



**Department of  
Education**

*Dennis M. Walcott, Chancellor*



**2013-2014**

**SCHOOL COMPREHENSIVE EDUCATIONAL PLAN  
(SCEP)**

**School Name:** SCHOOL OF PERFORMING ARTS  
**DBN (i.e. 01M001):** 12X217  
**Principal:** MAIYSHA R. ETIENNE  
**Principal Email:** [METIENNE3@SCHOOLS.NYC.GOV](mailto:METIENNE3@SCHOOLS.NYC.GOV)  
**Superintendent:** MYRNA RODRIGUEZ  
**Network Leader:** RUDY RUPNARIAN

### 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
Maiysha R. Etienne	*Principal or Designee	
Judi Edwards	*UFT Chapter Leader or Designee	
Elba Acevedo	*PA/PTA President or Designated Co-President	
Evelyn Cordero	DC 37 Representative, if applicable	
	<i>Student Representative (optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
Hazel Robinson	CBO Representative, if applicable	
James Knox	Member/ Teacher	
Sandra Lopez	Member/ Teacher	
Sean Wynters	Member/ CBO Representative	
Virginia Irvin	Member/ Parent	
Maria Martinez	Member/ Parent	
Ena Rodriguez	Member/ Parent	
Michelle Perez	Member/ Parent	
Vanessa Lloyd	Member/ Parent	
Charles Bernguer	Member/ Parent	
Esperanza Rodriguez	Member/ Parent	
	Member/	

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

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

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

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

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

- Include an analysis of the achievement of the goals contained in the 2012-13 school year SCEP.
- Include the strategies and activities that are aligned to the six tenets, from the list of allowable expenditures and activities approved by NYSED.
- Include the strategies and activities that will satisfy the Priority and Focus school allocation and parent engagement set-aside requirements.
- Explicitly delineate the school's plan for annually increasing student performance through comprehensive instructional programs and services as well as the plan for enhancement of teacher and leader effectiveness. The strategies and activities should include a focus on the accountability subgroup(s) and measures for which the school has been identified.
- Address how the school will use its full range of resources (which may include but is not limited to Title I, Title II, and/or Title III, 1003(a) and/or 1003(g) School Improvement, Race to the Top, School Innovation or local funds) to support improvement efforts for the identified sub-group(s) on the identified accountability measures.
- Develop the SCEP in consultation with parents, school staff, the School Leadership Team (SLT), and others in accordance with the requirements of Chancellor's Regulations A-655 to provide a meaningful opportunity for stakeholders to participate in the development of the plan and comment on the SCEP before it is approved.
- Set aside 1% of their school's Title I, Part A allocation to support parent involvement activities and programs. Focus and Priority schools must also set aside 1% of their Title I Focus and Priority School allocation for Parent Engagement programs. Refer to FY 14 SAM # 86 [HERE](#).
- Align the identified goals to the strategies and activities in your Parent Involvement Policy (PIP). The PIP template is provided on pages 15 and 16. Your school is encouraged to use the template as it is provided, or align it in accordance with your school's goals, or replace it entirely with a Parent Involvement Policy created by your school that meets federal requirements. You may use or amend relevant sections of your PIP so they directly align to the parent involvement activities that support each goal and action plan. All schools should cite strategies to increase parent involvement that align to the goal when applicable. Title I schools should reference these strategies and activities in the school's Title I Parent Involvement Policy (PIP).

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

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

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

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

- Your school should identify a goal based on Tenets 2-6 of the DTSDE. The response to Tenet 1 will be promulgated by Central. Please refer to the complete description of the Statements of Practice (SOP), for Tenets 2-6, located: [HERE](#).
  1. District Leader and Capacity- (The response to this tenet will be promulgated centrally)
  2. School Leader Practices and Decisions
  3. Curriculum Development and Support
  4. Teacher Practices and Decision
  5. Student Social and Emotional Developmental Health
  6. Family and Community Engagement
- Goals should be aligned with the current citywide instructional expectations.
- Goals should be "SMART" - specific, measurable, achievable, realistic, and time-bound.

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

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

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

## SCEP Checklist

### ***All Schools***

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

### ***Priority Schools Only***

<b>X</b>	<b>Expanded Learning Time (ELT) Program Description</b>
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### School Information Sheet for 12X217

School Configuration (2013-14)					
Grade Configuration	06,07,08	Total Enrollment	351	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	24	# SETSS	32	# Integrated Collaborative Teaching	12
Types and Number of Special Classes (2013-14)					
# Visual Arts	N/A	# Music	9	# Drama	1
# Foreign Language	8	# Dance	N/A	# CTE	N/A
School Composition (2012-13)					
% Title I Population	85.9%	% Attendance Rate		88.2%	
% Free Lunch	87.5%	% Reduced Lunch		3.7%	
% Limited English Proficient	14.5%	% Students with Disabilities		23.4%	
Racial/Ethnic Origin (2012-13)					
% American Indian or Alaska Native	2.3%	% Black or African American		25.9%	
% Hispanic or Latino	67.5%	% Asian or Native Hawaiian/Pacific Islander		2.8%	
% White	1.4%	% Multi-Racial		N/A	
Personnel (2012-13)					
Years Principal Assigned to School	0.49	# of Assistant Principals		1	
# of Deans	N/A	# of Counselors/Social Workers		2	
% of Teachers with No Valid Teaching Certificate	N/A	% Teaching Out of Certification		28.9%	
% Teaching with Fewer Than 3 Years of Experience	37.1%	Average Teacher Absences		9.5	
Student Performance for Elementary and Middle Schools (2012-13)					
ELA Performance at levels 3 & 4	6.7%	Mathematics Performance at levels 3 & 4		5.5%	
Science Performance at levels 3 & 4 (4th Grade)	N/A	Science Performance at levels 3 & 4 (8th Grade)		17.1%	
Student Performance for High Schools (2011-12)					
ELA Performance at levels 3 & 4	N/A	Mathematics Performance at levels 3 & 4		20.0%	
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	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 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		N/A
Hispanic or Latino	No	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	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			
<b>Describe the strengths of your school's 12-13 SCEP.</b>			
The strengths of the 2012-2013 was that it took into account the major recommendations of the JIT review and the Quality Review and developed coherence between the city-wide expectations and the instructional and school culture needs.			
<b>Describe the areas for improvement in your school's 12-13 SCEP.</b>			
The areas for improvement for the 2012-2013 SCEP was the level of detail in the action plan, timeline, and monitoring of progress.			
<b>Describe the barriers and challenges encountered while developing and implementing your school's 12-13 SCEP.</b>			
The challenges that we encountered during the implementation of our 2012-2013 SCEP was that we continued to receive feedback well into May and the plan should have been in place since September. We also had challenges in carefully monitoring our progress.			
<b>Describe the degree to which your school's 12-13 SCEP was successfully implemented.</b>			
The Social/Emotional Support Goal and Parent Involvement goals were well implemented and we continue to build upon both of those areas.			
<b>Were all the goals within your school's 12-13 SCEP accomplished?</b>		<b>Yes</b>	<b>No</b>
		X	
<b>If all the goals were not accomplished, provide an explanation.</b>			
Our goal regarding teacher observations and feedback aligned to Danielson was partially accomplished. We were unable to fully implement due to the fact that the new teacher evaluation system was not approved until June.			
<b>Did the identified activities receive the funding necessary to achieve the corresponding goals?</b>		<b>Yes</b>	<b>No</b>
	X		

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

Answer the following questions regarding the 13-14 SCEP			
<b>Describe the anticipated barriers and challenges in developing and implementing your school's 13-14 SCEP.</b>			
I do not anticipate any barriers because we have developed realistic goals based on the resources available at this time.			
<b>List the 13-14 student academic achievement targets for the identified sub-groups.</b>			
Our goal is to improve achievement for all our students considering that under 10% achieved proficiency on the latest NYS ELA and Math exams.			
<b>Describe how the school leader(s) will communicate with school staff and the community.</b>			
We will communicate through our newsletter, website, bulletin boards, department meetings and PTA meeting.			
<b>Describe your theory of action at the core of your school's SCEP.</b>			
Our core theory of action is that in order to accelerate student learning we must ensure that the social and emotional needs of our diverse population are met. We integrate social and emotional learning throughout our school day.			
<b>Describe the strategy for executing your theory of action in your school's SCEP.</b>			
Our strategy is to clearly communicate our theory of action and to ensure that all initiatives tightly align to our SCEP goals.			
<b>List the key elements and other unique characteristics of your school's SCEP.</b>			
The key elements are clearly communicating goals to all stakeholders and forming partnerships between school administration, teachers and parents.			
<b>Provide evidence of your school's capacity to effectively oversee and manage the improvement plan.</b>			
Our school leadership systems and structures have been greatly enhanced this school year. Weekly department, grade-level, Instructional, and Cabinet Meetings occur on a weekly basis. Clear agendas and protocols are followed and they allow for the monitoring and re-evaluation of school practices and goals.			

## 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).							
Strengthen teacher practices to engage all learners in challenging tasks and high levels of thinking to accelerate outcomes for all students, including high achievers							
<b>Review Type:</b>	DQR	<b>Year:</b>	2012-2013	<b>Page Number:</b>	5	<b>HEDI Rating:</b>	D

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

Indicate using an "X" the Standard(s) of Practice (SOP) that aligns to the recommendation from above. The SOP selected should align to the goal and inform the development of the activities selected to address the goal.			
	<b>2.2 School leader's vision</b>	<b>X</b>	<b>2.3 Systems and structures for school development</b>
<b>X</b>	<b>2.4 School leader's use of resources</b>		<b>2.5 Use of data and teacher mid-management effectiveness</b>

### **Annual Goal #1**

Describe the identified goal for the year based on the recommendation, tenet, and SOP(s) selected. Refer to the directions and guidance for assistance in developing your goals.
By June 2014, school leaders will conduct a minimum of 4-6 classroom observations per teacher using the 2013 version of the Danielson Frameworks for Teaching and the Advance Tracking System, and provide teachers with feedback, resources, and professional development to improve their instructional practices and ensure rigor in questioning and discussion (Danielson Framework for Teaching 3b).

