



**Department of
Education**

Dennis M. Walcott, Chancellor



2013-2014

**SCHOOL COMPREHENSIVE EDUCATIONAL PLAN
(SCEP)**

School Name: EAST BRONX ACADEMY FOR THE FUTURE

DBN (i.e. 01M001): 12x271

Principal: SARAH SCROGIN

Principal Email: SSCROGIN@SCHOOLS.NYC.GOV

Superintendent: ELAINE LINDSEY

Network Leader: BARBARA GAMBINO

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
Sarah Scrogin	*Principal or Designee	
Kevin Magee	*UFT Chapter Leader or Designee	
Madeline Cotto	*PA/PTA President or Designated Co-President	
n/a	DC 37 Representative, if applicable	
Andrew Carrasquillo Unique Andujar	Student Representative (<i>optional for elementary and middle schools; a minimum of two members required for high schools</i>)	
	CBO Representative, if applicable	
Nicholas Lawrence	Member/ Teacher	
Erick Odom	Member/ Teacher	
Talima McPherson	Member/ Parent	
Patricia Villa	Member/ Parent	
Gloria Melendez	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 14 and 15. 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).

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 13 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	
X	School Leadership Team Signature Page
x	The SCEP Overview
x	Action Plans 1 – 5: Each of the five Action Plans must contain the following elements-
	1. A major recommendation with HEDI rating
	2. Statement Of Practice (SOP) selected aligned to the goal
	3. A goal aligned to the major recommendation
	4. Instructional Strategies section, A-E for each strategy or activity that supports the goal
	5. Budget & Resource Alignment section (indicating all funding sources)
x	Academic Intervention Services (AIS)
x	Title I Information Page (TIP) (Only for Priority or Focus schools receiving Title I funding)
x	Parent Involvement Policy (PIP)

School Information Sheet for 12X271

School Configuration (2013-14)					
Grade Configuration	06,07,08,09,10,11,12	Total Enrollment	609	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	34	# SETSS	5	# Integrated Collaborative Teaching	18
Types and Number of Special Classes (2013-14)					
# Visual Arts	8	# Music	10	# Drama	9
# Foreign Language	31	# Dance	2	# CTE	N/A
School Composition (2012-13)					
% Title I Population	79.4%	% Attendance Rate		84.1%	
% Free Lunch	82.0%	% Reduced Lunch		3.2%	
% Limited English Proficient	10.7%	% Students with Disabilities		26.9%	
Racial/Ethnic Origin (2012-13)					
% American Indian or Alaska Native	0.3%	% Black or African American		27.5%	
% Hispanic or Latino	69.4%	% Asian or Native Hawaiian/Pacific Islander		2.2%	
% White	0.3%	% Multi-Racial		0.2%	
Personnel (2012-13)					
Years Principal Assigned to School	8.34	# of Assistant Principals		1	
# of Deans	N/A	# of Counselors/Social Workers		3	
% of Teachers with No Valid Teaching Certificate	1.8%	% Teaching Out of Certification		33.9%	
% Teaching with Fewer Than 3 Years of Experience	25.5%	Average Teacher Absences		7.2	
Student Performance for Elementary and Middle Schools (2012-13)					
ELA Performance at levels 3 & 4	6.0%	Mathematics Performance at levels 3 & 4		9.9%	
Science Performance at levels 3 & 4 (4th Grade)	N/A	Science Performance at levels 3 & 4 (8th Grade)		N/A	
Student Performance for High Schools (2011-12)					
ELA Performance at levels 3 & 4	60.8%	Mathematics Performance at levels 3 & 4		46.7%	
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		69.9%	
6 Year Graduation Rate	78.4%				
Overall NYSED Accountability Status (2012-13)					
Reward		Recognition			
In Good Standing		Local Assistance Plan			
Focus District	X	Focus School Identified by a Focus District		X	
Priority School					

Accountability Status – Elementary and Middle Schools

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

SCEP Overview

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

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

Reflecting upon the 2012-13 SCEP

Answer the following questions regarding the 12-13 SCEP				
Describe the strengths of your school's 12-13 SCEP.				
We had a strong focus on teacher development and student formative assessment.				
Describe the areas for improvement in your school's 12-13 SCEP.				
<ul style="list-style-type: none"> - Make sure academic tasks are aligned to Common Core Standards and <u>consistently</u> provide appropriate supports and extensions for all students to develop higher-order thinking skills. - Strengthen instruction across grades and subjects so that lessons include multiple entry points for all students to ensure that diverse learners demonstrate high levels of participation and critical thinking. - Improve teacher practice in the analysis and use of summative and formative assessments, including daily Checks for Understanding, so that teachers make effective and timely adjustments to their teaching to meet all students' learning needs. 				
Describe the barriers and challenges encountered while developing and implementing your school's 12-13 SCEP.				
We had significant staffing changes, which led to a need for even more professional development and teacher support.				
Describe the degree to which your school's 12-13 SCEP was successfully implemented.				
It was implemented quite successfully.				
Were all the goals within your school's 12-13 SCEP accomplished?	x	Yes		No
If all the goals were not accomplished, provide an explanation.				
n/a				
Did the identified activities receive the funding necessary to achieve the corresponding goals?	x	Yes		No

Developing the 2013-14 SCEP

Answer the following questions regarding the 13-14 SCEP				
Describe the anticipated barriers and challenges in developing and implementing your school's 13-14 SCEP.				
We once again have had significant turn over and have to devote resources to new teacher development.				
List the 13-14 student academic achievement targets for the identified sub-groups.				
Increase middle school proficiency in ELA and Math by 5% for students in grades 6, 7 and 8. Increase ELL proficiency on the NYSESLAT. Increase Special Education proficiency.				
Describe how the school leader(s) will communicate with school staff and the community.				
We communicate this at SLT, parent association, grade teams, and subject teams.				
Describe your theory of action at the core of your school's SCEP.				
This Theory of Action, in which curriculum, assessment, and instruction drive student achievement is made possible by the fact that our school is organized into teams as a Collaborative Professional Learning Community . These collaborative teams are one of our school practices of which we are most proud. It exemplifies our school mission statement, which states that "at East Bronx Academy for the Future, all of us learning by doing, by actively digging in to the job at hand. Our mission is for parents, students, Staffuly and partners to work together to ensure that all students become engaged in learning and thereby graduate ... well prepared for college and the world of work." These teams help us make progress toward our school-wide goals of increasing student achievement, creating a culture of learning and engaging students, parents and the community. Among the collaborative structures that make our school successful are:				
Describe the strategy for executing your theory of action in your school's SCEP.				
Common Planning Time: Teacher teams have approximately two and-one-half hours per week of Common Planning time during which they meet to discuss curriculum planning, interim assessment, student concerns and other matters. The heart of this common planning time is devoted to protocols known as Kid Talk and Teacher Talk. Kid Talk is an opportunity to engage in "child study," looking more closely at the academic and social-emotional performance of specific students and groups of students. Teacher Talk is an opportunity to deeply engage in				

curriculum work in a “lesson study” style and to plan interventions that will benefit specific groups of students. Common Planning time is linked to our school-wide goal of increasing student achievement and creating a culture of learning.

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

plan instruction around key skills and content that students must master in order to be successful. We use Understanding by Design as our shared curriculum framework, and teachers prepared annual Curriculum Maps, monthly unit plans and daily lessons crafted around Enduring Understandings and Essential Questions that help teachers and students to know what they are learning for each unit and each lesson. To fine-tune their curriculum plans, our teachers meet regularly in both Subject Area Teams (known at other schools as departments) and in Grade Teams to share maps, units and lessons and to receive feedback from their colleagues on how to implement lessons and interventions aimed at increasing student achievement. The 6th to 12th grade Subject Area Team meeting also allows us to plan for curricular coherence across grades.

Lever 2: Shared Instructional Strategies: Because we believe students learn best by doing, we use the workshop model lesson format in all classes and grades. Our teachers work collaboratively in Grade and Subject Area Teams to develop and fine-tune lessons and to give one another feedback. Teachers also receive feedback on their implementation of these strategies from members of the Administrative Team, and, for new teachers from their Teacher Mentors. Quality workshop model lessons must include:

- 1) a **Brain-Starter** designed to activate students’ prior knowledge and build schema for new information,
 - 2) an **Enduring Understanding and Essential Question** that capture what is to be learned in the lesson,
 - 3) a brief **Mini-Lesson** in which the teacher models new skills and introduces new content that will be applied in the practice portion of the lesson,
 - 4) a whole-class **Check for Understanding** that assesses students’ comprehension of the Mini-Lesson,
 - 5) a **Practice Period** in which students apply the new skills and content learned in the Mini-Lesson,
 - 6) a whole-class **Summary** in which all students share what they have learned and the teacher again assesses students’ mastery.
- We believe that by using these shared instructional strategies in all of our classrooms, students and teachers will know what is expected in each class period and, more importantly in the context of Adult Learning, teachers will be able to received feedback from administrators, mentors and colleagues how to modify instructional strategies in order to increase student

Lever 3: Assessment Data that Drives Instruction: Summative, formative and informal assessment data inform school and teacher practices. On a daily basis, teachers gather informal data about their students’ mastery of the Enduring Understandings of the daily lesson. These informal checks happen primarily during the Check for Understanding and Summary Portions of the daily lessons and include data such as exit tickets, quick quizzes, conference notes, and other “checks for understanding.” On a quarterly basis, we engage in Interim Assessments and data conferences that are aimed at assessing what students have learned and targeting specific groups of students or sets of learning standards for re-teaching. Finally, on a semester and/or annual basis we analyze the results of summative assessments, such as Regents Examinations and New York State tests to make programmatic and scheduling decisions, schedule groups of students for intervention and identify areas for re-teaching in future courses.

