



**Department of
Education**

Dennis M. Walcott, Chancellor



2013-2014

**SCHOOL COMPREHENSIVE EDUCATIONAL PLAN
(SCEP)**

School Name: THE BRONX SCHOOL OF YOUNG LEADERS

DBN (i.e. 01M001): 10X331

Principal: SERAPHA CRUZ

Principal Email: SCRUZ3@SCHOOLS.NYC.GOV

Superintendent: MELODIE MASHELL

Network Leader: MICHAEL ALCOFF

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
Serapha Cruz	*Principal or Designee	
Aurekis Jaar	*UFT Chapter Leader or Designee	
Margaret Johnson	*PA/PTA President or Designated Co-President	
	DC 37 Representative, if applicable	
	Student Representative (<i>optional for elementary and middle schools; a minimum of two members required for high schools</i>)	
	CBO Representative, if applicable	
Susana Santos	Member/ Parent Representative	
Delfina Arias	Member/ Parent Representative	
Maria Elena Garcia	Member/ Parent Representative	
Faustina Roberts	Member/ Parent Representative	
Jolane Toro	Member/ Parent Coordinator	
Shelina Massey	Member/ Teacher	
Christina Iannacone	Member/ Teacher	
	Member/	

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

School Comprehensive Education Plan (SCEP) Requirements

Which Schools Need to Complete the SCEP?

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

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

- Include an analysis of the achievement of the goals contained in the 2012-13 school year SCEP.
- Include the strategies and activities that are aligned to the six tenets, from the list of allowable expenditures and activities approved by NYSED.
- Include the strategies and activities that will satisfy the Priority and Focus school allocation and parent engagement set-aside requirements.
- Explicitly delineate the school's plan for annually increasing student performance through comprehensive instructional programs and services as well as the plan for enhancement of teacher and leader effectiveness. The strategies and activities should include a focus on the accountability subgroup(s) and measures for which the school has been identified.
- Address how the school will use its full range of resources (which may include but is not limited to Title I, Title II, and/or Title III, 1003(a) and/or 1003(g) School Improvement, Race to the Top, School Innovation or local funds) to support improvement efforts for the identified sub-group(s) on the identified accountability measures.
- Develop the SCEP in consultation with parents, school staff, the School Leadership Team (SLT), and others in accordance with the requirements of Chancellor's Regulations A-655 to provide a meaningful opportunity for stakeholders to participate in the development of the plan and comment on the SCEP before it is approved.
- Set aside 1% of their school's Title I, Part A allocation to support parent involvement activities and programs. Focus and Priority schools must also set aside 1% of their Title I Focus and Priority School allocation for Parent Engagement programs. Refer to FY 14 SAM # 86 [HERE](#).
- Align the identified goals to the strategies and activities in your Parent Involvement Policy (PIP). The PIP template is provided on pages 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
	Action Plans 1 – 5: Each of the five Action Plans must contain the following elements-
X	1. A major recommendation with HEDI rating
X	2. Statement Of Practice (SOP) selected aligned to the goal
X	3. A goal aligned to the major recommendation
X	4. Instructional Strategies section, A-E for each strategy or activity that supports the goal
X	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 10X331

School Configuration (2013-14)					
Grade Configuration	06,07,08	Total Enrollment	386	SIG Recipient	N/A
Types and Number of English Language Learner Classes (2013-14)					
# Transitional Bilingual	3	# Dual Language	N/A	# Self-Contained English as a Second Language	N/A
Types and Number of Special Education Classes (2013-14)					
# Special Classes	26	# SETSS	4	# Integrated Collaborative Teaching	11
Types and Number of Special Classes (2013-14)					
# Visual Arts	7	# Music	N/A	# Drama	N/A
# Foreign Language	N/A	# Dance	N/A	# CTE	N/A
School Composition (2012-13)					
% Title I Population	89.7%	% Attendance Rate		93.4%	
% Free Lunch	100.0%	% Reduced Lunch		0.0%	
% Limited English Proficient	23.4%	% Students with Disabilities		25.5%	
Racial/Ethnic Origin (2012-13)					
% American Indian or Alaska Native	N/A	% Black or African American		22.1%	
% Hispanic or Latino	76.0%	% Asian or Native Hawaiian/Pacific Islander		1.3%	
% White	0.5%	% Multi-Racial		N/A	
Personnel (2012-13)					
Years Principal Assigned to School	4.19	# of Assistant Principals		2	
# of Deans	1	# of Counselors/Social Workers		3	
% of Teachers with No Valid Teaching Certificate	N/A	% Teaching Out of Certification		15.7%	
% Teaching with Fewer Than 3 Years of Experience	34.5%	Average Teacher Absences		4.4	
Student Performance for Elementary and Middle Schools (2012-13)					
ELA Performance at levels 3 & 4	6.9%	Mathematics Performance at levels 3 & 4		4.8%	
Science Performance at levels 3 & 4 (4th Grade)	N/A	Science Performance at levels 3 & 4 (8th Grade)		29.8%	
Student Performance for High Schools (2011-12)					
ELA Performance at levels 3 & 4	N/A	Mathematics Performance at levels 3 & 4		N/A	
Credit Accumulation High Schools Only (2012-13)					
% of 1st year students who earned 10+ credits	N/A	% of 2nd year students who earned 10+ credits		N/A	
% of 3rd year students who earned 10+ credits	N/A	4 Year Graduation Rate		N/A	
6 Year Graduation Rate	N/A				
Overall NYSED Accountability Status (2012-13)					
Reward		Recognition			
In Good Standing		Local Assistance Plan			
Focus District	X	Focus School Identified by a Focus District		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		Yes
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		Yes
Hispanic or Latino	Yes	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	Yes	Limited English Proficient		N/A
Economically Disadvantaged	No			