### **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.
<b>A. Strategies/activities that encompass the needs of identified subgroups</b>
<ol style="list-style-type: none"> <li>1. Each administrator will conduct a minimum of one informal observation per day and one formal observation per week. (SOP 2.4)</li> <li>2. Administrator will provide all teachers written or oral feedback regarding each observation within 1 week and will log information into advance within 30 days. (SOP 2.4)</li> <li>3. Principal and Assistant Principal will meet with DOE talent coach every 4-6 weeks to calibrate Danielson Framework ratings and hone feedback conversation skills. (SOP 2.4)</li> <li>4. Principal and Assistant Principal will analyze observation data on a bi-weekly basis to identify patterns and trends in order to plan professional development. (SOP 2.4)</li> </ol>
<b>B. Key personnel and other resources used to implement each strategy/activity</b>
<ol style="list-style-type: none"> <li>1. Principal and Assistant Principal.</li> <li>2. Principal, Assistant Principal, School Secretary.</li> <li>3. Principal, Assistant Principal, DOE talent coach.</li> <li>4. Principal, Assistant Principal, Network Achievement Coach, ELA Coach, and Math Coach</li> </ol>
<b>C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity</b>
<ol style="list-style-type: none"> <li>1. By the end of December each administrator will have conducted at least 25 observations and by the end of May at least 75 observations.</li> <li>2. Principal and Assistant Principal will maintain spreadsheet detailing date of observation, feedback provided, and whether Advance was updated. Spreadsheet will be reviewed on a weekly basis.</li> <li>3. Principal and Assistant Principal will meet with Talent Coach at least 8 times throughout the school year.</li> <li>4. Professional Development Plan will be reviewed and modified on a bi-monthly basis and each teacher will attend at least 15 PD sessions throughout the school year.</li> </ol>
<b>D. Timeline for implementation and completion including start and end dates</b>
<ol style="list-style-type: none"> <li>1. October 2013-June 2014.</li> <li>2. October 2013-June 2014</li> <li>3. October 2013-June 2014</li> <li>4. October 2013-June 2014</li> </ol>
<b>E. Describe programmatic details and resources that will be used to support each instructional strategy/activity</b>
<ol style="list-style-type: none"> <li>1. In order to provide administrators with time to complete task non-essential tasks will be delegated to other staff members and administrative task will be completed after school with Secretary.</li> <li>2. Secretary will be paid per session to maintain accurate observation records and record information in Advance in a timely fashion.</li> <li>3. No cost associated with this.</li> </ol>

4. Most teachers have been assigned professional development as a professional activity and this time will be used for PD. In addition, Tuesday afternoons will be used for Danielson PD at least twice per month. Coaches and Teachers will be provided with per diem and/or per session for additional after school workshops.

**Budget and Resource Alignment**

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

<b>X</b>	<b>PF Set Aside</b>	<b>X</b>	<b>Tax Levy</b>	<b>X</b>	<b>Title IA</b>		<b>Title IIA</b>		<b>Title III</b>		<b>Grants</b>
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List any additional fund sources your school is using to support the instructional goal below.

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

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

**Goal and Action Plan #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).

Expand the alignment of common assessments to curricula with ongoing teacher assessments and analysis of student work to make curricula adjustments and to inform instruction on department and classroom levels.

<b>Review Type:</b>	DQR	<b>Year:</b>	2012-2013	<b>Page Number:</b>	6	<b>HEDI Rating:</b>	D
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**Tenet 3: Curriculum Development and Support**

Indicate using an "X" the Standard(s) of Practice (SOP) that aligns to the recommendation from above. The SOP selected should align to the goal and inform the development of the activities selected to address the goal.

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

**Annual Goal #2**

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

By June 2014, all teachers of core subjects will engage in at least 3 cycles of collaborative inquiry to review student work and analyze common assessment data in order to inform daily instruction as well as make curriculum adjustments to meet the needs of all students including ELLs and SWDs as evidenced through curriculum and lesson plan adjustments/modifications.

**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**

- All students will take the common assessments (including MOSLs, Degrees of Reading Power, CMP3 Assessments, and Expeditionary Learning Assessments) at least 4 times a year and the data and analysis will be distributed to all teachers during department and grade level team meetings. (SOP 3.3)
- In September of 2013 the School Administrative and Programming Team designed a master schedule that included weekly grade level team meetings, department meetings and common planning time for all teachers. (SOP 3.2, 3.3)
- School Instructional Cabinet (Principal, Assistant Principal, Math & ELA Coach) will create quarterly department schedules and agendas. (SOP 3.2, 3.3)
- All teacher teams (Grade Level & Department) will analyze assessments, common assessment data, and student work a minimum of three times per year utilizing prescribed protocols and will use this data to make curricula adjustments. (SOP 3.2, 3.3)
- All Department teams will engage in lesson studies at least 4 times per utilizing a proscribed protocol that analyzes the alignment of learning objectives, student learning activities, assessments to the Common Core Learning Standards. (SOP 3.2, 3.3)

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

- Principal, Assistant Principal, Testing Coordinator, Data Specialist, Math Coach, ELA Coach.
- Principal, Assistant Principal, and Programming Team
- Principal, Assistant Principal, Math Coach, ELA Coach, Teacher Mentor.
- Interdisciplinary Grade-Level Teams and Department Teams

5. Interdisciplinary Grade-Level Teams and Department Teams									
<b>C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity</b>									
1. Administrators will conduct at least 2 reviews of each teacher's Data Binder to ensure completeness and provide feedback on how to use the data.									
2. Instructional cabinet will create, post, and review all team meeting schedules and common planning times and discuss during Cabinet meeting once per month to ensure effectiveness and make adjustments.									
3. During Cabinet meetings Instructional Cabinet will make monthly reports regarding each team's progress to make adjustments to schedules and agendas.									
4. Each department and grade-level team will maintain a binder that includes all agendas, meeting notes, schedules. Administrators and coaches will review binders on at least a monthly basis to assess progress and provide additional support.									
5. Each department and grade-level team will maintain a binder that includes all agendas, meeting notes, schedules. Administrators and coaches will review binders on at least a monthly basis to assess progress and provide additional support.									
<b>D. Timeline for implementation and completion including start and end dates</b>									
1. By December 2013 all teachers will have received and reviewed at least 3 forms of common assessment data and have identified school-wide focus standards and implications for instruction. Teachers will update data binders as new data is collected and analyzed.									
2. By September 2013 a master schedule of all weekly grade level and department meetings will be completed and distributed.									
3. Instructional Cabinet will complete and update department schedules and agenda on at least a quarterly basis by September 2013, December 2013, February 2014, and April 2014.									
4. All teacher teams will analyze common assessment data and and MOSL and Word Generation student work at least once by November 2013, December 2013, February 2014, and April 2014.									
5. By February 2014 all Departments will have conducted at least 2 lesson studies and by June 2014 will have conducted at least 4 lesson studies.									
<b>E. Describe programmatic details and resources that will be used to support each instructional strategy/activity</b>									
1. Per Session up to 7 hours per month for Data Specialist to analyze data and create reports, 3 hours of per session for school aid, and funds for paper, color toner, and folders. Per Session for teams of teachers to meet twice per month for a 2 hour session to modify and grade assessments.									
2. Common planning period school-wide on Tuesdays, once per week for grade-level teams, and once per week for department teams.									
3. No cost associated with this activity.									
4. No cost associated with this activity.									
5. No cost associated with this activity.									

**Budget and Resource Alignment**

Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.											
	<b>PF Set Aside</b>	<b>X</b>	<b>Tax Levy</b>		<b>Title IA</b>		<b>Title IIA</b>		<b>Title III</b>	<b>X</b>	<b>Grants</b>
List any additional fund sources your school is using to support the instructional goal below.											
Indicate using an "X" the P&F activity categories from the P&F program dropdown in Galaxy used to support the activities listed in part A.											
	<b>PF AIS</b>		<b>PF CTE</b>		<b>PF College &amp; Career Readiness</b>		<b>PF Common Core</b>				
	<b>PF ELT</b>		<b>PF Inquiry Teams</b>	<b>X</b>	<b>PF NYS Standards and Assessments</b>		<b>PF Parent Engagement</b>				
	<b>PF Positive Behavioral Management Programs</b>				<b>PF RTI</b>		<b>PF Supporting Great Teachers &amp; Leaders</b>				

**Goal and Action Plan #3 Teacher Practices and Decisions (Tenet 4)**

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

**Major Recommendation**

Cite the Major Recommendation in the space below from your latest intervention (DTSDE Review, QR, or Alt DQR) which will form the basis of your needs assessment. Include the review type, year, page number, and HEDI rating ("H" = Highly effective, "E" = Effective, "D" = Developing, "I" = Ineffective, "NA" = Not Applicable).									
Strengthen teacher practices to engage all learners in challenging tasks and high levels of thinking to accelerate outcomes for all students, including high achievers.D									
<b>Review Type:</b>	DQR	<b>Year:</b>	2012-13	<b>Page Number:</b>	5	<b>HEDI Rating:</b>	D		

**Tenet 4: Teacher Practices and Decisions**

Indicate using an "X" the Standard(s) of Practice (SOP) that aligns to the recommendation from above. The SOP selected should align to the goal and inform the development of the activities selected to address the goal.									
	<b>4.2 Instructional practices and strategies</b>		<b>X</b>	<b>4.3 Comprehensive plans for teaching</b>					
	<b>4.4 Classroom environment and culture</b>			<b>4.5 Use of data, instructional practices and student learning</b>					

**Annual Goal #3**

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

By June 2014, teachers will improve by one HEDI level in Designing Coherent Instruction (1E) through planning that represents significant cognitive challenge with some differentiation for different groups of students and varied use of instructional groups.