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

School Leadership Team: Another important facet of our Professional Learning Community is our School Leadership Team. This team is the heart of the decision making of the school and is comprised of students, parents, teachers and administrators from all the other teams of the school. The team meets monthly after school to review progress toward school-wide goals, set policy and hold the Administrative Team accountable for school progress, particularly with regard to our goals of creating a culture of learning and increasing student achievement.

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 pedagogical practice across grades and subjects so that lessons include multiple entry points for all students to ensure that diverse learners demonstrate critical thinking and high levels of participation. (1.2)

Review Type:	Quality Review	Year:	November 22, 2013	Page Number:	1	HEDI Rating:	Developing
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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.

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

Annual Goal #1

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

By June 2014, 90 percent of teachers will make gains toward proficiency as measured by the Danielson rubric with regard to Domain 3 Instruction (Pedagogical Practice), especially with regard to “Engaging Students in Learning (3c)” which reads in part, “active intellectual engagement...with important and challenging component and with teachers scaffolding to support that engagement. The groupings of students are suitable to the activities.”

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.

▪ Strategies/activities that encompass the needs of identified subgroups

Administrators, coaches and teacher team leaders will focus with their teams around the competencies in Domain 3, especially “Engaging Students in Learning” with a specific focus on providing multiple points of entry for diverse learners. These teams will meet weekly with coaches from partner organizations. Administrators will also provide frequent feedback on this domain during observation cycles. Guidance counselors will work with teachers in Kid Talk sessions around “Engaging Students in Learning.”

Spreadsheet Number 1. Tenet 2 (2.2) Supervisor Per Session 24 hours: Feedback on observations (Title 1A)

Spreadsheet Number 2. Tenet 2 (2.2) Teacher Per Session 293 Hours: Professional development on Danielson Domain 3

Spreadsheet Number 4. Tenet 2 (2.2) Teacher Per Session Guidance Per Session/College and Career Readiness: College trips, including over night and day trips, college application, FAFSA assistance and counseling.

Spreadsheet Number 5 Tenet 2 (2.2) Teacher prep coverage 7 Hours: Prep period coverage for college trips, college fairs, college readiness PD etc.

Spreadsheet Number 6 Tenet 2 (2.2) Per Diem Hours for teacher professional development for college and career readiness.

Spreadsheet Number 7 Tenet 2 (2.2) OTPS Curriculum and Staff Development for AVID (Advancement Via Individual Determination) college readiness.

Spreadsheet Number 11 Tenet 2 (2.2) 302 Hours of supervisory per session for extended day college readiness program, including SAT prep, Regents prep, etc

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

1. Administration, Guidance, Subject Team Leaders, Teachers, Coaches/Consultants from New Visions, CUNY, TCRWP

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

1. 100 percent of teachers will make gains in competency 3c as measured by coaching visits and teacher evaluations.

▪ Timeline for implementation and completion including start and end dates

6. January 2014 teams and teachers will set mid-year goals with regard to instruction, with a specific focus on multiple points of entry and including all learners. By June 2014 all teachers and teams will have measured progress in this domain and set goals for future growth.

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

1. Common Planning Time, After-school PD, UFT Lead Teachers, Teacher Team Leaders, External partner coaches

Budget and Resource Alignment

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

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

Coaches from TCRWP, CUNY MSP, New Visions will provide on-site 1:1 and group coaching during subject team meetings. Teachers will attend off-site PD with these organizations. Teachers, guidance counselors, and Supervisors will earn 24 hours of per session in Leadership Team meetings around Domain 3.

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

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

Goal and Action Plan #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).

Ensure that academic tasks embedded in curriculum and unit maps are aligned to Common Core Learning Standards (CCLS) and consistently provide appropriate supports and extensions for all students to develop higher-order skills. (1.1)

Review Type:	SQR	Year:	2014	Page Number:	5	HEDI Rating:	Developing
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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.

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

Annual Goal #2

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

By September 2014, administrators, guidance counselors, and Team Leaders will work with 100 % of subject area teams and coaches from partner organization to ensure that 100% of all curriculum maps, units and daily lesson plans are aligned to CCLS and provide appropriate supports and extensions for all students to develop higher-order skills.

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

Subject Area Teams will meet weekly in Grades 8 – 12 for Teacher Talks. These sessions focus on our Curriculum Alignment work including the creation and/or revision of curriculum maps, unit plans and lesson plans, and the incorporation of supports and extensions for all students to develop higher-order skills.

English Language Arts: Middle School: We partner with *Teachers College Reading and Writing Project* to increase student mastery, especially with regard to preparing students for the Common Core Standards based on TCRWP's new work titled Pathways to the Common Core.

English Language Arts: High School: We have adapted Odell Education units from Engage New York for grades 9 – 12 and integrated them with some of our existing teacher-created curriculum units. This work has been led by our high school English team leader Ana Patejdl, who is a NYC Common Core Fellow experienced in

curriculum design and instruction.

Mathematics: Middle & High School: We adopted the Common Core aligned “*College Preparatory Mathematics*” in grades 6 – 12. Additionally, we partner with the Silicon Valley Math Initiative, *Accessing Algebra Through Inquiry (A2i)*, through our PSO New Visions for Public Schools to work on Common Core aligned performance tasks. We also work with the *CUNY Math & Science Project* to train peer tutors to work with our algebra students, which is aimed at improving both the tutors’ and tutees’ scores.

1. **Science & Social Studies: Middle & High School:** We augment our teacher-created curriculum units with curriculum materials from *Teachers College Reading and Writing Project* and *Odell Education*. Our middle school science teachers use Common Core aligned rubrics to assess their students’ writing. High school science teachers work closely with professors from Hunter College around student misconceptions via the *CUNY Math & Science Project* which trains peer tutors to work with our chemistry and physics students, which is aimed at improving both the tutors’ and tutees’ scores and science foundations.

Spreadsheet Number 3, Tenet 3 (3.2) Title 1A supplies used to purchase document cameras to enact ELA and math curriculum shifts toward common core

Spreadsheet Number 8, Tenet 3 (3.5) Guidance Per Session 158 Hours: Guidance work around college and career counseling.

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

1. Administration, Subject Team Leaders, Teachers, Coaches/Consultants from New Visions, CUNY, TCRWP

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

1. 100% of curriculum and teachers lessons and tasks will be aligned to Common Core Learning Standards (CCLS) and consistently provide appropriate supports and extensions for all students to develop higher-order skills.

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

1. By January 2014 the lesson template and daily lesson plans will be revised and re-aligned. By June 2013 all teams will have aligned curriculum.

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

1. Coaches from TCRWP, CUNY MSP, New Visions will provide on-site 1:1 and group coaching during subject team meetings. Teachers will attend off-site PD with these organizations.

Budget and Resource Alignment

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

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

Grant funding from New Visions (Gates Middle School Grant & Silicon Valley Math Initiative A2i).

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

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

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

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

Major Recommendation

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

Improve teacher practice in the analysis and use of data from summative assessments as well as daily checks for understanding to inform effective and timely instructional adjustments that meet all students’ learning needs. (2.2)

Review Type:	School Quality Review	Year:	2013 - 14	Page Number:	6	HEDI Rating:	Developing
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Tenet 4: Teacher Practices and Decisions

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

x	4.2 Instructional practices and strategies	x	4.3 Comprehensive plans for teaching
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	4.4 Classroom environment and culture	x	4.5 Use of data, instructional practices and student learning
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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, 100 percent of teachers will have aligned outcomes from formative and summative assessments to curriculum and use it to plan next steps for all students, especially those with diverse learning needs.

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. Subject area team leaders and grade team leaders will monitor learning for students and groups of students, especially ELL and Special Education, in both formative and daily lessons and use that data to plan for revisions to curriculum and/or changes to instruction.

 Spreadsheet 9 Tenet 4: Supplies: Graphing boards, graphing paper, baskets and white boards will be used to support the shifts to common core curriculum.

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

1. Administration, Subject Team Leaders, Teachers, Coaches/Consultants from New Visions, CUNY, TCRWP

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

1. All teams will conduct four data cycles and action plan for groups of students, including diverse learners.

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

1. January 2014 all teams will conduct data cycle and plan for groups of students, including diverse learners. Spring 2014 the Leadership Team, especially coaches, will practice Data Analysis Meetings with teams and coaches. By June 2014 all coaching meetings will follow the Data Analysis Protocol and we will be Level on the DDI Rubric from Leverage Leadership/Driven by Data.