Accountability Status – High Schools

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

SCEP Overview

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

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

Reflecting upon the 2012-13 SCEP

Answer the following questions regarding the 12-13 SCEP			
Describe the strengths of your school's 12-13 SCEP.			
The strengths of our 2012-2013 SCEP were that there was alignment between our needs, our goals, our actions and our assessment and revision. Also, each of the goals was aligned to support one another. For example, one goal was to develop the capacity of the staff to use mastery based grading, which was aligned to the goal to communicate grades on a platform with parents/guardians. In turn, this was also aligned to the goal to establish an advisory period where students were looking on the platform to see their grades and to ask teachers for any missing work or to revise work where they hadn't achieved mastery.			
Describe the areas for improvement in your school's 12-13 SCEP.			
We have all of the above in place and now we need to deepen our work regarding each item. For example, while teachers developed units aligned to the CCLS, these units still need revision to meet the needs of our Emerging Bilingual Learners (EBLs) and Students with Disabilities (SWD). In our goals, listed below, we have similar goals with new areas of focus within the goal.			
Describe the barriers and challenges encountered while developing and implementing your school's 12-13 SCEP.			
One challenge was that two of the goals were new initiatives at the school. We incorporated JumpRope as our grading platform and we also began using CPR for our Advisory program. Whenever, there are new initiatives we have to create staff buy-in and develop the capacity of the staff, which means spending valuable time, and monitoring and revising our plans as we go through the change process. . Another challenge has been learning the new CCLS and ensuring that as a staff we all have a similar understanding of what is quality student work, aligned to the standards.			
Describe the degree to which your school's 12-13 SCEP was successfully implemented.			
We were able to achieve all of the goals which were established last year. In Tenet 2: We held on-going professional development and teachers became much more proficient at mastery based grading. This has allowed students to internalize the grading system at the school and to advocate for themselves by asking to make improvements on their work. For Tenet 3: All teachers did develop at least two CCLS aligned units of study and developed the foundational skills to be able to write CCLS for all units this year. In Tenet 4, we did develop a comprehensive cycle for improvement, which created structures for coaches/administrators/peers to provide consistent feedback on lessons and planning. For Tenet 5, we did establish an advisory period for every student in the school using the Circle of Power and Respect (CPR). In Tenet 6, we developed the capacity of parents/guardians to use our mastery based grading/JumpRope system to communicate with staff regarding academic and behavior progress.			
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.			
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 have budget and human resource challenges. Many of our goals this year are related to the academic progress of our EBL students and SWD. We know that these groups need extra instructional time and we must recruit outside staff to provide some of this additional time because there are so many students and so few staff members. We also need to develop the capacity of our staff to use specific teaching and learning strategies with our subgroups.			
List the 13-14 student academic achievement targets for the identified sub-groups.			
On our Progress Report, our SWD made the greatest progress in the school, 75.9% scored in the 75 th growth percentile for English and 60% scored in the 75 th growth percentile for math. However, 0% received a level 3 or 4 on the ELA or the Math test. Our state achievement target for SWD is 3% for performance and to keep our progress percentiles stable. We saw a similar trend for our EBL students, 0% received L3 or L4 on the state exam, and 43.8% (English) and 33.9% (math) were in the 75 th growth percentile or higher. This year, our targets for EBL students are 3% performance achievement on math and 50% or higher progress at the 75 th growth percentile.			
Describe how the school leader(s) will communicate with school staff and the community.			
We have been communicating at Faculty Conferences where we have reviewed our Progress Report data and also through communication about the development of special programs to assist our EBL students and SWD. We communicate with families through monthly newsletters and this year, we are hosting CCLS workshops for families, led by teachers for all content areas. We will have special workshops for families of SWD and EBL students.			
Describe your theory of action at the core of your school's SCEP.			

If we write unit plans, daily lesson plans and utilize instructional techniques that support SWD and EBL students then we will see increased understanding and evidence of improved achievement. We will utilize our advisory program and extended learning time/RTI to monitor and assess the progress of these sub-groups and all students.

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

We need to support teachers through professional development that helps our teachers learn translanguaging and Universal Design for Learning (UDL) strategies and how to effectively incorporate these in their unit and daily lesson plans. We need to use performance data to regularly assess the effectiveness of our RTI model. We need to keep in constant contact with families regarding the progress of students and our partnership. We must address our chronic absenteeism as these students are performing below level and are not here to benefit from our enhanced instruction. We believe that providing daily parental outreach, incentives and a 1:1 Success Mentor (who is provided with effective strategies on a consistent basis) will help these students succeed.

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

The key elements of our SCEP are: Enhancing Teacher Capacity, Promoting Universal Access, Monitoring Sub-Group Performance, Promoting Family Engagement.

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

We have a strong instructional culture at our school. Our administrative staff has used the Danielson Framework for Teaching for six years to work with teachers on teacher development. This year, we have coaches in place for both ELA and Math. Our instructional cabinet performs regular 'Instructional Rounds' which allows us to monitor and evaluate our improvement efforts and to make adjustments throughout the year. Our teacher teams will lead workshops with families to ensure they understand the instructional shifts demanded of the new CCLS and how to support their children. We monitor the progress of our sub-groups and RTI groups on a quarterly basis and adjust our plans according to the data.

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).

JumpRope does not provide a clear picture of strengths and weaknesses of individual students in regards to all of the school’s chosen key standards.

Review Type:	DQR	Year:	2012-2013	Page Number:	4	HEDI Rating:	Effective
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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.

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

Annual Goal #1

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

By June 2014, implement a school-wide RTI framework for core academics, aligned to key CCLS for each content area, monitoring performance data for individual students.

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

A.Strategies/Activities

1. In August:

1.1 Identify students at-risk academically and behaviorally

1.2 Identify sub-groups within the data

1.3 Review assessment data of these students to identify key focus areas for improvement and to develop a strategic plan that includes when students will receive assistance

1.4 Align the needs of the students with the programs and resources in the school

2. In September:

2.1 All general education students who are ‘at-risk’ in literacy will receive an extra period of instruction, 3 days per week, at their independent reading level

2.2 All general education students who are ‘at-risk’ in math will receive an extra period of instruction, 3 days per week, on operational fluency and conceptual understanding

2.3 All SWD who are ‘at-risk’ in literacy and math will receive small group instruction during the school day

2.4 Beginner EBL students will receive an extra period each day of English instruction utilizing Rosetta Stone

2.5 Advanced EBL students will receive three extra periods per week on English, using English 3D

3. In November:

3.1 Students who are not performing well in their academic content classes will receive five extra periods per week of tutoring with their course work

4. In November/February/April/June:

4.1 Assessment data (from performance series, diagnostic math exams, report cards) will be used to assess the students that are in all of the various RTI groups and make decisions about their continuing in the group or moving to another group

5.September – June

Students who are ‘at-risk’ behaviorally or socially/emotionally are discussed by a team (including guidance counselors, administrators, school based support team members, deans) each week at our Student Intervention Team, SIT. A member of the team is assigned to be the ‘care provider’ and follows up on the case. Student progress is reviewed quarterly.

<ul style="list-style-type: none"> ▪ Key personnel and other resources used to implement each strategy/activity
1. Administrators to organize program and purchase materials, teachers to teach the programs, paraprofessionals to support the extended learning time programs, School Support staff on the SIT
<ul style="list-style-type: none"> ▪ Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity
80% of students in the Math RTI program are proficient at post-tests per unit
<ul style="list-style-type: none"> ▪ 80% of students in the Reading RTI program make gains of 2 or more years in reading ▪ Our chronic absenteeism rate drops from 22.1% to 17% ▪ 80% of SWD and EBL students are passing their content courses each quarter
<ul style="list-style-type: none"> ▪ Timeline for implementation and completion including start and end dates
1. August 2013 – June 2014
<ul style="list-style-type: none"> ▪ Describe programmatic details and resources that will be used to support each instructional strategy/activity
<p>A. Program Details As mentioned above, additional time will be allotted before and after school, 3 -5 days per week depending upon the program. For resources the following will be used:</p> <p>Math Program/3 additional periods – Do the Math for Middle School Reading/ 3additional periods using Expeditionary Learning at the student’s independent reading level Advanced EBL/3 additional periods- English 3D Beginner EBL/during the day- Rosetta Stone SWD Reading/during the day- Guided Reading and Just Words Coursework Tutoring/5 days per week- CCLS aligned coursework on grade level</p> <p>B. Estimated Budget Costs Per Diem, \$4,000 Principal Per Session \$2,000 Supervisor Per Session \$7,000 Teacher Per Session \$30,000 Supplies \$10,000</p>

