



**Department of
Education**

Dennis M. Walcott, Chancellor



2013-2014

**SCHOOL COMPREHENSIVE EDUCATIONAL PLAN
(SCEP)**

School Name: TBMPS 375
DBN (i.e. 01M001): 08X375
Principal: ANYA MUNCE-JARRETT
Principal Email: AMUNCE@SCHOOLS.NYC.GOV
Superintendent: TIM BEHR
Network Leader: RUDY RUPANARAIN

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
ANYA MUNCE-JARRETT	*Principal or Designee	
DERRICK BROWN	*UFT Chapter Leader or Designee	
STACEY STERLING	*PA/PTA President or Designated Co-President	
LOURDES MAYA	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	
KYRA NARAIN	Member/ TEACHER	
TONYA WALKER	Member/ TEACHER	
KIM HARMON	Member/ TEACHER	
JONATHAN DERR	Member/ TEACHER	
SARAH AXLER	Member/ TEACHER	
KAILA MCPHEE	Member/ PARENT	
STARR WATTS	Member/ PARENT	
CARMEN DELGADO	Member/ PARENT	
ALEXIS RIVERA	Member/ PARENT	
	Member/	

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

School Comprehensive Education Plan (SCEP) Requirements

Which Schools Need to Complete the SCEP?

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

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

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

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

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

Guidance for Developing Completing the Annual Goals and Action Plan Section

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

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

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

School Receiving Title I Funds

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

SCEP Checklist

All Schools

Indicate that a section has been completed by marking an "X" in the box to the left of each section	
X	School Leadership Team Signature Page
X	The SCEP Overview
X	Action Plans 1 – 5: Each of the five Action Plans must contain the following elements-
	▪ A major recommendation with HEDI rating
	▪ Statement Of Practice (SOP) selected aligned to the goal
	▪ A goal aligned to the major recommendation
	▪ Instructional Strategies section, A-E for each strategy or activity that supports the goal
▪ Budget & Resource Alignment section (indicating all funding sources)	
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)

Priority Schools Only

X	Expanded Learning Time (ELT) Program Description
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School Information Sheet for 08X375

School Configuration (2013-14)					
Grade Configuration	06,07,08	Total Enrollment	284	SIG Recipient	N/A
Types and Number of English Language Learner Classes (2013-14)					
# Transitional Bilingual	N/A	# Dual Language	N/A	# Self-Contained English as a Second Language	N/A
Types and Number of Special Education Classes (2013-14)					
# Special Classes	N/A	# SETSS	6	# Integrated Collaborative Teaching	6
Types and Number of Special Classes (2013-14)					
# Visual Arts	4	# Music	N/A	# Drama	N/A
# Foreign Language	N/A	# Dance	N/A	# CTE	N/A
School Composition (2012-13)					
% Title I Population	86.4%	% Attendance Rate			89.9%
% Free Lunch	89.5%	% Reduced Lunch			6.2%
% Limited English Proficient	7.9%	% Students with Disabilities			24.3%
Racial/Ethnic Origin (2012-13)					
% American Indian or Alaska Native	N/A	% Black or African American			32.8%
% Hispanic or Latino	62.0%	% Asian or Native Hawaiian/Pacific Islander			4.6%
% White	0.7%	% Multi-Racial			N/A
Personnel (2012-13)					
Years Principal Assigned to School	0.8	# of Assistant Principals			2
# of Deans	1	# of Counselors/Social Workers			1
% of Teachers with No Valid Teaching Certificate	N/A	% Teaching Out of Certification			19.2%
% Teaching with Fewer Than 3 Years of Experience	39.4%	Average Teacher Absences			8.6
Student Performance for Elementary and Middle Schools (2012-13)					
ELA Performance at levels 3 & 4	4.7%	Mathematics Performance at levels 3 & 4			2.7%
Science Performance at levels 3 & 4 (4th Grade)	N/A	Science Performance at levels 3 & 4 (8th Grade)			17.4%
Student Performance for High Schools (2011-12)					
ELA Performance at levels 3 & 4	N/A	Mathematics Performance at levels 3 & 4			N/A
Credit Accumulation High Schools Only (2012-13)					
% of 1st year students who earned 10+ credits	N/A	% of 2nd year students who earned 10+ credits			N/A
% of 3rd year students who earned 10+ credits	N/A	4 Year Graduation Rate			N/A
6 Year Graduation Rate	N/A				
Overall NYSED Accountability Status (2012-13)					
Reward		Recognition			
In Good Standing		Local Assistance Plan			
Focus District	X	Focus School Identified by a Focus District			
Priority School	X				

Accountability Status – Elementary and Middle Schools

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

Accountability Status – High Schools

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

SCEP Overview

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

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

Reflecting upon the 2012-13 SCEP

Answer the following questions regarding the 12-13 SCEP			
Describe the strengths of your school's 12-13 SCEP.			
<ul style="list-style-type: none"> • Tenet 6 Family and Community Engagement we were able to increase parental involvement through the use of effective and consistent communication. • Tenet 5 Student Social and Emotional Development Health. We implemented and promoted the PBIS, provided week long summer institute professional development program for staff and teachers, created a formal advisory curriculum, provided relationship building activities, and integrated community based programs (i.e, Mentorship program for boys, and Self Esteem program for girls.), and facilitated an after school program to engage students. • Tenet 4 Teacher Practices and Decisions Targeted Professional development, implemented the use of accountability forms for common planning and professional development, evidence of implementing data analysis to identify groups of students and their needs. • Tenet 3 Curriculum Development and Support – we were able to develop coherent CCLS-aligned curriculum maps and unit plans for all core subjects. 			
Describe the areas for improvement in your school's 12-13 SCEP.			
While we began identifying groups of students for targeted interventions for high needs areas, we did not focus on the needs of individual students, according to the data. An area for improvement is using disaggregated student data by skill to identify individual student needs accordingly to support specific skill proficiency.			
Describe the barriers and challenges encountered while developing and implementing your school's 12-13 SCEP.			
A major barrier to accomplishing all of our goals was finding enough time in the schedule to meet to implement the protocol for analyzing student work and developing structures to create consistency and maintain this as one of our foci.			
Describe the degree to which your school's 12-13 SCEP was successfully implemented.			
The implementation of annual goal 1, Tenet 2 was partially successful. We successfully developed CCLS-aligned curricula however, time constraints interfered with our ability to consistently analyze student work and use said analysis to adjust instruction based on the implications of said analyses for individual students. We were able to use our analyses to plan targeted instruction for groups students. The implementation of annual goal 3, Tenet 4, was partially successful as well. We were able to use inquiry time to analyze student work in order to more effectively meet the needs of groups of students. However, we were unable to consistently monitor student progress and move this work from targeting groups for intervention to developing structured supports for individual students.			
Were all the goals within your school's 12-13 SCEP accomplished?			Yes X No
If all the goals were not accomplished, provide an explanation.			
As stated above, meeting time for teacher teams was a major barrier to completing all components of the established goals. We worked around the obstacles and achieved success in analyzing student work to modify instruction to meet the needs of groups of students. We also achieved success with monitoring the progress of targeted groups of students. However, the monitoring systems used in our school-wide inquiry study did not translate well into universal systems.			
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.			
While we secured more meeting time for teachers by instituting a common meeting period every day, with the implementation of new curricula in math and ELA, the integration of 2013-2014 Chancellor's Instructional Expectations and a deepened focus on the implementation of the Danielson Framework for Teaching, we anticipate encountering time constraints mas a major impediment to achieving all established goals again this year. While we are consistently working to address this issue, with so many new initiatives this year, I believe this barrier will be insurmountable this year.			
List the 13-14 student academic achievement targets for the identified sub-groups.			
Bottom 1/3, SWD's, ELL's			
Describe how the school leader(s) will communicate with school staff and the community.			
Weekly Newsletter, Google Drive, Google email, Staff Handbook, school messenger.			
Describe your theory of action at the core of your school's SCEP.			
We will align our goals to the The Middle School Quality Initiative (MSQI) to implement a literacy roadmap to help us meet the City Wide Instructional Expectations (CIE). Our ultimate goal is to establish a successful model that will result in significant progress in increasing the overall percentage of students that are reading on or above grade level, thereby ensuring that greater			

numbers of our students are securely on the pathway to high school, college, and career success. We will implement the elements of the MSQI five pillars to improving adolescent literacy. These five MSQI Core Pillars include:

1. Reading Screening and Monitoring
2. CCLS Literacy Across the Content Areas
3. Strategic Reading Tutoring for All Students
4. Teacher Teams
5. Continuous Professional Development

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

To implement the research based five pillars of MSQI that are aligned to quality review indicators that support best teaching practices to address literacy needs of students. The plan of action is to:

- Conducting periodic assessments (i.e., universal screening three times a year using DRP to identify struggling readers, and secondary diagnostics to identify specific reading challenges)
- Implement systems and structures to support targeted small reading group instruction (i., create a schedule to integrate access code, Just Words, Wilson, and 3rd Party Rally programs)
- Align literacy instruction across all subject areas
- Program collaborative planning time for department/grade teams to meet to facilitate "looking at student work" protocol to identify instructional adjustments that are needed.
- Create a school wide professional development plan

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

Align literacy program to MSQI five pillars, PBIS, Partnership with CBO's to address student social emotional needs or development, Literacy across all the content areas, Go Green Initiative, Address Sub-Groups, Improve Tone and Culture.

