



**Department of
Education**

Dennis M. Walcott, Chancellor



2013-2014

**SCHOOL COMPREHENSIVE EDUCATIONAL PLAN
(SCEP)**

School Name: CRESTON ACADEMY FOR RESPONSIBILITY AND EXCELLENCE

DBN (i.e. 01M001): 10X447

Principal: PAMELA EDWARDS

Principal Email: PEDWARD2@SCHOOLS.NYC.GOV

Superintendent: MELODIE MASHEL

Network Leader: MARIA QUAIL

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
Pamela Edwards	*Principal or Designee	
Rhonda Jackson	*UFT Chapter Leader or Designee	
Grace Garcia	*PA/PTA President or Designated Co-President	
Gloria Morales	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	
Susan Defillippo	Member/ Teacher UFT	
Herenia Arce	Member/ ParaProfessional	
Marilyn Torres Guidice	Member/ Teacher UFT	
Abigail Sotomayor	Member/ Parent of SE Student	
Eda Martinez	Member/ Parent of ELL Student	
Lorena Garcia	Member/ Parent	
Alethia Hutchinson	Member/ Parent	
Carmen Hernandez	Member/ Parent	
	Member/	

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

School Comprehensive Education Plan (SCEP) Requirements

Which Schools Need to Complete the SCEP?

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

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

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

Guidance for Developing Completing the Annual Goals and Action Plan Section

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

- Your school should identify a goal based on Tenets 2-6 of the DTSDE. The response to Tenet 1 will be promulgated by Central. Please refer to the complete description of the Statements of Practice (SOP), for Tenets 2-6, located: [HERE](#).
 1. District Leader and Capacity- (The response to this tenet will be promulgated centrally)
 2. School Leader Practices and Decisions
 3. Curriculum Development and Support
 4. Teacher Practices and Decision
 5. Student Social and Emotional Developmental Health
 6. Family and Community Engagement
- Goals should be aligned with the current citywide instructional expectations.
- Goals should be "SMART" - specific, measurable, achievable, realistic, and time-bound.
- Goal development should be based on an assessment of your school's needs, derived from the recommendation from your most recent intervention. Cite the page number from your most recent intervention. Copy and paste the recommendation into your action plan. If your school has **not** received an intervention during the 12-13 school year, you should demonstrate the use

of both quantitative and/or qualitative data when providing the rationale for each goal. You should cite data from the other sources such as the Progress Report, School Survey, etc.

- Select the HEDI rating for the associated Statement of Practice (SOP) that was earned by the school during its most recent intervention. Schools that did not receive an Integrated Intervention Team (ITT) visit in 2012-13 should use the rating from their most recent intervention using the QR/Alt QR cross walk provided [HERE](#).
- Indicate the SOP being addressed by marking the box to the left of the SOP description. Select the specific SOP(s) that correspond to the intervention recommendation and the school's priorities.
- Enumerate the strategies and activities that will be implemented to achieve each goal.
- Identify all fund sources that will be used for the completion of each activity.
- List the projected timeline for completion of each activity, including the start and end date of each activity.
- Ensure the matching fund source and P&F program dropdown menu in Galaxy align to the SOPs selected in the SCEP.
- Describe the programmatic details (e.g. number of sessions, number of hours, number of teachers, etc.) and resources that will be used for each instructional strategy and activity described for each goal. Do not include the cost for each line-item-expenditure for the strategies and activities listed within the action plans.

School Receiving Title I Funds

School Wide Program (SWP) and Targeted Assistance (TA) Schools receiving Title I funds are required to complete the Title I Information Page (TIP) located on page 13 of the SCEP.

SCEP Checklist

All Schools

Indicate that a section has been completed by marking an "X" in the box to the left of each section	
X	School Leadership Team Signature Page
X	The SCEP Overview
X	Action Plans 1 – 5: Each of the five Action Plans must contain the following elements-
	▪ 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)

School Information Sheet for 10X447

School Configuration (2013-14)			
Grade Configuration	06,07,08	Total Enrollment	471
		SIG Recipient	N/A
Types and Number of English Language Learner Classes (2013-14)			
# Transitional Bilingual	3	# Dual Language	N/A
		# Self-Contained English as a Second Language	N/A
Types and Number of Special Education Classes (2013-14)			
# Special Classes	N/A	# SETSS	N/A
		# Integrated Collaborative Teaching	12
Types and Number of Special Classes (2013-14)			
# Visual Arts	N/A	# Music	10
		# Drama	N/A
# Foreign Language	N/A	# Dance	N/A
		# CTE	N/A
School Composition (2012-13)			
% Title I Population	86.0%	% Attendance Rate	92.4%
% Free Lunch	96.6%	% Reduced Lunch	1.5%
% Limited English Proficient	28.7%	% Students with Disabilities	19.4%
Racial/Ethnic Origin (2012-13)			
% American Indian or Alaska Native	0.5%	% Black or African American	14.5%
% Hispanic or Latino	83.3%	% Asian or Native Hawaiian/Pacific Islander	1.5%
% White	0.2%	% Multi-Racial	N/A
Personnel (2012-13)			
Years Principal Assigned to School	3.34	# of Assistant Principals	N/A
# of Deans	N/A	# of Counselors/Social Workers	1
% of Teachers with No Valid Teaching Certificate	5.7%	% Teaching Out of Certification	9.8%
% Teaching with Fewer Than 3 Years of Experience	40.0%	Average Teacher Absences	7.4
Student Performance for Elementary and Middle Schools (2012-13)			
ELA Performance at levels 3 & 4	5.4%	Mathematics Performance at levels 3 & 4	12.8%
Science Performance at levels 3 & 4 (4th Grade)	N/A	Science Performance at levels 3 & 4 (8th Grade)	58.1%
Student Performance for High Schools (2011-12)			
ELA Performance at levels 3 & 4	N/A	Mathematics Performance at levels 3 & 4	N/A
Credit Accumulation High Schools Only (2012-13)			
% of 1st year students who earned 10+ credits	N/A	% of 2nd year students who earned 10+ credits	N/A
% of 3rd year students who earned 10+ credits	N/A	4 Year Graduation Rate	N/A
6 Year Graduation Rate	N/A		
Overall NYSED Accountability Status (2012-13)			
Reward		Recognition	
In Good Standing		Local Assistance Plan	
Focus District	X	Focus School Identified by a Focus District	X
Priority School			

