Parent Coordinator), Sandra Marks (Bilingual Teacher), or Irene Castro (bilingual teacher). The school reaches out to the Translation Unit at the DOE if the language the parent speaks is not spoken by any staff member at the school. Extensive discourse in the parent's native language and in times with the

assistance of the Translation Unit is utilized with regard to articulating the linguistic needs of their child and the scientific research base implications of their placement. As a follow up, the school utilizes the appropriate letters of entitlement, non-entitlement, and/or eligibility purposes.

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.

Each year the bilingual team and the administration team reviews the progress of the students who have taken the NYSESLAT exam. The team then disaggregates the data to reflect patterns and trends in achievements which also includes weaknesses or deficiencies. Using the data on hand, the team formulates individual goals addressing the strengths and weaknesses of each child. Additional scaffolding with instruction then occurs which is coupled by ancillary instructional materials that addresses the needs of each student. In addition, the school utilizes the NYSESLAT results in grouping the students based on proficiency level.

Each year, the students who are identified as ELL's using the RLAT report from ATS, are administered the NYSESLAT exams over the course of several weeks. The speaking and listening parts are administered by the bilingual team teachers during small group or individual instruction. The reading and writing portions are administered during class periods. Ms. Romero-Torres work together to make sure all of the eligible students are tested on all four parts.

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.  After reviewing the Parent Surveys and Parent Selection Forms for the past few years, many parents have opted their children out of the Transitional Bilingual Education program, even when we at the school felt that the student needed the additional support of the transitional program. This was due in fact to New York State raising the bar of expectations for English Language Learners and changing the testing policy/rules from three years of not being tested in English to just one year. We have seen a reduction in the number of parents who wish their child to remain in a bilingual program. Parents tell us this is because the students are tested in English after only one year in an English language School System. In summary, there is a trend of attrition in the enrollment under the ESL Program.

Part V: ELL Programming

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])?

We have one ESL class which is for bilingual students who speak Spanish. This class contains a total of 28 students in two grades, 7 and 8. During the instructional periods, classes are reconfigured into grade level groups for specific subjects, i.e. math, science and social studies. Two teachers are provided for the class when ever it is possible due to budget constraints.

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)?

During the ESL and ELA periods the classes are broken down by their proficiency levels as per their NYSESLAT scores and the number of years they have been served. The ELL's who have been served for more than 6 years or who have placed in the advanced section in their overall NYSESLAT scores are part of a group which works with the English Language Arts teacher. The beginners and intermediate students work with the ESL teacher to allow them to have the required number of periods/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.

Mathematics is taught in Spanish by a bilingual mathematics teacher. Social Studies and Science are taught in English and the teachers also have the ability to provide assistance in Spanish, since they have dual certification as bilingual teachers. Materials of instruction are available in both English and Spanish in all three core subjects.

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

We have local and state assessments administered in the child's native language if assessment is not gauging level of English proficiency.
5. How do you ensure that ELLs are appropriately evaluated in all four modalities of English acquisition throughout the year?

Many of our Spanish speaking newcomers are given additional help during Sustained Silent Reading and during in class instruction. All of the teachers on the bilingual team provide a warm and nurturing environment for the student to transition to reading and writing in English. Students who have been receiving services for more than four years often are part of our large ELL/ Special Education subgroup and often receive many services mandated by their IEP. We offer bilingual guidance and SETSS in our school. Many of the long term ELLs are part of our special education population which is exempt for all other testing (NYSAA). They receive instruction in English since we do not have a bilingual special education class, but because they are unable to pass the NYSESLAT exam and are often repeatedly listed as beginners, they appear to make little or no progress.

In addition to providing the required mandates to all limited English proficient learners in ESL with an additional ELA teacher in the classroom, JHS 162 is committed in providing supplementary support for all ELLs in ELA by employing a "push-in" model. Ancillary instructional programs such as Wilson is utilized based on the student's needs. Many of our ELLs take advantage of our after school programs offered.

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).