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

Collaborative Voice, SLT, Tier 3 Committee

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).			
Review of students notebooks, work folders, and work samples on bulletin boards, indicate a multi-tiered system for providing teacher feedback to students. This feedback is actionable but it does not yield an accurate snapshot of student’s progress towards mastery of content standards. As a result there are missed opportunities to provide clear assessment information, thus adversely impacting planning to improve academic progress by all students.			
Review Type:	QR	Year:	2012-2013
		Page Number:	6
		HEDI Rating:	QR- Proficiency

Tenet 2: School Leadership Practices and Decisions

Indicate using an “X” the Standard(s) of Practice (SOP) that aligns to the recommendation from above. The SOP selected should align to the goal and inform the development of the activities selected to address the goal.			
X	2.2 School leader’s vision	X	2.3 Systems and structures for school development
	2.4 School leader’s use of resources	X	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, we will have implemented an annual comprehensive plan for all common planning time that is focused on the addressing the CIE elements (i.e., teacher development and student work) and includes effectively using a system in which 100% Math and ELA teacher analyze data to drive instruction, identify student needs assessment, and monitor and improve student progress as observed during teacher team meetings conducted by school leaders.

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. Interdisciplinary Teacher Teams to plan instruction and assess impact evidenced by common ongoing assessments [SOP 2.3]
 - Our teacher teams are scheduled regular time during the school day to meet for common planning. Our teams are organized by grade level and content area. Daily common planning periods are available to facilitate grade level team meetings to plan curriculum, assess student work and progress. Accountability forms are developed to report findings and schedule next steps. The forms are maintained in teachers’ professional development binders and in turn shared with school leaders and the school community.
 - Our teachers are also scheduled to meet in content area teams two times per month. Teachers can collaboratively select the focus or goal of these meetings based on identified curriculum or student needs. Within these common planning times, teachers discuss curriculum, review student work, and analyze data to determine student groupings, differentiation, and best practices. Accountability forms are developed to report findings and schedule next steps. The forms are in turn shared with school leaders and the school community.
 - Our data specialist will conduct an analysis of the results of the internal assessments as compared to external assessments (NYS Exams) and teachers will use this analysis to design curriculum and, when necessary, plan interventions for at risk students and extensions for advanced students.
2. Continuous Professional Development focused on literacy that is interdisciplinary and interdepartmental, long term and ongoing [SOP 2.2]
 - Our content area teacher leaders participate in specific professional development programs and turn-key the information, strategies, and best practices for our teaching community.
 - Our teachers are encouraged and supported when they identify external professional development opportunities. Teachers who attend these external professional development programs are encouraged to share with our teacher teams successful instructional practices and the evidence of their success, through formal and informal structures.
3. By June 2014, the principal and APs will conduct the mandated requirement as aligned to the Teacher Evaluation system, using Charlotte Danielson’s Teacher Effectiveness research-based framework to guide each teacher with SMART feedback on their instructional practices. This research based framework and rubric will help school leaders create a safe school culture of continuous learning and professional growth through more frequent and productive observation sessions. [SOP 2.2]
4. Teachers work collaboratively to create uniform department rubrics that are developed in alignment to CCLS, designed to support all students including ELL’s and SWD’s, and include comprehensive next steps. [SOP 2.5]
5. Saturday Academy program that includes
 - a) Common Core Test Prep Program in both ELA and Math for grades 6,7, and 8
 - b) Integrated Algebra Regents Prep Program for advanced learners

- c) Living Environment Regents Prep Program for advanced Learners
- d) ESL program

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

1. School leaders, content area teacher leaders, grade level and content area teacher teams
2. School leaders, content area teacher leaders, grade level and content area teacher teams
3. School leaders (principal and APs)
4. Department Teacher Teams and Administrators.
5. School leaders and grade level and content area teacher, and ESL teacher

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

1. Assessment and data tracking (baselines, benchmarks, pre and post tests, assessment evaluation)
2. Professional Development binders
3. Teacher evaluation systems; Administrative walk-throughs and formal and informal observations.
4. Student work
5. Assessment and data tracking (pre and post assessments)

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

1. Available daily (grade level teacher teams); Semi-monthly (content area teacher teams)
2. Ongoing throughout 2013-2014 school year
3. Ongoing throughout 2013-2014 school year
4. Ongoing throughout 2013-2014 school year
5. January 2014-May 2014 Saturday, 9:00a-12:30p and three days during spring break

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

1. Common fourth period prep available daily for teaching teams to meet
2. Common fourth period prep available semi-monthly for teaching teams to meet
3. Walkthrough feedback forms, pre and post observation meetings; observation evaluation forms
4. Bi-monthly Professional Development on the creation of CCLS aligned rubrics
5. Supervisor and Teacher per-session for 9 teachers and 1 Assistant Principal

Budget and Resource Alignment

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

	PF Set Aside	X	Tax Levy	X	Title IA		Title IIA		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 ELT	X	PF Inquiry Teams		PF NYS Standards and Assessments		PF Parent Engagement
	PF Positive Behavioral Management Programs				PF RTI		PF Supporting Great Teachers & Leaders

Goal and Action Plan #2 Curriculum Development and Support (Tenet 3)

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

Major Recommendation

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

The CIE 2013-2014 states that Schools should work toward closing curricular gaps through purchasing and integrating publisher-made materials or by adjusting current materials.7 Schools must provide dedicated time, resources, and support for reviewing and revising curricula, using Universal Design for Learning to ensure access for all learners. Our school has implemented coherent, standards based curricula that emphasize analytical thinking, leading to immersion of students in challenging tasks across content areas as documented in the Quality Review feedback of 2012-2013.

Review Type:	QR	Year:	2012-2013	Page Number:	3	HEDI Rating:	N/A
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Tenet 3: Curriculum Development and Support

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

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

Annual Goal #2

Describe the identified goal for the year based on the recommendation, tenet, and SOP(s) selected. Refer to the directions and guidance for assistance in developing your goals.
 By June 2014, we will improve on our scholars' performance in both ELA and Mathematics as evidenced by the Progress Report. All grades 6-8 students will show evidence of growth of 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. School purchased common core resources (i.e CodeX, CMP3) which will be implemented across all grades in ELA and Math in addition to authentic teacher created units of study. [3.2 and 3.3]
2. Use the Degrees of Reading Power (DRP) three times a year as a universal screen. Conduct a secondary diagnostic for all students who scored at risk (Running Record). Use of a reading growth progress monitoring tool to track student growth toward reading at or above grade level. [SOP 3.5]
 - We have set calendar dates for the DRP administrations and assign specific roles to staff members.
 - The principal communicates these dates and roles with our school communities and network teams, enabling clarity and collective investment.
 - The MSQI coordinators oversee the process of the DRP administration at our school, ensuring that the assessment is administered according to the DRP testing memo. That point person follows a similar facilitation schedule for secondary diagnostics such as Running Records, Wilson Screens and the Test of Silent Word Reading Fluency.
 - The MSQI coordinators communicate the specific aspects of the reading progress data-monitoring system to teachers, grade-level teams, and network teams enabling clarity and collective investment.
 - The ELA supervisor/AP facilitates specific aspects of the reading progress data monitoring system: designating which teachers must use the tool, setting timelines for information updates and data sharing, defining the collaboration/next steps process for teachers and teacher teams, providing a menu of appropriate next steps for students in need of academic intervention, and arranging for the professional development support of the MSQI coordinator and teachers at MSQI PD and with network instructional coaches.
 - Information is shared amongst teacher teams to inform instruction.
 - ELA classroom libraries are organized by genre and lexile levels.
 - The data specialist provides a DRP data tracker to develop targeted reading interventions.
3. Implement reading, writing, speaking and listening across content areas with explicit teaching of reading comprehension skills and academic vocabulary. [3.2]
 - All teachers across the grades and content areas show evidence of integrating explicit reading comprehension strategies into planning, instruction, and assessments. Strategies include the strategic integration of language acquisition (specifically) Word Generation, reciprocal teaching, shared reading, guided reading, and independent reading. Student engagement with text leads students to reflect on work products and work habits based on their understanding of the academic and personal behaviors required for post-secondary success.
 - Teacher, in collaboration with school leaders, MSQI coordinators and instructional coaches, facilitate the planning, instruction and assessment of Word Generation and other explicit reading comprehension strategies such as reciprocal reading, shared reading, guided reading and independent reading.
4. Principals and Assistant principals observe lessons and engage teachers in collaborative discussions so as to optimize impact on student learning. [SOP 3.4]
5. Principal and Assistant principals and other key staff facilitate the use of a resource assessment system such as the text tracker that ensures text diversity throughout the school that meets teacher's and students' needs. Principal, Assistant principals and other key staff use the text tracker to regularly assess and respond to the volume of text student experience during the regular and/or extended school day. Integrate text tracker to identify if students are receiving CIE for suggested three to four hour reading per week. [SOP 3.4]
6. Hired Creative Solution Literacy and Numeracy Consultants to support the ELA and Math departments in the creation of unit plans and to support teachers in ensuring rigorous instructional practices that support CCLS. [SOP 3.2 and 3.4]
7. We provided a week-long summer institute professional development program for staff/teachers. During the PD administration facilitated workshops that addressed the following: [SOP 3.4]
 - Provided common meeting time to create curriculum maps in each department.
8. Department teams examine current students' data to identify gaps in student knowledge or skill and to inform the revision of their instructional units. [SOP 3.5]
 - Teachers collaboratively assess the quality of student work that comes out of the implementation of the first unit and repeat the cycle for subsequent units
 - School leadership meets weekly with teacher teams and coordinate work across the grades.