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

1. Coaches from ANet and Teaching Matters will provide on-site 1:1 and group coaching during subject team meetings. Teachers will attend off-site PD with these organizations

Budget and Resource Alignment

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

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

Teaching Matters Consultant is funded by a NY State 21st Century Grant in partnership with the Sports and Arts Foundation.

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

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

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

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

Major Recommendation

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

“Positive Behavior Management System: Continue to refine and implement a school-wide positive behavior policy and system with clearly established standards for safety, discipline, and respect. The policy and related system should include concise social expectations and a continuum of supports, interventions, incentives/rewards, and consequences—including a clear delineation of activities and programs that students are entitled to rather than those activities that are privileges.” ESCA, 10-11, page 6

Review Type:	ESCA	Year:	2009	Page Number:	6	HEDI Rating:	NA
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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.

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

Annual Goal #4

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

By June 2014, student achievement will increase by increasing attendance to 90% and reducing disruptions of learning, as measured by a reduction in suspensions and incidents school-wide by 25 percent as measured by OORS data. We will implement a Restorative Practices approach to solving conflict and promoting pro-social behaviors, especially for our most at risk students and for our young men.

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. Applied for and received funding from the Mayor’s Expanded Success Initiative for Black and Latino young men (\$250,000). The Black and Latino young men of the class of 2016 and beyond are currently the target population for this initiative at our school and at 40 schools city-wide.
2. Partner with the NYC DOE Office of Safety and Youth Development via the Mentoring for REAL initiative.
3. Train faculty in “Collaborative Problem Solving” via Harvard/MGH’s Dr. Stuart Ablon’s project Think:Kids: <http://www.thinkkids.org/>.
4. Train faculty in “Restorative Practices” via trainings provided by the Office of Safety and Youth Development REAL Mentoring grant.
5. Partner with the CUNY Math Science Project to provide an opportunity for top students to be trained to be tutors for their peers.

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

- Principal, Assistant Principal, Leadership Team, Justice, Guidance & Support Teams
- Expanded Success Initiative Grant Partners (Children’s Aid Society, Social Worker, Fraternal Oder of the Feather, etc)
- REAL Mentoring Grant Partners (Partnership with Children, Mentoring USA, Morningside Center)
- NYC DOE Office of Safety and Youth Development
- Other resources: Dr. Stuart Ablon/Think Kids/Flawless Foundation, Bronx “Systems of Care” group, NYC 42nd Precinct

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

1. At-risk students, as identified based on suspension and OORS data by DOE Office of Youth Development, will receive support from a Life Coach and demonstrate increased academic behaviors, such as increased attendance and/or reduced suspensions. The life coach will document the students’ attendance and suspension rates using an Excel tracking tool.
2. Math and science tutors will be selected and trained and will demonstrate increased college readiness as measured by Regents CUNY benchmarks and college acceptance, and, ultimately Retention.
3. A second round of Training in Collaborative Problem Solving and Restorative Practices for target faculty will be completed by June 2014.
4. 85 % of first-year students will take and pass at least one Regents examination by June 2014
5. 85 % of first-year students will earn 10+ credits

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

1. Fall 2013 continue work with ESI and Project REAL partnerships (PWC).
2. January 2014 Leadership team reflects on implementation so far and refines plans for spring 2013 & ESI/Ablon Professional Development.
3. Spring 2013 continue to implement and refine the models. Continue training faculty/guidance teams and leadership team members.
4. May & June 2014 Leadership team and partners reflect on implementation so far and plans for summer PD.

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

1. Real mentoring and ESI are both teams working with at-risk students to increase attendance, decrease incidents. The Morningside Center meets weekly with teams

from our school to train teachers in Restorative Practices.

Budget and Resource Alignment

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

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

Project Real Mentor is an OSYD Grant and ESI is a DOE Grant.

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

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

Goal and Action Plan #5 Family and Community Engagement (Tenet 6)

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

Major Recommendation

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

“Student Engagement: Develop and implement a school-wide initiative aimed at increasing student engagement and creating a sustainable and supportive learning environment. The aim is to improve student attendance, enhance participation, reduce boredom, end negative behaviors and the associated classroom management issues, and increase student achievement in academic and social skills.” ESCA, 10-11, page 21.

Review Type:	ESCA	Year:	2009	Page Number:	10 -11	HEDI Rating:	NA
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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.

x	6.2 Welcoming environment	6.3 Reciprocal communication
x	6.4 Partnerships and responsibilities	6.5 Use of data and families

Annual Goal #5

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

Increase student attendance to 90 percent and increase participation and engagement as measured by the level 3 or 4 of the Danielson rubric 3c by refining our system of supports, interventions and incentives to be more effective in attracting students to school and keeping them engaged and learning throughout the day.

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. Enlist support of teachers, guidance, attendance teacher and community associate in creating tiered system of incentives, interventions and supports to increase student attendance.
2. Organize staff in grade teams to monitor student attendance and performance and to participate in Kid Talks about how to improve attendance and other measures as needed. These teams will partner with the Attendance Team to reinforce the systems of incentives, interventions and supports.
3. Provide professional development for targeted school staff on how to seek out and maintain partnerships with families and community organizations that meet students' needs (e.g. Children's Aid Society, Madison Square Boys and Girls Club, Synergy, BRASS Athletics.)
4. Partner with the NYC DOE Office of Safety and Youth Development via the Mentoring for REAL initiative, which includes partnerships with the following organizations who aim is, in part, to increase attendance for at-risk students and to improve their social-emotional well-being and reduce at-risk behaviors such as truancy and law-breaking: Partnership with Children, Mentoring USA, Morningside Center for Teaching Social Responsibility.
5. Partner with DOE "Connected Learning" and "Connected Foundations" initiatives to put a computer in the home of every sixth through ninth grade student via Computers for Youth and to connect these homes to school by providing discounted broadband access.
6. Create and maintain class Google sites and GoogleCloud tracking systems to provide teachers and families with information about students' attendance and performance. Use emails and text messaging to communicate with families and students about this data.

7. Partner with the DOE Innovation Zone360 initiative to make sure each student has a “caring adult” advocate who monitors his or her attendance and learning and is the primary point person for communication between home and school. (Note, this is piloted in grades 6, 8 and 10 this year.)
8. Train families on Skedula and Jump Rope data systems and send home monthly progress reports using these systems to inform parents about students’ attendance and performance. Use “live” monthly phone calls and robo-calling system to reinforce these mailings with parents.

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

- Principal, Assistant Principal, Leadership Team, Justice, Guidance & Support Teams
- REAL Mentoring Grant Partners (Partnership with Children, Mentoring USA, Morningside Center)
- NYC DOE Office of Safety and Youth Development
- NYC DOE Innovation Zone and iLearn
- NYC DOE Connected Learning & Teaching Matters Consultant
- New Visions’ Data Team, Digital Program Officer & Skedula/Datacation Team
- EBA Technology Coordinator

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

1. Implement tiered attendance monitoring system and share data monthly with grade-level teacher teams to enlist support and collaboration.
2. Creating GoogleCloud on-line reporting system and integrating Skedula and ATS attendance data.
3. Attendance will increase to 90 percent in the Middle School and 85 percent in the High School by June 2013.
4. Improve attendance for students targeted for REAL Mentor Program by 5 percent by June 2014.
5. Increase attendance and pass rates in iZone Grades by 5 percent by June 2014.

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

1. Train staff on GoogleCloud summer 2013.
2. Parent training for all parents by June 2014.
3. Provide professional development for all targeted staff by June 2014.
4. July 2014: Review progress and plan for fall 2014.

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

1. Use OTPS to purchase incentives around attendance and to support trips and other activities for students related to team-building, restorative practices and collaborative problem solving.

Budget and Resource Alignment

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

	PF Set Aside	x	Tax Levy		Title IA		Title IIA		Title III	x	Grants
List any additional fund sources your school is using to support the instructional goal below.											
Mentoring for Real, Expanded Success Initiative, Innovation Zone											
Indicate using an “X” the P&F activity categories from the P&F program dropdown in Galaxy used to support the activities listed in part A.											
	PF AIS		PF CTE	x	PF College & Career Readiness		PF Common Core				
	PF ELT	x	PF Inquiry Teams		PF NYS Standards and Assessments	x	PF Parent Engagement				
x	PF Positive Behavioral Management Programs				PF RTI		PF Supporting Great Teachers & Leaders				

Academic Intervention Services (AIS)

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

Description

Type of Academic Intervention Service (AIS)	Type of Program or strategy (e.g. repeated readings, interactive writings, etc.)	Method for delivery of service (e.g. small group, one-to-one, tutoring, etc.)	When the service is provided (e.g. during the school day, before or after school, etc.)
ELA	English Tutoring and Remediation	Group and 1:1	Before, during and after-school
Mathematics	Mathematics Tutoring and Remediation	Group and 1:1	Before, during and after-school
Science	Science Tutoring and Remediation	Group and 1:1	Before, during and after-school
Social Studies	Social Studies Tutoring and Remediation	Group and 1:1	Before, during and after-school
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	Guidance & Social Worker	Group and 1:1	Before, during and after-school

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

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

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

Title I Status

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

All Title I Schools

Highly Qualified Teachers (HQT)

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

We are dedicated to recruiting, retaining and supporting high quality teachers for our students. Among the ways that we do this are by:

- **Maintaining a Hiring Team and Focusing on High Quality Hires**

We have a carefully calibrated hiring process that goes from phone screens to demo lessons to "wooing" high quality teachers to work at our school. Many of the best members of school staff as well as students and parents participate in this process, which is intended to get the best possible teachers to work with our students.