SIFE students are provided with additional assistance from the ESL teacher. In addition many of our Spanish speaking newcomers are given additional help during Sustained Silent Reading (SSR) when our bilingual SETSS teacher push in as part of an "at risk" group. All

of the teachers on the bilingual team provide a warm and nurturing environment for the student to transition to reading and writing in English. Students who have been receiving services for more than four years often are part of our large ELL/ Special Education subgroup and often receive many services mandated by their IEP. We offer bilingual guidance and SETSS in our school. Many of the long term ELLs are part of our special education population which is exempt for all other testing (NYSAA). They receive instruction in English since we do not have a bilingual special education class, but because they are unable to pass the NYSESLAT exam and are often repeatedly listed as beginners, they appear to make little or no progress.

In addition to providing the required mandates to all limited English proficient learners in NLA and in ESL, JHS 162 is committed in providing supplementary support for all ELLs in ELA by employing a “push-in” model with ELA teachers. Ancillary instructional programs such as Wilson is utilized when needed. Math interventions include pullout groups in the general education classes using English as the language of instruction while Spanish is the language of instruction in the ESL mathematics classes which address the needs of the level 1 low performing students. In addition many of our ELLs take advantage of the after school programs which are offered.

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?

In order to help our ELL's -SWD students achieve at grade level they are provided with materials which scaffolding of instruction in all core curriculum areas including Mathematics, Science and Social Studies. We have purchased materials that covers the grade level areas but offers differentiated reading levels so that our weaker readers can maintain their curriculum instruction and be able to read appropriate leveled materials. Our independent reading program, 100 Book Challenge , allows all students to work at their independent reading level during the school day and our thematic reading units in Science and Social Studies provide parallel instructional materials in four distinct reading levels on specific topics.

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?

Our ELL's-SWD are part of our self-contained SWD classes and as such are mainstreamed for non academic subjects. We have no bilingual TBE SWD classes, so all ELL-SWD students are provided with ESL services as per their IEP.

Courses Taught in Languages Other than English ⓘ

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

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

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

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

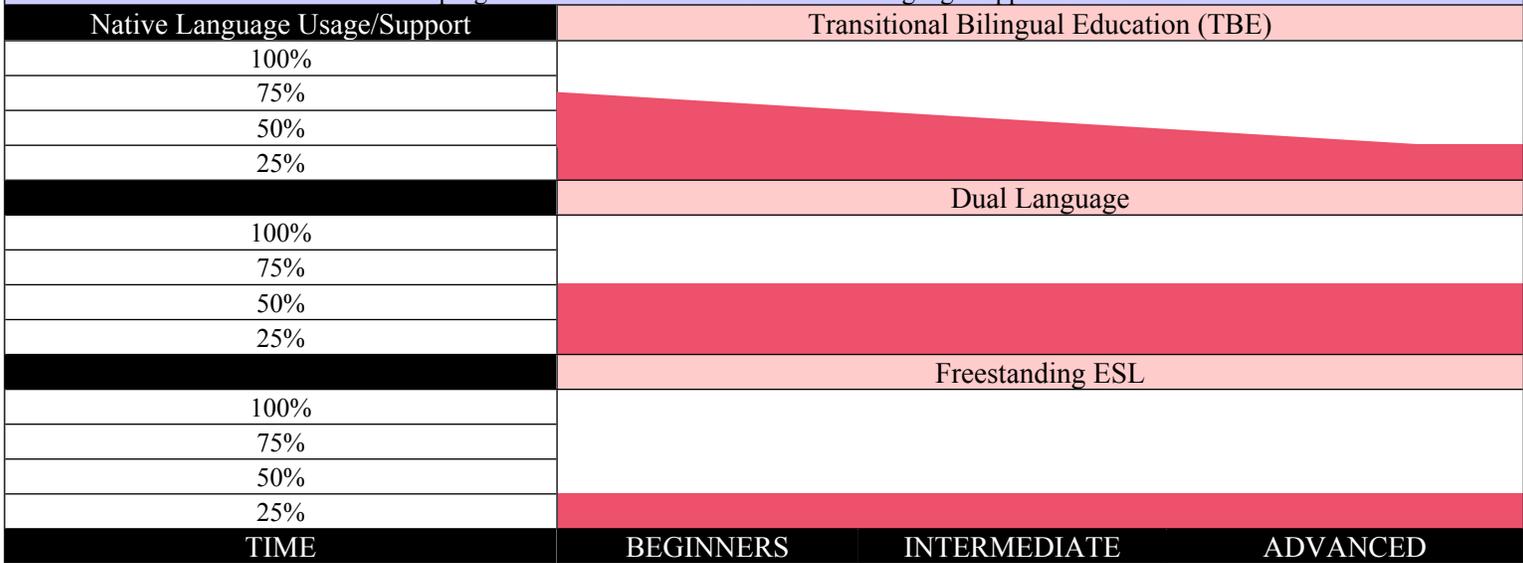
| | Beginning | Intermediate | Advanced |
|---|----------------------|----------------------|----------------------|
| ESL instruction for <i>all</i> ELLs as required under CR Part 154 | 360 minutes per week | 360 minutes per week | 180 minutes per week |
| ELA instruction for <i>all</i> ELLs as required under CR Part 154 | | | 180 minutes per week |
| FOR TBE /DL PROGRAMS: Native Language Arts | 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 |
|---|----------------------|----------------------|----------------------|
| ESL instruction for <i>all</i> ELLs as required under CR Part 154 | 540 minutes per week | 360 minutes per week | 180 minutes per week |
| ELA instruction for <i>all</i> ELLs as required under CR Part 154 | | | 180 minutes per week |
| FOR TBE /DL PROGRAMS: Native Language Arts | 45 minutes per day | 45 minutes per day | 45 minutes per day |