9. SBO allowed for providing additional time for teachers to meet in PLTs and continue the work in curriculum planning and looking at student work. [SOP 3.4]
 - Department teams collaboratively refine curriculum units and engage in a structured protocol to ensure alignment with the selected common core standards.
 - Professional development for teachers (ex. A lesson planning clinic) hosted by subject specific instructional specialists from the network, administration selected teachers to participate in the lesson planning clinic.
10. Special Education teachers are spearheading the implementation of Specially Designed Instruction through the use of a SDI chart created on google docs with input from both general education and special education teachers. The chart contains information from both IEPs and teacher observations and will be shared across each grade team. [SOP 3.2]
11. Partner with CBOs to enhance curriculum. [SOP 3.2]
 - Stella Adler (Grade 7 ELA): An acting coach and acting students guide the middle school students in improvisation and theatrical activities in order to understand literacy through drama.
 - OmniLearn (Grade 8 Science): This program uses professional development, modeling, direct instruction, and small group teaching opportunities to support hands-on, inquiry-based science instruction.
12. Provide Regents (Integrated Algebra and Living Environment) programs for advanced level students. [SOP 3.2]

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

1. Principal, Assistant Principal, Teacher Teams
2. Data Specialist, Assistant Principal of ELA, the MSQI Coordinator, and the Principal will hold weekly department meetings and monthly feedback sessions for developing instruction. Use of a public calendar to display dates and reminders for school community.
3. Assistant Principal , Principal creates school wide Word Gen. Schedule, Teachers will hold bi weekly department meetings and monthly feedback sessions for developing instruction.
4. Principal and Assistant Principal
5. Principal The Assistant Principal of ELA, the MSQI Coordinator, will hold weekly department meetings and monthly feedback sessions for developing instruction.
6. Monthly support from Creative Solutions Consultants in Literacy and Numeracy, AP.
7. Principal, AP, Literacy Coach, and Teacher Facilitator.
8. Administrators and The Tier 3 Inquiry Team will evaluate student data, identify target areas, and brainstorm strategies to improve instruction and learning. Teachers will meet in grade level and department meetings to discuss student progress and come up with action plans to address student needs.
9. Teachers and Principal
10. Special Education Teachers, SESIS
11. CBO representatives, Teachers, administration generated schedule aligned to respective classes and grades.
12. Teachers and AP's

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

1. By the end of the 2013-2014 school year, students will make the predicted progress of a growth .
2. DRP will reflect levels of growth/degrees of improvement.
3. Improvement of writing across grade and content. Improved integration of vocabulary.
4. Framework for Teaching evaluations show evidence of instructional development.
5. Test tracker will show that students are receiving CIE for suggested three to four hour reading per week.
6. Comprehensive unit plans will be created in each subject.
7. Provided common meeting time for teachers to collaborate one period per day.
8. School community reflection evaluations of the work they are doing to identify student gaps in skill and knowledge.
9. School community reflection evaluations of the work they are doing to identify student gaps in skill and knowledge.
10. Improved lesson plans. Lesson Plans will show differentiation for ELLs and SWDs
11. Learning Environment Survey will show improvement.
12. Students show proficiency of 75% or higher on Regent Exams

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

1. Ongoing work throughout 2013-2014 school year.
2. We will administer the DRP in September, January, and June.
3. Ongoing work throughout 2013-2014 school year.
4. Ongoing work throughout 2013-2014 school year.
5. Ongoing work throughout 2013-2014 school year.
6. Ongoing work throughout 2013-2014 school year.

7. Ongoing work throughout 2013-2014 school year.
8. Teams will meet quarterly..
9. Teams will meet quarterly.
10. Ongoing work throughout 2013-2014 school year.
11. Will receive and review results at end of 2013-2014 year.
12. Will receive and review results at end of 2013-2014 year.

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

1. School purchased common core resources (i.e CodeX, CMP3) which will be implemented across all grades in ELA and Math every day.
2. Use the Degrees of Reading Power (DRP) three times a year as a universal screen. Conduct a secondary diagnostic for all students who scored at risk (Running Record).
3. Implementation of reading, writing, speaking and listening across content areas with explicit teaching of reading comprehension skills (such as reciprocal reading, shared reading, guided reading and independent reading) .and academic vocabulary daily.
4. Annual calendar created outlining informal and formal observations of all teachers. School will purchase a public calendar to display dates and reminders for school community.
5. MSQI text tracker to identify if students are receiving CIE for suggested three to four hour reading per week.
6. OTPS funds to hire consultants for Monthly meetings.
7. OTPS Per Session funds to provided a week-long summer institute professional development program for staff/teachers.
8. Bi-weekly meetings of Department teams
9. PLT meetings weekly, scheduled clinics with Network support.
10. Special Education teachers use Specially Designed Instruction graphic organizer format daily.
11. CBOs facilitate weekly lessons with respective classes. 21st Century Grant funds to obtain CBO's.
12. Per Session funds for teachers

Budget and Resource Alignment

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

	PF Set Aside	X	Tax Levy	X	Title IA		Title IIA		Title III	X	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	X	PF Inquiry Teams		PF NYS Standards and Assessments		PF Parent Engagement
	PF Positive Behavioral Management Programs				PF RTI		PF Supporting Great Teachers & Leaders

Goal and Action Plan #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).

Continue to ensure school time is used strategically. The school's schedule should provide students with: [access to advanced coursework](#), tiered interventions as needed (e.g., [Response to Intervention](#)), special education services in the [least restrictive environment](#) appropriate, language support in the chosen [model of English language learner instruction](#), and [time for teachers to work in teams](#).

Review Type:	CIE	Year:	2013-2014	Page Number:	2	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.

X	4.2 Instructional practices and strategies	X	4.3 Comprehensive plans for teaching
	4.4 Classroom environment and culture	X	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 targeted subgroups (bottom 1/3, students with disabilities and ELL's) will have a 3% increase in progress in their NYS ELA and Math state exam results as evidenced through progress report data.

Instructional Strategies/Activities

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

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

1. Specially Designed Instruction- Our school's Special Education School Improvement Specialist facilitated a Professional Development on Specially designed instruction for all teachers. Special Education teachers are spearheading the implementation of Specially Designed Instruction through the use of a SDI chart created on google docs with input from both general education and special education teachers. The chart contains information from both IEPs and teacher observations and will be shared across each grade team. [SOP 4.2 and 4.3]
2. Access Code is a online decoding program used by SWDs, ELLs, General Education students determined At-risk due to their September Degrees of Reading Power scores. Students use access code for 30 minutes sessions 4 times week, during differentiated instruction. The Access Code program provides resources for re-teaching and additional support that can be used to further differentiate instruction in small groups within the classroom. [SOP 4.2 and 4.3]
3. Response to Intervention- The team reviews general education referrals from grade level teams, looking at student data ie. test scores, assessments, behavioral referrals and attendance data. [SOP 4.5]
 - The RTI team creates an intervention plan for each individual student using research-based strategies.
 - The RTI team also implements the plan and monitors the progress of each student for 4 weeks.
 - At the conclusion of the 4 week period, the RTI team reconvenes to review student progress. If no progress has been made, then the Rtl Team reevaluates the strategies used, and revises the strategies, providing more support.
 - After another four weeks the student is reassessed, if progress is not made student is recommended for evaluation for Special Education.
4. AIS - Students from targeted groups will be pulled from the second block of Mathematics or ELA classes. They will be provided with small group instruction focused on specific standards or skills in need of remediation. [SOP 4.2 and 4.3]
Programs include:
 - ELA: Access Code, Just Words, Wilson ELA,
 - Math: Rally Assessments Think Through Math, Triumph Learning
5. Inquiry Work: Teacher Teams (Both subject and grade level) Assess Student work as a group using a uniform system for assessment (rubrics).
6. Word Generation: School wide program to expose students to and familiarize them with academic vocabulary. The program is implemented across the curriculum according to a school-wide schedule. [SOP 4.2 and 4.3]
7. Creation of Teacher Department Teams: Special Education Team, Math Team, ELA Team, Science Team, Social Studies Team Physical Education Team, Elective Team, 6th grade Team 7th grade Team, 8th grade Team, [SOP 4.3]

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

1. The QIP team (IEP Teacher, Special Education Teacher, MSQI Coordinator, Data Specialist, and ESL Teacher) will meet to monitor and discuss the progress of Special Designed Instruction.
2. The MSQI coordinator, the ELA department, and ELA teachers will monitor and discuss the progress of students on Access Code during ELA department meetings. Laptops with updated Flash player, and headphones with microphones are the necessary resources.
3. interdisciplinary team that consists of principal, school psychologist, school social worker, data specialist, the Dean, and representatives from the special education department, math department, parent coordinator, ELA department and representatives from each grade team, as well the referred child's parent.
4. The AIS coordinators (Assistant Principal and Literacy Coach for ELA and Assistant Principal for Math)
5. Supervisors of Subject Areas (Assistant Principals), Department Teams
6. Department Teams (Math, ELA, Science)
7. Members of constituent teacher teams.

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

1. SDI- progress of the identified students with IEPs whose state scores fall within the target range will be tracked using their running record data, standards progress as shown on pre-and post exams, and data from the Rally practice exams. The ultimate measure of the effectiveness of SDI will be whether or not the school makes Adequate Yearly Progress for Students with Disabilities on the 2014 ELA State Exam.
2. Access Code- The decoding progress of students using Access Code will be measured through the assessments built into the program, as well as through other measures that are part of the MSQI. Access Code assesses student progress through each unit and grades their performance on each task. Students general decoding abilities will be measured through the use of Fountas and Pinnell running records, student scores on the WIST and the other decoding assessments that are

part of the MSQI.