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).

- **Providing team-based and external professional development and support**

We have intensive team-based and external professional development opportunities. Our teachers participate in at least five-hours per week of "common planning" in subject area and grade teams, in which they are supported by lead teachers and team members in working toward individual teacher and teacher team goals. We also provide external coaches and professional development opportunities (e.g. Teachers College, AVID, QTEL, CUNY MSP, New Visions LDC and A2i, and many more). Teachers receive extensive mentoring and support. They meet regularly in a new teacher group run by fellow teachers and they work regularly with their assigned mentors, including the mentor watching their class and giving feedback aligned to Danielson.

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

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

Our School Leadership Team and Administration monitors spending to ensure that it is used to meet the intent and purpose of the appropriate program.

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.

We have an extremely collaborative school community and teachers served readily on the MOSL committee and speak freely and openly at our School Leadership Team with regard to assessments and other matters.

TA Schools Only

Use of Program Resources

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

TA Coordination with the Regular Program

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

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

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

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

Parent Involvement Policy (PIP) Template

East Bronx Academy for the Future 2013-2014 academic school year

Parent involvement policy

This policy was put together in conjunction with the elected parent board members and presented to the general parent association members at the September 2013, meeting to be edited or voted

Parent involvement means the participation of parents in regular, two-way, and meaningful communication involving student academic learning and other school activities, including

- That parents play an integral role in assisting their child's learning;
- That parents are encouraged to be actively involved in their child's education at school and home;
- That parents are full partners in their child's education and are included, as appropriate, in decision-making and are on advisory committees to assist in the education of their child; the carrying out of other activities, such as those described in section 1118 of the

ESEA.

Description of How School Will Implement Required

Parental Involvement Policy Components

1. East Bronx Academy for the Future will take the following actions to involve parents in the joint development of its parent involvement plan under section 1112 of the ESEA:

In the 2013-2014 school year we will conduct several community meetings, send out

constant communications in the forms of letters, postcards, newsletters, calendars, phone calls, and e-mails in order to get notification out to parents.

2. East Bronx Academy for the Future will take the following actions to involve parents in the process of school review and improvements under section 116 of ESEA:

In the 2013-2014 school year we will conduct a review with parents present, at least three different learning walks to have parents involved with the process of qualitative assessment of instruction in our school. The school will also help with the facilitation and the distribution of the learning environment surveys. This will allow the school to have parents give qualitative assessment of instruction, safety, and culture of the school.

3. East Bronx Academy for The Future will provide the following necessary coordination, technical assistance, and other support in planning and implementing effective parental involvement activities to improve student academic achievement and school performance:

Parents will be notified through a monthly calendar, newsletter, letters, flyers, e-mails, and phone calls as to the date and time of meetings and workshops to address the implementation of any programs that school has to offer.

4. East Bronx Academy for the Future will coordinate and integrate Title 1 parental involvement strategies with parental involvement strategies:

Monthly parent workshops will be provided for all parents to develop knowledge of instructional program, assessments for city and state standards, Chancellor's Promotional Policy, and student Code of Conduct. There will also be provided with workshops that target specific parents such as, ELL and IEP workshops.

5. East Bronx Academy for the Future will take the following actions to conduct, with the involvement of parents, an annual evaluation of the content and effectiveness of the parental involvement policy in improving school quality. The evaluation will include identifying barriers to greater participation by parents in parental involvement activities (with particular attention to parents who are economically disadvantaged, are disabled, have limited English proficiency, have limited literacy, or are of any racial or

ethnic minority background). The school will use the revise, if necessary (and with the involvement of parents) its parental involvement policies.

Parental Involvement will occur through attendance at Annual Fall Back – to – School night to present and discuss curriculum expectations. There will be a 6th and 9th

on the expectations and responsibilities of the families. The school will also provide training programs for parent volunteers for the classroom and lunchroom. The parents association will facilitate fundraising events to support student achievement.

We will also provide pilot programs for parents as reading partners. The school is equipped with wheel chair associability and elevator assess.

6. East Bronx Academy for the Future will build the schools' and parent's capacity for strong parental involvement, in order to ensure effective involvement of parents and to support a partnership with the parents, and the community to improve student academic

achievement, through the following activities specifically described below:

a. The school will provide assistance to parents of children served by the school, grade orientation in the summer to prepare incoming parents and students as appropriate, in understanding topics such as the following, by undertaking the

actions described in this paragraph –

i. the State's academic content standards

ii. the State's student academic achievement standards

iii. the State and local academic assessments including alternate assessments,

b. The school will provide materials and training to help parents work with their

the requirements of Part A, how to monitor their child's progress, and how to

work with educators: workshops, conferences, classes, both in-State and out-of-State, including any equipment or other materials that may be necessary to

ensure success.

children to improve their children's academic achievement, such as literacy

training, and using technology, as appropriate, to foster parental involvement, by:

Parents will receive progress reports through their children, through the mail and by

using Skedula on a daily or monthly bases. This will give them a clear view of where their children are before they receive their report cards. Training workshops will be provided to help parents access their child's information on line, through grade book wizard, from their homes, or businesses. Parents will share responsibilities for student performance through Parent/Teacher Conferences, School Leadership Meetings, and Family Support and Intervention Conferences.

Discretionary School Parental Involvement Policy Components

The school Parental Involvement Policy may include additional paragraphs listing and describing other discretionary activities that the schools, in consultation with its parents, choose to undertake to build parents' capacity for involvement in the school and school system to support their children's academic achievement, such as the following discretionary activities listed under section 118(e) of the

- Involving parents in the development of training for teachers, principals, and other educators to improve the effectiveness of that training;
 - Providing necessary literacy training for parents from Title 1, Part A funds, if the school district has exhausted all other reasonably available sources of funding for that training;
 - Providing necessary literacy training for parents from Title 3, funds, to those parents of English Language Learners, if the school has exhausted all other reasonably available sources of funding for that training.
- Paying reasonable and necessary expenses associated with parental involvement activities, including transportation and child care costs, to enable parents to participate in school related meetings and training sessions;
 - Training parents to enhance the involvement of other parents;
 - In order to maximize parental involvement and participation in their children's education, arranging school meetings at a variety of times, or conducting in-home conferences between teachers or other educators, who work directly with participating children, with parents who are unable to attend those conferences at school;
 - Provide translation at meetings and to any materials that are distributed to parents;
 - Adopting and implementing model approaches to improving parental involvement;
 - Developing relationships with community based organizations in the community that will

provide resources for parental involvement. This includes but is not limited to faith-based organizations;

- Provide other reasonable support for parental involvement activities under section 1118 as parents may request.

SCHOOL-PARENT COMPACT

REQUIRED OF ALL SCHOOLS

MAY BE LAST YEARS BUT MUST BE UPDATED



East Bronx Academy for the Future

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Bronx, NY 10460

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Sarah Scrogin, Principal

Catherin Mitchell, Assistant Principal

Steven Brady, Assistant Principal

The Parent Compact is designed for EBA and families to work cooperatively to provide for the successful education of children agree to:

THE SCHOOL AGREES

THE PARENT/GUARDIAN AGREES

To convene an annual meeting for Title I parents to inform them of the Title I program and their right to be involved.

To become involved in developing, implementing, evaluating, and revising the school-parent involvement policy.

To offer a flexible number of meetings at various times, if necessary, and funds if available, to provide transportation, childcare or home visits for those parents who cannot attend a regular school meeting.

To participate in or request technical assistance training that the local education authority or school offers on child rearing practices, teaching, and learning strategies.

To actively involve parents in planning, reviewing and improving the Title I programs and the parental involvement policy.

To work with his/his child/children on schoolwork; ensure that they read for 25 to 30 minutes per day.

To provide parents with timely information about all programs (at least 10 days in advance).

To monitor his/her child/Children's:

- Attendance at school
- Check grade book wizard at least once a week to make sure all assignments are current; and to communicate with their teachers
- Homework
- Documents sent home through back pack and through the mail.

To provide performance progress reports for each child and other pertinent individual and school district education information.

To share the responsibility for improved student achievement.

To provide high quality curriculum and instruction.

To communicate with his/her child/children's teachers about their educational needs.

To deal with communication issues between teachers and parents through:

- Parent-teacher conferences at least twice annually
- Monthly reports to parents on their children's

progress

- Reasonable access to staff
- Opportunities to volunteer and participate in their child's class
- Observation of classroom activities

To assure that parents may participate in professional development activities if the school determines that it is appropriate, i.e. literacy classes, workshops on reading strategies.