Budget and Resource Alignment

Indicate using an “X” the fund source(s) that your school is using to support the instructional goal.										
X	PF Set Aside		Tax Levy		Title IA		Title IIA		Title III	Grants
List any additional fund sources your school is using to support the instructional goal below.										
Indicate using an “X” the P&F activity categories from the P&F program dropdown in Galaxy used to support the activities listed in part A.										
	PF AIS		PF CTE		PF College & Career Readiness		PF Common Core			
	PF ELT		PF Inquiry Teams		PF NYS Standards and Assessments		PF Parent Engagement			
	PF Positive Behavioral Management Programs		X		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).									
There is not yet a system in place to support the vertical and horizontal alignment of curricula and tasks throughout subjects and across grades.									
Review Type:	DQR	Year:	2012-2013	Page Number:	4	HEDI Rating:	N/A		

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.									
	3.2 Enact curriculum		X		3.3 Units and lesson plans				

Annual Goal #2

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

By June 2014, vertically and horizontally align CCLS curriculum and tasks across grade levels and content areas.

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

- The school schedule will be altered so that each department has a full day of planning, every 5 weeks. The goal of these planning meetings will be to create units of study that are aligned to the key CCLS that have been established for each content area. These units of study will be created using the Atlas program. This program will allow us to assess if we have incorporated the CCLS and to run reports which will tell us how often a standard is taught, both vertically in departments and horizontally on grade teams. Revisions to units will be made at weekly grade team meetings and at after school planning sessions, for common core alignment and alignment across grades..

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

- Administrators, coaches, teachers

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

- Using the Understanding by Design rubric for quality units we will assess our unit plans at department meetings. We will run reports from Atlas to evaluate the inclusion of the key CCLS. Observation data from classroom visits will be used to assess the implementation of the units and unit assessment data will be used to evaluate student progress on the key standards.

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

- In September all-day unit writing will commence. This will continue over the course of the year, so that by the end of the year our curriculum is all on-line.
- Peer reviews of units will begin in September and continue at weekly department meetings, revisions will be made based upon the review feedback.
- Peer reviews of student work aligned to the CCLS and of instructional practices will occur each Monday at team meetings and revisions will be made based upon the feedback.
- In December, February and May there will be a review of the units on Atlas to determine the alignment with the CCLS and revisions will be made where necessary.

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

All units will be posted on the on-line platform, Atlas (purchased accounts)

Teachers will have full day planning days to write the units, their classes are covered by their colleagues (through an SBO)

Math teachers will attend three specific, full-day, professional workshops focused on the CCLS for math, their classes will be covered by substitute teachers

Each quarter teachers will work a Saturday to use student assessment data to evaluate the effectiveness of their unit and to revise the unit for next year as well as to plan future units (per session)

B. Estimated Budget Resources

Per Session, \$12,000

Budget and Resource Alignment

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

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

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

PF AIS	PF CTE	PF College & Career Readiness	X	PF Common Core
	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).

In our DQR it was noted, “JumpRope does not yet provide a clear picture of strengths and weaknesses of individual students in regards to all of the school’s chosen key standards.”

Review Type:	DQR	Year:	2012-2013	Page Number:	4	HEDI Rating:	N/A
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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.

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

Annual Goal #3

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

By June 2014, all units of study will be revised to include specific UDL resources and translanguaging strategies to meet the needs of our SWD and EBL students.

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

- Coaches and Administrators, with Network support, will become well versed in translanguaging and UDL resources
- Coaches and Administrators will use part of their full-day workshops with departments to teach staff members about these resources and how to incorporate the resources into their units
- Paraprofessionals will receive professional development on supporting SWD and EBL students using translanguaging and UDL
- Feedback of observations in classrooms will emphasize the use of these supports
- A weekly learning walk, by an administrator and coach, in classrooms of SWD and EBL students, will provide data of the use of these strategies and the debrief will include next steps (progress monitoring)
- SWD and EBL students will receive daily tutoring and extended learning time to support their mastery of the content

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

- Administrators (including Network Achievement Coach), coaches, teachers and paraprofessionals
- Per Session for tutoring program
- Some UDL resources
- Translation Unit and in house translation resources

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

- 80% of SWD and EBL students will pass quarterly classes
- On our Progress Report, our SWD made the greatest progress in the school, 75.9% scored in the 75th growth percentile for English and 60% scored in the 75th growth percentile for math. However, 0% received a level 3 or 4 on the ELA or the Math test. Our state achievement target for SWD is 3% for performance and to keep our progress percentiles stable. We saw a similar trend for our EBL students, 0% received L3 or L4 on the state exam, and 43.8% (English) and 33.9% (math) were in the 75th growth percentile or higher. This year, our targets for EBL students are 3% performance achievement on math and 50% or higher progress at the 75th growth percentile.

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

- September 2013 through June 2014

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

- A. Program Details
 All units will be posted on the on-line platform, Atlas (purchased accounts)
 Teachers will have full day planning days to write the units, their classes are covered by their colleagues (through an SBO)
 Our translation unit in house will use after school time to translate material for teachers (per session)
 Each quarter teachers will work a Saturday to use student assessment data to evaluate the effectiveness of their unit for SWD and EBL students and to revise the unit for next year as well as to plan future units (per session)
- B. Estimated Budget Resources
 Teacher Per Session \$10,000

Budget and Resource Alignment

Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.										
X	PF Set Aside		Tax Levy		Title IA		Title IIA		Title III	Grants
List any additional fund sources your school is using to support the instructional goal below.										
Indicate using an "X" the P&F activity categories from the P&F program dropdown in Galaxy used to support the activities listed in part A.										
	PF AIS		PF CTE		PF College & Career Readiness	X	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 #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).									
Even though our overall school attendance rate is 93.5% our chronic absenteeism rate is 22.1% (according to our Progress Report).									
Review Type:	Progress Report	Year:	2012-2013	Page Number:	7	HEDI Rating:	B		

Tenet 5: Student Social and Emotional Developmental Health

Indicate using an "X" the Standard(s) of Practice (SOP) that aligns to the recommendation from above. The SOP selected should align to the goal and inform the development of the activities selected to address the goal.									
	5.2 Systems and partnerships					5.3 Vision for social and emotional developmental health			
	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.									
We will reduce our chronic absenteeism rate by 5%.									