Accountability Status – Elementary and Middle Schools

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

Accountability Status – High Schools

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

SCEP Overview

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

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

Reflecting upon the 2012-13 SCEP

Answer the following questions regarding the 12-13 SCEP			
Describe the strengths of your school's 12-13 SCEP.			
The strengths of the school's 2012-2013 SCEP included our ability to closely align the most recent SED intervention recommendations with our goals and action plans. The "data" provided through the recommendations set the focus for our school community's school-wide conversations about school improvement with clear evidence and purpose. There was a strong coherence between our goals, with elements of each goal's action plan interfacing and interconnecting with the others.			
Describe the areas for improvement in your school's 12-13 SCEP.			
Our school's SCEP included a large number of specific activities in each goal's action plans. It may be that fewer strategic activities in the action plans can support a deeper and more thorough implementation, with closer monitoring and evaluation throughout the year at different benchmarks, to carefully determine effectiveness and make necessary "mid-course" revisions.			
Describe the barriers and challenges encountered while developing and implementing your school's 12-13 SCEP.			
Among the greatest barriers and challenges encountered while developing the school's 2012-2013 SCEP was to develop a plan of action that fosters a community culture that reinforces the commitment and belief that all teachers and support staff are responsible to and accountable for the education of all students in the school. The achievement gap between our English Language Learners our Students With Disabilities, and the remainder of our students is the responsibility of every member of the Creston Academy community. We needed to develop a plan in which all staff were trained in the differentiated needs of ELLs and SWDs. Our plan had to allow teachers and support staff to examine data across the whole school, across grades, across classes and individually.			
Describe the degree to which your school's 12-13 SCEP was successfully implemented.			
All of our five goals were addressed throughout the year and achieved. Our school received an A on the 2012-2013 Progress report, demonstrating both progress and performance of our students, including students in subgroups.			
Were all the goals within your school's 12-13 SCEP accomplished?	X	Yes	No
If all the goals were not accomplished, provide an explanation.			
Did the identified activities receive the funding necessary to achieve the corresponding goals?	X	Yes	No

Developing the 2013-14 SCEP

Answer the following questions regarding the 13-14 SCEP			
Describe the anticipated barriers and challenges in developing and implementing your school's 13-14 SCEP.			
The anticipated barriers in developing and implementing our school's 13-14 SCEP is allocating resources to where they are most needed and have the greatest impact on student achievement with a focus on our English Language Learners and Students With Disabilities. We wanted to base resource allocation decisions on a well thought out strategic plan for closing the achievement gap and resources to meet the specific gap closing goals of the plan. We also struggled as to how we would support teachers in developing the practices that would allow our students to progress in all subject areas and access the Common Core Learning Standards for all content areas. To do this we would need to allocate substantial resources for professional development on Charlotte Danielson's Framework for Teaching, Universal Design for Learning, and the Common Core Learning Standards. Our plan needed to create opportunities for teacher release time to be used for specific training in the new Core Curriculum in Literacy and Math, in the development of teacher skills in how to make learning effective (Advance), and in differentiating instruction to make the content accessible to all learners. We would also need to embed more time in the school day for teacher teams to plan in their subject areas and across content areas. The other challenge was to determine how to provide sufficient feedback to teachers so that they can improve their practice and thereby improve the progress of all students including ELLs and SWDs. The Committee decided that the Principal could not do this work alone; the school needed an Assistant Principal to facilitate our goals and to close the achievement gap.			
List the 13-14 student academic achievement targets for the identified sub-groups.			
At least 25% of English Language Learners will move up one level on the NYSESLAT by June of 2014. At least 10% of English Language Learners will move up at least 10 scale score points on the English Language Arts State Assessment. At least 30% of English Language Learners will show at least one year progress as measured by the Math State Assessment. At least 20% of Students With Disabilities will move up at least 5 scale score points on the English Language Arts State Assessment. At least 20% of Students With Disabilities will show at least one year progress as measured by the Math State Assessment. The bottom 1/3 of students will move up at least 7 scale score points on the English Language Arts State Assessment. At least 20% of			

Students in the bottom 1/3 will make at least one year's progress as measured by the Math State Assessment.

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

The school Principal and Assistant Principal will communicate with the school staff and community in many ways. The monthly calendar to parents highlights school events and valuable information about the school. The Engrade System is sent home to inform parents about their children's progress, performance, and behavior. The Principal meets with families, as circumstances warrant. The Principal meets regularly with the School Leadership Team and its committees and subcommittees. The Principal meets regularly with all teachers at monthly Faculty Conferences and Professional Development sessions to share expectations and provide support and guidance to meet those expectations. The Principal meets with UFT Chapter Chairperson, Guidance Counselors, Dean, Parent Coordinator, Support Staff, and Community Leaders to ensure clear expectations and monitor school progress and performance. The Principal meets with representatives of Community-Based Organizations to ensure alignment of services and school goals and objectives and to monitor effectiveness of program implementation. The Principal provides effective memos to staff to ensure clear expectations. A revised Staff Handbook for staff and a revised Student Handbook for students and families provide the most current information to ensure all constituents receive up to date and meaningful information and supportive guidance and direction. The school's Phone Messenger service provides up-to-date information for parents about school activities, events, and issues. The Principal has an Open Door policy for staff members and welcomes professional collaboration and teacher involvement.

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

The school's "theory of action," includes our rationale for the short list of clear, focused school-level goals and action plans (long-range, annual, and interim) apparent in the SCEP and other planning documents. Those goals are tracked for progress and thoughtfully adjusted to leverage changes that explicitly link to accelerated student learning and social-emotional growth. Goal-setting and effective action planning at the school level, including professional development planning, are informed by comprehensive, data-driven needs assessments and ongoing data gathering and analysis that improve teacher practice across classrooms and close the achievement gap. School leaders involve and communicate with the school community, including teachers, families, and age-appropriate students, regarding school improvement plans and decision-making processes.

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

As we execute our "theory of action," we will be focusing on the established goals that are set both by the school and by individual teachers and reviewing documentation to analyze and evaluate the effectiveness of all programmatic activities, related to those goals. "Mid-course" adjustments may become necessary and we will determine this through our careful, ongoing review of the "data." Transparency and persistence, combined with collaboration among all constituencies, will encourage multiple perspectives and voices to create a rich dialogue and generate creative ideas to further our school's improvement plans. Ensuring that our SCEP becomes a "living" document will be a priority for us and therefore, it will be shared with all staff and community leaders. We have hired two additional ESL teachers to push into ELA classes with our English Language Learners. We have an ESL class on each grade. During ELA every ESL class will have an ELA teacher and an ESL teacher to support the students as they engage in the Common Core Curriculum. Our IEP teacher who is bilingual will push into the bilingual classes along with an F-Status ESL teacher.