To ask parents and parent groups to provide information to the school on the type of training or assistance they would like and/or need to help them be more effective in assisting their child/children in the educational process.

To have at least one other parent phone number to have a support, connection, and to encourage to attend workshops, meeting, and Parent Teachers Conferences.

• Signature of Principal/Teacher

Signature of Parent/Guardians

PARENT COMPACT

School Name: East Bronx Academy for The Future

The school and parents working cooperatively to provide for the successful education of the children agree:

<p>To convene an annual meeting for Title I parents to inform them of the Title I program and their right to be involved.</p> <p>To offer a flexible number of meetings at various times, if necessary, and funds if available, to provide transportation, childcare or home visits for those parents who cannot attend a regular school meeting.</p> <p>To actively involve parents in planning, reviewing and improving the Title I programs and the parental involvement policy.</p> <p>To provide parents with timely information about <u>all</u> programs.</p> <p>To provide performance profiles and individual student assessment results for each child and other pertinent individual and school district education information.</p> <p>To provide high quality curriculum and instruction.</p> <p>To deal with communication issues between teachers and parents through:</p> <ul style="list-style-type: none"> • Parent-teacher conferences at least annually • Monthly reports to parents on their children’s progress • Reasonable access to staff • Opportunities to volunteer and participate in their child’s class • Observation of classroom activities <p>To assure that parents may participate in professional development activities if the school determines that it is appropriate, i.e. literacy classes, workshops on reading strategies.</p>	<p>To become involved in developing, implementing, evaluating, and revising the school-parent involvement policy.</p> <p>To participate in or request technical assistance training that the local education authority or school offers on child rearing practices, teaching, and learning strategies.</p> <p>To work with his/his child/children on schoolwork; read for 25 to 30 minutes per day to kindergarten through 1st grade students; and listen to grade 2 and 3 students read for 15-30 minutes per day.</p> <p>To monitor his/her child/Children’s:</p> <ul style="list-style-type: none"> • Attendance at school • Homework • Documents sent home through back pack and through the mail. <p>To share the responsibility for improved student achievement.</p> <p>To communicate with his/her child/children’s teachers about their educational needs.</p> <p>To ask parents and parent groups to provide information to the school on the type of training or assistance they would like and/or need to help them be more effective in assisting their child/children in the educational process.</p>
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We agree to work together, to the best of our abilities, as educators and parents to fulfill our common goal of providing for the successful education of our children.

Signature of Principal/Teacher

Signature of Parent/Guardian

Date: _____

Date: _____

**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 12	Borough Bronx	School Number 271
School Name East Bronx Academy for the Future		

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 Sarah Scrogin	Assistant Principal Catherine Mitchell
Coach n/a	Coach n/a
ESL Teacher Brendaly Torres	Guidance Counselor Yolanda Nieves
Teacher/Subject Area Erick Odom	Parent Carmen Ramirez
Teacher/Subject Area Gloria Melendez	Parent Coordinator Marilyn Johnson
Related Service Provider Ellen Rosman	Other n/a
Network Leader(Only if working with the LAP team) n/a	Other n/a

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

D. Student Demographics

Total number of students in school (Excluding Pre-K)	615	Total number of ELLs	68	ELLs as share of total student population (%)	11.06%
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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 <input type="checkbox"/>	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>
	6 <input checked="" type="checkbox"/>	7 <input checked="" type="checkbox"/>	8 <input checked="" type="checkbox"/>	9 <input checked="" type="checkbox"/>	10 <input checked="" type="checkbox"/>	11 <input checked="" type="checkbox"/>

This school offers (check all that apply):

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

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

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

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	68	Newcomers (ELLs receiving service 0-3 years)	13	ELL Students with Disabilities	23
SIFE	7	ELLs receiving service 4-6 years	14	Long-Term (completed 6+ years)	38

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	7	4	3	8	2	6	15	1	14	30
Total	7	4	3	8	2	6	15	1	14	30

Number of ELLs who have an alternate placement paraprofessional: 3

C. Home Language Breakdown and ELL Programs

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

*EP=English proficient student

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

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

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

Number of ELLs by Grade in Each Language Group

	9		10		11		12		TOTAL	
	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP
TOTAL	0	0	0	0	0	0	0	0	0	0

This Section for Dual Language Programs Only

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

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							9	10	4	11	11	8	9	62
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic														0
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other							2		2	1				5
TOTAL	0	0	0	0	0	0	11	10	6	12	11	8	9	67

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)							5		1	1		1	2	10

OVERALL NYSESLAT* PROFICIENCY RESULTS (*LAB-R FOR NEW ADMITS)														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Intermediate(I)							2	2		5	4	4	4	21
Advanced (A)							4	7	5	6	7	3	3	35
Total	0	0	0	0	0	0	11	9	6	12	11	8	9	66

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	6	1			7
7	9	1			10
8	5				5
NYSAA Bilingual (SWD)					0

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
3									0
4									0
5									0
6	6	3							9
7	1	2	5		1				9
8	1		4						5
NYSAA Bilingual (SWD)									0

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

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
Comprehensive English	17		3	
Integrated Algebra	25		11	
Geometry	1		0	
Algebra 2/Trigonometry				
Math				
Biology				
Chemistry				
Earth Science	6		0	
Living Environment				
Physics	1		0	
Global History and Geography	25		10	
US History and Government	25		8	
Foreign Language	6		5	
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.
Paste response to questions here:
2. What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?
Paste response to question here:
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](#))
Paste response to question here:
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?
Paste response to questions here:
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](#).)
Paste response to question here:
6. How do you make sure that a child's second language development is considered in instructional decisions?
Paste response to question here:
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?
Paste response to questions here:
8. Describe how you evaluate the success of your programs for ELLs (e.g. meeting AYP for ELLs, etc.).
Paste response to question here:

Part IV: ELL Identification Process

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

1. Describe the steps followed for the initial identification of ELLs. These steps must include administering the Home Language Identification Survey (HLIS) which includes the informal oral interview in English and in the native language, and the formal initial assessment. Identify the person(s) responsible, including their qualifications, for conducting the initial screening, administering the HLIS, the LAB-R (if necessary), and the formal initial assessment. (Refer to [ELL Policy Brief](#) and [EPIC](#).)
When a new student to the New York City Department of Education Public Schools comes to our school, Ms. Torres, a full-time certified ESL teacher administers the Home Language Identification Survey (HLIS) and conducts an informal oral interview in English and in Spanish as well (if needed). If the family's native language is a language other than a language one of our pedagogues speaks, the parent coordinator will call Translation Services in order to bring someone in to administer the HLIS in the student's native language. If the HLIS indicates that the student is potentially an English Language Learner, the ESL teacher will administer the LAB-R (and LAB-R Spanish, if applicable) within 10 days if a language other than English is spoken, as identified in the HLIS. Before the NYSESLAT administration window opens, the ESL teacher runs the RLER report from ATS to identify the students are eligible to take the NYSESLAT exam. The ESL teacher then proceeds to meet with the ELLs in the school to

discuss the format of the exam and explain how they will be assessed. Students will then receive schedules for each modality of the NYSESLAT. The ESL teacher administers the speaking portion one-on-one in a separate location, while the rest of the modalities are administered by the ESL teacher throughout the testing window in a separate location. During the intake process we provide parents and students with native language support using school staff or the translation unit. Within 5 days we administer the LAB for Spanish-speaking ELL's by having these students test in a separate location with a Spanish speaking staff member.

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.

Twice a year, in the Fall and in the Spring, the parent coordinator and ESL teacher have a workshop to explain the three program choices for ELL students. Workshops are conducted in the parents' native language, and the content of the workshops is based on the EPIC toolkit. The workshop displays the program choices in oral, written and visual formats. Parents are shown the informational video clip obtained from the ELL page on schools.nyc.gov and in the EPIC toolkit. Parents are notified through phone calls, letters mailed home, and in some cases home visits are conducted to ensure all parents attend this workshop. We also hold a workshop when our school receives new students throughout the year, within one month of when the student enters. If a parent misses the workshops, we call them in for an individual meeting or one-on-one phone call.

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](#)].)

The parent coordinator sends out a mailing to all ELL parents that includes the Parent Survey and Program Selection forms and explains that the forms need to be returned to the school. We make sure the forms are returned within two weeks or by the time the parent workshop (as described above) takes place at the beginning of the year by reminding the students, e-mailing parents and by placing phone calls. Parents who attend the program choice workshop at the beginning of the school year are reminded at this time to turn in their forms if they have not done so already. If we still do not receive the forms, a home visit will be conducted.

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.

Identified ELL students are placed in the program chosen for them by their parents after their parents have attended the program choice workshop. If an ESL instructional program is chosen, we meet with the parents and students to explain to them, in their native language, what this program looks like at our school, the content and language services the student will receive and what the student's schedule will be. If a bilingual program is chosen, and 15 or more parents/students have chosen this option, we will open a bilingual class. If less than 15 choose this option, we meet with the parents and students to explore other program options within our school or find them a more appropriate placement in another school setting. We are sure to update the ELPC screen in ATS within 20 days.