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.
- In addition to providing the required mandates to all limited English proficient learners in ESL, JHS 162 is committed in providing supplementary support for all ELLs in ELA by employing a "push-in" model with additional ELA teachers. Ancillary instructional programs such as Wilson is utilized as well. Math interventions include pullout groups in the general education classes using English as the language of instruction while Spanish is the language of instruction in the ESL mathematics classes which address the needs of the low performing students. In addition, many of our ELLs take advantage of the after school programs which are offered.
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 21.46% of our school population is comprised of English Language Learners, it has become part of our school's mission to address not only this subgroup but the entirety of the school which is comprised of former ELLs and speakers of other languages. As such, one of our main school initiative is to improve and develop literacy instruction specifically in writing across the different content areas. All teachers, not just those working in the bilingual classes, are active participants in a sustained professional development in scaffolding instruction and its implications to teaching and learning in all classrooms. As a result, students who have achieved proficiency on the NYSESLAT are provided ongoing support in their mainstream classrooms as part of their transition. Also, extended student accommodations such as extra time to complete assignments and tests; use of glossaries in native language support is consistent and coherent in classrooms.
11. What new programs or improvements will be considered for the upcoming school year?
- We support professional development for all ELA, Social Studies and Science teachers using the National Geographic Thematic Learning Units in science and social studies as part of our reading instructional program and the American Reading Company 100 Book Challenge as our independent reading program. Professional development from ARC includes onsite, in-classroom coaching for all ELA teachers.
12. What programs/services for ELLs will be discontinued and why?
- In previous years, we have always had a large ELLs population to sustain a class on each grade level with a register of at least 18 - 25 students. This year with the reduction in our overall school register, we have enough students to form one ESL class with grades 7 and 8.
13. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
- ELLs are afforded equal opportunity to participate in any and all afterschool activities, including clubs, sports teams, remediation, and enrichment programs. The Title III afterschool program targets the needs of the ELLs specifically but they are not limited to attending it. Our Title III program is a freestanding afterschool program which meets three days a week and is staffed by a certified teacher who concentrates on language acquisition skills while developing the reading and writing skills of our ELL's. In addition, the CBO housed at JHS 162 have made a strong commitment to work with our ELLs.
14. What instructional materials, including technology, are used to support ELLs (include content area as well as language materials; list ELL subgroups if necessary)?
- We have purchased instructional materials and libraries to support our ELLs, including the Core Curriculum in Mathematics, Social Studies and Science in all grades in Spanish. The "Milestones" reading program is in use in our ESL classrooms for English language instruction. For support of our ELLs in science, we have purchased the "Gateway" program which supports the development of scientific vocabulary and language in our bilingual science classrooms. Students are trained to use translation dictionaries during the school year so they can be use to using it during testing. Nonfiction reading materials in both English and Spanish are part of the libraries for our ELL students. We have purchased French dictionaries and student workbooks for our newly arrived French students who are in all three grades.
15. How is native language support delivered in each program model (TBE, Dual Language, and ESL)?
- Native Language Arts instruction is delivered by a certified Bilingual Spanish teacher to the class in our ESL program, in accordance to the mandated program units and timing. Additionally, the ESL class have bilingual dictionaries and a leveled library in English and Spanish as part of the 100 Book Challenge independent reading program.
16. Explain how the required services support, and resources correspond to ELLs' ages and grade levels.
- All materials and curriculum used with the ELL's are the same or translated materials of the curriculum used by the other classes. ELL students have the opportunity to take the same classes as all of the other students with programming for ESL and subject