3. RTI - Every 4 weeks the RTI team will be given updates on the progress of students that have been chosen. The progress of the student will be measured by their individualized plans. A minimum of three students will be chosen (one from each grade) to be evaluated by the RTI team. The effectiveness of the RTI will be measured by any indicators of progress (pre and post assessments, NYS scores) for either a specific subject, or their overall scores. Another measure of the effectiveness of the Rtl team will for some students a decrease in the number of anecdotal forms.
4. AIS - Students that have been identified in need of AIS will have their progress monitored by both the subject teacher and their AIS teacher. Pre and Post assessments, quizzes, and additional practice will be used in their classroom teacher, along with specific formal and informal assessments in their AIS teacher. The effectiveness of these assessments will directly relate to their their 2014 State Exam scores.
5. Inquiry Work- the students selected by each grade team for inquiry work will be assessed periodically throughout the school year, using the inquiry cycle model. Targeted students will be taught using research based strategies, their progress will be assessed on an ongoing basis to evaluate the strategies being used.
6. Word Generation will be evaluated across the curriculum in the respective subject areas. Effectiveness of the Word Generation program relies on cohesive implementation of the program across disciplines. Our target for this year is to improve our implementation of Word Generation from last year, ensuring that each the components of each unit are completed in each discipline.
7. Teacher teams- accountability forms will be submitted by both grade level teams and subject specific teams. School community reflections will be used to measure alignment between MSQI fidelity and observed practice.

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

1. Ongoing work throughout 2013-2014 school year.
2. Ongoing work throughout 2013-2014 school year.
3. Ongoing work throughout 2013-2014 school year.
4. Ongoing work throughout 2013-2014 school year.
5. Ongoing work throughout 2013-2014 school year.
6. Ongoing work throughout 2013-2014 school year.
7. Ongoing work throughout 2013-2014 school year.

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

1. SDI: at Bronx Math is supported by the work of the QIP team and the Special Education Improvement Specialist.
2. Access Code: We have been provided with an access code liaison in addition the MSQI Network Instructional Coach comes 1-2 times a month. In addition, teacher and student kits for Wilson Program, Just Words (Wilson Intermediate Intervention) program, Fontas and Pinnell Level 1 and Level 2 kits, and NYSELAT Test Prep booklets for Grade 6, 7, and 8 students will be purchased under textbook line in galaxy.
3. RTI: Team meets every four weeks to discuss progress of targeted students and plan next steps.
4. AIS: Rally Resources that include, Rehearsal Exam, Mastery of Standards
5. Inquiry Work: Use DOE provided protocol for "Looking at Student Work"
6. Word Generation: Implemented School wide across grades weekly. Teachers meet bi-weekly to discuss implementation plan.
7. Teacher Teams: Departments Meet bi- weekly

Budget and Resource Alignment

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

	PF Set Aside	X	Tax Levy		Title IA		Title IIA		Title III		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.

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

Goal and Action Plan #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).

Based on LES score in the area of Safety and Respect, Students responses to the following statements:

I am safe in the hallways, bathrooms, locker rooms, and cafeteria, I am safe on school property outside the school building ere 5.8 and 5.4 out of 10 respectively.
 OORS for level 4 and 5 incidents from 2012-13

Review Type: LES	Year: 2012-2013	Page Number: 10	HEDI Rating: n/a
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Tenet 5: Student Social and Emotional Developmental Health

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

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

Annual Goal #4

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

By June 2014, the school community overall will develop a more positive outlook on our school. This will be reflected by an increase on our Learning Environment Survey in the area of Safety and Respect and develop a more nurturing school environment to increase positive parent, teacher, and student responses on our Learning Environment Survey

Instructional Strategies/Activities

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

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

1. After school Program- AM/PM homework help and tutoring. Saturday Academy which incorporates remediation, test prep, advanced courses in integrated algebra and living environment. [5.2]
2. CBO-Advisory – Career Exploratory Programs will support 6th grade girls and prepare students for the educational and career challenges of the 21st century. In addition, Creative Connections supports 8th grade students to also preparing them from both educational and career challenges of the 21st century. [5.2]
3. Afterschool Program: Team First basketball which promotes sports and health. Musical theatre and instrumental band which supports initiatives in Art. Oracle Debate club for grade 8 students to promote leadership while also building capacity within the community among student peers. Planet protector club maintains schools Sustainability status within the community and build capacity for educating peers on "GO GREEN" initiatives. The Black Pearl Program- African American females with disciplinary issues will be targeted to build self-esteem and improve self-awareness. Planned Parenthood Workshops- During health periods representatives will educate students on health and hygiene [5.2 and 5.3]
4. Student Government – Elections held annually to determine student representatives across each grade. Campaigning and nominations following election protocol precede the elections. Selected students will participate as functioning members of the SLT and the voice of their grade for student activities, trips, dances, etc. [5.3]
5. Promotion of 'Anti Bullying Respect for All' campaign
6. Strategy 1: Provide effective and consistent communication about school activities and programs through student assemblies where students participate in reciting the S.T.A.R pledge, posters, prompts, reading passages, role playing etc., Students during morning announcements express their commitment to anti-bullying by reciting the school pledge. Assemblies are conducted to reinforce the anti-bullying messages [5.3]
7. PBIS- positive behavior incentive system is designed to motivate students to exhibit positive behaviors inside and outside the classroom (monthly trips, monthly birthday celebrations) [5.3 and 5.5]

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

1. Selected teachers and faculty
2. Girl Scouts, Creative Connections, Planned parenthood facilitators, Social Worker and respective teachers
3. Organization representative, Ms. Henry, and Ms. Kelly
4. Mrs. Nadal ,Ms. Kelly, Ms. Perkins, and student leaders
5. Student celebration coordinators Ms. Nadal and Ms. Kelly
6. School wide staff and faculty

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

1. Improved self esteem which is noted in the reduction of incidents via student reporting system.
2. Orientation of students to future college and career goals as outlined by the CCLS.
3. Improved self esteem which is noted in the reduction of incidents via student reporting system
4. Student reflections about the work they are doing.
5. Reduction in the number of bullying incidents in OORS.
6. Increased participation in incentive activities and trips.

D. Timeline for implementation and completion including start and end dates
1. Ongoing throughout school year 2013-2014
2. Ongoing throughout school year 2013-2014
3. Ongoing throughout school year 2013-2014
4. Ongoing throughout school year 2013-2014
5. Ongoing throughout school year 2013-2014
6. Ongoing throughout school year 2013-2014
E. Describe programmatic details and resources that will be used to support each instructional strategy/activity
1. Per-session funds will pay for teachers and supplies funds used to purchase materials.
2. 21st Century grant funds will be used to pay for teacher supervisors and implementation of programs.
3. OTPS funds will be used to pay for organization fees and per session for staff.
4. Monthly meetings supervised by AP and teacher
5. Monthly assemblies and theme integrated into advisory curriculum.
6. Monthly incentive trips and activities.

Budget and Resource Alignment

Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.											
X	PF Set Aside		Tax Levy		Title IA		Title IIA		Title III	X	Grants
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	X	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).											
Online systems such as Achievement Reporting and Innovation System (ARIS) and Skedula as the main tools for communicating detailed student performance data to families, many of whom lack computer literacy or English language proficiency, focused feedback on their children's progress towards goals does not reach all families. As a result, not all students benefit fully from a strong home-school partnership that is supportive of their efforts to meet and exceed the high expectations set for them.											
Review Type:	QR	Year:	2012-2013	Page Number:	6	HEDI Rating:	Proficient				

Tenet 6: Family and Community Engagement

Indicate using an "X" the Standard(s) of Practice (SOP) that aligns to the recommendation from above. The SOP selected should align to the goal and inform the development of the activities selected to address the goal.											
X	6.2 Welcoming environment					X	6.3 Reciprocal communication				
X	6.4 Partnerships and responsibilities						6.5 Use of data and families				

Annual Goal #5

Describe the identified goal for the year based on the recommendation, tenet, and SOP(s) selected. Refer to the directions and guidance for assistance in developing your goals.											
By June 2014, school will implement a system to address communicating detailed student performance data to families, many of whom lack computer access and/or literacy or are not proficient English.											

Strategies to Increase Parental Involvement and Engagement

Include the corresponding SOP(s) for each strategy/activity enumerated in part A. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP).											
A. Strategies/activities that encompass the needs of identified subgroups											
1. Parent Association will work in collaboration with administration to ensure participation of 25% of parents to attend monthly teas with principal. [6.2 and SOP 6.4]											
2. Create and maintain school web page to provide limitless access to school's calendar, curriculum and family notifications. [SOP 6.3]											
3. Use of online grading and reporting system, Skedula will ensure unlimited access to student progress. [SOP 6.3 and 6.5]											

<ol style="list-style-type: none"> Use of School Messenger to provide parents with consistently communication regarding school activities and important updates. [SOP 6.3] Translation machines and translator personnel ensure that all families have access to information communicated via letters, workshops, and meetings. [SOP 6.2 and 6.] Student standardized exam scores are distributed with delivered with report card during Parent Teacher conference [SOP 6.5] Tea with Principal Program with focus (i.e., "Tell Me How My Child is Doing") [SOP 6.2 and 6.3]
B. Key personnel and other resources used to implement each strategy/activity
<ol style="list-style-type: none"> Parent Association and administration. Teachers, administration, and computer technology director. Teachers and administrators. Parent Coordinator and Principal. Translation machines and translator personnel. Teacher and Computer Technology Director. Principal, ELA Lead Teacher, Math Lead Teacher, Social Worker , and Parent Coordinator.
C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity
<ol style="list-style-type: none"> Participation sign in logs. Number of "hits" on school web page. Use of online grading and reporting system, Feedback from parents and LES data in area of communication. Participation of non-English speaking parents at workshops, meetings, etc. Feedback from parents about communication. Participation of parent and families.
D. Timeline for implementation and completion including start and end dates
<ol style="list-style-type: none"> Ongoing throughout school year 2013-2014
E. Describe programmatic details and resources that will be used to support each instructional strategy/activity
<ol style="list-style-type: none"> Monthly PA meetings OTPS allocation used to purchase eChalk system. OTPS allocation used to purchase Skedula . OTPS allocation used to purchase School Messenger. OTPS allocation used to purchase translation machines and per session for school aide and comp time for parent coordinator for after school activities. Copies made. Monthly Teas and OTPS allocation for Parent Engagement.