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.

In our school we have students separated by grade level to take the NYSESLAT exam. The exam is administered by a certified ESL teacher. Students are placed in a separate classroom to take the exam one section at a time. In addition to this, ELLs with disabilities are given the test with their accommodations. For example, if an IEP reads that a student needs a scribe a scribe is provided. Students have a few days to complete the exam. They are given an appointment which indicates date, time, and location of the exam. A make-up date is also given on a case by case basis. For the speaking section, students are tested one-on-one by a certified ESL teacher. To test the other modalities, students are placed in a classroom according to their grade level and are given one section at a time. The students take one or two sections in a day. We do this so that students do not feel overwhelmed with the exam and take the exam with full confidence.

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. [i](#)

A majority of parents have chosen the Freestanding ESL instructional program. Please see chart below. During the current year, we have not received any students requiring these services. In looking over the Parent choices, parents have consistently chosen Freestanding ESL. We have had one or two parents choose bilingual but we have helped parents in finding a school that offers this setting or we have tried to accomodate accordingly. Yes, our program models are aligned with parent requests. In addition, we offer tutoring after school not only based on the student academic need, but we also take into account parents' request on one-on-one tutoring.

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])?

A. We implement a Push-In model for grades 6-12.

B. We use a block model for classes in which they travel together as a group.

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)?

56 minutes per day – Push-In with ESL teacher

56 Minutes Per Day – Extended day school academic intervention with ESL teacher and peer tutors.

SIFE students are identified at the beginning of the year by the ESL teacher. Once these students are identified, the ESL teacher meets with each grade team to talk about strategies to work with SIFE students. These students are provided additional academic instructional support after school by the ESL teacher as well as by peer tutors who are former ELL students. Online programs such as Achieve 3000 and My Access! provide at level reading and writing activities that students complete 2-3 times a week. As the student progresses, the programs adjust to the students' reading and writing levels and provides appropriate materials.

In addition to push-in services and co-teaching during the school day, our newcomer ELLs receive additional support after school from the ESL teacher as well as peer tutors. Students work with technology programs such as Fastt Math, Study Island, and Destination Math to receive additional content specific support in math. They use My Access to improve their writing practices and feedback is given to them in English and in Spanish. Achieve 3000 helps ELLs improve their reading comprehension. Reading passages are provided in English and in Spanish and a read aloud option is also available. Many of our newcomer ELLs also come before school for additional language development from the ESL teacher. Content area teachers meet with the ESL teacher once a week during common planning time to discuss ELLs and come up with strategies to use in the classroom to support their learning.

These ELL students receive push-in services and co-teaching during the school day. They also attend after school where they receive academic interventions and addition support from the ESL teacher and peer tutors. Students work with technology programs such as Fastt Math, Study Island, and Destination Math to receive additional content specific support in math. They use My Access to improve their writing practices and feedback is given to them in English and in Spanish. Achieve 3000 helps ELLs improve their reading comprehension. Reading passages are provided in English and in Spanish and a read aloud option is also available. Content area teachers meet with the ESL teacher once a week during common planning time to discuss ELLs and come up with strategies to use in the classroom to support their learning.

These ELL students receive push-in services and co-teaching during the school day. They also attend after school where they receive academic interventions and additional support from the ESL teacher and peer tutors. Students work with technology programs such as Fastt Math, Study Island, and Destination Math to receive additional content specific support in math. They use My Access to improve their writing practices and feedback is given to them in English and in Spanish. Achieve 3000 helps ELLs improve their reading comprehension. Reading passages are provided in English and in Spanish and a read aloud option is also available. Content area teachers meet with the ESL teacher once a week during common planning time to discuss ELLs and come up with strategies to use in the classroom to support their learning. Core subject teachers meet once a week to discuss academic intervention for these students based on their current level in each subject area as well as their socio-emotional needs.

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.

The content areas are delivered through the workshop model. Teachers also create content and language objectives based on the New York City State Standards. By the end of the school year, at least one teacher in each discipline will be QTEL trained and will turnkey these strategies to the other content area teachers. These strategies will be implemented during the school day, as well as after school and on Saturdays.

In addition, content area teachers meet with the ESL teacher once a week during common planning time to collaborate and come up with instructional goals and strategies to make content accessible for ELLs. The ELL Inquiry Team meets once a week to discuss ways to focus on high leverage skills that will help ELLs enrich their language development.

4. How do you ensure that ELLs are appropriately evaluated in their native languages throughout the year?
Throughout the year, the students have the ability to be tested in their native language. They also have reading books in their language that helps foster their native language. If a test is not available in their language the ESL teacher can translate the exam or provide translations during the exam. The students also have access to bilingual dictionaries that can be used at any time.
5. How do you ensure that ELLs are appropriately evaluated in all four modalities of English acquisition throughout the year?
While pushing in the ESL teacher ensures that students are receiving language and content objectives. The ESL teacher makes sure that the students have addressed these targeted objectives by the end of class. In addition during Saturday Academy, the lessons of the week are re-enforced to make sure that students have a full understanding of what was taught as well as targeting the four modalities while learning.
6. How do you differentiate instruction for ELL subgroups?
 - a. Describe your instructional plan for SIFE.
 - b. Describe your plan for ELLs who have been in US schools less than three years (newcomers)..
 - c. Describe your plan for ELLs receiving service 4 to 6 years.
 - d. Describe your plan for long-term ELLs (completed 6+ years).
 - e. Describe your plan for former ELLs (in years 1 and 2 after testing proficient).

- a. Describe your instruction plan for SIFE.

SIFE students are identified at the beginning of the year by the ESL teacher. Once these students are identified, the ESL teacher meets with each grade team to talk about strategies to work with SIFE students. These students are provided additional academic instructional support after school by the ESL teacher as well as by peer tutors who are former ELL students. Online programs such as Achieve 3000 and My Access! provide at level reading and writing activities that students complete 2-3 times a week. As the student progresses, the programs adjust to the students' reading and writing levels and provides appropriate materials.

- b. Describe your plan for ELLs in US schools less than three years (newcomers).

In addition to push-in services and co-teaching during the school day, our newcomer ELLs receive additional support after and before school from the ESL teacher as well as peer tutors. Students work with technology to receive additional content specific support. They use Achieve 3000 to improve their writing practices and feedback is given to them in English and in Spanish. Achieve 3000 helps ELLs improve their reading comprehension. Reading passages are provided in English and in Spanish and a read aloud option is also available. Many of our newcomer ELLs also come before school for additional language development from the ESL teacher. Content area teachers meet with the ESL teacher once a week during common planning time to discuss ELLs and come up with strategies to use in the classroom to support their learning.

- c. Describe your plan for ELLs receiving service 4 to 6 years.

These ELL students receive push-in services and co-teaching during the school day. They also attend after school where they receive academic interventions and additional support from the ESL teacher and peer tutors. Students work with technology programs to receive additional content specific support. They use Achieve 3000 to improve their writing practices and feedback is given to them in English and in Spanish. Achieve 3000 helps ELLs improve their reading comprehension. Reading passages are provided in English and in Spanish and a read aloud option is also available. Content area teachers meet with the ESL teacher once a week during common planning time to discuss ELLs and come up with strategies to use in the classroom to support their learning.

d. Describe your plan for Long-Term ELLs (completed 6 years).

These ELL students receive push-in services and co-teaching during the school day. They also attend after school where they receive academic interventions and additional support from the ESL teacher and peer tutors. Students work with technology programs to receive additional content specific support . They use Achieve 3000 to improve their writing practices and feedback is given to them in English and in Spanish. Achieve 3000 helps ELLs improve their reading comprehension. Reading passages are provided in English and in Spanish and a read aloud option is also available. Content area teachers meet with the ESL teacher once a week during common planning time to discuss ELLs and come up with strategies to use in the classroom to support their learning. Core subject teachers meet once a week to discuss academic intervention for these students based on their current level in each subject area as well as their socio-emotional needs.

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 students who are also identified as having special needs also receive push-in services and co-teaching during the school day. The ESL teacher provides academic interventions both inside and outside the classroom based on the students' IEPs and recommendations given by the Special education teacher. Like other ELLs, they attend after school where they receive academic interventions and additional support from the ESL teacher, Special Education teacher, and peer tutors. Students work with technology programs such to receive additional content specific support. They use Achieve 3000 to improve their writing practices and feedback is given to them in English and in Spanish. Achieve 3000 helps ELLs improve their reading comprehension. Reading passages are provided in English and in Spanish and a read aloud option is also available. Content area teachers meet with the ESL teacher once a week during common planning time to discuss ELLs and come up with strategies to use in the classroom to support their learning. The ESL teacher also collaborates with the Special Education teacher to ensure they are working towards the goals on the student's IEP.

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?