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

Key elements and other unique characteristics of our school's SCEP include its direct and careful alignment and correlation to both the DTSDE Rubric and Tenets AND the Quality Review Rubric, 2013-2014. Our staff members have experienced both the School Quality Review and Developing School Quality Review and fully understand the expectations that these rubrics delineate. We had introduced the work of Charlotte Danielson's Framework For Teaching a number of years ago, so these current expectations are a logical outgrowth and refinement of our ongoing work. We had also introduced Common Core Learning Standards curriculum units over the past few years and so, once again, such instructional and curricular expectations will not be new to our staff, who has received significant professional development over the previous years. This commitment to supporting and strengthening teachers' practice continues to be a priority for the Principal, not only in theory but by strategic decisions involving resources and personnel. Emphasis is placed on creating a very careful balance of challenges and supports to ensure effective pedagogy across classrooms. Our school continues to use our Quality Review-aligned Coherent Set of Beliefs About How Students Learn Best, which details concrete "look-fors" in classrooms that encompass best pedagogical practices in the 4 areas: Differentiation and Provision of Appropriately Challenging Tasks and Activities; Engagement/Rigor; Feedback to Students/Assessments; Explicit Teaching/Modeling. College and Career Readiness and Common Core Learning Standards are at the heart of our goals, objectives, and action plans, when we specify student achievement, student progress, and student performance.

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

The evidence that supports our school's capacity to oversee and manage the improvement plan include the following: Our 2012-2013 Progress Report was an overall A, with A in progress and performance, and school environment; our school's 2012-2013 Learning Environment Survey reflected our highest participation rate across all 3 constituencies since the opening of our school (parents, teachers, students, with respective rates of 100%, 100%, and 96%), indicating an investment and commitment to our school's progress and performance; this high participation rate was rated as far above citywide rate for all middle schools and the actual responses to all Learning Environment Survey categories reflected remarkably positive responses to all questions related to Academic Expectations, Communication, Engagement, and Safety and Respect, with overall ratings of 8.7%, 8/7%, 8.2%, and 8.1%, respectively. Additionally, there was a high degree of consensus among the constituents' responses, with only a few percentage points difference among the response percentages. A shared vision for school improvement is articulated and shared

among all constituents and all plans are developed in collaboration. In fact, the school's recent Developing School Quality Review (2012-2013) cited as a bulleted point in the "what the school does well" section, "The principal's "strong belief in collaboration underpins the school's organizational structure and creative use of resources." (page 2), Additionally, in this same report, and in this same "what the school does well" section, it was cited, "Parents provided multiple examples of how home-school partnerships are fostered through communication." (page 3)

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).

4.1 “Refine systems for providing feedback to teachers regarding the observation of classroom teaching that is specific to each teacher’s pedagogical needs in order to improve their practice.”

- “While teachers selected individual professional goals for the year around the Danielson Framework, there was limited evidence that differentiated professional development and ongoing feedback is provided to support each teacher’s growth that leads to student performance. Furthermore, there was little evidence that once a teacher’s goals were attained, that new goals were established thereby limiting teachers abilities to develop professionally and support the learning goals of the school.”
- “Although school leaders support teacher development, including new teachers, the school is at the beginning stages of implementing frequent cycles of classroom observation using a research-based rubric. While written feedback is provided in the form of commendations and next steps, the focus of the feedback on improving student learning was inconsistent and nonspecific on some of the observations reviewed. This hinders the school’s ability to accurately assess teacher’s practice and provide targeted professional development to support each teacher’s growth.”

Review Type:	Developing School Quality Review	Year:	2012-2013	Page Number:	4	HEDI Rating:	Developing
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Tenet 2: School Leadership Practices and Decisions

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

x	2.2 School leader’s vision	x	2.3 Systems and structures for school development
x	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.

To improve staff accountability for continuous improvement.

By May 2014, 100% of teachers will receive frequent written feedback from supervisors, based on evidence-based system of the Danielson Framework For Teaching, that focuses on teachers’ individual professional goals and improved student learning for all students, including populations of subgroups.

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

Strategy-Supervisors will implement a fully functional system of observations and feedback to hold administrators and teachers accountable for continuous improvement, using student data, feedback, and professional development opportunities.(SOP2.5)

- 1.Activity-A minimum number of frequent classroom observations, using Charlotte Danielson’s Framework For Teaching and adhering to the guidelines of ADVANCE Evaluation SYSTEM, including option 1 (minimum of 1 Formal Observation plus 3 Informal Observations) or Option 2 (minimum of 6 Informal Observations), with feedback provided to all teachers within 2 weeks. (SOP 2.5)
- 2.Activity-All teachers will complete a minimum of 3 self-reflections on their teaching practices, based on their professional goals, student learning outcomes, and feedback provided by supervisors, beginning of year, mid-year, and end of year. (SOP 2.2 and 2.5)
- 3.Activity-Pre and post observation conferences between supervisors and teachers will focus on pedagogical practices, using Charlotte Danielson’s Framework For Teaching, leading to the improvement of student learning outcomes and the attainment of teachers’ goals.(SOP 2.2., 2.3, and 2.5)
- 4.Activity-Professional Development opportunities will be provided to all staff, based on the differentiated professional needs of teachers and paraprofessionals to support and strengthen teaching practices. (SOP 2.4)

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

1.DOE Talent Coach and Peer Instructional Coaches will meet with teachers to support their implementation of ADVANCE requirements and Danielson Framework For Teaching Rubrics

2. Principal and Assistant Principal will meet with teachers in one-on-one feedback sessions
3. All Teacher Teams and subgroups of teachers (such as new teachers, teachers preparing for tenure) will collaborate in grade level and content area meetings
4. Principal, Assistant Principal, Coach, Generation Ready Consultant, MSQI Coach and professional development team, Lincoln Center Professional Development Team and New York City Department of Education Professional Development Team will provide professional development to teachers determined by their areas of need.