**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. A minimum of 3 classroom observations to observe practices across competency Designing Coherent Instruction (1e). (SOP 4.2)
2. Administration will collect at least one lesson plan from each teacher each month in order to analyze and look at patterns and trends. (SOP 4.2, 4.3)
3. Network will hold at least one lesson planning clinic during the school year and will use data to plan additional PD. (SOP 4.2, 4.3)
4. Each department will engage in at least 4 collaborative inquiry lesson studies throughout the year. (SOP 4.3, 4.5)
5. Weekly lunch and learns will be provided on Danielson, Kagan Cooperative Learning Strategies, CCLS, and teacher practice. (SOP 4.3)
6. Special Education teachers will meet in pairs and teams to draft effective IEPs, plan instruction that meets the needs of SWDs and aligns to the students IEPs. (SOP 4.3, 4.5)

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

1. Administration, coaches, and mentors will conduct observations and give actionable feedback
2. Principal, Assistant Principal, Coaches.
3. Network Achievement Coaches
4. Coaches, Assistant Principals and all teachers
5. Principal, Assistant Principals and Coaches.
6. Special Education Teachers, IEP teachers, and network achievement coaches

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

1. Each teacher will be rated on practice IE at least 3 times.
2. Administration will collect, analyze and review at least 100 lesson plans throughout the school year.
3. 75% of teachers will attend the lesson planning clinic.
4. Each teacher will present a lesson plan to their department at least once during the year.
5. At least 75% of teachers will attend 3 or more lunch and learn sessions.
6. All Special Education Teachers will meet with colleagues on a weekly basis to plan instruction and draft IEPs

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

1. Beginning in September, Administration, coaches, and mentors will hold weekly department meetings and give feedback on lesson planning and curriculum implementation
2. For the 2013-2014 school year, administration will meet with teachers a minimum of 4 times to reflect and discuss teacher practice
3. Lesson Planning Clinic will be held between December and March.
4. Departments will conduct at least once lesson study each quarter.
5. Lunch and Learns will be held from November-June 2014.
6. Beginning in September Special Education Teachers will meet weekly.

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

1. Coaches have a reduced teaching schedule in order to facilitate department meetings and visit classrooms to provide feedback.
2. No cost associated with this activity.
3. No cost associated with this activity. Teachers will attend during professional activity period.
4. Coaches and Mentor have reduced teaching schedule in order to facilitate department meetings.
5. Professional Development Books, online courses, and office supplies.
6. Weekly per session for Special Education teachers that are unable to meet during school day.

**Budget and Resource Alignment**

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

<b>XX</b>	<b>PF Set Aside</b>	<b>X</b>	<b>Tax Levy</b>	<b>X</b>	<b>Title IA</b>	<b>Title IIA</b>	<b>Title III</b>	<b>Grants</b>
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List any additional fund sources your school is using to support the instructional goal below.

Indicate using an "X" the P&F activity categories from the P&F program dropdown in Galaxy used to support the activities listed in part A.							
	<b>PF AIS</b>		<b>PF CTE</b>		<b>PF College &amp; Career Readiness</b>		<b>PF Common Core</b>
	<b>PF ELT</b>		<b>PF Inquiry Teams</b>		<b>PF NYS Standards and Assessments</b>		<b>PF Parent Engagement</b>
	<b>PF Positive Behavioral Management Programs</b>				<b>PF RTI</b>	<b>X</b>	<b>PF Supporting Great Teachers &amp; Leaders</b>

### **Goal and Action Plan #4 Student Social and Emotional Developmental Health (Tenet 5)**

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

#### **Major Recommendation**

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

According to the 2013 Learning Environment survey 24% of students expressed that they do not feel safe in classes and 55% expressed that they do not feel that they treat each other with respect. In addition, according to the survey 87% of teachers expressed that order and discipline is not maintained.

<b>Review Type:</b>	School Survey	<b>Year:</b>	2012-2013	<b>Page Number:</b>	10-11, 18	<b>HEDI Rating:</b>	N/A
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#### **Tenet 5: Student Social and Emotional Developmental Health**

Indicate using an "X" the Standard(s) of Practice (SOP) that aligns to the recommendation from above. The SOP selected should align to the goal and inform the development of the activities selected to address the goal.

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

#### **Annual Goal #4**

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

By June 2014, the school tone, culture, safety and respect for all will improve as evidenced by a 10% increase in student response and a 20% increase in positive teacher response on the School Learning Environment Survey.

#### **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. School-Wide Development and Implementation of Guided Discipline Plan that promotes students self-management, responsible decision making, and disciplined work habits.(SOP 5.2, 5.3, 5.4)
2. All teachers will participate in a weekly co-hort grade level team meeting to discuss student conduct and effective strategies and interventions. (SOP 5.4 & 5.5)
3. Daily Town Hall Morning meeting for students and staff to recognize student achievement, reinforce behavior and academic expectations and cultivate positive character traits. (SOP 5.4)
4. Sister to Sister girls empowerment program and young men's empowerment program designed to build self-esteem, confidence, motivation and interpersonal skills. (SOP 5.4)
5. Series of Conflict Resolution instruction for each class to teach students how to resolve conflicts peacefully. (SOP 5.3, 5.4)
6. Peer Mediation program during each lunch period to help students solve conflicts peacefully. (SOP 5.3,5.4)
7. Weekly Extended Day Advisory Small Group instruction to increase social/emotional and interpersonal skills. (SOP 5.4)
8. Throughout year we will promote excellent conduct through school wide raffles, parties, and school store. (SOP 5.2, 5.4)

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

1. Principal, Assistant Principal, Dean, Social Worker, Guidance Counselor, and Behavioral Specialist.
2. All teachers and Assistant Principal.
3. Principal, Assistant Principal, and ParaProfessional.
4. Selected teachers, CBO partners, counselors and social workers will facilitate programs.
5. Dean, Guidance Counselor and Social Worker.
6. Two teachers have been selected to oversee program.
7. All teachers will incorporate team building, class building and social skill in their extended day instruction.
8. Student Incentives coordinator, student counsel advisors, and Dean.

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

1. By September 2013 the plan will be developed and teachers will receive PD on the plan. School Instructional and Operational Cabinet will evaluate the effectiveness

- of the plan and impact on a monthly basis.
- 2. Principal and Assistant Principal will review team agendas and notes on a bi-weekly basis.
- 3. School Instructional Team and teachers will provide feedback regarding townhall on a monthly basis.
- 4. Facilitators will review students report cards and progress reports and report patterns of improvement to School Administration.
- 5. Dean will present incident data during discipline debrief sessions.
- 6. Dean will present incident data during discipline debrief sessions
- 7. Teachers will discuss trends and patterns in students social/emotional skills during weekly grade-level team meetings.
- 8. Teachers, Incentives coordinator, and Dean will discuss progress during weekly grade-level team meetings.

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

- 1. Plan developed by September and progress evaluated each month.
- 2. Meetings will be held weekly from September-June
- 3. Each morning from September-June
- 4. Sister to Sister will be held in three cycles November-January, February-March, April-June.
- 5. Weekly courses will be offered from January-March.
- 6. Program will begin in December and will continue through June.
- 7. Program will begin in January and continue through June.
- 8. Student raffles and incentives will be provided throughout the school year. Incentives Coordinator will be appointed in January 2014.

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

- 1. Dean and one Teacher/Behavioral Specialist will be programmed to teach character development classes and restorative consequences. Two teachers will be paid 5 hours of per session each week to supervise after-school study hall and character development classes.
- 2. All teachers schedules will include one period for common grade-level team meetings.
- 3. All teachers will have one professional activity period assigned for 10min daily morning meeting and one para-professional will be paid 2.5 hours per session each week pre-prepare morning meeting technology.
- 4. Social Worker and Guidance Counselor will have program designed to be available for weekly classes. Computer, and instructional supplies will be purchased.
- 5. Dean, Social Worker and Guidance Counselor will be programmed to teach one class each day and instructional supplies will be purchased.
- 6. Two teachers have been assigned Peer Mediation as their professional activity. Students will be provided with special peer mediator shirts for clear identification.
- 7. Team of 4 teachers will meet once per month to plan activities, gather resources and distribute to teachers. 4 teachers x 2 hours of per session
- 8. One teacher will serve as incentives coordinator and will work 3 per session hours each week and two per diem coverages per week to implement program. Student admissions and incentives will be purchased.

**Budget and Resource Alignment**

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

<b>X</b>	<b>PF Set Aside</b>	<b>X</b>	<b>Tax Levy</b>	<b>X</b>	<b>Title IA</b>		<b>Title IIA</b>		<b>Title III</b>		<b>Grants</b>
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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 used in Galaxy used to support the activities listed in part A. .

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

**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).

Further develop the partnership between home and school to communicate high expectations and support for students to improve their learning outcomes.

<b>Review Type:</b>	QR	<b>Year:</b>	2012	<b>Page Number:</b>	5	<b>HEDI Rating:</b>	E
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**Tenet 6: Family and Community Engagement**

Indicate using an "X" the Standard(s) of Practice (SOP) that aligns to the recommendation from above. The SOP selected should align to the goal and inform the development of the activities selected to address the goal.

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

**Annual Goal #5**

Describe the identified goal for the year based on the recommendation, tenet, and SOP(s) selected. Refer to the directions and guidance for assistance in developing your goals.  
 By June 2014, school leaders will increase the percentage of parents who actively engage in school activities with a focus on understanding expectations of the Common Core Learning Standards and their role in promoting their child(ren)'s success at school as evidenced by artifacts from parent workshops and conferences.

**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. Extended conferences with all parents twice per year to discuss students academic progress and next steps. (SOP 6.2, 6.3, 6.5)
2. At least 6 workshops throughout the year designed to teach parents strategies they can use at home to help their child succeed academically and meet CCLS standards. (SOP 6.3, 6.4)
3. Maintain on-line grade book and encourage parents to review student progress weekly. (SOP 6.2)
4. Conduct at least 6 workshops on parenting, child development and peace in the family. (SOP 6.3, 6.4)
5. Teacher/Parent Home Visit program re-launch designed to build relationships with parents. (SOP 6.3, 6.4)
6. Parents will be invited to join a staff/teacher bookclub. (SOP 6.3, 6.4)

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

1. All teachers will participate in conferences in November & March. Additional Conferences will be offered throughout the school year.
2. ELA Coach, Math Coach, Principal and Parent Coordinator will facilitate workshops during day and after-school.
3. Data Specialist, Assistant Principal and Administrative Intern will maintain on-line grade book.
4. Parent Coordinator and CBO partners.
5. Parent Coordinator, Principal and at least 10 teachers.
6. Principal, Assistant Principal and Parent Coordinator.