ELL students who are also identified as having special needs also receive push-in services and co-teaching during the school day. The ESL teacher provides academic interventions both inside and outside the classroom based on the students' IEPs and recommendations given by the Special education teacher. Like other ELLs, they attend after school where they receive academic interventions and additional support from the ESL teacher, Special Education teacher, and peer tutors. Students work with technology programs such as Study Island to receive additional content specific support in math. They use Achieve 3000 to improve their writing practices and feedback is given to them in English and in Spanish. Achieve 3000 helps ELLs improve their reading comprehension. Reading passages are provided in English and in Spanish and a read aloud option is also available. Content area teachers meet with the ESL teacher once a week during common planning time to discuss ELLs and come up with strategies to use in the classroom to support their learning. The ESL teacher also collaborates with the Special Education teacher to ensure they are working towards the goals on the student's IEP.

Courses Taught in Languages Other than English ⓘ

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

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

Class/Content Area	Language(s) of Instruction	Class/Content Area	Language(s) of Instruction
Native Language Arts:			

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

Social Studies:				
Math:				
Science:				

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

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

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

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

Native Language Usage and Supports

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



100%			
75%			
50%			
25%			
TIME	BEGINNERS	INTERMEDIATE	ADVANCED
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.

Extended day program:

- Our extended day program meets both before school in Zero period as well as after school during 8th period. Currently, all ELLs take part in 60 minutes of additional support per day working with Achieve 3000 and/or participating in peer tutoring. We would like to expand the program by 60 percent so that all LTE students can take part in 100 minutes per day of extra support either before or after school.
- Math and Writing skills: Based on a needs assessment of our 2012 NYSESLAT results and other data sources, our extended day program will focus on both writing and mathematics literacy. In the additional time scheduled, ELLs will focus on improving their writing skills, mathematics proficiency, and math fact fluency by working with Study Island.
- Peer Tutoring: We would also like to expand our after school peer tutoring program, in which former ELLs tutor current ELLs, to include extra support in all subjects. Teachers of this program will take part in Professional Development to develop ELL teaching strategies.

During the school day:

- We utilize a push in and co-teaching model in grades 6-12 to provide ELL services during the school day. The ESL teacher pushes into content area classes and co-teaches with the general education teacher for an hour a day. We would like to add to these services by providing LTE students with small group instruction focusing on math, writing, and reading interventions.
- ELL students will be instructed by an ESL teacher for an hour in small groups using Study Island for ten minutes to practice math fact fluency, and Achieve 3000 to work on reading and writing skills.

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

The NYSESLAT exam is showing that our students are making growth which is the goal of every teacher for her ELLs. Although we are not seeing this happen as quickly as we may want we see that improvements are being made. Any gains that the students are making are because of the hard work being put in by our teachers and students, which is reflected on the NYSESLAT exam.

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

We are looking to add an additional ESL teacher.

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

At this time, we do not have any programs that will be discontinued.

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

Sports and Arts (after school program) has bilingual teachers. In this fashion, ELL's are encouraged to attend the program. This program offers an array of sport teams that students can participate in. In addition, ELL students receive modified schedules whenever possible and necessary where they can attend after school tutoring with the ESL teacher as well as sports teams and/or other social clubs within 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)?

In all classrooms we have digital projectors and laptops that are accessible to students at all times.

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

Students have the ability to read books in their native language as well as the ability to write in their native language.

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

According to the work that we do we make sure that it is always grade level and age appropriate. To assist with this matter, we use Fontas and Pinell to assess students reading level and make reading books available to them according to what they are able to read.

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.

Our school offers many after school activities in which we encourage the students to attend. Some activities that we have are track, soccer, baseball, basketball, student government and a few others. For our new ELLs we encourage them to join at least one activity so that they can learn more about American and social culture.

18. What language electives are offered to ELLs?

In our school we offer Spanish as an elective.

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.

Teacher Talk & Kid Talk: Our ESL and Learning Specialists will meet with subject area teachers 112 minutes a week during common planning. At these meetings, teachers pose questions about their teaching practice and discuss students who are struggling in their classes or need extra support. The ESL teacher and Learning Specialists share specific interventions and ELL strategies teachers can use in their classes to support their work and their students.

Adult Learning: Our staff meets an hour a week for Professional Development in grade-level team, subject area teams, or as a whole school. The ESL and Learning Specialists will provide Professional Development during this time at least once a month by presenting strategies and interventions that will support our ELL, including our LTE, population. The weekly Adult Learning time will also be a place for teachers to turnkey “best practices” learned at QTEL and for the Inquiry Team to present information to the whole staff.

QTEL Institute : We are committed to implementing the principals of QTEL in all classrooms by having at least 2 teachers per content area (8 total) trained in QTEL every summer. These trained teachers, along with our Learning Specialists and other staff members who area already trained in QTEL, will turnkey the strategies and interventions they learn to other teachers during Adult Learning, Inquiry Team meetings, subject area team meetings, Teacher Talk, and Kid Talk.

What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?

We provide professional development on ELLs provided by the ESL teacher and Administrative Team at our August and September Adult Learning sessions prior to the start of the new school year.

Describe the minimum 7.5 hours of ELL training for all staff (including non-ELL teachers) as per Jose P.

These minimum requirements are met as described above in question #1: Teacher Talk and Kid Talk, Adult Learning, ELL Inquiry Team, and QTEL Institute. In addition, the ESL teacher has had QTEL training for two weeks in Beginner ESL and Math in which she tunkeys what she has learned to content area teachers.

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?

ELL parent workshops: Parents of ELL students have expressed interest in learning more about a variety of topics that would help them to better understand their children's schooling. We will provide monthly workshops at the school about the variety of topics that would be of interest to ELL parents. These sessions will present information on a variety of topics including citizenship, the rights of ELL parents and students, parent resources on ARIS, use of New Visions student trackers, and academic interventions ELL parents can provide at home. We will also focus on teaching parents about the technology resources that are available to them through the school in order to communicate with teachers as well as check in on their children's academic progress. Other topics will be determined by a survey of what parents would like to see covered at these workshops.

Saturday ESL program: We put in place an adult ESL program to take place for three hours every Saturday, and will be taught by a certified teacher. These classes will teach Level 1 English and is designed for those parents who have had little or no exposure to English, including new arrivals or adults who have lived in the United States for many years but never formally studied English. Each unit of study branches from self to school, family, home, jobs, and community; thus giving ELL parents the vocabulary, grammar, and the expressions to talk about situations and themselves. In the final hour of the class, parents will have a civics component to assist them in learning about American culture as well as assist with the Citizenship exam.

Parent Association meetings: All parents are encouraged to attend our monthly Parent Association meetings, however, we have always experienced a low turnout of parents of ELL students. We would like to increase attendance of ELL parents at these meetings by providing translation services as well as formally inviting and reminding individual parents of the meetings. Also, as ELL parents participate in other activities at the school throughout the year, such as monthly ELL workshops, Saturday ESL classes, and ELL grant meetings, we believe they will continue to feel more comfortable in group situations and will not just attend but also actively participate in Parent Association meetings.

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: East Bronx Academy

School DBN: 12X271

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Sarah Scrogin	Principal		11/15/13
Catherine Mitchell	Assistant Principal		11/15/13
Marilyn Johnson	Parent Coordinator		11/15/13
Brendaly Torres	ESL Teacher		11/15/13
Carmen Ramirez	Parent		11/15/13
J.Erick Odom	Teacher/Subject Area		11/15/13
Gloria Melendez	Teacher/Subject Area		11/15/13
N/A	Coach		1/1/01
N/A	Coach		1/1/01
Yolanda Acevedo-Nieves	Guidance Counselor		11/15/13
	Network Leader		1/1/01
	Other		1/1/01

LANGUAGE TRANSLATION AND INTERPRETATION 2013-2014 TO 2014-2015

Requirement under Chancellor's Regulations – for all schools

DBN: 12x271 **School Name:** East Bronx Academy for the Future

Cluster: 5 **Network:** 562

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

Part A: Needs Assessment Findings

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

Twice a year, the parent coordinator gathers the home language breakdown from ATS for our entire school. She then identifies the different languages spoken by our families, but the percentage breakdown for each language. In addition, parents are surveyed every year on their language of preference and what is the most effective ways we can communicate with them.

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.

More than 50% of our families need and or want written information about their children in Spanish. Of those who attend parent-teacher conferences, they will request a translator to communicate with teachers. The parent coordinator communicates this and other information regarding our parent population via inhouse e-mails and GoogleDocs documents.

Part B: Strategies and Activities

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

The school provides every letter and document both in English and Spanish. The school ensures such services by enlisting in-house staff members well in advance of an event or weeks prior to letters being sent out. The administration team sends a request to the staff from translation services to be paid Per Session as per bargaining agreement 2-3 weeks prior to any parent notices or events. The school provides and continues to provide one-on-one translation services at every school meeting and parent-teacher conference as well as every letter and notice both in English and Spanish. Parents who need translation services in a language other than Spanish receive translation services from an outside vendor and/or parent volunteers.

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

The school provides and continues to provide one-on-one translation services at every school meeting and parent-teacher conference as well as every letter and notice both in English and Spanish. Parents who need translation services in a language other than Spanish receive translation services from an outside vendor and/or parent volunteers.