Budget and Resource Alignment

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

Expanded Learning Time (ELT) Program Description
PRIORITY SCHOOLS ONLY

ELT Work Plan

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

Program Goals

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

To ensure students are being offered a minimum of 200 additional expanded learning time hours

Activities

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

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

Program Suite	How many hours?	Target Population	Program Description	Funding Source	School Based or Community Based Personnel that will implement
X AM/PM School Homework Help	1.5 hrs T/Th=3hrs	All Students	Provide homework help and tutoring	Title 1 Priority	Ms. Ramlal
X Saturday Academy Integrated Algebra Regent Preparation	3 hrs./wk 30 weeks	Select On Track Students	Tutoring and preparation for Int. Algebra Regent Exam	Title 1 Priority	Mr. Derr
X Saturday Academy Living Environment Regent Preparation	3 hrs./wk 30 weeks	Select On Track Students	Completion of Lab Requirement, Tutoring and Preparation for Regent Exam	Title 1 Priority	Ms. Carrington
X Saturday Academy ELA/Math Test Preparation	3 hrs. /Sat/ 11 weeks	Level 2 and Level 3	Remediation	Title 1 Priority	6 Select Teachers
X Summer School	3.5 hrs, M-Th [16 days]	Holdovers & Did Not Meet Promotion	Remediation	TL Summer School	5 select teachers
X Enrichment /Socio-Emotional Program TEAMFirst Basketball	4 hours/16 weeks	All students	Promote Sports and Health	Title 1 SWP	Mr. Rosa, Ms. Middleton
X Enrichment Program Musical Theater	4 hours/30 weeks	All students	Promote the arts	21 st Century	The Leadership Program

X Enrichment Program Instrumental Band	4 hours/30 weeks	All students	Promote the arts	21 st Century	The Leadership Program
X Enrichment Program OmniLearn	4 hours/30 weeks	Grade 8	Enrich the Science Program	21 st Century	OmniLearn
X Enrichment Program Stella Adler	4 hours/30 weeks	Grade 7	Enrich the ELA program with theater.	21 st Century	Stella Adler
X Enrichment Program Girl Scouts CEP [Supplies Only]	4 hours/30 weeks	Grade 6 Girls	Support Advisory Program. Prepare students for the educational and career challenges of the 21 st century.	Title 1 SWP	Girl Scouts
X Enrichment Program Creative Connections	4 hours/30 weeks	Grade 8 Students	Support Advisory Program. Prepare students for the educational and career challenges of the 21 st century.	21 st Century	Creative Connections
X Social-Emotional Program The Black PEARL Program	3 hrs Sat. [10 weeks]	African-American Females with disciplinary issues	Address Socio-Emotional Concerns Build Self Esteem & Improve Self Awareness	Title 1 SWP	Phylicia Henry
X 37.5 Minutes ELA/Math Tutoring	50 min T/Th=1.4 hrs	Level 1 and Low Level 2 Students	Support student learning and promote student achievement.	n/a	All Teachers
X Advisory Teen Entrepeunership	2 hours/20 wks	Grade 7 & 8 Select Students	Extension of Creative Connections program to teach work skills and prepare students for career challenges of 21 st century.	Title 1 Priority	Mr. Jenkins
X Other Tier 3 Inquiry Team	4 hours/mo.	All Students	School Improvement, Evaluation of Student Work	Title 1 Priority	8 teachers 3 grade 4 subject 1 special ed.
X Other Oracle/Debate Club	2 hours/20 wks	Grade 8 Select Students	Promote leadership skills and build capacity	Title 1 Priority	Ms. Perkins
X Other Planet Protectors	2 hours/20 wks	Select Students high interest in	Maintain schools Sustainability status	Title 1 SWP	Ms. Pressley, Ms. Carrington

Club		science			
X Other Creative Solutions Literacy Consultant Numeracy Consultant	120 hours [10 visits/ea. Consultant]	All Students	Teacher Professional Development	TL ELA/Math Support Title 1 SWP Title 1 Priority	Bill Richardson Nicora Placa
	Total hrs:				

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

1. ***see above A

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

1. ***see above A

Budget and Resource Alignment

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

X	21 st Century	X	Tax Levy	X	Title I SWP		Title I TA	X	Title I PF		C4E
	Title III		Title I SIG		PTA Funded		Grants		In Kind		

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

n/a

Community Partnerships

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

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

• **Girl Scouts Career Exploration Program -Grade 6 Advisory:**

The Girl Scout Council launched the Career Exploration Program (CEP) in Fall 2008 to broaden the career horizons of disadvantaged girls attending public middle schools in New York City.

CEP is designed as a progressive, three-year program that builds participating schools' capacities to offer an enhanced academic experience for girls. CEP instruction is delivered to girls during the school day in girls-only classes for 32 weeks during the school year. In addition to classroom instruction, the program also assists participants with the high school enrollment process.

Short-term outcomes include: improved attendance and academic performance, increased self-esteem, and awareness of healthy lifestyle choices vs. risky behaviors. Long-term outcomes will include: increase in high school graduation rates, college enrollment and completion rates; and increase of employment in well-paying jobs with potential growth.

• **Creative Connections- Grade 8 Advisory**

Creative Connections' mission is to prepare students for the educational and career challenges of the 21st Century. Core Values: Innovation, Excellence, Caring, Integrity

Creative Connections was founded in 2005 to meet the growing need for college and career readiness, entrepreneurship and business development programs in New York City schools. Their staff has more than twenty years of youth development experience, and will implement in-class programs at our school.

• **Stella Adler- Grade 7 ELA**

Since its founding in 1949, the Stella Adler school has trained thousands of actors many of whom have gone on to important theater and film careers. The Stella Adler Outreach Division provides free acting classes to low income inner city teenagers.

• **OmniLearn- Grade 8 Science**

[Boosting math and language arts through science]. The OMNiLEARN Professional Development Program creates stronger, more self-sufficient teachers to promote growth and increase their comfort with integrating labs in class. The in-class portion

of the OMNiLEARN Professional Development Program uses modeling, direct instruction, and small group teaching opportunities to guides teachers through 3 stages of development. Each stage provides appropriate levels of training, equipment and support. By the last stage, your teachers are adept at weaving math and language arts lessons into fun, hands-on science labs... by themselves!

- **Creative Solutions – Literacy Consultant, Bill Richardson; Numeracy Consultant, Nicora Placa**
- **The Leadership Program-** Afterschool Clubs [Musical Theater, Band, Chorus], Parent Association
- **ShapeUp!**

Shape Up NYC offers free fitness classes every week at dozens of locations across the five boroughs. Shape Up NYC classes are taught by expert fitness instructors who know how to make fitness fun. Class offerings are varied and include aerobics, yoga, pilates and zumba.

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

The program is structured so that CBO facilitate in class workshops in addition to after school program.

ELT Program Narrative

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

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

All programs include hands on learning activities and are integrated to support our students social emotional growth.

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

See programs listed in section A.

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

Student needs are used to help differentiate the programs provided.

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

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

We have identified targeted students to receive AIS in both Math and ELA, and created an alternate program in addition to their general program during the week.

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

Using DRP and other assessments we have targeted specific students and created an alternate program in addition to their general program during the week. In addition, a SESIS works with our school bi weekly to provide instructional support to our special education teachers.

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

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

Interim data that includes OORS and MOSL results.

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	Access Code-High At Risk readers Just Words- Intermediate Readers	Small Group	During School Day and Extended Day
Mathematics	Mastering the Standards	Small Group	During the School day and Extended Day
Science	Write to Learn Living Environment Regents Prep	Small Group	Extended Day, Saturday Enrichment
Social Studies	Write to Learn	Small Group	During School day
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	At risk counseling	Individual or Small Group	During school day

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

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

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

Title I Status

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

All Title I Schools

Highly Qualified Teachers (HQT)

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

Strategies for Recruitment:

- Building networking partnerships with local colleges and new teacher recruitment programs (ie., NYC Teaching Fellows, and Teach For America)
- Review and Search Teach NYC select recruits program
- Promote our school at various teacher job fairs
- Conduct school job fairs and open house presentations.

Strategies for Retention and Support:

- Teachers are involved in 50 minutes of professional development on Wednesday during extended day as well as common prep periods that are aligned in program for subject.
- Teachers may apply to go to workshops out of building.
- There is a comprehensive week by week annual professional development plan that focuses on Danielson's Framework for Teaching and best practices in Teach like a Champion.
- CFN support (i.e., Lesson Plan Clinic, Principals Instructional Rounds, Learning Walks) to provide SMART feedback to help improve instruction and learning.
- Frequent observations with SMART feedback

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).

SBO approved professional learning community (PLC) meets weekly to participate in PD aligned to Framework for Teaching instructional practices, Teach Like A Champion methods for improving student participation, curriculum creation, looking at student work, UBD, and UDL.

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.).

Services for Students in Temporary Housing (STH), PBIS for violence prevention

SWP Schools Only

Transition Plans to Assist Preschool Children (Elementary Schools Only)

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

N/A

Measures to Include Teachers in Decisions Regarding Assessments

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

MOSL team was selected to establish the assessment for new teacher evaluation system.