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

1. By the end of the school year all parents will have met with a staff member for at least 30 minutes to discuss their child's progress towards standards and next steps.
2. By the end of the school year at least 150 parents will have participated in at least 2 workshops.
3. By the end of the school year at least 40% of parents will have logged into the online grade book at least twice.
4. By the end of the school year at least 150 parents will have participated in at least 2 workshops
5. By the end of the school year a detailed Home/Visit program plan will be drafted and all staff members will be trained
6. By the end of the school year at least 2 4 week book clubs will have been held.

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

1. Conferences will begin in November and will be held through March.
2. Workshops will be offered every 6 weeks.
3. In September school implemented on-line grade book and by January all parents will have been provided with login information.
4. Workshops will be offered bi-monthly beginning in October.
5. Plan will be created by March and teachers will be trained in May and June of 2014.
6. Parent Book Club will be launched in February.

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

1. Teachers will conduct conferences during regularly scheduled conference dates and additional per session will be provided to accommodate parent schedules.
2. Workshops will be scheduled during the day and teachers will be provided with 15 hours of additional per session to conduct evening workshops.
3. On-Line Grade Book license will be maintained, postage for parent mailings, phone messenger service and per session for paraprofessional to maintain website and train parents/teachers.
4. Consultant fees for Peace in the Family and Parenting Workshops.
5. No cost associated with this activity, training will take place during staff development day.
6. 15 copies of 2-3 book titles will be purchased for the book club and teacher per session provided to facilitate meetings.

**Budget and Resource Alignment**

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

<b>X</b>	<b>PF Set Aside</b>	<b>X</b>	<b>Tax Levy</b>	<b>X</b>	<b>Title IA</b>		<b>Title IIA</b>		<b>Title III</b>		<b>Grants</b>
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List any additional fund sources your school is using to support the instructional goal below.

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

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

**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.

Our program goal is to provide each student with at least 3 enrichment activities beyond the traditional school core subjects in order to build background knowledge, cultivate unique talents and accelerate academic achievement.

**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. Teachers will provide an academic Saturday Academy that focuses on CCLS aligned tasks as well as social/emotional and interpersonal skill development. (3 hours each week for 25 weeks)
2. Living Environment Regents after school Prep course will be offered to provide additional hours of rigorous standards based instruction. (4 hours per week for 20 weeks)
3. Afterschool Study Hall program designed to bolster students academic skills as well as character development. (4 hours per week in 6 week cycles)
4. Independent Study project which focuses on service learning and citizenship. (3 hours per week for 12 weeks)
5. Sports and Arts Afterschool program includes dance, vocals, karate, STEM and acting. (10 hours per week for 30 weeks)
6. Extended Day program twice a week that focuses on math skills and advisory. (100 minutes per week for 35 weeks)

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

1. 8 NYC DOE Licensed Teachers.
2. 2 Science Teachers.
3. 2 NYC DOE Licensed Teachers
4. 1 NYC DOE Licenced Teacher
5. Sports and Arts personnel and 2 NYC DOE Licensed teachers.
6. All classroom teachers, instructional coaches, and sports and arts staff.

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

1. All Students
2. 8<sup>th</sup> Grade Students
3. All Students
4. OverAge/Previously Retained Students.
5. All Students.
6. All Students with special emphasis on bottom 75%.

**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.

<b>X</b>	<b>21<sup>st</sup> Century</b>		<b>Tax Levy</b>	<b>X</b>	<b>Title I SWP</b>		<b>Title I TA</b>	<b>X</b>	<b>Title I PF</b>		<b>C4E</b>
<b>X</b>	<b>Title III</b>		<b>Title I SIG</b>		<b>PTA Funded</b>		<b>Grants</b>		<b>In Kind</b>		

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

**Community Partnerships**

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

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

1. Sports and Arts foundation provides services 5 days per week. They provide services for the activities 5 & 6 listed in part A above. Approximately 150 students have registered for the afterschool program and the students participate in a variety of activities such as Karate, Flag football, Step, STEM projects, Dance, and chorus. The program meets for 2.5 hours each day and also run sports programs on Saturdays for part of the year. On Wednesday and Thursdays Sports & Arts counselors provide additional support for our extended day program. They assist students with homework and study skills.

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

1. The ELT program is designed in consultations with the school SLT and administrative team.

**ELT Program Narrative**

Priority Schools implementing a whole school reform model must provide evidence of the implementation of the ELT program.					
<b>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.</b>					
All of the programs incorporate explicit social skills instruction. They are designed to increase students learning and cooperation, self-management, responsible decision making and disciplined work habits. Students work in teams to complete projects. This increases academic as well as social skills.					
<b>B. Describe the components of the program, including opportunities for enrichment programs that are designed to improve student academic, social, and emotional outcomes.</b>					
All components are designed to improve student academic social and emotional outcomes.					
<b>C. Describe how the ELT program will address the unique learning needs and interests of all students.</b>					
Students are allowed to choose which programs to participate in during after-school.					
<b>D. Are the additional hours mandatory or voluntary?</b>		<b>40</b>	<b>Mandatory</b>	<b>60</b>	<b>Voluntary</b>
<b>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.</b>					
We ensure that at least 50% of students participate in in the ELT program by actively promoting the programs to both students and parents through phone calls, letters home, face to face meetings, our website, and during morning meetings. In addition, students receive incentives for attending our Saturday program. We systematically take attendance in all of our programs and monitor the patterns and trends to ensure that we are reaching as many students as possible.					
<b>F. Describe how your school is meeting its responsibility to provide interventions for students who need support services to increase student achievement.</b>					
All at risk students stay an additional 50 minutes on Wednesdays and Thursdays. In addition, all students have a small group reading period each day. Finally all students were invited to Saturday academy and 150 students have applied.					
<b>G. Are you using an ELT provider procured using the MTAC process?</b>			<b>Yes</b>	<b>X</b>	<b>No</b>
<b>H. Describe how you are evaluating the impact of the ELT program on student achievement.</b>					
During Instructional Cabinet Meetings we analyze the periodic assessment and report card grades of students who attend each 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***

<b>Type of Academic Intervention Service (AIS)</b>	<b>Type of Program or strategy (e.g. repeated readings, interactive writings, etc.)</b>	<b>Method for delivery of service (e.g. small group, one-to-one, tutoring, etc.)</b>	<b>When the service is provided (e.g. during the school day, before or after school, etc.)</b>
<b>ELA</b>	Reciprocal Reading, Wilson, Just Words, Word Generation, I-Ready	Small Group, tutoring	During the Day and Saturday
<b>Mathematics</b>	Foundational Skills Remediation, AIS	Small Group, tutoring	During the Day and Saturday
<b>Science</b>	Regents Prep Course, Reciprocal Reading, Omni Learn Labs	Small Group	During the Day and Saturday
<b>Social Studies</b>	Reciprocal Reading	Small Group	During the Day and Saturday
<b>At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)</b>	At Risk Counseling, RTI, Attendance Team, Attendance Mentors, Behavior Specialist, At risk girls group, character development classes	Small group, one on one, tutoring	Lunchtime, regular school day, afterschool

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

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

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

**Title I Status**

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

**All Title I Schools**

**Highly Qualified Teachers (HQT)**

Describe the strategies and activities including strategies for recruitment, retention, assignments, and support including high quality professional development that ensures staff is highly qualified.
<ul style="list-style-type: none"> <li>• The school has a hiring committee comprised of teachers and the school administration.</li> <li>• The team utilizes the DOE's New Teacher Finder on-line program to solicit resumes and also attends DOE sponsored job fairs. In addition, the team recruits NTC Teaching Fellows.</li> <li>• School administration has individual conferences with each teacher to discuss professional goals, strengths and areas for growth.</li> <li>• The school leaders review professional goals of teachers in order plan assignments and professional development and leadership opportunities for teachers.</li> <li>• The school administration carefully reviews teachers' licenses and certification areas to ensure that they are eligible to teach in the assigned subject and grade level.</li> <li>• School leaders provide all new teachers with a mentor and host new teacher workshops facilitated by the Principal, AP, or literacy and math coaches.</li> <li>• A program schedule that builds common planning time, departmental conferences, and grade conferences</li> <li>• Use of ARIS Learn to promote online teacher professional development</li> <li>• Use of teacher text such as "Teach Like a Champion" to promote specific classroom/teaching practices</li> <li>• Special emphasis on the Depth of Knowledge Wheel and the Cognitive Rigor Matrix to promote rigor and higher order thinking tasks/questions</li> <li>• Provide ongoing Professional Development for teachers and staff to ensure effective use of strategies, rubrics, curriculum maps, unit planning and data analysis</li> <li>• Partner with Network to provide lesson plan clinics, Instructional Rounds and classroom visits</li> <li>• Partner with the Teacher Effectiveness Unit with emphasis on the Danielson Teaching Framework</li> </ul>

**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).
<ol style="list-style-type: none"> <li>1. Instructional Rounds hosted by the Network</li> <li>2. Instructional Leads trainings hosted by the Network</li> <li>3. Principal led Professional Development for Assistant Principals and Teachers</li> <li>4. Central led Professional Developments</li> <li>5. MSQI training for administrators and teachers</li> <li>6. Leadership Academy Coach for Principal</li> </ol>

**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 <b><i>the intent and purpose</i></b> programs whose funds are consolidated ( i.e., services for Students in Temporary Housing (STH), violence prevention programs, housing programs, Head Start, etc.).
Students are identified by family worker and social worker and a needs assessment is completed. Recommendations are made to principal regarding the use of funds to assist students so that they are prepared able to participate in all school activities.