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 parents are informed in advance via writing and phone calls that they are entitled to translation services and that they will be provided a translator and/or bilingual materials to meet their language needs. Aside from gathering and analyzing data on our families language needs, we interview families and survey them to serve them according to their needs and wishes.

2012-13 Comprehensive Education Plan (CEP)

Title III Supplemental Program for ELLs

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

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

For more information on Title III requirements, please see the [School Allocation Memo #66](#) or contact your [Senior ELL Compliance and Performance Specialist](#). Submit this form to your Senior ELL Compliance and Performance Specialist by October 26.

Part A: School Information

Name of School: ela

DBN: 271

This school is (check one): conceptually consolidated (skip part E below)
 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):

Before school After school Saturday academy Other:

Total # of ELLs to be served:

Grades to be served by this program (check all that apply):

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

Total # of teachers in this program: 3

of certified ESL/Bilingual teachers: 2

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: We will continue to use our \$11,200 in Title III funds for the 2012 - 2013 school year to provide direct instruction to ELL students during the After School ESL Program. Our rationale for direct small group instruction classes is based on the NYSESLAT scores, which show that our ELL population has a wide range of needs. While 53% of our ELLs are scored advanced on the NYSESLAT, these students are in their great majority Long Term ELLs who have yet to acquire the reading and writing skills to succeed in a mainstream classroom without additional ESL services. In addition, 15% of our ELLs are scored a beginner level on the same test many of who are not recent arrivals to the United States. Lastly, 32% of our population are Intermediate level ELLs who need immediate intervention in order to avoid becoming Long Term ELLs and reducing their chances of scoring proficient on the NYSESLAT. The students are almost equally divided between our middle school and our high school. The data below shows the level breakdown and percentages among our population:

Beginner ELLs: 10 (14%)

Intermediate ELLs: 22 (32%)

Advanced ELLs: 36 (53%)

Students at the middle school level: 27

Students at the high school level: 41

The program serves 68 students with 240 hours of instruction over the course of the school year. Students receive ESL instruction (in English) four days a week for one hour for 10 weeks from late September through December. In December, our ELL/SIFE Grant continues to fund in part the After School program for ELLs in our school. The students are served in the following grades: Grade 6-8, Grade 9 - 12. Two teachers with ESL certificates will push in to students core subject-area classes to provide language support as well as academic vocabulary development implement QTELL and English 3D strategies that target the students' academic skills as indicated by the NYSESLAT scores. Meanwhile, a content area teacher will secure that appropriate content for the grade and subject is provided. Then, the remaining four days a week, students will have a pull-out class where they are grouped according to their NYSESLAT levels- beginner, intermediate and advanced. It is here where they will receive direct instruction reading and writing skills with the goal of gaining at least a 49 points or one level gain in the NYSESLAT exam as calculated by the AMAO. Last year, thanks to the Title III funding, three middle school students and seven high school students placed proficient on the NYSESLAT and more than 10% of our middle school students increase at least 49 points within their levels. We are looking to increase such gains by increasing each push in and pull out class to one hour long. Students will be assessed every four weeks in order to identify how much progress they make and select reading and writing targets for each student. Furthermore, by offering push-in services during the day in heterogeneous settings while providing targeted at level instruction after school, we are looking to not only increase our students NYSESLAT scores, but we are also envisioning that many of our Long Term ELLs who are placed Advanced on this exam can place Proficient next year.

Part B: Direct Instruction Supplemental Program Information

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: Please note that we are NOT paying for any professional development via Title III but that the professional development below is in fact what is taking place via our SIFE/ELL Grant.

Certified ESL Specialist and Special Ed Learning Specialist Professional Development Attendance: In order to secure the proper turn-key of ESL strategies and ESL support, the certified ESL Specialist and Special Education Learning Specialist will attend the professional development sessions below. They will then proceed to providing internal professional development and ESL support as describe later in this document. Below please find a list of dates, titles and description of such:

-Thursday October 18th, 2012: Title III Application Professional Development by Office of English Language Learners

-Wednesday October 24th, 2012: English 3D Program Professional Development for Long Term ELLs by Office of English Language Learners

-Friday November 30th, 2012: Title III Annual Measurable Achievement Objectives (AMAO) Estimator Tool by the Office of English Language Learners

-Thursday November 29th, 2012: Elementary and Middle School Testing Coordinator by NYC Department of Education

-Summer 2010, 2012 and 2013: Quality Education for English Language Learners San Francisco, California by Aida Walki

-Spring 2013: TDB

Teacher Talk & Kid Talk: Our certified ESL and Special Ed Learning Specialists meet with subject area teachers 90 minutes a week during common planning. Kid talk will take place once a week for one hour beginning September and ending in June every Wednesday of the Week. At these meetings, ESL Specialists offer and explain ESL strategies teachers are to use according to students levels, reading and writing ability and years of services received. Some of the topics address are: key social vocabulary for recently arrived ELL students; read aloud strategies for Long Term ELLs, identification of SIFE students, etc. In addition, teachers pose questions about their teaching practice and discuss students who are struggling in their classes or need extra support. The ESL teacher and Learning Specialists share specific interventions and ELL strategies teachers can use in their classes to support their work and their students. These meetings will support Title III activities after school as the students will learn to utilize theses strategies to expand their reading and writing skills. ESL Specialists will build on theses strategies to support students' learning during the Title III after school activities.

Part C: Professional Development

- o Adult Learning: Our staff meets an hour a week for professional development in grade-level team and subject area teams. The certified ESL and Learning Specialists will provide professional development during this time at least once a month by presenting strategies and interventions that will support our ELL, including our LTE, population. The weekly Adult Learning time will also be a place for teachers to share “best practices” learned at QTELL Institute and for the Inquiry Teams to present information they learned in their research practice. Our staff has attended the QTELL institute for the past three years and we are looking to continue sending teacher to this valuable trainings.
- o Native Language Arts planning time: Native Language Arts teachers and ESL teacher will meet for 45 minutes a week to set long-term goals, plan and map curriculum, and discuss strategies to increase Spanish literacy and prepare students for the AP Spanish exam and the LOTE. While the Title III activities will focus on reading and writing skills, research shows that students who possess strong skills in the native language acquire a second language faster and at higher levels of comprehension. Thus, such planning sessions will further support the language learning taking place during the Title III After school classes.

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: Please note that Title III funds will NOT be used to create parent engagement activities.

We plan to enrich parent involvement at our school by providing opportunities for parents of LTELLs to participate and be engaged in meaningful activities during the school year. Our aim is to empower parents of LTELLs and to provide the tools and services necessary to to actively participate in their children’s schooling as well as in the decision making process of the wider school community. We will meet these objectives in the following ways:

- ELL parent workshops: We will provide three workshops from at the school about a variety of topics that would be of interest to ELL parents. Each workshop will be two hours long for a total 6 hours of workshops. These sessions will present information on a variety of topics including citizenship, the rights of ELL parents and students, parent resources on ARIS, use of New Visions student trackers and Skedula Program, and academic interventions parents of ELLs can provide at home and college readiness. We will also focus on teaching parents about the technology resources they have available to them through the school in order to communicate with teachers as well as check in on their children’s academic progress. Other topics will be determined by a survey of what parents would like to see covered at these workshops.
- Expansion of our Saturday ESL program: We will expand our current adult ESL program to take

Part D: Parental Engagement Activities

place for three hours every Saturday, running parallel to the Saturday Academy for ELL students, and will be taught by a certified adult ESL teacher. These classes will teach Level 1 English and is designed for those parents who have had little or no exposure to English, including new arrivals or adults who have lived in the United States for many years but never formally studied English. Each unit of study branches from self to school, family, home, jobs, and community; thus giving ELL parents the vocabulary, grammar, and the expressions to talk about situations and themselves. These activities will not be funded by TitleIII. However, as the parents increase their ability to communicate with staff members about their children, we will be able to increase the effectiveness of the after school TitleIII classes (i.e. attendance, grades and behavior).

- Parent Association meetings: All parents are encouraged to attend our monthly Parent Association meetings; however, we have always experienced a low turnout of parents of ELL students. We would like to increase attendance of ELL parents at these meetings by providing translation services as well as formally inviting and reminding individual parents of the meetings. Also, as ELL parents participate in other activities at the school throughout the year, such as monthly ELL workshops, Saturday ESL classes, and ELL grant meetings, we believe they will continue to feel more comfortable in group situations and will not just attend but also actively participate in Parent Association meetings.

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"> • Per session • Per diem 	<u>\$11,200</u>	<u>240 hours of per session for ESL and General Ed teacher to support ELL Students: 3 teachers x 10 weeks x 8 hours per week x 50.19 = \$12,045.6</u>
Purchased services <ul style="list-style-type: none"> • High quality staff and curriculum development contracts. 		
Supplies and materials <ul style="list-style-type: none"> • Must be supplemental. • Additional curricula, instructional materials. • Must be clearly listed. 		
Educational Software		

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.
(Object Code 199)		
Travel		
Other		
TOTAL	<u>11,200</u>	