TA Schools Only

Use of Program Resources

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

N/A

TA Coordination with the Regular Program

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

N/A

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

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

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

Parent Involvement Policy (PIP) Template

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

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

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

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

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

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

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

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

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

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

I. School Responsibilities

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

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

Support home-school relationships and improve communication by:

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

Provide parents reasonable access to staff by:

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

Provide general support to parents by:

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

**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 8	Borough Bronx	School Number 375
School Name TBMPS		

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 Anya Munce-Jarrett	Assistant Principal Iris Nadal
Coach Kyra Narain-Lloyd	Coach type here
ESL Teacher Theresa Middleton	Guidance Counselor Lionel Saunders
Teacher/Subject Area Michelle Monfiletto	Parent type here
Teacher/Subject Area Monee Perkins	Parent Coordinator Maritza Colon
Related Service Provider type here	Other Lisa Brady/Data Specialist
Network Leader(Only if working with the LAP team) type here	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	1
Number of certified bilingual teachers currently teaching in a bilingual program	0	Number of certified NLA/foreign language teachers	0	Number of teachers who hold both a bilingual extension and ESL certification	0
Number of certified ESL teachers <u>not</u> currently teaching in the ESL program	0	Number of teachers currently teaching a self-contained ESL class who hold both a common branch license and ESL certification	0	Number of special education teachers with bilingual extensions	0

D. Student Demographics

Total number of students in school (Excluding Pre-K)	286	Total number of ELLs	33	ELLs as share of total student population (%)	11.54%
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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														
Push-In							1	1	1					3
Pull-out							1	1	1					3
Total	0	0	0	0	0	0	2	2	2	0	0	0	0	6

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	34	Newcomers (ELLs receiving service 0-3 years)	21	ELL Students with Disabilities	9
SIFE	0	ELLs receiving service 4-6 years	7	Long-Term (completed 6+ years)	6

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	21		1	7		5	6		3	34
Total	21	0	1	7	0	5	6	0	3	34

Number of ELLs who have an alternate placement paraprofessional: 0

C. Home Language Breakdown and ELL Programs

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

*EP=English proficient student

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

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

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

Number of ELLs by Grade in Each Language Group

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

This Section for Dual Language Programs Only

Number of Bilingual students (students fluent in both languages): 0 Number of third language speakers: 0

Ethnic breakdown of EPs (Number):

African-American: 0 Asian: 0 Hispanic/Latino: 0
 Native American: 0 White (Non-Hispanic/Latino): 0 Other: 0

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							14	3	15					32
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic														0
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other								1						1
TOTAL	0	0	0	0	0	0	14	4	15	0	0	0	0	33

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)						3	6	4	6					19

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)						3		7						10
Advanced (A)							2	2						4
Total	0	0	0	0	0	6	8	13	6	0	0	0	0	33

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							0	0	2				

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3					0
4					0
5					0
6	7	0	1		8
7	2	1	0		3
8	10	0	0		10
NYSAA Bilingual (SWD)					0

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
3									0
4									0
5									0
6	7	1	0	0	0	0	0	0	8
7	2	1	0	0	0	0	0	0	3
8	6	5	0	0	0	0	0	0	11
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	2	2	4	0	2	0	0	0	10
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	0	0	0	0
Integrated Algebra	0	0	0	0
Geometry	0	0	0	0
Algebra 2/Trigonometry	0	0	0	0
Math	0	0	0	0
Biology	0	0	0	0
Chemistry	0	0	0	0
Earth Science	0	0	0	0
Living Environment	0	0	0	0
Physics	0	0	0	0
Global History and Geography	0	0	0	0
US History and Government	0	0	0	0
Foreign Language	0	0	0	0
Other 0	0	0	0	0
Other 0	0	0	0	0
NYSAA ELA	0	0	0	0
NYSAA Mathematics	0	0	0	0
NYSAA Social Studies	0	0	0	0
NYSAA Science	0	0	0	0

Native Language Tests								
	# of ELLs scoring at each quartile (based on percentiles)				# of EPs (dual lang only) scoring at each quartile (based on percentiles)			
	Q1 1-25 percentile	Q2 26-50 percentile	Q3 51-75 percentile	Q4 76-99 percentile	Q1 1-25 percentile	Q2 26-50 percentile	Q3 51-75 percentile	Q4 76-99 percentile
ELE (Spanish Reading Test)	0	0	0	0	0	0	0	0
Chinese Reading Test	0	0	0	0	0	0	0	0

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.

The Bronx Mathematics Preparatory School (TBMPs) uses the following procedure to assess the early literacy skills of ELL. As a part of MSQI, TBMPs had instituted the use of the DRP. The students are given the DRP and anyone who scores below level is administered a running record using Fountas and Pinnell. These students are also given the WIST and TOSWR if it is determined that they may need help with phonics and sounds. This information tells us whether the students need assistance in phonics/ phonemic awareness or if they need practice with comprehension skills. If the students are in need of these skills, they are placed in small groups and administered training via Just Words and/or Access Code. The students who are in need of comprehension reinforcement are placed in small groups and taught through Strategic Reading Groups using the Language Proficiency Intervention Kits. By breaking down the needs of the students, we are better able to help them develop the English language.

2. What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?
The patterns that are revealed across the proficiency levels on the LAB-R and the grades are that the long term ELLs are plateauing and staying either at intermediate or advanced. This is happening mainly in the seventh and eighth grade. This tells us that we need to target these students and give them extra support in all content areas especially with comprehension and writing to allow them to advance and test proficient.
3. How will patterns across NYSESLAT modalities—reading/writing and listening/speaking—affect instructional decisions? How does your school use information about Annual Measurable Achievement Objectives? What does the data reveal? (see [SED memo](#) and [AMAo tool](#))

Patterns across the NYSESLAT modalities allow us to see which part of our ESL program is effective and where we need to make changes to better service our students needs. Unfortunately, the reports needed to use the AMAo are currently unavailable.

4. For each program, answer the following:
 - a. What are the patterns across proficiencies and grades? How are ELLs faring in tests taken in English as compared to the native language?
 - b. Describe how the school leadership and teachers are using the results of the ELL Periodic Assessments.
 - c. What is the school learning about ELLs from the Periodic Assessments? How is the native language used?

a. Patterns across the NYSESLAT modalities allow us to see which part of our ESL program is effective and where we need to make changes to better service our students needs. The patterns that are revealed across the proficiency levels on the LAB-R and the grades are that the long term ELLs are plateauing and staying either at intermediate or advanced. This is happening mainly in the seventh and eighth grade. This tells us that we need to target these students and give them extra support in all content areas especially with comprehension and writing to allow them to advance and test proficient. The ELLs proficiency on tests taken in English as compared to those in the native language vary. The beginner ELLs do much better in tests given in their native language, while the long term ELLs have mixed results. For example, many of the ELLs between 3-5 years need to use tests in both languages for content area tests. This is due to the fact that some information they learned in their native language and some they have learned in English. The ELLs between 1-3 years do much better in tests given in their native language.

b. The school leadership analyzes the results of the ELL Periodic Assessments and use the data to drive ELL instruction. By analyzing the results we can see where are students are flourishing and where they may need extra support. This information allows us to adjust our ESL program as well as add professional development for content area teachers to support the ELLs throughout the instructional day.

c. The school is learning that we need to put a heavy focus on academic vocabulary and helping teachers to incorporate language goals for the ELL students in their class to better support language development in each content area. The school leaders along with the ESL teacher and data specialist have provided each student a word glossary for each content area such as science, math, and social studies. The school has also adopted the Word Generation program to focus on academic language and all students where given it in Spanish if Spanish is their native language. Math books were purchased in Spanish to support the native Spanish speaking students.

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

N/A

6. How do you make sure that a child's second language development is considered in instructional decisions?
Students' second language development is considered in instructional decisions. This is done through careful consideration of

programming, materials used, AIS implementation and teacher training. Programming is specific to ELL second language acquisition in order to ensure they are in the proper setting with the supports they need. All ELL students are placed in the same class according to grade level. The ELL students who also have a disability are placed according to their IEP requirements. This allows for targeted instruction in language development. The material purchased are also looked at to see if they contain ELL support such as ELL modification or native language materials such as Code X and CMP3 math. The ELL students are also included in our AIS groups and grouped according to their language development needs. Students who need phonics or word help are placed in Just Words or Access Code programs. Students who need comprehension development are placed in strategic reading groups.

7. For dual language programs, answer the following:

- a. How are the English-proficient students (EPs) assessed in the second (target) language?
- b. What is the level of language proficiency in the second (target) language for EPs?
- c. How are EPs performing on State and City Assessments?

N/A

8. Describe how you evaluate the success of your programs for ELLs (e.g. meeting AYP for ELLs, etc.).

Our team evaluates the success of our program for the ELLs. Our team consists of the data specialist, the ESL teacher, one assistant principal that oversees the ESL program and our principal. Together we look at the results of the NYSESLAT, the LAB-R, interim assessments and MOSL data. These results tell us where we need to focus to better serve our ELL students. For example it drives the instructional group development as well as the materials used to teach the groups. Through this process we learned that we needed to work on building academic vocabulary in order for our students to be able to better attack questions. We also learned that our students needed to learn the terms for the parts of a nonfiction document. This has been added to ESL education and also into the mainstream curriculum with the addition of Word Generation.