areas permitting. They are programmed for Art, music and computer technology as often as there spezialized program permits.

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.

With regard to the needs of newcomers to the school who may be linguistically challenged, we utilize the services of language translators during scheduled School Orientation for new students to address both written and oral needs of ELL students. In addition, we offer an ongoing school tour for newly enrolled ELLs prior to the in-coming school year which also facilitates the introduction of school rules and regulations as well as various school extra curricular activities using translation services in Spanish as well as other languages.

18. What language electives are offered to ELLs?

Spanish is the only language offered to ELLs in our school.

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)?

Paste response to questions here:

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 & 2. All of the teachers at JHS162 work with a population which includes ELLs. All teachers are provided with professional development to support the teaching of ELL's. This year we will provide professional development in the ARC program: 100 Book Challenge for all independent reading and Daneilson framework to support ELLs with the aid of our UFT Center Teacher. A teacher study group will be established using the RTi model and exploring the book, "RTi success, Proven Tool and stategies for schools and classrooms". Identified RTi statgies will be used in all classrooms including those of the ELL's. Weekly planning meetings and staff development are provided in the main content areas during the content area meetings. These meetings are facilitated by our on site UFT Teacher Center Teacher, Teacher Leaders, and administration.

3. We have three staff members who work with our students to transition them into the middle school experience and onto the high school experience. One of those guidance personnel are bilingual. In addition, one day per week we have SSR which allows all students including ELL's to work on transitioning activities. Our grade eight guidance counselor works with the parent coordinator to hold high school meetings for every grade 8 class prior to the submission of the high school applications in December. These meetings are held in the library during the day, and parents are invited to attend. We also hold an evening meeting which is facilitated by staff from the Office of Student Enrollment to teach parents about the high school choice process.

4. The mathemtics and ELA training described above satisfies the requirements of Jose P since all of the programs listed have a specific teaching program methodology for the teaching of ELLs. Agendas and sign in sheets are kept for all of the grade specific content area training meetings and staff development provided.

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. The majority of our office staff is bilingual, most of whom speak Spanish. They provide a welcoming atmosphere for our bilingual parents. Our PTA Executive Board consists of several Spanish speakers and translation at all meetings is provided by the PTA or school staff. All outreach to the community including flyers and meeting notices are provided in English and Spanish. Parental workshops are planned for: Navigating the High School Admission Process and Understanding the Common Core.
 2. The parent coordinator and the PTA president work with outside agencies to provide services to all of our students including our ELLs. The Principal and parent coordinator have made outreach with the Mott Haven Community Council to provide services to parents in the school including those of the ELLs. We have worked with the SOBRO program to provide parent workshops and provide resources for our parents and students.
 3. In the beginning of the school year at the orientation for new students and at the ELL parent meeting, a survey is distributed by the parent coordinator and collected to determine the needs of our parents. The survey includes questions about needed services and workshops they would be interested in attending as well as contact information for them.
 4. Parental activities are designed to include parent's needs and their expressed preferences. Student performances and special events including holiday feasts and class celebrations are well attended. Unfortunately parent involvement including attendance at PTA meetings and other adult events is a continuing problem for the school.