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

1. All teachers will receive feedback and reports connected to the minimum number of observations, according to their selected observation options
2. Self-reflections will be used both prior to and post each observation to measure the alignment between teachers' goals, student achievement, and observed practice.
3. 50% of lessons observed will increase their HEDI rating in at least 2 components from original lessons observed and subsequent lessons observed.
4. Agendas, minutes, and documentation forms will reflect teachers' expertise in assessments of Common Core Learning Standards curricula, instructional practices, and student work, with appropriate implications and plans for next instructional steps to support improved student outcomes.

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

1. Beginning October, 2013, after initial one-on-one IPC conferences with all teachers in September 2013, and continuing weekly until May 2014..
2. Three times during the year, at goal-setting meetings in September/October 2013, during mid-year conferences in January 2014, and ending at end of year conferences, May, 2014.
3. Beginning September 2013 and continuing on an ongoing, frequent basis, with feedback provided no later than one week after observations, ending in May, 2014.
4. Beginning in October, 2013, Teacher Teams will meet weekly and end in June, 2014.

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

1. Consultant's professional development services will be allocated funds through allowable funding sources.
2. PIC Grant covers costs for 2 Peer Instructional Coaches.
3. No cost associated with this activity.
4. No cost associated with this activity.

Budget and Resource Alignment

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

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

Goal and Action Plan #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).

- 2.2 "Strengthen teachers' assessment practices at the team and classroom levels to reflect effective feedback resulting in instructional adjustments and clear next learning steps to improve student outcomes."
- "Student work is available in well-organized folders in addition to displays throughout the rooms and hallways. It is also evident that teachers celebrate students' best efforts through checkmarks, stickers and written comments and use this information to inform next learning steps for instruction. However, not all student work includes feedback for improvement. Some student work reviewed indicated only comments such as 'good job' or a check. In addition, some rubrics were limited to include only grammar and mechanics. As a result, the teachers are not fully able to evaluate the effectiveness of curriculum or instructional decisions or

to consistently provide students with their next learning steps, thus limiting their progress.”

- “While teachers meet by grade and subjects to strategically review student work, in-class assessments are not consistently conducted and decisions are not consistently made to adjust curriculum and instruction to ensure mastery for all students, including English language learners and students with disabilities. For example, while the lesson plan for a 6th grade science class cited both the science standards and NYS English language arts common core standards, the students composed largely of ELL students, were asked only to verbally demonstrate their understanding of food producers using numerical computation thereby limiting the opportunity to demonstrate competency of using evidence to justify an answer. As a result, at-risk students are not consistently provided with the supports to improve at an accelerated rate required to close the achievement gap across subgroups.”

Review Type:	Developing School Quality Review	Year:	2012-2013	Page Number:	3, 4	HEDI Rating:	Developing
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Tenet 3: Curriculum Development and Support

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

x	3.2 Enact curriculum	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.

To develop a data-driven school culture that is based on student needs, assessments, and analysis, informing instruction and resulting in greater student achievement outcomes. By June 2014, 90% of teachers will look at student work weekly and identify three next steps for instruction and three instructional supports for English Language Learners, Students With Disabilities and students in the bottom 1/3.

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

Strategy-The school leaders and teachers will develop and participate in a data-driven school-wide culture, based on students’ needs, assessments, and analysis to inform instructional next steps, resulting in improved student achievement.(SOP 3.5)
 1.Activity-All Teacher Teams (Grades and Content Areas) will evaluate student work/assessments weekly, using a prescribed protocol for Looking At Student Work and Common Core Learning Standards-aligned RUBRICS and will meet to share best instructional practices with Danielson artifacts, developed during the 2013-2014 school year. (SOP 3.3, 3.4 and 3.5)
 2.Activity-Supervisors will review and analyze the documentation forms submitted by the Teacher Teams, on a weekly basis, to determine the effectiveness of the Teacher Teams and their growing capacity to rigorously evaluate student work products and make appropriate and effective next instructional steps to improve student performance. (SOP 3.2 and 3.5)
 3.Activity-All teachers will participate in Professional Development workshops that focus on best practices of using assessments in instruction and providing effective feedback to students, using Common Core Learning Standards RUBRICS (Danielson Framework For Teaching component 3d). (SOP 3.5)
 4.Activity-All teachers will write a minimum of 5 highly effective lessons, as per the Danielson Framework For Teaching, using the evidence of student work to make modifications and revisions, to meet the learning needs of the diverse subgroups in the classrooms. (SOP 3.3 and 3.5)

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

1All Teacher Teams will collaboratively Look at Student Work, 3 times per month and collaboratively meet to Share Best Instructional Practices, with Danielson artifacts, 1 times per month.
 2. Supervisors will review and analyze the documentation forms submitted by the Teacher Teams
 3.Peer Instructional Coaches and Consultants will plan and conduct Professional Development workshops.
 4.All teachers, with support of coaches, ambassadors, and consultants will write a minimum of 5 highly effective lessons, as per the Danielson Framework For Teaching, using student work to drive instructional decisions to meet the diverse learning needs of subgroup populations, such as ELLs and SWDs.

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

- 1.Documentation Forms have been developed for teachers to complete and submit to the Principal after each Teacher Team meeting to evaluate effectiveness of the content and processes of the Teacher Teams.
2. Documentation Forms have been developed for teachers to complete and submit to the Principal after each Teacher Team meeting to evaluate effectiveness of the content and processes of the Teacher Teams.
3. Teacher Reflection Forms will be implemented after each Professional Development workshop to determine effectiveness of the PD provided. Supervisors' observations will reflect teachers' planning and implementation of strategies and pedagogical practices presented.
- 4.Lesson plans and classroom observations will reflect levels of performance, as rated by the Danielson Framework For Teaching Rubrics.

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

- 1.Teacher Team meetings begin In October,2013, and are conducted weekly, according to the school's year-long calendar
2. Supervisors will collect and review documentation forms on a weekly basis, starting in October, 2013 and ending in June, 2014.
- 3.Beginning in September, 2013, Professional Development workshops will be provided at monthly faculty conferences; Saturday professional training for Guided Reading Instruction will take place, monthly; Professional Development will be provided during weekly designated preparation periods for targeted teachers, and ending in June, 2014.
- 4.Beginning in September, 2013, Teacher Teams will meet weekly after-school, during Extended Day session (Thursdays) to collaboratively develop a minimum of 5 Highly Effective lessons and ending in June, 2014.

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

1. No cost associated with this activity.
2. No cost associated with this activity.
- 3.Per Session Teacher rate for _____X teachers/supervisors X _____hrs per session X_____sessions; Consultant's professional services will be allocated using allowable funding sources
- 4.No cost associated with this activity.