**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.

MOSL committee selected to select local MOSL assessments, target population, and measure. Teachers received professional development resources from the network on using the rubrics for NYC performance assessments and pd on how to use data from these assessments is forthcoming from the MOSL coach assigned to the network and Achievement Coach.

**TA Schools Only**

**Use of Program Resources**

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

N/A

**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).

N/A

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## **Parent Involvement Policy (PIP) Template**

Educational research shows a positive correlation between effective parental involvement and student achievement. The overall aim of this policy is to develop a parent involvement program that will ensure effective involvement of parents and 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 1<sup>st</sup> of each school year to advise parents of children participating in the Title I program about the school's Title I funded program(s), their right to be involved in the program and the parent involvement requirements under Title I, Part A, Section 1118 and other applicable sections under the No Child Left Behind Act;
- schedule additional parent meetings, e.g., quarterly meetings, with flexible times, such as meetings in the morning or evening, to share information about the school's educational program and other initiatives of the Chancellor and allow parents to provide suggestions;
- translate all critical school documents and provide interpretation during meetings and events as needed;
- conduct an Annual Title I Parent Fair/Event where all parents are invited to attend formal presentations and workshops that address their student academic skill needs and what parents can do to help;

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

*Provide parents reasonable access to staff by:*

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

*Provide general support to parents by:*

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



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

DIRECTIONS: This submission form assists schools with gathering and organizing the quantitative and qualitative information necessary for a well-conceived school-based language allocation policy (LAP) that describes quality ELL programs. This is a two-year plan on how schools will support ELLs' linguistic and academic needs. This LAP form is a part of the school's CEP. Agendas and minutes of LAP meetings should be kept readily available on file in the school. Also, when preparing your school's submission, provide extended responses in the green spaces. Spell-check has been disabled in this file, so consider typing responses to these questions in a separate file before copying them into the submission form. For additional information, hold your cursor over the .

## Part I: School ELL Profile

### A. School Information

District <b>12</b>	Borough <b>Bronx</b>	School Number <b>217</b>
School Name <b>School of Performing Arts IS 217</b>		

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

Principal <b>Maiysha Etienne</b>	Assistant Principal <b>Bertram Knight</b>
Coach <b>Ms. Loubriel-Harding</b>	Coach <b>Courtney Jones</b>
ESL Teacher <b>James Knox, Robert Niewiadomsk</b>	Guidance Counselor <b>Xiomara Diaz</b>
Teacher/Subject Area <b>Ms. Loubriel-Harding</b>	Parent <b>Elba Acevedo</b>
Teacher/Subject Area <b>type here</b>	Parent Coordinator <b>Ali Durmo</b>
Related Service Provider <b>type here</b>	Other <b>type here</b>
Network Leader(Only if working with the LAP team)	Other <b>type here</b>

### C. Teacher Qualifications

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

Number of certified ESL teachers currently teaching in the ESL program.	<b>2</b>	Number of certified bilingual teachers <u>not</u> currently teaching in a bilingual program	<b>2</b>	Number of teachers who hold both content area and ESL certification	<b>0</b>
Number of certified bilingual teachers currently teaching in a bilingual program	<b>0</b>	Number of certified NLA/foreign language teachers	<b>0</b>	Number of teachers who hold both a bilingual extension and ESL certification	<b>1</b>
Number of certified ESL teachers <u>not</u> currently teaching in the ESL program	<b>0</b>	Number of teachers currently teaching a self-contained ESL class who hold both a common branch license and ESL certification	<b>0</b>	Number of special education teachers with bilingual extensions	<b>0</b>

### D. Student Demographics

Total number of students in school (Excluding Pre-K)	<b>347</b>	Total number of ELLs	<b>76</b>	ELLs as share of total student population (%)	<b>21.90%</b>
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## Part II: ELL Demographics

### A. ELL Programs

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

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

This school offers (check all that apply):

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

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

ELL Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Total #
<b>Transitional Bilingual Education</b> (60%:40% → 50%:50% → 75%:25%)														0
<b>Dual Language</b> (50%:50%)														0
<b>Freestanding ESL</b>														
Push-In							3	3	3					9
Pull-out							2	2	2					6
<b>Total</b>	0	0	0	0	0	0	5	5	5	0	0	0	0	15

### B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	76	Newcomers (ELLs receiving service 0-3 years)	27	ELL Students with Disabilities	16
SIFE	9	ELLs receiving service 4-6 years	37	Long-Term (completed 6+ years)	12

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	27	7	1	37	2	11	12	0	4	76
Total	27	7	1	37	2	11	12	0	4	76

Number of ELLs who have an alternate placement paraprofessional:

### C. Home Language Breakdown and ELL Programs

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

\*EP=English proficient student

Dual Language (ELLs/EPs*)																				
K-8																				
Number of ELLs by Grade in Each Language Group																				
	K		1		2		3		4		5		6		7		8		TOTAL	
	EL	EP	EL	EP																
SELECT ONE																			0	0
SELECT ONE																			0	0
SELECT ONE																			0	0
<b>TOTAL</b>	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0

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

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

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

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

**This Section for Dual Language Programs Only**

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

**Freestanding English as a Second Language**

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

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish							23	17	33					73
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic							1		1					2
Haitian														0
French									1					1
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other														0
<b>TOTAL</b>	0	0	0	0	0	0	24	17	35	0	0	0	0	76

## 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)							4	6	17					27

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)							6	3	11					20
Advanced (A)							14	8	7					29
Total	0	0	0	0	0	0	24	17	35	0	0	0	0	76

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

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3					0
4					0
5					0
6	23	1	0	0	24
7	16	1	0	0	17
8	33	2	0	0	35
NYSAA Bilingual (SWD)					0

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
3									0
4									0
5	20		3		1		0		24
6	15		2		0		0		17
7	31		3		1		0		35
8									0
NYSAA Bilingual (SWD)									0

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

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

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

**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.  
IS 217 uses several assessment tools for our ELLs. The LAB-R and NYSESLAT are in hand to begin the assessment of our ELL students. Data from the State ELA and Math exams are also on hand and used. The DRP is used as a baseline Reading/ELA test and is administered and scored in Sept. In addition the iReady online program is used in all classes and it has a baseline assessment built into the program. The data from all assessments are incorporated into an evaluation of our ELLs. Thus far the data shows our ELL students are behind grade level in Reading and writing which is a key area of emphasis in our ELA curricula this year. We have added an additional 4-5 periods a week of focused Reading instruction in order to address this need for our students. MSQI, online reading tools as well as guided reading instruction are utilized in these reading classes.
2. What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?  
The data shows our ELL students are less proficient and behind grade level in the LAB-R, NYSESLAT and NYS Exams in ELA and Math. ELA and Math the key area of emphasis for this year's ESL and overall curricula programming. Except for our newcomers and 2<sup>nd</sup> year beginners, our ELLs are clearly moving forward in Listening and Speaking skills. We have added an additional 4-5 periods a week of focused Reading instruction in order to address this need for our students. In addition to online tools and guided reading instruction, we utilize the Wilson Just Words Program, and the English 3D and Inside the U.S.A. programs in these beginner focused classes.
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](#))  
Utilizing the NYSESLAT Combined Modality Report (RNMR), and the NYSESLAT Exam History Report (RLAT), patterns in specific skills and modalities are analyzed by our ESL Team and reviewed with our grade teams as an integral part of our ongoing efforts to incorporate specific and current data into instructional decisions. The analysis of these patterns leads to on-going adjustments with regards to grouping, differentiation, instructional scaffolding as well as lesson planning. The high concentration of newcomers and beginners has had a tremendous impact on our instructional planning and daily teaching and additional efforts are constantly being made to address these needs.
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?

4a. Based on the data, our ELL students are behind grade level in Reading and writing. These modalities are the key area of emphasis for this year's ESL and ELA curricula programming. Except for our newcomers and 2<sup>nd</sup> year beginners, our ELLs are moving steadily ahead in Listening and Speaking skills. Many of our ELLs are reading only slightly below grade level in their native language.

4b The ELL periodic assessments have just started and we have tremendous amounts of data on hand which we are using to drive our instructional decisions. The Periodic assessments will be used to enhance the data on hand and will be analyzed by our grade level teams to continue to drive instruction.

4c. The school is learning about areas of possible growth and need for our ELLs. Native language is used to scaffold instruction.
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?  
Our ELLs are clearly known to all teachers through the efforts of our ESL Dept. and via grade level and subject area meetings. ESL strategies are incorporated across our subject area classrooms.
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.).

Major determinants of success for our ESL Programs include passing rates of State Exams and promotion/graduation rates for our students. Key Federal and State criteria including meeting AYP and analysis of AMAO is another key criteria for evaluating our programs and our success in guiding our young adults through a key period of their lives. Our ELLs as individuals, are also closely watched, guided and assisted and social success and maturation as young adults is a major criteria for success.

## 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](#).)
  1. The parent or guardian of every newly enrolled student completes the HLIS at registration with the assistance of a pedagogue, who are scheduled on a daily rotating basis. English language learners are identified by James Knox, the ESL Coordinator, a licensed pedagogue and ESL teacher, who reviews parent responses on the HLIS. Mr. Knox also interviews the student. A native speaker serves as a translator. A plan has recently been developed so that an ESL teacher or instructional coach, who is available during registration, will interview and assist the parent with a translator. The LAB-R is administered within 10 days of the student's admission date. If a student's home language is Spanish, the Spanish LAB is administered within the ten day period by a Spanish speaking pedagogue. This is used to inform the school about the student's literacy in Spanish. The ESL Coordinator also receives admission/school transfer/interclass transfer notifications from the pupil accounting secretary, as well as from the guidance counselors, on an ongoing basis.. The coordinator also runs ATS reports throughout the year to screen for transfer ELL's and new admits, such as the RLER, RLAT, RNMR and RADP. Each student's LAB-R or NYSESLAT scores is used to determine the required minutes of service per week according to CR-154. ELL's are provided with appropriate units of study within the ESL instructional program based on their scores. Adjustments to class placements or schedules are made so that newcomers are placed in a class with classmates who speak their language. All ELL's are tested annually with the NYSESLAT. The ESL Coordinator closely monitors all ELL's, including those who were previously X-coded, to insure that all students are tested. Careful analysis of appropriate ATS reports, such as the RLER for the LAB-R and the NYSESLAT, insures that all ELL's are tested annually
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.