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](#).) ELLs are quickly identified at TBMPs. All students entering the school system for first time are given the Home Language Identification Survey (HLIS). The HLIS is administered by one of two trained pedagogues from our ELL team, Theresa Middleton the ESL teacher or Lisa Brady the Data Specialist/Testing Coordinator. It is administered in the parent or guardians first language. When translation is needed, it is provided either by Maritza Colon, the Parent Coordinator, or Iris Nadal, Assistant Principal. When we are faced with a student that speaks a native language that cannot be translated in house, we will contact the Translation and Interpretation Services through the Department of Education. If the home language is a language other than English, an interview is conducted by the ESL teacher. If the Spanish Lab is required, it is administered by Ms. Iris Nadal, AP in charge of ESL. The information from the HLIS and the interview are considered and if deemed appropriate the LAB-R is administered. The administration of the LAB-R occurs within 10 days of admission into the school and is administered by the ESL teacher, Theresa Middleton or the data specialist, Lisa Brady. The LAB-R is scored and the student and based upon the results the student may be identified as an ELL. All students who qualify for ELL services are given an Entitlement letter and those students who do not qualify are given a non-entitlement letter. The entitlement letter explains the three language support options available in New York City public schools.

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.

To ensure that parents/families understand what being an ELL means and the three options they have, parents are scheduled for an orientation within the first ten days of admission. The parents are contacted through phone calls as well as letters sent home to parents. The orientation is a time for the parent to view the video in their native language, ask questions and get explanations. This process is performed by either the ESL teacher, Theresa Middleton or the data specialist, Lisa Brady. A translator is present during this orientation if needed. If it is a Spanish translation, the parent coordinator, Maritza Colon assists. Even a language other than one available in the meeting is required, a translator is brought in according to regulations.

In the event that we have enough numbers to open up a TBE or dual language program, the parents that chose such programs will be called in for a meeting. The parents are then given the information on that program and the current free standing ELL program. There will be a question and answer session and the parents will be able to choose if they would like their child to stay in the current program or join the new program. This meeting will occur within 5 days of the start of eligibility of the new program and it will be conducted and set up by Theresa Middleton (ESL Teacher), Lisa Brady (Data Specialist), Iris Nadal (AP) and Maritza Colon (parent coordinator).

3. Describe how your school ensures that entitlement letters are distributed and Parent Survey and Program Selection forms are returned, and secured/stored. (If a form is not returned, the default program for ELLs is Transitional Bilingual Education as per CR Part 154 [\[see tool kit\]](#).)

Entitlement letters are distributed to families in the language of their choice by the ESL teacher, Theresa Middleton. The parent selection forms are returned to the school and placed in the ESL binder. If the forms are not returned in three days a call is made to the parent as a reminder. If a form is not returned, the default program of TBE is selected as stated in CR Part 54. All forms are stored and maintained by the ESL teacher, Theresa Middleton.

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.

If parents decide to stay with TBMPs, they are placed in Free-standing ESL. Our ELL students are placed into this program and their class selection is based on grade. Our ELL students are placed in the same class on each grade for additional support and our ELLs that are also identified as SWD are placed according to their IEP. Placement letters are distributed and a copy is filed in the ESL binder and into the cumulative record for future reference. Continued entitlement letters are distributed in the first two weeks of school. They are signed for and copies are kept in the ESL binder. These letters are distributed by Theresa Middleton, ESL teacher. They are distributed in the language preferred by the parent as previously recorded. As required, the ELPC screen in ATS is updated within 20 days with any necessary changes or new entries.

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.

The NYSESLAT administration is given in steps. The students for this test are identified using BESIS and the RYOS. The ELLs are placed in groups and administered the reading, writing, and listening sections according to the guidelines provided by the state. This portion of the test is administered by the ESL teacher, Theresa Middleton. The speaking is administered one on one with the ESL teacher, Theresa Middleton, asking the questions and a trained teacher, Susan Ramlal or Lisa Brady, scoring the responses.

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. [①](#)

The majority of the parents select ESL as their program choice. The trend is about 65% choosing ESL. At this time our program is aligned to parent choice. However, we are aware that if we have enough parents chose a different program we will reevaluate our program.

Part V: ELL Programming

A. Programming and Scheduling Information

1. How is instruction delivered? (see [*The Practitioners' Work Group for Accelerating English Language Learner Student Achievement: Nine Common Features of Successful Programs for ELLs*](#))
 - a. What are the organizational models (e.g., departmentalized, push-in [co-teaching], pull-out, collaborative, self-contained)?
 - b. What are the program models (e.g., block [class travels together as a group], ungraded [all students regardless of grade are in one class], heterogeneous [mixed proficiency levels], homogeneous [proficiency level is the same in one class])?
 - a. Instruction is delivered in combination with pull-out and push-in models. The students are serviced using these models combined in order to develop language and proficiency in the content areas as well as Basic English language skills. The students are taught techniques during push-in instruction that can be used even when the ESL teacher is not in the room. During pull-out instruction specific skills can be addressed.
 - b. All ELL students are placed in the same class according to grade level. The ELL students who also have a disability are placed according to their IEP requirements. This allows for targeted instruction in language development. The material purchased are also looked at to see if they contain ELL support such as ELL modification or native language materials such as Code X and CMP3 math.
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 students are receiving the appropriate number of minutes per NYS CR Part 154.
 - All beginning and intermediate students receive 360 minutes per week while advanced students receive 180 minutes a week.
 - These minutes are being provided in a Freestanding ESL program using both pull-out and push-in techniques by our full-time, certified ESL teacher.
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.

ELL students are placed in the same class on each grade when possible. This helps with content area instruction. Content area instruction is scaffolded for the ELLs by using graphic organizers, first language materials where possible, modified tasks and a strong focus on preteaching on academic vocabulary. The ESL teacher also pushes in to math and ELA for added support. The ESL teacher also preteaches the concepts for the new units for ELA and math. The ELL students also have the modifications built

into the new CC programs used such as Code X and CMP3 math.

4. How do you ensure that ELLs are appropriately evaluated in their native languages throughout the year?
In order to appropriately evaluate ELLs in their native language some assessments are administered in such language if available. These assessments include the MOSL exams, science, math and social studies assessments are in the native language.
5. How do you ensure that ELLs are appropriately evaluated in all four modalities of English acquisition throughout the year?
ELLs are evaluated using interim assessments in all four modalities, reading, writing, listening and speaking. They are also informally assessed in these modalities using conferencing, observation and discussion on a daily basis. The students also complete tasks that represent the four modalities during small group instruction as well as during strategic reading groups. Reading is also assessed with the DRP and running records which are performed in Sept., January and May.
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).

* At this time we do not have any students considered to be a SIFE student.*

Regardless of the ELL subgroup involved:

- All students are flexibly grouped depending on their learning needs.
- All groups practice test taking skills and understanding testing formats
- Instruction is scaffolded using ESL strategies.
- Students participate in a differentiated literacy program -Access Code and/or Just Words

b) Newcomers receive native language support through the use of our native language library, native language versions of textbooks and Spanish English glossaries. They also have academic language development in the form of Word Generation which is provided in English and Spanish. They also use bilingual computer programs and translation tools. Newcomers also receive extra instruction in testing formats as well as translated tests in their native language when available since this may be new to them.

c) Our ELLs with 4-6 years of service receive focused instruction on academic language acquisition through guided reading and writing groups and Word Generation, which is provided in English and Spanish.

d) Our long term ELLs also receive help with academic language acquisition through guided reading and writing groups, AIS groups and Word Generation.

e.) Former ELLs receive testing modifications for two years. Former ELLs are also serviced 2-3 times a week with the advanced ELL group. These students are also monitored through interim assessments, DRP and Running Records three times a year.

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?

Many of the same strategies are used for ELL-SWDs such as increasing visual aids, modeling, metacognition, bridging, graphic organizers and contextualizing learning. ELL-SWDs participate in strategic reading groups and Access Code, an online program that tracks student progress and provides them with understanding about how words work. Content instruction to ELL-SWDs is at grade level, however material is differentiated and scaffolded. In addition to working with our ELL teacher, ELL-SWDs are seen by a variety of service providers as per their IEP. Students are serviced in the least restrictive environment possible. Our Speech providers and Guidance Counselor carefully plan and adhere to their schedules so that all ELL-SWDs receive the amount of minutes per the student's IEP. These students are either pulled out of the classroom or the service provider will push in. In addition, we have a 12 to 1 class instructed by our IEP Coordinator per the student's IEP. There are three mandated periods per week where our ELL-SWDs receive instruction in ELA and Math in a small group setting. Ms. Walker, our IEP Coordinator, ensures that all students receive the services mandated.

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?

Students who are ELL-SWDs receive content instruction in the class designated for them by their IEP to be the least restrictive environment while still meeting their needs. Students are either in a 12-1, an ICT class or a class that allows for SETSS. The ICT model and the SETSS model have two teachers in the room for content area instruction. One teacher is a general Education teacher and one being a special education teacher. The ESL teacher either pushes-in the class or pulls students out for services by a certified ESL teacher based on their proficiency level per CR Part 154.

Courses Taught in Languages Other than English 

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

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

Class/Content Area	Language(s) of Instruction		Class/Content Area	Language(s) of Instruction
Native Language Arts:	0		0	0
Social Studies:	0		0	0
Math:	0		0	0
Science:	0		0	0
0	0		0	0
0	0		0	0
0	0		0	0
0	0		0	0

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.



	Dual Language		
100%			
75%			
50%			
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.

Our targeted intervention program is done through careful consideration of programing, materials used, AIS implementation and teacher training. Programing is specific to ELL second language acquisition in order to ensure they are in the proper setting with the supports they need. All ELL students are placed in the same class according to grade level. The ELL students who also have a disability are placed according to their IEP requirements. This allows for targeted instruction in language development. The materials purchased are also looked at to see if they contain ELL support such as ELL modification or native language materials such as Code X and CMP3 math. The ELL students are also included in our AIS groups and grouped according to their language development needs to support their ELA needs. Students who need phonics or word help are placed in Just Words or Access Code programs. Students who need comprehension development are placed in strategic reading groups. These are part of our MSQI programs as well. Math AIS groups are provided support using RALLY. These AIS groups meet three times a week. Science and Social Studies are supported through native language materials.