Budget and Resource Alignment

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

	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	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	X	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).

- 1.2 "Strengthen teacher practice so that in all classrooms, students are engaged in higher order thinking and appropriately challenging tasks and discussions."
 - The principal's articulated beliefs about how students learn best includes consistent use of the workshop model and attention to questioning and discussion. However, questioning and discussion strategies were demonstrated unevenly across classrooms and academic tasks, and for the most part, did not engage all students in demonstrating higher order thinking in their work. For example, while one sixth grade science lesson plan demonstrated thoughtful integration of literacy skills and alignment to CCLS, the tasks presented low levels of challenge and limited opportunity to engage in discussion or produce meaningful artifacts while completing a worksheet. The student groupings and these tasks also limited the opportunity for English language learner students to explain photosynthesis using precise language and domain specific vocabulary."

Review Type:	Developing School Quality Review	Year:	2012-2013	Page Number:	3	HEDI Rating:	Developing
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Tenet 4: Teacher Practices and Decisions

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

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

Annual Goal #3

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

To provide coherent Common Core Learning Standards-based instruction that leads to multiple points of access to all students to achieve targeted goals.
By May 2014, 90% of teachers will include level three and level four questions, based on the depth of knowledge, in their lesson plans and provide unit tasks that demonstrate higher order thinking and engagement.

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

Strategy-Teachers will implement coherent Common Core Learning Standards–aligned instruction, including multiple entry points of access for all students to achieve targeted goals.(SOP 4.3)
1.Activity-Universal Design for Learning strategies will be incorporated in teachers’ lesson planning and implementation to provide multiple entry points, scaffolds, and extensions in representation of learning; action/expression of learning; and engagement. (SOP 4.3 and 4.2)
2.Activity-Professional Development opportunities will include focus and emphasis on UDL strategies for appropriately meeting the needs of diverse learners. (SOP4.3)
3.Activity-All teachers will meet weekly in Teacher Teams to collaboratively plan instructional next steps to differentiate the Common Core Learning Standards-aligned curricula to meet the precise needs of subgroup students and support their access into the rigorous texts of Common Core curricula. (SOP 4.3)
4.Activity-Supervisors will expect and emphasize the best pedagogical practices of the school’s Coherent Set of Beliefs About How Students Learn Best, in alignment with the Danielson Framework For Teaching in all professional conversations (Pre and Post Observation Conferences) and Teacher Observations (Formal and Informal), and feedback to teachers after all observations.
(SOP 4.2, 4.3 and 4.4)

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

1.All teachers will plan for and implement coherent Common Core Learning Standards–aligned instruction, including multiple entry points of access for all students.
2. Coaches and Consultants will provide Professional Development workshops and planning meetings to address UDL and differentiated strategies, including guided reading, to support the learning needs of subgroup populations, such as ELLs and SWDs.
3. All teachers will meet weekly in Teacher Teams.
4.Supervisors will observe teachers’ practices, conduct pre and post observation conferences for formal observations, and provide feedback after all observations.

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

1.Supervisory Review and Rating of teachers’ lesson plans, using the Danielson Framework For Teaching Rubrics , Domain 1 Planning and Preparation components.
2.Classroom supervisory observations will document teachers’ implementation of scaffolding strategies to support subgroup populations, embedded in Common Core Learning Standards-aligned curricula.
3. Documentation Forms have been developed for teachers to complete and submit to the Principal after each Teacher Team meeting to evaluate effectiveness of the content and processes of the Teacher Teams.
4. Classroom supervisory observations, pre and post conferences with teachers, and feedback to teachers will document teachers’ implementation of scaffolding strategies to support subgroup populations, embedded in Common Core Learning Standards-aligned curricula.

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

1. Beginning in October, 2013 and ending in May, 2014, ongoing supervisory review and rating of lesson plans, as outside evidence and teacher-submitted artifacts, as part of the ADVANCE Evaluation System.
2. Weekly Professional Development sessions will be provided to teachers, beginning in September, 2013 and ending in June, 2014.
3. Teacher Teams meet weekly, during designated and calendarized schedules, beginning in October, 2013 and ending in June, 2014.
4. Beginning in October, 2013, supervisors will conduct pre and post observation conferences, provide feedback to teachers, and provide ratings for all classroom observations, and ending in May, 2014.

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

1. No cost associated with this activity.
2. Consultant’s professional services will be funded through allowable funding sources.
3. No cost associated with this activity.
4. No cost associated with this activity.

Budget and Resource Alignment

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

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

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	X	PF NYS Standards and Assessments		PF Parent Engagement
PF Positive Behavioral Management Programs				PF RTI	X	PF Supporting Great Teachers & Leaders

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

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

Major Recommendation

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

- 1.4 “The culture of mutual respect, evident throughout the school, creates a safe environment that promotes student learning and progress. The administration and faculty strongly believe that students learn best when they feel secure and respected. The two guidance counselors and the Dean provide ongoing support to all students including English Language Learners and student with disabilities. Students indicate that “whenever you have a problem, the counselors are always available to help.” Students and teachers set goals together bases on students strengths and areas of need. The goals are reviewed and as they are met, new goals set. Students are able to articulate progress they have made and the steps that need to be taken to meet their goals. In addition to the School Survey, the administration conducts additional student surveys to ascertain student feedback regarding their feelings about what needs to be changed in the school. The Student Council meets every two weeks and provides input into event planning and discipline. The focus of the social emotional growth of the students supports a safe and inclusive school culture evident in increased attendance and fewer Superintendent’s suspensions.

Review Type:	Developing School Quality Review	Year:	2012-2013	Page Number:	2	HEDI Rating:	Effective
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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.

To cultivate the development of overarching systems and partnerships that support and sustain students' social and emotional developmental health. By June 2014, the vast majority of students will participate in and benefit from a wide range of programs and activities that support their social and emotional well-being and prepare them for college and career, as measured by school-developed student surveys..