Parents of newly identified ELL students attend an orientation within the first 10 days of enrollment and translators are made available. Going forward Parent Orientations will be offered on a monthly basis for ELL parents and parents of newly enrolled students. Parents view the Parent Orientation Video in their native language, where available. The Translation/Interpretation Unit is used when needed. The Parent Coordinator, Mr. Durmo, who is a native Spanish speaker, attends this orientation, as well as any other parent meetings held for parents of English language learners, such as a meeting in the spring prior to the NYSESLAT to inform parents about this assessment. School staff members, who are speakers of languages represented at the orientation meeting, are available to translate at the orientation and any other meetings held by the ESL Coordinator for parents. Parents have ample opportunity for questions after viewing the video at the orientation. Parents fill out the Parent Survey and Selection form in their home language after viewing the video and having their questions answered. These Parent meetings and direct mailings to parents will be used to inform parents who have previously chosen a TBE/DL program when it becomes available.
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](#)].)

Duplicate Parent Survey and Selection forms are sent to the parents of new students who do not return them by the ESL Coordinator. The ESL Coordinator calls the home of any student who does not return the program selection form. A staff member who speaks the home language (or the translation Unit) will be enlisted to ensure that the parent understands all aspects of the Program. Once the forms are received, parent choices are screened by the ESL Coordinator. The trend for the choice of Program

over past few years has been overwhelmingly for the ESL program. If a parent should request a bilingual or dual language program, a record of parent requests for such programs is kept and such requests will be honored should there be a sufficient amount of students for a bilingual or dual language class.

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.

Every new ELL receives an entitlement letter in the home language after the administration of the LAB-R. After the parent returns the Parent Survey and Program Selection form, a placement letter is sent to the parent in the home language to inform the parent about their child's placement in our ESL program. Students are placed with one of the two ESL teachers, according to their grade and language proficiency as indicated by the LAB-R. Parents of students who pass the LAB-R are sent letters by the ESL Coordinator, in their home language indicating they passed the assessment and are not entitled to ESL services. Such letters are kept by the ESL Coordinator in the ESL Data Binder. In addition, the ELPC screen is updated by the ESL Coordinator within 20 days of new enrollment.

ELL's who are continuing in the schools's ESL program receive continuation letters at the beginning of the school year and students who pass the NYSESLAT receive letters informing their parents that they have passed and are no longer eligible for ESL services. All of the notification letters contain the coordinator's name and telephone number should the parent have any need to communicate with the school about their child's placement. All parent communication is sent in the home language.

Copies of the HLIS, Parent Survey and Selection forms, Entitlement letters, placement letters, are kept in the student's cumulative record, in the main office, and in the ESL Coordinator's Data binder. Parents who choose a bilingual or transitional bilingual program on the selection form are informed, in their native language through a translator, that the only program at I.S. 217 is English as a Second Language. Parents will be informed that I. S. 217 will keep records regarding their request and will open new programs when there are a sufficient number of parents requesting the program for their children.

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.

Our ESL coordinator administers the NYSESLAT testing program and using various ATS reports, maintains a detailed master listing of all ESL students. This is then used to monitor the administration of the four sections of the NYSESLAT test as it is taken by student and by date.

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.  Based on a review of the Parent Program Survey and Program Selection Form, (historically, approximately 5-7 newcomer students per year), the trend for the past few years has been overwhelmingly the choice of the ESL program. When or if parents request bilingual or dual language programs, parents are informed that IS 217 does not currently offer that program, and we will make a referral if necessary. We also keep a record of those requests and will open a class if we have sufficient interest. Parents are also informed of schools that offer bi-lingual or dual language programs.

# 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])?
    - 1a. In the 6th grade, the school utilizes both push-in and pull-out ESL program models. In the 6th grade, the majority of ELL students are grouped into two classes with non-ELL students. ESL teacher, Mr. Niewiadomski, provides pull-out to the advanced ESL students' Reading classes 4 periods per week (180 minutes) as well as push-in instruction for beginner and intermediate students (ELA, Math, and Science; 360 min. ). This model allows the ESL teachers to facilitate academic language development, reading comprehension skills, and writing skills within the grade level ELA class. In addition, it allows the ESL teachers to identify areas for growth to target during their small group pull-out instruction. It also allows the ESL teachers to use pull out instruction to build background knowledge that can then be used in the content area classes to enhance student understanding. This year the ESL teachers are meeting weekly with the two sixth grade teachers that they push in with in order to coordinate the plans for the upcoming week, align curriculum maps, and share student assessment information. All 7th and 8th grade ELL students receive ESL instruction utilizing a pull-out and push-in model. During the pull out model, ESL teachers provide targeted instruction designed to promote language proficiency and acquisition of academic language. This model allows the ESL teacher to facilitate academic language development, reading comprehension skills, and writing skills within the grade level ELA class. In addition, it allows the ESL teacher to identify areas for growth to target during their small group pull-out instruction. It also allows the ESL teacher to use pull out instruction to build background knowledge that can then be used in the content area classes to enhance student understanding. This year the ESL teachers are meeting weekly with the seventh grade teachers that they push in with in order to coordinate the plans for the upcoming week, align curriculum maps, and share student assessment information.
    - 1b. The ESL pull-out programs are ungraded and heterogeneous. The two ESL teachers divide the ELL's into groups based on proficiency levels: Beginner/Low Intermediate and High Intermediate/Advanced. The students are then programmed for the required periods of ESL instruction in accordance with the English language requirements outlined in the Commissioner's Regulations Part 154. In the ESL classroom all instruction is in English; however, the student's use of the native language during activities that pair advanced students with beginners is not discouraged. Moreover, students are encouraged to build literacy skills in their native language. In addition to English books found in the leveled multicultural classroom library, books in other languages are available. A rich text environment complete with changing word walls, vocabulary charts and comprehension strategy charts with teaching points promotes the skills included in the ELA balanced literacy units of study.
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)?
  - 2a. Each ELL student's program is reviewed carefully to ensure that the mandated number of instructional minutes are met in accordance with CR Part 154. Each ELL student's program is recorded in an excel spreadsheet which includes the precise days and periods that ESL instruction will take place. Beginner and Intermediate level students will receive 360 minutes of mandated instruction each week and Advanced students will receive 180 minutes. In addition, all ELL students receive targeted instruction 2 times a week during our one-period long extended day program. All classes are taught in English with necessary native language supports and scaffolds.

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.

3. Content area instruction is delivered in English using ESL researched based strategies that are rigorous and serve to scaffold and differentiate learning among ELL students. IS 217 considers all teachers to be instructors of ELLs and to that end all teachers utilize the Sheltered Instruction Observation Protocol (SIOP) to inform classroom instruction. This model helps teachers plan and execute lessons that help students acquire academic language and content while becoming proficient in English. Teachers use a variety of Sheltered English Instructional strategies, including using graphic organizers, modifying speech rate and tone, visuals, and relating content to students background experience.

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

4. Since we have a freestanding ESL program, all assessments and evaluations are in English. The Spanish LAB is used to assess literacy in Spanish for new ELL's.

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

Lessons and assessments cover all 4 modalities of English acquisition throughout the year. This is reflected in assessment practices; for example, if a lesson or unit focuses on writing -the assessment will be a writing assessment. We utilize debates to foster critical thinking skills and student's speaking ability.

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).

6a. SIFE students are included in all intervention services through pull out and after school programs to address their specific needs. When needed they are provided with family counseling by the school social worker. SIFE students also meet regularly with the guidance counselor and are monitored by the RTI team.

6b. Newcomers are given targeted instruction in the afternoon tutorial program that occurs during our extended day program. Moreover, Mr. Niewiadomski provides 6<sup>th</sup> grade newcomers with 3 periods of pull-out instruction in addition to their regular ESL services.

6c, d: For all such students standards-aligned texts are used to prepare students for success in their content area classes. Differentiated activities are provided to individualize instruction based on proficiency level, to develop literacy skills through the use of comprehension strategies and higher order thinking. All teacher made materials (unit plans, lesson plans, readings and assignments) are within the framework of Content Based Instruction. These ELL students are required to take the ELA exam and are provided with the same rigorous common-core aligned instruction as non-ELL students. Instruction is differentiated and scaffolded to ensure that students are able to meet the required standards. Students are given quarterly interim assessments and the data is used to target the reading comprehension, writing, and listening skills that the students need to develop. This data is utilized to design interventions and instructions both during the regular school day as well as during small group instruction during the morning tutorial program and afterschool program. Accommodations are provided to all based on their status as ELLs or former ELLs.

6e. Our former ELL population is mainstreamed into our schoolwide programs. At the same time, all such students are provided with added supports as noted above. In addition, all former ELLs continue to receive testing accommodations for 1-2 years.

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?

ELL-SWD are mainstreamed for ESL services and are seen via a push-in pull-out model. All materials and curricula available to gen-ed teachers is available and used by SWD teachers. Common planning (ELL-SPED) is done regularly. IEPs are monitored and data is annually aggregated and analyzed to assure that ELL-SWDs whose IEP mandates ESL instruction receive appropriate instruction.

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?

ESL teachers as well as SWD teachers facilitate academic language development, reading comprehension skills, and writing skills within the SWD classes. In addition, the ESL teachers identify areas for growth to target during any small group pull-out instruction. It also allows the ESL and SWD teachers to use pull out instruction to build background knowledge that can then be

used in the content area classes to enhance student understanding. This year the ESL teachers are meeting weekly with the grade level SWD teachers that they push in with in order to coordinate the plans for the upcoming week, align curriculum maps, and share student assessment information.