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: The Lola Rodriguez School

School DBN: 07X162

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

| Name (PRINT) | Title | Signature | Date (mm/dd/yy) |
|----------------------|----------------------|-----------|-----------------|
| Angel Fani | Principal | | 1/1/13 |
| Sarada Murchison | Assistant Principal | | 1/1/01 |
| Migdalia Gonzalez | Parent Coordinator | | 1/1/01 |
| Piedad Romero-Torres | ESL Teacher | | 1/1/01 |
| Elizabeth Mojica | Parent | | 1/1/01 |
| Jacqueline Negrón | Teacher/Subject Area | | 1/1/01 |
| | Teacher/Subject Area | | 1/1/01 |
| Irene Castro | Coach | | 1/1/01 |
| | Coach | | 1/1/01 |
| Kenneth Morrell | Guidance Counselor | | 1/1/01 |
| Karen Ames | 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: 07X162 **School Name:** The Lola Rodriguez de Tio School

Cluster: 04 **Network:** 406

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

Part A: Needs Assessment Findings

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

The population of I.S. 162 is primarily Spanish speaking. Over 72% of our students are identified on the ethnic survey as Hispanic. Many of the parents primary language is Spanish, as identified by the Home Language survey. Parents who come into the office often need to be provided with on site translation services. Our office staff including two secretaries and parent coordinator are all native Spanish speakers.

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.

All written documents which are sent home to parents need to be provided in both English and Spanish. Our office staff and several of our teachers all work to provide written translation of needed documents. Our parent coordinator works to present our news and ideas to the Spanish speaking community.

Part B: Strategies and Activities

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

All written documents used in the office and sent home need to be translated into Spanish, to allow parents to fully understand them. Teachers and guidance personnel who have volunteered will be provided per session pay to translate these documents. Parents who visit the office will be provided immediate assistance from Spanish speaking personnel who are employed in the school. During after school hours, when the SES providers are in the building, a bilingual school aide will be paid extra hours to provide translation.

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

The Parent Coordinator provides translation services during the parent meetings. Our Parent Coordinator and family worker along with guidance personnel will provide translation services in the school during the school day.

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>.

A notice is posted in the lobby of the building, and the general office providing parents with information regarding the DOE translation policy.

2013-14 Comprehensive Education Plan (CEP)

Title III Supplemental Program for ELLs

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

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

For more information on Title III requirements, please see the [School Allocation Memo #44](#) or contact your [Senior ELL Compliance and Performance Specialist](#). Submit this form to your Senior ELL Compliance and Performance Specialist by October 25.

| Part A: School Information | |
|--|-------------|
| Name of School: The Lola Rodriguez de Tio | DBN: 07X162 |
| This school is (check one): <input checked="" type="checkbox"/> conceptually consolidated (skip part E below) <input type="checkbox"/> NOT conceptually consolidated (must complete part E below) | |

| Part B: Direct Instruction Supplemental Program Information |
|--|
| The direct instruction component of the program will consist of (check all that apply): <input type="checkbox"/> Before school <input checked="" type="checkbox"/> After school <input checked="" type="checkbox"/> Saturday academy <input type="checkbox"/> Other: |
| Total # of ELLs to be served: 100 |
| Grades to be served by this program (check all that apply): <input type="checkbox"/> K <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input checked="" type="checkbox"/> 6 <input checked="" type="checkbox"/> 7 <input checked="" type="checkbox"/> 8 <input type="checkbox"/> 9 <input type="checkbox"/> 10 <input type="checkbox"/> 11 <input type="checkbox"/> 12 |
| Total # of teachers in this program: <u>4</u> |
| # of certified ESL/Bilingual teachers: 2 |
| # of content area teachers: 2 |