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

Strategy-All school constituents will participate in development of overarching systems and partnerships that sustain and support social and emotional developmental health of students.(SOP 5.2)

- 1.Activity-The school Dean, school Guidance Counselors, and Parent Coordinator meet regularly with students and families, throughout the year to track, monitor, and proactively support students' social and emotional growth. (SOP 5.2, 5.4, and 5.5)
- 2.Activity-Students participate in Student Council Meetings and plan and enact activities, responding to the social and emotional needs of students. (SOP 5.3 and 5.4)
- 3.Activity-Community-Based Organizations, such as Good Shepherd Services, provide grants to school and services to children and families and collaborate with school personnel, including but not limited to, the Principal and teachers. (SOP 5.2 and 5.3)
- 4.Activity-Teachers and Parents participate on School Leadership Team committees and subcommittees to address issues of safety. (SOP 5.3 and 5.4)

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

- 1.Dean, Guidance Counselors, Parent Coordinator meet with students and families and Community Based Organization personnel interact with school constituents.
- 2.Designated teacher serves as Student Council Advisor to Student Council.
- 3.Good Shepherd Services staff and staff from other CBOs, as well as school staff provide after school programs.
- 4.Equal number of parents and school staff meet in School Leadership Team meetings and participate in subcommittee planning sessions.

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

- 1.Suspension rates, detention logs, OORs reports, accident reports, attendance reports will reflect improved student social-emotional growth.
2. Student surveys will be conducted to evaluate the effectiveness and impact of the social, emotional programs offered by the school, three times during the year, starting in October, 2013; mid-year (approximately January/February 2014; and end of year, June, 2014.
- 3.Mid year and End of Year program evaluation reports will reflect students' emotional and social growth throughout the year.
- 4.School Learning Environment Survey, Spring 2014 will reflect staff and parents increases in responses of "strongly agree" in relation to questions of communication, engagement, and safety.

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

1. Beginning October 2013 and ending in June 2014, daily interactions between school personnel and students and families with communication occurring frequently and in an ongoing, as needed basis. Monthly review of data to track progress.
2. Beginning in October, 2013 and ending in June, 2014, Student Council meets weekly to plan and implement student-led activities throughout the year.
3. Beginning in October, 2013 and ending in June, 2014, after-school programs meet daily.
4. Beginning in September, 2013 and ending in June, 2014, School Leadership Team meets monthly, with subcommittee meetings, as needed throughout the year.

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

1. The dean, guidance counselors and parent coordinator will contact parents on an ongoing basis. Parent coordinator will hold weekly workshops for parents to build competency in Engrade, Common Core Standards, Achieve 3000 and health related topics.
2. Student council meets weekly, two days after school and two Saturdays per month, with a faculty advisor to discuss student concerns and issues and to plan activities.
3. Good Shepherd Services conducts afterschool and Saturday community service programs in collaboration with The Creston Academy.
4. School leadership meets monthly to discuss issues in the school and revisit previous ideas.

Budget and Resource Alignment

Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.											
	PF Set Aside	X	Tax Levy	X	Title IA		Title IIA	X	Title III	X	Grants
List any additional fund sources your school is using to support the instructional goal below.											
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	X	PF College & Career Readiness	X	PF Common Core				
X	PF ELT		PF Inquiry Teams		PF NYS Standards and Assessments		PF Parent Engagement				
X	PF Positive Behavioral Management Programs			X	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).											
3.4 " School systems and partnerships support students and families in ongoing learning opportunities where improving student outcomes is a high priority."											
<ul style="list-style-type: none"> • "There is a school-wide set of beliefs on how students learn best which contains elements that must be present when planning and delivering lessons, such as modeling, higher order thinking and questioning, actionable feedback and differentiation. This communicates a clear message of high expectations to all staff members. These expectations are further considered in weekly grade conferences, teacher team meetings and individual teacher meetings with coaches and consultants." • The school shares a set of beliefs on how students learn best and is further messaged to families to help in their understanding of student progress towards these expectations. During the parents meeting, parents provided multiple examples of how home-school partnerships are fostered through communication. Parents mentioned that teachers provide ongoing progress reports, as frequently as daily if needed to ensure students' progress in both academics and behavior. In addition, the school has Engrade, which allows parents to not only track students' learning, but also communicates electronically with teachers. Many of the parents who participated in the school meeting serve as learning leaders. The school also offers parent workshops around understanding the CCLS standards, high school requirements and college and career readiness. Parents communicated that these supports help them to better understand and address the individual needs of their students and they said they are seeing a difference in their children as a result of these opportunities." • The school's Learning Environment Survey 2012-2013, page 5 -Responses to questions and statements about communication: "Do parents feel that the school provides them with information about the school's goals and offers appropriate feedback on each student's learning outcomes?" 											
Review Type:	Developing School Quality Review	Year:	2012-2013	Page Number:	3	HEDI Rating:	Effective				

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			x	6.5 Use of data and families						

Annual Goal #5

Describe the identified goal for the year based on the recommendation, tenet, and SOP(s) selected. Refer to the directions and guidance for assistance in developing your goals.											
To enhance the dialogue and communication between parents, students, and school constituents, centered on student learning and student success.											
By June 2014, there will be an increase of at least 5% in the number of parents who respond " strongly agree " on the Spring 2014 School Learning Environment Survey, in response to questions related to communication and data.											

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											
Strategy-All school constituents will share data in ways that empower and encourage families to understand and use data to promote dialogue between parents, students,											

and school staff, centered on student learning and success. (SOP 6.5)

1. Activity-ARIS Parent Link will be monitored to track the number of parents who are using the resource. (SOP 6.5)
2. Activity-Student grades will be posted regularly on ENGRADE online for parents to track their children's progress and performance, in real time. (SOP 6.5)
3. Activity-Parent workshops will be conducted throughout the year, focusing on diverse needs of the community and its constituents. (SOP 6.2 and 6.4)
4. Activity-Common Core Learning Standards with examples of student work aligned to the standards will be shared with parents throughout the year. (SOP 6.5, 6.2.6.3)

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

1. Parent Coordinator will monitor parent link on ARIS to track number of parents using the resource.
2. Teachers enter student performance data online, using ENGRADE. Parents connect with ENGRADE to view their children's progress and performance.
3. Parent Coordinator plans and implements parent workshops related to issues of concern to parents and families, leading to improved student progress and performance, leading to College and Career Readiness..
4. Teachers will share students' CCLS work with parents.

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

1. Increase in percentage of parents using ARIS parent link online.
2. Increase in percentage of parents using ENGRADE online site.
3. Parents' responses on school's Spring 2014 Learning Environment Survey will reflect strongly agree with questions related to communication and data.
4. Percentage of parents attending Parent-Teacher conferences will increase from previous year, as measured by parent sign-in sheets.