Instructional Strategies/Activities

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve this goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. Include the corresponding SOP(s) for each strategy/activity enumerated in part A. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.									
A. Strategies/activities that encompass the needs of identified subgroups									
1. Every day our office staff call the parents of students who are absent.									
2. We will have 'Success Mentors' assigned to chronically absent students. These Mentors will have regular meetings with the students and communication with the family. Each month Mentors will receive data on their mentees attendance. Mentors will keep track of all interventions and outreach. Quarterly meetings will be held and awards will be given to mentees and mentors.									
3. Each quarter we will have 'perfect attendance' and 'most improved' incentives.									
4. Our Student Intervention Team (SIT) will discuss the underlying causes of students who are chronically absent and assign a care plan provider to follow up with the student, family, Mentor and any other pertinent agency/person.									
5. Our Attendance Committee meets monthly to review attendance data and plan accordingly.									
B. Key personnel and other resources used to implement each strategy/activity									
1. Pupil Personnel Secretary, administrator, deans, counselors, Success Mentors									
C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity									
1. Our target is to keep our overall attendance rating at 93% or higher and to lower our chronic absenteeism rate by 5%.									
D. Timeline for implementation and completion including start and end dates									
1. September 2013 – June 2014									
E. Describe programmatic details and resources that will be used to support each instructional strategy/activity									
A. Estimated Budget Resources Supplies, \$5,300 (Resources for incentives and quarterly awards)									

Budget and Resource Alignment

Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.										
X	PF Set Aside		Tax Levy		Title IA		Title IIA		Title III	Grants

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

Indicate using an "X" the P&F activity categories from the P&F program dropdown used 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		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).

Grade teams do not similarly track student performance data or levels of mastery to develop academic interventions.... Teachers do collaborate on academic interventions for special education students shared during the special education implementation team meetings yet this does not carry over to general education students.

Review Type:	DQR	Year:	2012-2013	Page Number:	5	HEDI Rating:	N/A
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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.

	6.2 Welcoming environment		6.3 Reciprocal communication
	6.4 Partnerships and responsibilities	X	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.

All families and students will be informed of student progress and the need for AIS/RTI services. If a student is receiving AIS services, students and families will be informed of student progress on a quarterly basis.

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

- In August:
 - Identify students at-risk academically and behaviorally
 - Identify sub-groups within the data
 - Review assessment data of these students to identify key focus areas for improvement and to develop a strategic plan that includes when students will receive assistance
 - Align the needs of the students with the programs and resources in the school
 - Communicate with families if students will be placed in an AIS progra

- In September:
 - All general education students who are 'at-risk' in literacy will receive an extra period of instruction, 3 days per week, at their independent reading level
 - All general education students who are 'at-risk' in math will receive an extra period of instruction, 3 days per week, on operational fluency and conceptual understanding
 - All SWD who are 'at-risk' in literacy and math will receive small group instruction during the school day
 - Beginner EBL students will receive an extra period each day of English instruction utilizing Rosetta Stone
 - Advanced EBL students will receive three extra periods per week on English, using English 3D

- In November:
 - Students who are not performing well in their academic content classes will receive five extra periods per week of tutoring with their course work
 - Students will all receive Math XL accounts which will allow the teacher to individual math instruction and practice for students during the day and for homework
 - Students and parents can see math progress, though the Math XL accounts

In November/February/April/June:

Assessment data (from performance series, diagnostic math exams, report cards) will be used to assess the students that are in all of the various RTI groups and make decisions about their continuing in the group or moving to another group

Students and parents will receive communication of progress in AIS

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

1. Administrators, teachers, families
2. Math XL program
3. Rosetta Stone program

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

- 80% of students in the Math RTI program are proficient at post-tests per unit
- 80% of students in the Reading RTI program make gains of 2 or more years in reading
- Our chronic absenteeism rate drops from 22.1% to 17%
- 80% of SWD and EBL students are passing their content courses each quarter

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

1. August 2012 – June 2013

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

- A. Program Details
 - Extra periods of instruction (per session)
 - Math XL (software)
 - Rosetta Stone (software)
- B. Estimated Budget Resources
 - Non-Contractual \$3,700
 - Teacher Per Session (outlined in Goal#1)

Budget and Resource Alignment

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

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

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

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

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	Programs: 1.Expeditionary Learning 2.English 3D 3. Rosetta Stone 4. CCLS curriculum/Great Books Strategy: 5. Guided Reading/Just Words	1. Small group 2. Small group 3. Small group 4. Tutoring 5. small group	1. after school 2. before school 3. during school 4. before school 5. during school
Mathematics	Programs 1. Do the Math 2. CCLS curriculum/CMP3	1. Small group 2. Small group tutoring	1. After school 2. Before school
Science	1. CCLS curriculum	1. tutoring	1. before school
Social Studies	1. CCLS curriculum/World Cultures and Geography	Small group tutoring	1. Before school
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	1. Guidance counseling 2. Success Mentors 3. Advisory Groups	1. Individual and small group 2. Individual 3. Small group	During school During school During 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 have a partnership with Fordham University. They send us student teachers, who are mentored by our most effective teachers, and some of these teachers apply and have been hired by our school.
- We have a partnership with Oswego. Teachers from their program spend two weeks in our school and we encourage them to apply when they finish their program. We have hired one person.
- We use our Circular 6 period for professional development. Teachers are engaged in PD 5 days a week. Three days they are in grade team meetings and twice a week they are in dept meetings. These sessions are focused, there is a lesson plan created by the facilitator, and productive.
- Coaches are developed at Harvard Institute, through the Teacher Leadership Program and Network PD. They facilitate some of our department meetings.
- Teachers visit one another's classrooms in cycles and provide feedback, aligned to the Danielson framework.
- Administrators and coaches perform mini-observations daily and provide verbal and written feedback to teachers within 24 hours of their observation.
- Teacher leaders and administrators have a weekly cabinet meeting and use the 'consultancy protocol' to ensure that we all continue to develop and offer best practices.
- We developed a math professional development series with 10 collaborating schools and our AUSSIE consultant. All of our math teachers will attend 3 math workshops with teachers from the other schools that are grade specific. They learn the math content and also plan for how to teach an upcoming unit of study. This has allowed our math teachers to form a network and to have access to at least 10 people who teach the same grade and content as they do.

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).

See above

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 Cabinet holds a weekly budget meeting to ensure that funds are being used to meet the needs of all of our students. At these budget meetings we analyze our programs, the impact of those programs on student learning and the budget requirements of the programs. Adjustments are made if a program is not meeting established goals. At weekly Student Intervention Team meetings and monthly Attendance Committee meetings, we identify students who are at-risk based upon STH, behavior and emotional needs, chronic absenteeism, school adjustment issues, etc and ensure that funding that is set aside to support the addressing of student needs is utilized.

SWP Schools Only

Transition Plans to Assist Preschool Children(Elementary Schools Only)

Describe the transition plans used to assist preschool children from early childhood programs to the elementary school program (e.g. aligned

curriculum, joint PD & parent involvement activities, sharing of records/info, early intervention services, etc.).

Measures to Include Teachers in Decisions Regarding Assessments

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

Each teacher was involved in an Initial Planning meeting and at this meeting it was determined which state and local assessments would be used as part of their evaluation for the year. Teachers who are administering performance tasks scored the assessments themselves and used professional development department meetings to analyze the student work and plan for how to incorporate necessary skills into their units of study.