With regards to least restrictive environment, all of our ELL students are placed in gen-ed classes unless specified otherwise by IEPs. Where necessary, in accordance with their IEP's, ELL-SWDs are placed in ICT classes based on grade level and ability.

**Courses Taught in Languages Other than English **

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

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

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

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

	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
<b>FOR TBE /DL PROGRAMS:</b> 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**

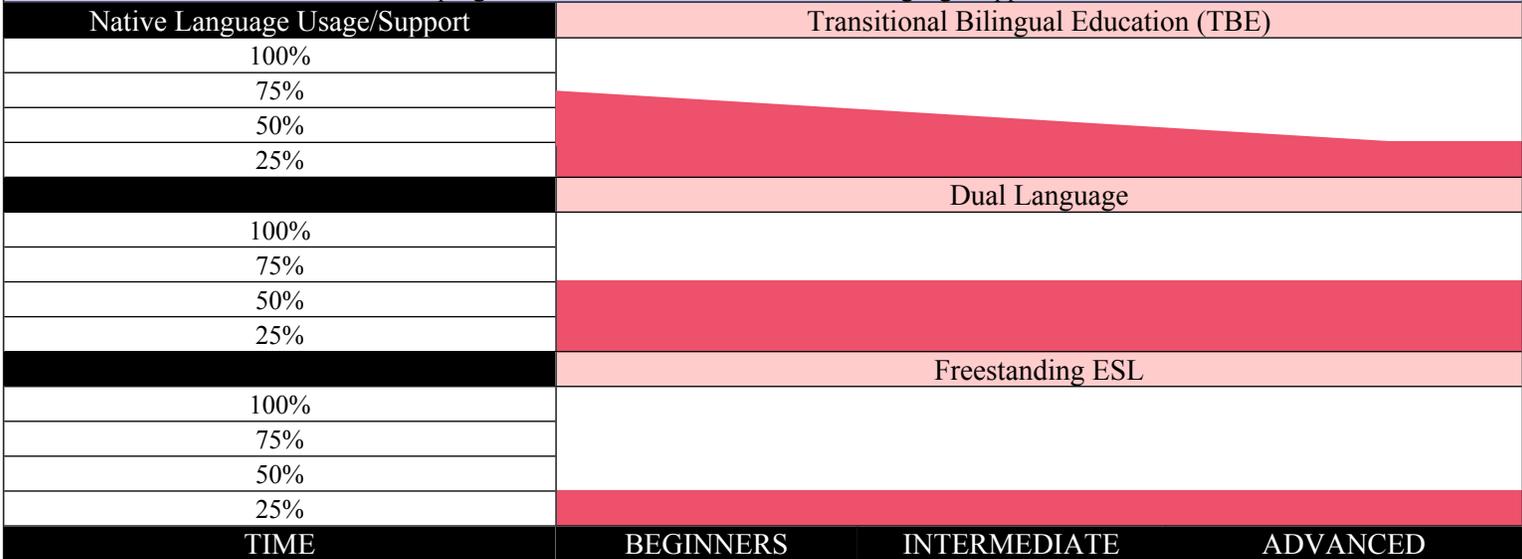
	Beginning	Intermediate	Advanced
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**NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades 9-12**

	<b>Beginning</b>	<b>Intermediate</b>	<b>Advanced</b>
ESL instruction for <i>all</i> ELLs as required under CR Part 154	540 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
<b>FOR TBE /DL PROGRAMS:</b> 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.
9. The Spanish LAB-R is used to assess ELLs in their native language. That assessment provides ESL teachers with an understanding of the students' prior knowledge and abilities in their native language. Certain targeted intervention programs are on the classroom's computers, such as Rosetta Stone English programs and iReady along with vetted websites that are specifically for our ELLs. In addition, other programs including Word Generation and MSQI Reading are utilized for building vocabulary, advancing language skills, and enhancing prior knowledge. ELA Classrooms have leveled bilingual libraries and use of Smartboards with access to the Internet to expose our students to prior knowledge needed and visual support as well. iPad and Laptop carts are available for all ELA teachers to aid in instruction.
- The Extended Day program at IS 217 is dedicated to Math instruction and the ELLs are grouped (by grade and level) for focused instruction in Math.
- For Social Studies and Science, use of the Push-in model has enabled the ESL Department to target these subject areas for intervention and focused instruction.
10. Describe the effectiveness of your current program and how it is meeting the needs of your ELLs in both content and language development.
- Our instructional programs are providing a rich and varied and targeted instruction to our ELLs. Major determinants of our effectiveness include our student's passing their State Exams and obtaining promotion/graduation. Our ELLs are very closely watched, guided and assisted and their social success and maturation as young adults is a major criteria for effectiveness and success of our programs. Certainly Federal and State criteria such as meeting AYP or AMAO is a part of our criteria for evaluating our programs and our success in guiding our young adults through a key period of their lives.
11. What new programs or improvements will be considered for the upcoming school year?
- We have begun to implement the Word Generation, iReady reading program and the Kagan Cooperative Learning Program across content areas.
12. What programs/services for ELLs will be discontinued and why?
- Due to cost we have discontinued the Achieve 3000 and System 44 Programs.
13. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
- ELLs have an even greater access to all school programs. They have unlimited access to all afterschool programs, Dance and acting which have recently been added to our school's curriculum and music classes. But in addition, our ELLs have additional programs that are targeted to their needs. These include Extended Day and Sports and Arts programs, Saturday Academy, as well as various after-school programs available at the school.
14. What instructional materials, including technology, are used to support ELLs (include content area as well as language materials; list ELL subgroups if necessary)?
- The instructional materials that we utilize are the following: Computer programs include iReady, and specifically vetted ESL and ELA online websites; in class materials include Word Generation, Kagan, Rosetta Stone, and the MSQI Reading Program. iPads are used by the ESL Dept. in conjunction with the pull out portion of the ESL Program. Classroom Libraries (for ELA & other subject areas) have been updated to include a separate section of books in the student's native language. Native language textbooks in Math Science and Social Studies are on hand for use in each content area.
15. How is native language support delivered in each program model (TBE, Dual Language, and ESL)?
- Our 7<sup>th</sup> and 8<sup>th</sup> grade ESL students are also enrolled in our Spanish Language classes. In addition, scaffold in native languages, mostly in Spanish, is being utilized across content areas.
16. Explain how the required services support, and resources correspond to ELLs' ages and grade levels.
- As stated above and in the charts, our ELL students are provided services in excess of requirements. Services are provided based upon student's age and level and grade. Our ESL staff and subject area teachers work closely to provide targeted and differentiated instructional services to our ELLs.
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.
- While many of our ELLs are enrolled over the counter as they arrive in the country. In order to assist newly enrolled ELL students before the beginning of the year, parents are invited to attend a school tour and an orientation on the educational and recreational services available for students as well as for the parents. During this time there is a discussion with parents on the instructional

strategies, activities and programs being implemented to ensure that our ELL population meet the standards and pass all required city and state assessments.

18. What language electives are offered to ELLs?

Spanish language courses are provided to our students in 7<sup>th</sup> and 8<sup>th</sup> grades.

19. For schools with dual language programs:

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

N/A

### C. Professional Development and Support for School Staff

1. Describe the professional development plan for all ELL personnel at the school. (Please include all teachers of ELLs.)
2. What professional development is offered to teachers of ELLs (including ESL and bilingual teachers) in supporting ELLs as they engage in the Common Core Learning Standards?
3. What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?
4. Describe the minimum 7.5 hours of ELL training (10 hours for special education teachers) for all staff (including non-ELL teachers) as per Jose P.

1. Professional development is provided on and off site for teachers that serve the ELLs. The faculty will attend workshops to fulfill the 7.5 hours of ELL training. In addition, strategies for working with ELLs are discussed during weekly Instructional Department Meetings. Through the workshops, the faculty have learned and will continue to learn how to develop strategies that support ELLs to enhance their oral and written communication skills. In addition, the strategies will be aligned to content area standards. In collaboration with the school's network personnel, the faculty will receive professional workshops that include topics such as: Implementing SLOP, Differentiation of Instruction, Aligning ESL instruction to content areas and Common Core, incorporating technology into instruction, and Use of Data to plan instruction. ESL teachers also participate in professional learning team meetings to discuss student work and best practices, as well as discuss ESL methodologies. ELL Coordinator meets with the coaches and non-ESL teachers to providing instruction to the ELLs, and ESL strategies. ESL teachers will also attend BETAC workshops which focus on ELL instruction and development, this will enhance the professional development of staff. We also support our staff with information on which high schools most of our students are interested in and are usually sent to so that they can take their students and visit these schools. In addition, we provide our staff with information about our feeder schools' instructional program, approximately how many ELLs we expect from these elementary schools as well as access to the students' records.

2. Regularly scheduled and ongoing (Monthly) PDs are offered for all staff in school and outside which focus on our ELL population including CCLS issues, best practices and various aspects of ESL instruction for our regular (non-ESL Licensed) teachers. Approaches and strategies that support ELLs are studied, discussed and implemented and later evaluated. Both ESL teachers provide the staff training which include strategies, intervisitations, activities and the elements of a balanced literacy program with an emphasis on adapting it to the needs of ELLs. Both ESL teachers and key content area teachers have either attended QTEL training or are scheduled to attend. QTEL is a unique professional development initiative. Instead of simplying the curriculum and lowering expectations for ELLs, through QTEL teachers learn to further intellectually challenge ELLs with high levels of support. Content area instruction is done in consultation with both ESL teachers. The ESL pull out teachers confer with subject area teachers about their common students and share pertinent information in regards to their social and academic development and progress.

3. In order to assist ELL students as they transition from middle school to high school, the guidance counselors articulate to the staff and students any pertinent information for ELL students in grade 8 who will transition to high school, such as orientations, placement assessments, language instructional models at particular high schools. ELL students are also informed of the process for applying to specialized high schools in New York City and assisted with the process by the guidance counselors and the ESL specialists. The Guidance Counselor at IS 217 is a Bilingual Counselor and has received numerous training and PD to assist her in providing guidance services to our ELL population as they transition to High School.