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

1. Beginning in September, 2013 and ending in June, 2014, parent coordinator will monitor parent link on ARIS, weekly.
2. Beginning in September, 2013 and ending in June, 2014, parent coordinator will monitor parents' utilization of ENGRADE.
3. Beginning in September, 2013 and ending in June, 2014, Parent Coordinator will plan and implement monthly parent workshops.
4. Teachers will share examples of students' CCLS work at Parent-Teacher conferences, during Fall 2013 and Spring 2014 conferences and at various times throughout the year, as needed.

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

1. Parent coordinator will conduct workshops for parents. Raffles will be held at workshops to encourage parents to attend.
2. Parent coordinator will conduct workshops for parents. Raffles will be held at workshops to encourage parents to attend.
3. Parent coordinator will conduct workshops for parents. Raffles will be held at workshops to encourage parents to attend.
4. Raffles will be held during parent teacher conference to encourage attendance. The Honor Roll dinner is held in between afternoon and evening conferences which encourages parent attendance for both conference times.

Budget and Resource Alignment

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

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

Academic Intervention Services (AIS)

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

Description

Type of Academic Intervention Service (AIS)	Type of Program or strategy (e.g. repeated readings, interactive writings, etc.)	Method for delivery of service (e.g. small group, one-to-one, tutoring, etc.)	When the service is provided (e.g. during the school day, before or after school, etc.)
ELA	Achieve 3000 Rosetta Stone Word Generation Expert 21 Guided Reading Wilson	Small group, one-to-one One-to-one Small Group Small Group Small Group Small group	During School, After School, Extended Day During school, After School During School, After School During School, Extended Day During School During School
Mathematics	Guided Math Fast Math	Small Group One-to-one	During School, Extended Day During School, Extended Day
Science	Guided Reading with content area texts E-Science Repeated Readings	Small Group One-on-one	During School, Extended Day During School, Extended Day
Social Studies	Guided Reading with content area texts Repeated Readings	Small Group One-on-one	During School, Extended Day During School, Extended Day
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	Life Skills Curriculum Second Step Drug Prevention NYU Understanding Disproportionality Anti-Defamation League's No Place to Hate Initiative	Whole class, small group, one-to-one Whole class, small group, one-to-one Small group Whole class, small group	During School During School, After School During School During School, After School

**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.

98% of our staff is highly qualified.

We employ a rigorous outreach and interview process at our school.

We collaborate with Teach For America in interviewing and hiring appropriate teachers for vacancies as they occur.

The Principal and teachers collaborate to set and monitor teacher goals, using the Danielson Framework For Teaching, 2013.

The Principal utilizes the Framework For Teaching Rubrics for classroom observations, both formal and informal, as per ADVANCE. The Framework informs pre and post-observation conferences.

Teachers preparing portfolios for Tenure decisions receive additional specific support in preparing their artifacts and evidence of effective instructional practice, impact on student outcomes, and professional contributions to the school.

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).

Teacher growth is supported through specific, low inference, evidence-based feedback from the Principal.

Monthly one-on-one meetings with teachers focus on the attainment of their professional goals and the school support needed to achieve the goals.

Professional Development opportunities are planned and provided by multiple personnel, including coaches, consultants, mentors, and staff developers to meet the differentiated and developmental needs of teachers. New teachers receive the maximum support and experienced teachers have leadership opportunities to help support the professional learning throughout the school.

Staff development is monitored and revised, based on the results of student data and teacher effectiveness needs.

Teachers have Professional Development opportunities to assist them in developing specific strategies to support the learning needs of ELLs and SWDs in reading comprehension, academic vocabulary, and written analysis of texts, both literary and non-fiction.

Effective strategies to support struggling students to access the complex texts of Common Core aligned curriculum are shared and analyzed for appropriate implementation with targeted students, in intentional student groupings in the classroom.

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.).

The Parent Coordinator does a needs assessment and works with the Parent Association and Good Shepherd Services to identify the Students in Temporary Housing population and determine their needs. Our Guidance Counselor and Sapis worker provide counseling services to these students when needed. Good Shepherd provides counseling services the the families if needed. We buy school supplies and uniforms for the STH population. Our Parent Association provides basic dry goods and emergency supplies which are funded by the school.

We collect data on a regular basis including The Scholastic Reading Inventory, The DRP, The Scholastic Math Inventory, Performance Assessments and Unit Tests and Quizzes. We provide academic support for students who are not progressing adequately during the day and during our expanded school day. We use Achieve 3000, Rosetta Stone, Escience, and iready. These are all online programs accessible from any computer and at any school the student transfers into.

We have an afterschool program in conjunction with Good Shepherd Services. Students have the opportunity to strengthen their reading skills using Achieve 3000. There are many classes in the arts including visual arts, dance, and performing arts.

Student are serve a hot dinner daily.

SWP Schools Only

Transition Plans to Assist Preschool Children (Elementary Schools Only)

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

Measures to Include Teachers in Decisions Regarding Assessments

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

The Principal formed a MOSL Committee in the Spring 2013, in collaboration with the UFT Chapter Chairperson, in accordance with the guidelines of the ADVANCE Evaluation System. The Principal selected members and the UFT Chapter Chairperson also selected members for the committee. The committee met at least 8 times, beginning in the Spring, 2013. They had the opportunity to view and discuss the available powerpoint presentations and webinars. Every committee member was provided with the MOSL materials in a binder by the Principal. They reviewed the options and selected the state and local assessment measures, with the final decisions made by the Principal, who was in accordance with the teachers' choices. The principal entered the options online in the appropriate DOE portal, by the designated deadline in September, 2013.