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)**

Parent Involvement Policy (PIP) Template

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

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

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

In developing the Title I Parent Involvement Policy, parents of Title I participating students, parent members of the school's Parent Association (or Parent-Teacher Association), as well as parent members of the School Leadership Team, were consulted on the proposed Title I Parent Involvement Policy and asked to survey their members for additional input. To increase and improve parent involvement and school quality, our school will:

- actively involve and engage parents in the planning, review and evaluation of the effectiveness of the school's Title I program as outlined in the Comprehensive Educational Plan, including the implementation of the school's Title I Parent Involvement Policy and School-Parent Compact;
- engage parents in discussion and decisions regarding the required Title I set-aside funds, which are allocated directly to schools to promote parent involvement, including family literacy and parenting skills;
- ensure that the Title I funds allocated for parent involvement are utilized to implement activities and strategies as described in our Parent Involvement Policy and the School-Parent Compact;

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

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

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

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

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

I. School Responsibilities

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

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

Support home-school relationships and improve communication by:

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

Provide parents reasonable access to staff by:

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

Provide general support to parents by:

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

**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 10	Borough Bronx	School Number 331
School Name The Bronx School of Young Leaders		

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 Serapha Cruz	Assistant Principal Matt Lewis
Coach Billy Williams	Coach type here
ESL Teacher Frederica Emiliani	Guidance Counselor type here
Teacher/Subject Area Esther Fragosa/Bilingual Math	Parent type here
Teacher/Subject Area type here	Parent Coordinator Jolane Toro
Related Service Provider type here	Other type here
Network Leader(Only if working with the LAP team) Pablo Schelino/ELL	Other type here

C. Teacher Qualifications

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

Number of certified ESL teachers currently teaching in the ESL program.	1	Number of certified bilingual teachers <u>not</u> currently teaching in a bilingual program	0	Number of teachers who hold both content area and ESL certification	0
Number of certified bilingual teachers currently teaching in a bilingual program	1	Number of certified NLA/foreign language teachers	0	Number of teachers who hold both a bilingual extension and ESL certification	1
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)	385	Total number of ELLs	78	ELLs as share of total student population (%)	20.26%
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Part II: ELL Demographics

A. ELL Programs

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

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

This school offers (check all that apply):

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

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

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

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	78	Newcomers (ELLs receiving service 0-3 years)	42	ELL Students with Disabilities	29
SIFE	19	ELLs receiving service 4-6 years	17	Long-Term (completed 6+ years)	19

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	42	17	13	17	2	7	19	0	5	78
Total	42	17	13	17	2	7	19	0	5	78

Number of ELLs who have an alternate placement paraprofessional: 8

C. Home Language Breakdown and ELL Programs

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

*EP=English proficient student

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

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

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

Number of ELLs by Grade in Each Language Group

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

This Section for Dual Language Programs Only

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

Freestanding English as a Second Language

Number of ELLs by Grade in Each Language Group

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish							21	31	20					72
Chinese														0
Russian														0
Bengali								2	1					3
Urdu														0
Arabic									1					1
Haitian														0
French									1					1
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other							1		0					1
TOTAL	0	0	0	0	0	0	22	33	23	0	0	0	0	78

Part III: Assessment Analysis

Assessment Breakdown

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

OVERALL NYSESLAT* PROFICIENCY RESULTS (*LAB-R FOR NEW ADMITS)

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Beginner(B)							7	12	12					31

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)							4	4	7					15
Advanced (A)							11	16	4					31
Total	0	0	0	0	0	0	22	32	23	0	0	0	0	77

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	12	4			16
7	20	4			24
8	16				16
NYSAA Bilingual (SWD)	5				5

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	13		2		3				18
7	28		5						33
8	19		1						20
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				
Integrated Algebra				
Geometry				
Algebra 2/Trigonometry				
Math				
Biology				
Chemistry				
Earth Science				
Living Environment				
Physics				
Global History and Geography				
US History and Foreign Language				
Government				
Other				
Other				
NYSAA ELA				
NYSAA Mathematics				
NYSAA Social Studies				
NYSAA Science				

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

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

1. Describe what assessment tool your school uses to assess the early literacy skills of your ELLs (e.g., ECLAS-2, EL SOL, Fountas and Pinnell, DRA, TCRWP). What insights do the data provide about your ELLs? How will this data help inform your school's instructional plan? Please provide any quantitative data available to support your response.

We use Fountas and Pinnell in English and in Spanish as well as Performance Series in English. The English Fountas and Pinnell is used with the NYSELAT data to group our students for ESL class. We try to group Beginner and Intermediate students in one class and the Advanced students in a different class. Performance Series also helps us to group students for Academic Intervention Services in reading. We use the Spanish reading assessment to help us determine student needs for our bilingual math class. Many of our students can speak Spanish but aren't as capable at reading or writing in Spanish. This data assists our bilingual math teacher with supporting students in reading and writing math content even if she is presenting content in Spanish.

2. What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSELAT) and grades?
When we analyzed data for each student from the last three years (excluding students who have tested out of the services) we found that thirty-four (34) general education students had the same proficiency level in 2011 as in 2013. Fourteen (14) general education students improved their level from 2011 to 2013 and one(1) general education student had gone down in proficiency. In Special Education, nine (9) students retained the same level from 2011 to 2013 and two (2) students went down in level. Zero(0) students with special needs increased their level between 2011 and 2013.
3. How will patterns across NYSELAT 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](#))

Our LAP Team will provide datafolios to teachers providing goals for reading/writing and listening/speaking and instructional strategies which will support these goals. Students are discussed once weekly and we will look at student work and discuss the student goals and the implementation of the instructional strategies as they impact goals.

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?

Currently we only offer ESL and we offer bilingual math and native language support; however we can't label this a true TBE program because the Native Language Arts teacher is working on her certification in TESOL. Some students took the state math exam in Spanish, however our overall results as a school were that our EBL subgroup performed better on the ELA test than on the math test. We used the Periodic Assessment to create data profiles regarding which students needed support with each element, speaking, listening, reading and writing. We had students work in those specific areas during Saturday academies. The ELL Periodic Assessment has informed us that our students need the most help with reading and writing. We have incorporated translanguaging strategies so that students can use what they know in their home language to produce products in English.

5. Describe how your school uses data to guide instruction for ELLs within the Response to Intervention (RtI) framework (for grades K-5). (see [RtI Guide for Teachers of ELLs](#).)

Paste response to question here:

6. How do you make sure that a child's second language development is considered in instructional decisions?
We know that our students need home language support in order understand content. We have undergone extensive professional development with CUNY to learn about 'translanguaging'. We have provided support to our content teachers so that they know that instructional inputs can be in various languages and that outputs will be in English. Teachers have begun to put language objectives in their lesson plans and have formulated reading/writing and listening/speaking language objectives that fit with their content objective. We have purchased curriculum materials in Spanish and Bengali to support content area teachers.
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.).
We analyze EBL results on state tests (ELA, Math and NYSELAT), proficiency/testing out rates on NYSELAT, and progress reports and quarterly report cards.