4. A record of ESL professional development attendance is kept by the ESL coordinator and the Assisant Principal.

## 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. Parent involvement at IS 217 is high. Parents of ELL's are included in all parent activities, including Breakfast with the Principal, High School Information nights, Incoming Grade 6 Parent Information Night, Citizenship classes, Parent Support Groups and monthly meetings with the Parent Coordinator. A survey is conducted every three months to screen parental needs and align workshops and activities to them. Staff is able to contact and work with the Translation and Interpretation Unit of the NYC Department of Education. Our ESL Coordinator has also received recent training and updated information from Mr. Kleber Palma, Director of the Translation and Interpretation Unit.
  2. Currently, we partner with Beacon (a long standing CBO) to provide workshops and various services to ELL parents as well as students. In addition, we host workshops for ELL parents throughout the year. The school also disseminates to ELL parents, in their home language, information about workshops offered by the Office of English Language Learners and the United Federation of Teachers. The Parent Coordinator facilitates transportation to these workshops and often attends as well with groups of parents.
  3. A survey is conducted every three months to screen parental needs and align workshops and activities to them. Our Parent Coordinator takes an active role in all ESL activities as well as being responsible for holding regular Parent Meetings. He works closely with the ESL coordinator to monitor parent and student needs - both in terms of language as well as services required or desired. Through the ESL Coordinator and the Parent Coordinator, staff is able to contact and work with the Translation and Interpretation Unit of the NYC Department of Education. Our ESL Coordinator has also received recent training and updated information from Mr. Kleber Palma, Director of the Translation and Interpretation Unit.
  4. The Parent Coordinator keeps a record of parent requests for informational workshops and response to parent surveys. Based on these requests he coordinates and holds various workshops and activities for parents.

## E. Additional Information

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

Paste response to question here:

## Part VI: LAP Assurances

**School Name: School of Performing Arts**

**School DBN: 12x217**

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Maiysha Etienne	Principal		11/15/13
Bertram Knight	Assistant Principal		11/15/13
Ali Durma	Parent Coordinator		11/15/13
James Knox	ESL Teacher		11/15/13
Elba Acevedo	Parent		1/1/01
Robert Niewiadomski	Teacher/Subject Area		11/15/13
	Teacher/Subject Area		1/1/01
Ms. Loubriel-Harding	Coach		11/15/13
Ms. Courtney Jones	Coach		11/15/13
Xiomara Diaz	Guidance Counselor		11/15/13
	Network Leader		11/15/13
	Other		1/1/01

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

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

DBN: 12X217 School Name: I.S. 217 School of Performing Arts

Cluster: 6 Network: 608

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

### **Part A: Needs Assessment Findings**

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

Home language surveys and ATS reports are used to determine the home language of all English Language learners in the school. Notices to parents regarding their child's ESL services are sent in the home language. Parent Orientation meetings are held several times each school year, at which time parents indicate the language they would prefer when being contacted by the school. For oral translations, the Parent Coordinator and bilingual staff members are summoned when the need arises.

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.

Most of our translation needs are in Spanish. We have faculty members who are fluent in Spanish that we use for translations. Needed translation services can be provided in house and by the translated forms available from the Department of Education. Findings are reported to staff at Faculty Conferences and/or Department meetings and to the parent population via:

- Parent Teacher meetings
- Principal Town Hall Meetings
- PTA meetings

Translations of required documents (i.e.- newsletters, calendars, report cards, home correspondences, etc.) are done by members of the faculty and/or the NYC Translation Unit.

## Part B: Strategies and Activities

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

Translations of required documents (i.e.- newsletters, calendars, report cards, home correspondences, etc.) are done by members of the faculty and/or the NYC Translation Unit. When the scope or the technical details of the document are beyond our school's capacity we use an outside vendor.

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.

All oral interpretation services are handled in-house by staff members or, when necessary, by the NYC Translation Unit. Teachers and other bi-lingual staff members will assist in translations and comprehension of school needs to parents. Only in rare cases where no one is available, or, a particular language cannot be translated by any staff member will the city's Translation Unit be asked to assist.

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

All parent notices will be translated into home languages represented by our ELL population when necessary. If this cannot be accomplished in-house, the NYC Translation Unit will be utilized.

## 2012-13 Comprehensive Education Plan (CEP)

### Title III Supplemental Program for ELLs

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

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

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

Part A: School Information	
Name of School: 217	DBN: 12x608
Cluster Leader: Jose Ruiz	Network Leader: Rudy Rupnarain
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 checked="" type="checkbox"/> Before school <input type="checkbox"/> After school <input checked="" type="checkbox"/> Saturday academy <input type="checkbox"/> Other:
Total # of ELLs to be served: 50
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: 2
# of certified ESL/Bilingual teachers: 1
# of content area teachers: 1

### 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: ELL students in grades 6, 7 and 8, from our Special Ed classes, along with our Newcomers, Long-term ELLs and SIFE will be included for our morning and Saturday classes. The morning program will meet from 7:20am-8:20am, Tuesdays and Wednesdays from December 4th-May 8th, 2013. The Saturday classes will take place from 8:30am-12:30pm from December 1, 2012-April 20, 2013. For both programs, the students will receive intervention services in reading and math, in preparation for state exams as well as overall progress in the English language. Additionally, students will work in small groups of 15 or less per class, to address more personalized goals in their English proficiency. They will focus on those modalities at need, based on the NYSESLAT scores and will enhance their native language skills in Spanish through support. There will be 2 teachers in the programs (1 ESL/Bilingual Certified, and 1 Content Area teachers) co-teaching. Both teachers will have planning time to discuss instruction and review any data related to assessments, at least two times a month. The programs will consist of literacy through Math content, as well as literacy and writing enrichment. The students in the program will be engaged in leveled texted, as well as short novels by using 4 strategies to reading (predicting, questioning, clarifying and summarizing). Students will engage with the text by taking notes on graphic organizers and answering text dependent questions. They will stop and talk about the text with other students and the teachers, as well as explain their answers by providing support. We will purchase materials from Pearson and Attanasio publishers that will support the students in the areas of need for ESL instruction.

### 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: Currently we have 25 of our 53 ELLs taking the NYS ELA exam for the very first time this coming Spring. In order to prepare them with the skills and strategies needed for test taking as well as the content and knowledge of the subject, the students will require as much practice as possible. These students are newcomers, less than 2 years in a city school and are unfamiliar with test taking strategies or format of the test. Teachers will meet once a week to plan and discuss student data as well as instructional implementation. We will also hold other workshops for content area teachers for planning and instruction of ELLs. First workshop was 10/2012, on Linguistic goals, SIOP model for all students and ELLS 2:40-3:30pm, led by M. Etienne, all staff attended. We met also on 1/7/13 from 2:40pm-3:30pm, led by Y. Delgado, RBRN NYU, Intake process for all ELLS, all staff attended. On October 11th and 25th, ESL teachers: M. Stark, M. Harding and R. Niewiadomski, met with Dr. L. Hernandez and Y. Delgado to complete a PET (Performance Evaluation Toolkit) for our school. The workshop analyzed how the school currently runs the ESL model and how instruction is guided throughout the school.

### Part C: Professional Development

Workshops attended by ESL teachers: Academic Vocabulary, led by K. Kinsella, December 3&4, 2012, turn key to all staff in February 29, 2013 by ESL teachers (M. Stark & R. Niewiadomski). CCLS and ELLs workshop led by D. August, December 10&11, 2012, turn key to all ELA teachers by (M. Harding) January 29, 2013. Y.Delgado, RBRN NYU has also led lesson plan clinics for ESL teachers and content area teachers of ELLs, on: January 8, 2013. Y.Delgado will also lead a workshop on Native Language supports on February 5, 2013, for content area teachers of ELLs. Other workshops will be held on every other Tuesday of the month, from 2:40-3:30, and/or during lunch periods 12:54pm-1:45pm Topics to be discovered will be reading comprehension, linguistic objectives in planning for ELLs, questioning techniques, using Kagan structures to enhance literacy skills in the classroom, analyzing a complex text, responding to questions using a schoolwide instructional strategy.

### Part D: Parental Engagement Activities

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

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

Begin description here: Parents will be informed of the programs at parent orientation, PTA meetings and conferences. We will provide the parents with the schedules and durations of the programs as they will be posted in our monthly letter and calendar to parents, with specific dates and times. We will also hold workshops for parents that will engage them in the learning process of their children. For example, we will have reading workshops, and math workshops that will focus on strategies parents can use with their children at home. We will ensure the parents who attend the workshops, leave with tips, booklets and telephone numbers of additional support they can receive for their child. We have various providers for these workshops such as our PTA, NYU, and Montefiore, to name a few. Below lists topics, times, dates and individual conducting workshop.

Every Tuesday, Wednesday and Thursday, 9:00-11:00 am, ESL Classes for parents from October to December 2012.

Saturday mornings from 9:00-11:00 am, Citizenship classes for parents, October to December 2012.

Fresh-Air Fund 9:00-10:00am, October 6, 2012.

Workshop for parents on Asthma and their child, hosted by Montefiore, November 16, 2012.

Parent meeting for ELLs, discussing NYSESLAT exam structure, requirements for promotion, and curriculum, October 5, 2012, 10:00-11:00am.

Common Core and ESL student information for parents, November 2, 2012. Repeat again on February 7, 2013.

Parent support for reading and math workshops for ELL students, December 14, 2012. Repeat again in March 15, 2013.

### Part E: Budget

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

Allocation Amount: \$11200

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Professional salaries (schools must account for fringe benefits) <ul style="list-style-type: none"> <li>• Per session</li> <li>• Per diem</li> </ul>		
Purchased services <ul style="list-style-type: none"> <li>• High quality staff and curriculum development contracts.</li> </ul>		
Supplies and materials <ul style="list-style-type: none"> <li>• Must be supplemental.</li> <li>• Additional curricula, instructional materials.</li> <li>• Must be clearly listed.</li> </ul>		
Educational Software (Object Code 199)		
Travel		
Other		
<b>TOTAL</b>		