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

Our current program was desined to meet the needs of our ELLs in both content area development and language development. After analyzing our data we realized that we needed to focus on these two areas. We put the Word Generation program in place to develop academic language. We also put AIS groups in place to support mathematics and language development. Programs such as Access Code and Just Words have been added to support reading development. We also have CBOs coming in. Omni learning is working with the 8th grade science classes. The Girl Scouts are working with the 6th grade girls to develop confidence and to help them apply social responsibilities they are learning in social studies. Stella Adler comes in to support the 7th grade ELA teachers with aquiring new vocabulary.

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

In repsonse to the needs of our students, TBMPs has added Access Code and Just Words to help with word acquisition.

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

TBMPs has discontinued the use of Achieve 3000 due to financial reasons.

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

To make sure that all extra curricula and school activities are accessible to ELLs, notices and announcements of these programs were delivered in English and Spanish. The permission slips for each program and the interest surveys were also available in English and Spanish. ELLs are also grouped together during extended day for added support and after school and Saturday programs are available specifically for ELLs and taught by the ESL teacher.

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

We use a variety of instuctional material, such as:

- For our Newcomer population in particular, we have ordered materials in Spanish for ELA, Science and Math.
- Every student has a bilingual dictionary and a glossary.
- Students have access to the computer program from Access Code and listening centers in their ELA classes.
- All classrooms are equipped with ENO board technology to provide all students with more visuals during the presentation of new material and the opportunity to interact with the screen. We are an IZONE school and have enough laptops for evey student to use to enhance their work.
- Content teachers use graphic organizers to scaffold key concepts and aid in the writing process.
- Our ELL teacher uses the website Brainpopesl.com. Brainpopjr.com is also used for videos to introduce a unit or lesson.
- Prior to NYSESLAT testing, students are given practice with test format via NYSESLAT test prep books.

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

At this time, we have a free standing ESL program. In this program native language support is provided throught the use of native language text books, novels, graphic organizers, word to word glossaries and translated texts when available. This makes up 25-30% usage of native language support.

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

Content and topics are arranged according to the interest and grade level of the students. for example the students are placed together in classes based on their grade. They are grouped based on their grade level and instructional needs. The students also chose books based on reading level and grade appropriate content. All services and resources are developmentally appropriate to

the students' age, grade, language proficiency, and interest level.

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.

We offer a Parent Orientation to explain the language development support options available before the school year begins. We also provide a tour of the building to all new ELL students and their families with a school representative who speaks the home language of the families (if possible). On the first day of school we have a family orientation and lunch with the parents and teachers to answer any questions and to establish an open line of communication. ELLs who enroll throughout the school year are met with and interviewed by the ESL teacher and our ELL admittance team. They are given all the resources they need such as an agenda book, schedule, Word Generation book and notebooks for the four major subjects. The students are given a tour by the parent coordinator and a business card with her information. The student is also paired with another student with the same native language when possible.

18. What language electives are offered to ELLs?

We have a Spanish language elective for ELLs in the seventh and Eighth grade.

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)?

At this time we do not have a dual language program based on our parent selection process and the amount of students we house.

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. Content area teachers are encouraged to attend professional developments that address ELLs and other struggling students. Our ELL teacher attends professional development sessions offered by the network and by the DOE office of ELLs multiple times a year. These professional developments address issues such as compliance, supporting language objectives, interpreting data, and building background knowledge and language acquisition using the CCLS. Our Speech providers also attend annual conferences and cultural workshops that address the needs of ELLs and training on how to score the NYSESLAT. The Parent Coordinator is encouraged to attend Professional Developments that help her support our ELL families. Professional Development for teachers will occur on 10/30/13, 11/5/13, 12/11/13, 1/8/13, 1/22/13, 2/5/13, 2/12/13, 3/5/13, 3/19/13,

2. Professional development is available for the teachers of ELLs including the ESL teachers by the network on how to engage the ELLs in the Common Core Learning Standards. The new curriculum adopted by the school for ELA, Code X, and Math, CMP3, also offers training sessions. The teachers of these subjects along with the ESL teacher will each attend a total of 6 of these training sessions. In addition, training is being provided by Middle School Quality Initiative (MSQI) on small strategic reading groups both in ELA and the content areas.

3. We advise our staff on the barriers that ELLs face to encourage patience and empathy. Teachers are shown test scores from NYSESLAT modalities so they can target their instruction to meet students' needs. Our ELL teacher is in the classroom of every teacher who teaches ELLs weekly or biweekly. Our ELL teacher is always available to offer help and suggestions. In order to support the transition from junior high to high school, our ELL teacher and Guidance Counselor take personal interest in making sure our 8th grade ELLs are accepted to schools that will cater to their academic and emotional needs. Together they assist the students with the high school application process and choosing school where they can flourish. The Guidance counselor meets with the ESL teacher to go over student needs as well as any pertinent information necessary on individual students to ensure high school success. School information is reviewed as it is sent to us on the new school that cater to ELLs. As a matter of fact, we had a new ELL get accepted to a private high school last year!

4. Every Wednesday we have an 50 minutes of professional development. This year we are targeting how to set up language goals and scaffold instruction with the new CCLS initiative. Throughout the course of the year, we plan to focus on ELLs during this professional development time in order to comply with Jose P. requirements. Our weekly professional development agendas are kept on our faculty website.

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. It is a goal of our school to create a sense of community. In order to work towards this goal, we welcome parents to attend family orientations, parent teacher nights, scholar achievement celebrations, monthly PTA meetings, and monthly workshops. Parents are free to come to the school to meet with teachers, our Parent Coordinator or any other administrator to discuss the needs of their children. We are also in the process of creating class websites so that all parents are able view class updates and assignments. We have numerous in-house staff that are English-Spanish bilingual who help our ELL students and their families during parent teacher nights, IEP meetings, and orientations. All school notices and program information are written in the native language of the families. If translations are necessary for a language other than Spanish, we first reach out to our staff then to the staff of the other two schools in our building for someone who speaks said language. If we do not have a translator on premises, we use the translation services provided by the department of education.
 2. Our Parent Coordinator also provides information about ESL classes offered in the New York Public Library. Our Parent Coordinator is bilingual and regularly available to make sure parents stay informed in their native language. Our ELL population is primarily Spanish speaking. The few ELL families that are not Spanish speakers end to have a parent or guardian that is fluent in English for translation support.
 3. At the beginning of the school year, our Parent Coordinator sends a survey home to every family. The survey is in English and Spanish. The Survey is from The Leadership Program and it outlines many topics that may be of interest to parents such as: parenting skills, health, art, academic and employment tools, and issues that our students may be dealing with (bullying, gangs, drug abuse, ... etc.) Once the school receives this survey back, workshops are planned based on parent interest. Our Parent Coordinator also communicates with families via phone or in person. During these interactions, she is able to evaluate the needs of many parents. Our Parent Coordinator is bilingual in Spanish and English so she is able to work with the majority of our ELL families in their native language. In addition to the usual parent teacher nights held at Bronx Math, teachers also call the families of their students regularly.
 4. As described above, our parental workshops are chosen based on feedback received from a survey as well as other issues that come up throughout the school year. Based on parental needs, this year we are hosting workshops on gang awareness, stress management, personal, organization, conflict and anger management, health and fitness, and creativity.

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)
Anya Munce-Jarret	Principal		1/1/01
Iris Nadal	Assistant Principal		1/1/01
Maritza Colon	Parent Coordinator		1/1/01
Theresa Middleton	ESL Teacher		1/1/01
	Parent		1/1/01
	Teacher/Subject Area		1/1/01
	Teacher/Subject Area		1/1/01
Kyra Narain-Lloyd	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: 8x375 **School Name:** The Bronx Mathematics Preparatory

Cluster: 6 **Network:** 608

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

Part A: Needs Assessment Findings

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.

Our school's written translation and oral interpretation needs are assessed based on the Parent/Guardian Home Language Identification Surveys (HLIS). All information collected from the HLIS is entered into ATS. In addition, we have distributed the Preferred Language Form to all parents at the beginning of the school year. Currently, 60.3% of our population is Hispanic, so we are aware that a considerable proportion of our families require Spanish language translations of important documents, notices and assistance during Parent-Teacher meetings. We do have some parents who speak languages other than Spanish at home, however these families also are bilingual in English.

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.

From our data collected in ATS, we are aware of a high population of students with Spanish as their home language - 60.3% of our population. These findings have been reported to the community by providing messages on our school website in English and in Spanish and by providing robo calls in both languages as well as notices sent to the homes of the students. We also notified all parents interested in our school during the Middle School fair. We have members of our school community on-site ready to translate and help all families stay informed.

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.

We have in-house staff who are capable of translating written documents from English to Spanish. We also are aware and use the many translated documents available on the NYC Department of Education website. If we have a lengthy document that needs to be translated or if we find in the future that we need a document in a language other than Spanish, we will request the translation from an outside source.

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.

Our oral interpretation services are provided by in-house school staff, including our Parent Coordinator and Assistant Principal. We provide robo calls in English and in Spanish to keep families informed of day to day events. During Parent Teacher conferences, IEP meetings, and discipline meetings, staff members are available to translate. Monthly workshops and PTA meetings are facilitated by our bilingual Parent Coordinator. If we do not have a translator that can meet the needs of our families, then we will contact the Language Translation and Interpretation Unit.

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>.

In order to fulfill Section VII of the Chancellor's Regulations A-663 we will do the following: provide oral and written translation services by inhouse staff or by an outside source if needed, collect Preferred Language Forms from all families, maintain primary language data in ATS, provide critical letters and critical documents in translation including the Bill of Parent Rights and Responsibilities, and certain school staff will attend training on language support.