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](#).)
The Assistant Principal, ESL or bilingual teacher and a bilingual guidance counselor meet with parents to administer the Home Language Identification Survey (HLIS) and to interview the family. The family watches the video of program selections before choosing a program. Our bilingual teacher administers the LAB-R within 10 days of students being admitted into our school. The interview takes place in the parent coordinators office and families can watch the video in this room as well.
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.
Our Assistant Principal and counselor and teacher show the families the video, at registration, and either the bilingual guidance counselor or the bilingual Parent Coordinator are at the meeting to translate questions, etc. If parents choose an option that we don't currently have in place, we create a waitlist so that we will know when we have enough families to start a new program.
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](#)].)
Parents/guardians complete the parent survey and program selection form during registration at our school. These forms are stored in students' cumulative record file in the main office. The program selections are entered into an excel document which is kept by the A.P. in charge of data. The NYSELAT eligibility report is reviewed at Cabinet meetings and between the A.P. and the Principal (in charge of ELLs). Entitlement letters for new admits are given to the AP, Principal, ESL and bilingual teacher.
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.
The parents choice is considered and students are placed in bilingual math if requested or non-bilingual math, if requested. All students receive ESL services based upon the mandate for their level. We want to utilize a Spanish reading and writing assessment to determine what type of Native Language Arts class we can offer.
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.
We utilize the NYSESLAT report to organize the students by grade level and by proficiency level to create our testing calendar. We provide standardized testing conditions on the day of testing and do each section of the exam (reading/writing/listening) separately. We create a speaking testing schedule and teachers and/or administrators pull students out of their ESL class one by one to test students.
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. 
This year two parents chose 'dual language' and six parents chose 'TBE'. All of the other families chose ESL. We are building our TBE program. This year we hired a bilingual math teacher who can ensure that students learning the language don't get behind in learning the math content. One of our reading content teachers is becoming certified in bilingual education and she will be able to offer Native Language Arts in Spanish.

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. EBL students are placed in two classes on each grade and integrated with students who have English proficiency. During our two reading blocks, beginner and intermediate level students go to ESL class and during math the beginner level students go to bilingual math.
- b. The classes travel as a group for the day, except students leave their sections to go to ESL and bilingual math. The advanced students stay with their class during the day and just have three classes of ESL per week.
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)?
 - a. Our beginners and intermediates receive 110 minutes of ESL instruction for the day or 550 minutes per week. We also provide time 20 minutes per day for them to read books in their native language. The advanced students receive 110 minutes per day of ELA instruction and three hours per week of ESL.
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.

All of our content area teachers have learned 'translanguaging' skills and these strategies are reinforced during grade and department meetings as well as during observations. For us, translanguaging means allowing students to use all of the languages at their disposal to receive information and organize their thinking and then producing products (often with peer and teacher support) in English. Content area teachers have received materials in the languages students speak and use these materials during their lessons, as well as translating other important informational text. Their goals are written in Spanish each day and they have

cognate word walls as well as domain specific and academic vocabulary posted in Spanish and English. Assessments are in Spanish and students can write their answers in Spanish. Staff members help to translate these assessments for teachers who don't speak Spanish. Bilingual paraprofessionals are in math, science and social studies classrooms and help to translate whole-class questions and responses for students and teachers. Beginner level students attend math with the bilingual teacher.

4. How do you ensure that ELLs are appropriately evaluated in their native languages throughout the year?
As stated above, assessments are in Spanish, so that we can appropriately assess how well a student knows the content and not how well they speak English.
5. How do you ensure that ELLs are appropriately evaluated in all four modalities of English acquisition throughout the year?
Teachers write performance tasks for each unit. These tasks incorporate all four modalities. For example, a student may have to create a speech for one class and one performance task and in another class they may have to write an argumentative essay. Teachers all keep a data binder and in the data binder is a datafolio for each EBL student. Teachers keep documentation and student work which demonstrates student progress in the 4 modalities.
6. How do you differentiate instruction for ELL subgroups?
 - a. Describe your instructional plan for SIFE.
 - b. Describe your plan for ELLs who have been in US schools less than three years (newcomers)..
 - c. Describe your plan for ELLs receiving service 4 to 6 years.
 - d. Describe your plan for long-term ELLs (completed 6+ years).
 - e. Describe your plan for former ELLs (in years 1 and 2 after testing proficient).

a. We have a Saturday program for our SIFE students. The Saturday program has direct teaching from our bilingual teacher and also students work on Rosetta Stone and Power My Learning on the computer. These two programs allow us to differentiate for each individual student.

b. Our newcomers are in our ESL class and we developed the curriculum to meet their language needs and also their needs to become familiar with a new city and new country and plan for their future. The curriculum utilizes the 'photo-elicitation' strategy. All students have cameras and they create projects around the themes of 'Who am I?', 'Our School Community', 'Our Community', and 'What is the purpose of school?'

c/d. Most of our EBLs who have been receiving services for 4-6 years, and are general education students, are integrated into heterogeneous classes for the majority of the day and receive ESL support. When we look closely at the data long-term EBLs and also students who have been receiving services 4-6 years and long-term EBLs, the majority are in the D75 hearing impaired classes that we host at our school and also our Intellectually Disabled self-contained special education class. They have not been able to pass the NYSELAT, and I wouldn't expect the ID students to be able to, and therefore show up on the report as needing to continue to receive services, which we do provide.

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?
Most of our EBL-SWD students are in the classes we host from D75. The teachers in these classes use grade-level core curriculum materials and provide supports, such as interpreters, alternative placement paras to translate, and also translanguaging strategies, such as providing materials in Spanish. Students also have access to computer based programs that accelerate English language development, such as Rosetta Stone.
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?
All of our non-D75 students, are in ICT classes, except students that are in our ID self-contained class. Even students in the D75 and ID classes are integrated for enrichment and ESL classes. Some of the D75 hearing impaired students are mainstreamed for subjects they are strong in and also three students were declassified from D75 and integrated full-day in our community school.

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
--------------------	----------------------------	--------------------	----------------------------

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

Native Language Arts:				
Social Studies:				
Math:	Spanish/English			
Science:				

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

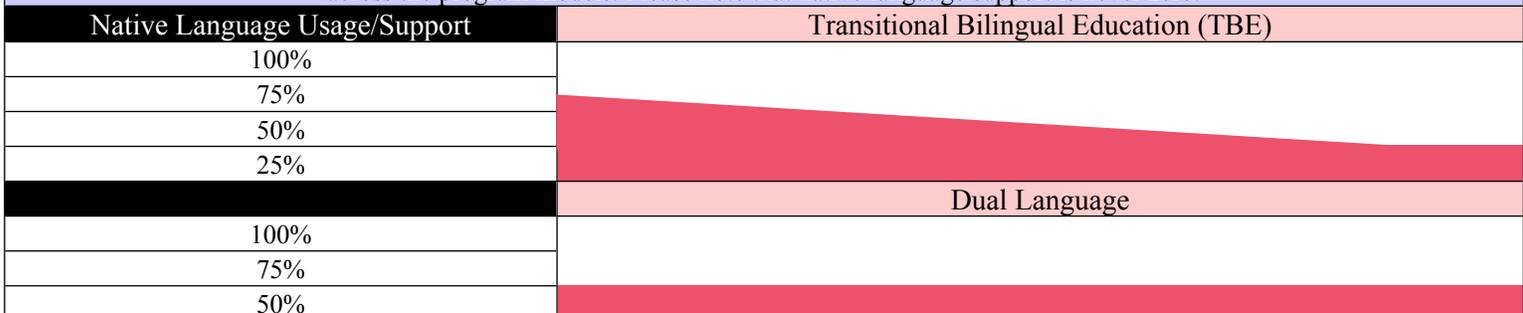
	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS: Native Language Arts	45 minutes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