Part B: Direct Instruction Supplemental Program Information

Describe the direct instruction supplemental program here and include the

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

Begin description here: Of the 407 students that comprised JHS 162 - Lola Rodriguez De Tio in district 7, 24.51% or 100 students are designated as English Language Learners and the remaining 335 students or 75.49% are former ELLs or speakers of other languages. As such, it has become part of our school's mission to address not only this subgroup but the entirety of the school. One of our main school initiatives is to improve and develop literacy instruction specifically in writing across the different content areas. All teachers not just those working in the bilingual classes are active participants in a sustained professional development in scaffolding instruction and its implications to teaching and learning in all classrooms. In pursuit of continued support, students in the different proficiency levels based on the NYSESLAT are provided support in the form of an afterschool program as part of the proposed Title III grant application for 2012-2014. The proposed program will be held three days per week which will focus on English language development supplemented by Reader's Theatre materials as well as ARC reading with 100 Book Challenge (different funding source). The program will be held Tuesday and Thursday from 3:10-5:30PM, and Saturday from 9-12pm. Five teachers will be recruited to staff the program. Each teacher is content area as well as ESL/Bilingual certified. The students will be serviced by their proficiency level (beginner to advanced). During the program, students will be engaged in the read aloud of plays and stories to develop their reading and speaking skills. Students will become immersed in the activities which will encourage the use of common daily words and phrases used in the English language. Through scaffolding by the teachers, students will read aloud plays and develop vocabulary, speaking, comprehension, and writing skills. There will be 100 students ranging in proficiency level from beginners to advanced with a ratio of 20 students per teacher. By the end of the 16 weeks (proposed commencement will be the week of December 3rd and will follow the NYCDOE calendar for 47 sessions). It is expected that at the end of the program, students will have written and acted out their own stories and plays and would have increased their speaking, listening, reading and writing skills as measured by the NYSESLAT.

Part C: Professional Development

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

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

Begin description here: Specific training for the teachers of ELLs will be provided by our American Reading Consultant for the after school teachers (different funding source will be untied other than Title III). She will model for teachers how to scaffold a text with additional support for ELLs students. This workshop will be held on September 2013 entitled "Scaffolding the Text". On October 2013 there will be a workshop entitled "Response to Intervention: Supporting Our ELLs". At this workshop the consultant will provide strategies and the most effective interventions for our ELLs. Each workshop will

Part C: Professional Development

be attended by all Title III after school teachers. Each workshop session will be two hours. In addition, all teachers are further supported by monthly ELL professional development sessions conducted by ELL Director of Student Services at CFN 406. To wit, Student Goal Setting (October 22nd); Text Complexity (December 12th); Instructional Expectations for ELLs (January 22nd); Response to Intervention for ELLs (February 27th).

Part D: Parental Engagement Activities

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

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

Begin description here: Parent workshops are planned to inform the parents of ELLs about the new Common Core Learning Standards in ELA, Math, Science, and Social Studies, and the changes in the NYS testing program. These important changes will impact ELLs since they will require increased proficiency in ELA for all students including a greater emphasis on the development of correct writing mechanics. There will be ten- 2 hour workshop sessions to be determined by October 6th, 2013. Through C.B.O 21st Century partnership, there will be E.S.L. weekly classes scheduled to the end of May 2014. The latter in addition to two weekly workshops about topics directly affecting the social, emotional and academics children wellbeing in school and at home and its impact on learning. Resources allocated via C.B.O. Ms. Murchison, the Assistant Principal in collaboration with C.B.O. 21st Century and the school Parent Coordinator will be in charge of conducting the workshops. Her qualifications include monitoring the ELA department and Special Education Services, supporting teachers during instructional time, observing teachers and providing feedback, and delivering professional development for staff. The parent coordinator will serve as the translator for non-English speaking ELL parents. (Other funding sources will be used to fund this activity).

Part E: Budget

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

Allocation Amount: \$13172

| Budget Category | Budgeted Amount | Explanation of expenditures in this category as it relates to the program narrative for this title. |
|--|-----------------|---|
| Professional salaries (schools must account for fringe benefits) <ul style="list-style-type: none"> • Per session • Per diem | | |
| Purchased services <ul style="list-style-type: none"> • High quality staff and curriculum | | |

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

Allocation Amount: \$13172

| Budget Category | Budgeted Amount | Explanation of expenditures in this category as it relates to the program narrative for this title. |
|---|-----------------|---|
| development contracts. | | |
| Supplies and materials <ul style="list-style-type: none">• Must be supplemental.• Additional curricula, instructional materials.• Must be clearly listed. | | |
| Educational Software (Object Code 199) | | |
| Travel | | |
| Other | | |
| TOTAL | | |