25%			
	Freestanding ESL		
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.
- Intermediate and Advanced students receive math and ELA intervention in an extra period three days per week. Our advanced EBL (Emerging Bilingual Learners) students receive an extra period of ELA three days per week. Our SIFE and Beginner/Intermediate students attend a Saturday program for ELA/Math.
10. Describe the effectiveness of your current program and how it is meeting the needs of your ELLs in both content and language development.
- We have made progress and still have work to do to have a really effective program for our EBLs. Due to the translanguaging in our classrooms, our EBL students are performing well on their report cards. On our 2011/2012 Progress Report we received only 0.40% for ELL Progress; however on our most recent report 2012/2013 we jumped to 31%. In math, our EBLs scored 25.5% in 2010/2011 and this year we had 33.9%. This is strong growth for one year. Last year we hired a new ESL teacher and added bilingual math and the computer support for our students. Last year we also began the extra ELA period for our Advanced EBL students.
11. What new programs or improvements will be considered for the upcoming school year?
- This year we hired a new bilingual math teacher, with a stronger background in math, and we added our Saturday support program. We will continue to develop our teachers to use 'translanguaging' strategies in all content classes. When our reading teacher becomes a certified bilingual teacher, we will add Native Language Arts class and have a true TBE program. We interviewed many candidates and didn't find a strong bilingual candidate for reading, but our current teacher will be certified by next year.
12. What programs/services for ELLs will be discontinued and why?
- None at this time. We believe we are making great gains with students based upon Progress Report data.
13. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
- Our EBL students are already part of our after-school AIS reading and math programs. They are also able to sign up for any of our clubs and extracurricular activities. We offer a full sports program and an arts program, many of our EBLs take advantage of these programs.
14. What instructional materials, including technology, are used to support ELLs (include content area as well as language materials; list ELL subgroups if necessary)?
- Rosetta Stone is used by our beginner level students. Power My Learning is utilized in math classrooms (both bilingual and not). Power My Learning is a platform which allows students to work on any subject area at their level. Students have the option to change the language to Spanish on the screen and work in Spanish. Our Advanced students use Scholastic's English 3D program in an additional literacy block, three days per week. Content area teachers utilize Spanish language textbooks, Google translate and in-house translated materials for their lessons.
15. How is native language support delivered in each program model (TBE, Dual Language, and ESL)?
- ESL: Students have access to materials/curriculum in their home language in all content area classes. In ESL class there is an extensive library of Spanish books and some Bengali books. Students can check out books in those languages or English and count them toward our book requirement of reading three books per month. Bilingual paraprofessionals also provide home language support in content area classes. Our ESL teacher speaks many languages, including Spanish and can utilize Spanish to provide support during ESL. Three of our enrichment teachers speak Spanish and they provide support before and after school on the computer programs students use.
16. Explain how the required services support, and resources correspond to ELLs' ages and grade levels.
- Our ESL curriculum was written to support students specifically during Middle School as they prepare for High School and begin thinking about life after High School. Students are immersed in a unit of study which assesses their future interests and teaches them about the importance of choosing high schools and having experiences which prepare them to build on those interests. Students also contribute to our school community through their photo essay projects and this aligns with the developmental level of middle school students and their want of service projects and doing positive projects.
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.
- The principal meets with each new family as they enroll. We talk about where they are from and have a sense of the town and school system they were in. EBL students and their families from 5th grade participate in open houses that take place during the year before they articulate to 6th grade as well as at the beginning of their 6th grade year. We are going to start a 'Newcomer Group'

after school which will be with our bilingual guidance counselor.

18. What language electives are offered to ELLs?

Unfortunately, none at this time.

19. For schools with dual language programs:

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

Paste response to questions here:

C. Professional Development and Support for School Staff

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

1. All of our staff participate in three grade level and one department meeting per week. These meetings are our key vehicle for providing staff development. One grade team meeting focuses on using the 'collaborative assessment protocol' and looking at student work. This work is sometimes an EBL student. We use the protocol to discuss the students strengths and also to provide feedback to the teacher on their instructional approach. Often this meeting entails discussing what language supports were provided to EBL students and what difference that made in the final product. Another grade team meeting is used to use a 'kidtalk' protocol. At this meeting teacher discuss specific students who are struggling on their grade. Teacher brainstorm possible action plans and next steps that all teachers on the grade will use to support the student. Many times this student is an EBL student. The third grade team meeting is used to plan for our advisory period. All of our students, including our EBLs, are in an advisory group and we use a format called, 'The Circle of Power and Respect'. The beginning of the advisory period is used for team building, understanding one another (including a focus on multiculturalism and multilingualism) and character development. The second half of advisory is used for academic advisement. All of the EBL students receive counseling at this time about their academic progress. At the planning meeting for advisory, teachers discuss any students who may be falling behind academically and how we can provide supports before the end of the quarter. At the weekly department meetings we focus on our school-wide goal of creating a curriculum aligned to the CCLS. Teachers write units of study at this weekly meeting and we use a template that includes language objectives that will be taught and translanguaging strategies that will be used in the unit. Teachers of each content area have a full day to develop curriculum every five weeks and they write their units and provide feedback to one another, including how well their unit meets the needs of all students (including EBLs).

2. ESL and bilingual teachers receive individualized formative feedback on a weekly basis through our mini-observations. Administrators and coaches visit each department each week. They debrief and one will visit the teacher to discuss the lesson and then summarize their visit and next steps in writing. Our ESL teacher works with the principal and our Network EBL Liason to write the ESL curriculum, aligned with the CCLS and the language progressions on Engage NY. Our bilingual math teacher receives all of the support listed in #1 and also will attend nine (9) specific math workshops, focused on preparing to teach the new math core curriculum.

3. The support we provide is through the grade team meeting that focuses on planning for the advisory period. At this meeting we are able to share a lot of information regarding our students, including understanding our newcomers better and their adjustment to a new school and a new country. Our 8th grade teachers, learn about high schools and which high schools specialize in working with EBL students (such as Claremont, Gregorio Luperon and the International Schools. These advisory teachers teach students how to use the High School Directory and take students on visits to High Schools. Our guidance counselors are familiar with all of our students. Both counselors are binlingual and assist EBL students with their transition to Middle School and to High School. They are part of our grade team meetings and can provide suggestions to the teachers.

4. At this point, our specific EBL training is embedded in our weekly meetings, as described above. We have also had training from the International Schools and from CUNY, specifically focused on the needs of our EBL students.

D. Parental Involvement

1. Describe ELL parent involvement in your school. Include specific activities that foster parental involvement for parents of ELLs.
2. Does the school partner with other agencies or Community Based Organizations to provide workshops or services to ELL parents?
3. How do you evaluate the needs of the parents?
4. How do your parental involvement activities address the needs of the parents?
 1. We provide support to parents/guardians of our EBL students as soon as they register. We provide them with a list of options for workshops and support and ask them which they would like to attend/have. We offer such things as 'high school choices', 'How to help my child, academically, if I don't know the language', ' what resources are in this community?'We also hold several 'Community Events' throughout the year. Most of these events are the day before a long holiday and we target our EBL community because they tend to be the one's to take extended vacations. The Community Events are always big celebrations (an annual Turkey Bowl Football Game and Feast and Talent Show are examples) and well attended by families. We believe they have helped us to curb extended vacations and also to achieve 95% attendance for two years in a row. Our office staff are bilingual and so is our parent coordinator, so they make it clear to parents that they are available to translate as necessary. Teachers and other staff members request these staff members to translate letters, phone calls and meetings. We have the required translation posters near the main office desk and also in the front lobby of the school.
 2. We direct parents to a school near us which offers ESL classes. IN January, we will have ESL classes available every week at our school for 150 families.
 3. We evaluate the needs of our parents through the initial survey as well as other surveys (including the annual Learning Environment Survey). Our parent coordinator surveys parents and informs staff members of the languages that parents prefer for receiving and providing information. As stated above, our office staff and our parent coordinator are very knowledgeable of the families and provide translation whenever necessary.
 4. We try to tailor our activities based upon the feedback they provide us. Our meetings and our events utilize a translation audio unit as well as staff members who can translate. Written correspondence is in Spanish and English.

E. Additional Information

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

Paste response to question here:

Part VI: LAP Assurances

School Name: _____

School DBN: _____

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
	Principal		1/1/01
	Assistant Principal		1/1/01
	Parent Coordinator		1/1/01
	ESL Teacher		1/1/01
	Parent		1/1/01
	Teacher/Subject Area		1/1/01
	Teacher/Subject Area		1/1/01
	Coach		1/1/01
	Coach		1/1/01
	Guidance Counselor		1/1/01
	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: **10X331** School Name: **The Bronx School of Young Leaders**

Cluster: Network: **411**

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.

We use home language survey information so that we know what written and oral interpretation needs we need to plan for.

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.

For our families which are learning English, we have found that all speak Spanish. Our families which speak Arabic, French and Bengali also speak English. We notify teachers that all home communication should be in English and Spanish. We also inform them if they need to use staff for oral translation.

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.

Everything we send home is in English and Spanish. We have office staff, our parent coordinator and several other staff members available to assist with translation in writing.

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

Oral interpretation is mostly provided by our staff members. When teachers, deans or administrators need assistance with phone calls they ask our bilingual office staff, a guidance counselor or the parent coordinator. During PTCs we have guidance counselors and office staff translate. For our students, we hire interpretation services for state tests that are not written in the child's home language, including Arabic and Bengali. We hired Spanish and Bengali interpreters to score recent performance tasks that were taken in those languages.

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>.

We have this posted in our main lobby and also in our main office. We also mail it home once a year.

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: Bronx School of Young Leaders	DBN: 10X331
This school is (check one):	
<input checked="" type="checkbox"/> conceptually consolidated (skip part E below) <input type="checkbox"/> NOT conceptually consolidated (must complete part E below)	

Part B: Direct Instruction Supplemental Program Information
The direct instruction component of the program will consist of (check all that apply):
<input checked="" type="checkbox"/> Before school <input type="checkbox"/> After school <input checked="" type="checkbox"/> Saturday academy <input type="checkbox"/> Other:
Total # of ELLs to be served: 20
Grades to be served by this program (check all that apply):
<input type="checkbox"/> K <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input checked="" type="checkbox"/> 6 <input checked="" type="checkbox"/> 7 <input checked="" type="checkbox"/> 8 <input type="checkbox"/> 9 <input type="checkbox"/> 10 <input type="checkbox"/> 11 <input type="checkbox"/> 12
Total # of teachers in this program: 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: Students who scored 'advanced' on the 2011-1012 NYSELAT exam will attend a morning session, for 37 sessions, M-W , from 7:10-8:10 am. The teacher will plan lessons using 'English 3-D' from Scholastic. This curriculum is aligned to many of the new common core standards including; reading text closely, annotating text and writing arguments. Our ELA teacher will co-teach the course with our ESL teacher. We chose our ELA teacher to co-teach with our ESL teacher, because of his experience level. He has ten years of teaching experience and our ESL teacher is new this year. He will address the language proficiency needs of students by using language acquisition goals each day. He is using the English 3-D curriculum which is designed for Emerging Bilingual students and explicitly incorporates english language development support. We had this program last year and 10 of our advanced students became proficient on NYSELAT. We will offer 10 Saturday sessions for students, in all levels, to receive assistance on the Learning Targets they haven't mastered in class. Our ESL and Bilingual teacher will teach this course with content area teachers so that they can translate when necessary. The times of the program are from 9-12. Teachers are also working an hour scoring assessments from the program and planning the next session.

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: Content area teachers will receive Professional Development on translanguaging strategies using the translanguaging guide from CUNY. They will learn and practice strategies and then build these strategies into their units of study. Our ESL and bilingual teacher will learn Understanding by Design and create units of study on Atlas Rubicon. In house administrators, consultants from CUNY and instructional leads will facilitate the sessions. The PD will revolve around the resources in the translanguaging and language guides we have received from CUNY. These are free resources and you can find them at the following links:

<http://www.nysieb.ws.gc.cuny.edu/files/2012/07/NYSLanguageProfiles.pdf> and

<http://www.nysieb.ws.gc.cuny.edu/files/2012/07/NYSLanguageProfiles.pdf>

We will hold sessions on the Sept, November and June full-day PD days. We will also incorporate translanguaging PD into our weekly departmental meetings.

Part D: Parental Engagement Activities

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: We will have a translation team, using resources we have on staff and bilingual parents, to translate curriculum materials, family letters, etc. Through our partnership with Computers for Youth all of our 6th grade families will attend a family learning workshop, in their home language, and be given a free computer. Families will learn about the programs available on the computers and the website, "Power My Learning". Families will be invited to "Family Fridays" hosted by Citizen Schools. These sessions will cover topics such as; the new standards, family fitness, high school orientations, etc. Parents receive monthly newsletters and calendars in multiple languages and written by our Parent Coordinator.

Part E: Budget

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

Allocation Amount: \$

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Professional salaries (schools must account for fringe benefits) <ul style="list-style-type: none"> • Per session • Per diem 		
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 (Object Code 199)		

Part E: Budget

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

Allocation Amount: \$

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Travel		
Other		
TOTAL		