TA Schools Only

Use of Program Resources

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

TA Coordination with the Regular Program

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

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

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

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

Parent Involvement Policy (PIP) Template

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

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

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

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

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

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

- holding an annual Title I Parent Curriculum Conference;
- hosting educational family events/activities during Parent-Teacher Conferences and throughout the school year;
- encouraging meaningful parent participation on School Leadership Teams, Parent Association (or Parent-Teacher Association) and Title I Parent Committee;
- supporting or hosting Family Day events;
- establishing a Parent Resource Center/Area or lending library; instructional materials for parents;
- hosting events to support, men asserting leadership in education for their children. parents/guardians, grandparents and foster parents;
- encouraging more parents to become trained school volunteers;

- providing written and verbal progress reports that are periodically given to keep parents informed of their children's progress;
- developing and distributing a school newsletter or web publication designed to keep parents informed about school activities and student progress;
- providing school planners/folders for regular written communication between /teacher and the home in a format, and to the extent practicable in the languages that parents can understand;

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

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

I. School Responsibilities

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

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

Support home-school relationships and improve communication by:

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

Provide parents reasonable access to staff by:

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

Provide general support to parents by:

- creating a safe, supportive and effective learning community for students and a welcoming respectful environment for parents and guardians;

- assisting parents in understanding academic achievement standards and assessments and how to monitor their child's progress by providing professional development opportunities (times will be scheduled so that the majority of parents can attend);
- sharing and communicating best practices for effective communication, collaboration and partnering will all members of the school community;
- supporting parental involvement activities as requested by parents;
- ensuring that the Title I funds allocated for parent involvement are utilized to implement activities as described in this Compact and the Parent Involvement Policy;
- advising parents of their right to file a complaint under the Department's General Complaint Procedures and consistent with the No Child Left Behind Title I requirement for Elementary Secondary Education Act (ESEA) and Title I programs;

II. Parent/Guardian Responsibilities:

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

III. Student Responsibilities:

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

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

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

A. School Information 

District 10	Borough Bronx	School Number 447
School Name Creston Academy		

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 Pamela Edwards	Assistant Principal type here
Coach Susan Defillippo	Coach
ESL Teacher Medina	Guidance Counselor Thomas
Teacher/Subject Area Pichardo/7thgr bil selfcontain	Parent type here
Teacher/Subject Area Reynoso/6thgr bil self-contain	Parent Coordinator Iverka Valerio
Related Service Provider type here	Other type here
Network Leader(Only if working with the LAP team)	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.	3	Number of certified bilingual teachers <u>not</u> currently teaching in a bilingual program	0	Number of teachers who hold both content area and ESL certification	0
Number of certified bilingual teachers currently teaching in a bilingual program	3	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)	458	Total number of ELLs	153	ELLs as share of total student population (%)	33.41%
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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 checked="" type="checkbox"/>	No <input type="checkbox"/>	If yes, indicate language(s): Spanish
Dual language program	Yes <input type="checkbox"/>	No <input checked="" type="checkbox"/>	If yes, indicate language(s):

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

ELL Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Total #
Transitional Bilingual Education <small>(60%:40% → 50%:50% → 75%:25%)</small>							1	1	1					3
Dual Language <small>(50%:50%)</small>														0
Freestanding ESL														
Push-In							1	1	1					3
SELECT ONE														0
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	152	Newcomers (ELLs receiving service 0-3 years)	78	ELL Students with Disabilities	15
SIFE	12	ELLs receiving service 4-6 years	43	Long-Term (completed 6+ years)	31

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	60	6	0	9	0	1	4	0	1	73
Dual Language										0
ESL	19	6	1	33	0	7	27	0	5	79
Total	79	12	1	42	0	8	31	0	6	152
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 Spanish							25	25	23					73
SELECT ONE														0
SELECT ONE														0
TOTAL	0	0	0	0	0	0	25	25	23	0	0	0	0	73

*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																		
SELECT ONE																			0	0
SELECT ONE																			0	0
SELECT ONE																			0	0
TOTAL	0																			

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

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

Number of ELLs by Grade in Each Language Group

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

This Section for Dual Language Programs Only

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

Freestanding English as a Second Language

Number of ELLs by Grade in Each Language Group

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish							38	17	25					80
Chinese							1							1
Russian														0
Bengali														0
Urdu														0
Arabic														0
Haitian														0
French							2	1						3
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other														0
TOTAL	0	0	0	0	0	0	41	18	25	0	0	0	0	84



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)							12	14	8					34

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)							11	5	22					38
Advanced (A)							36	23	17					76
Total	0	0	0	0	0	0	59	42	47	0	0	0	0	148

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

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3					0
4					0
5					0
6	45	10	0	0	55
7	32	3	0	0	35
8	41	5	0	0	46
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	48		10		2		0		60
7	26		13		3		0		42
8	3		8		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									0
NYSAA Bilingual (SWD)									0

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

Native Language Tests								
	# of ELLs scoring at each quartile (based on percentiles)				# of EPs (dual lang only) scoring at each quartile (based on percentiles)			
	Q1 1-25 percentile	Q2 26-50 percentile	Q3 51-75 percentile	Q4 76-99 percentile	Q1 1-25 percentile	Q2 26-50 percentile	Q3 51-75 percentile	Q4 76-99 percentile
ELE (Spanish Reading Test)	10	25	32	9				
Chinese Reading Test								

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

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

At Creston Academy for Responsibility and Excellence, all students are assessed in September, using the Scholastic Reading Inventory. All Level 1 students are tested with the SRI and Fountas and Pinnell assessment for baseline data. Students are assessed in writing, using a baseline writing prompt. The results of these assessment tools are evaluated by the ELL teachers and the Literacy Coach. Their weekly curriculum planning sessions provide the structure to plan lessons and resources that address areas for next instructional steps that the data from student work reveals. The teachers share and analyze examples of student work and collaboratively plan appropriate techniques and best pedagogical strategies to support their students’ improved learning outcomes. The data from the spring 2013 NYSESLAT reveals the following data:

6th grade: Beginner level 12 students; Intermediate level 11 students; Advanced level 36 students; Proficient level 8 students
 7th grade: Beginner level 14 students; Intermediate level 5 students; Advanced level 23 students; Proficient level 6 students
 8th grade: Beginner level 8 students; Intermediate level 22 students; Advanced level 17 students; Proficient level 2 students.

2. What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?
 Data patterns revealed across proficiency levels on the NYSESLAT results from spring 2013 are as follows: The speaking strand stands out as the strongest modality, across proficiency levels and even for the newest arrival beginning students.
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](#))

The data patterns from the NYSESLAT modalities (reading, writing, listening, speaking) affect instructional decisions. Our school’s Coherent Set of Beliefs About How Students Learn Best emphasizes classroom practices that not only encourage daily student to student discussion and collaboration but incorporates lessons in which such engagement and student to student interaction is necessary for the tasks and objectives to be achieved. This leverages the strengths that the ELLs are bringing to the classroom (namely their strength in speaking) and encourages the concomitant skill of active listening (which the data suggests is a lesser strength).

The Annual Measurable Achievement Objectives data reveal that over the years, students make progress but they are still not making adequate progress to reach performance targets, as set by New York State. Students’ strengths and weaknesses are identified through the analysis of the NYSESLAT data and shared by and with the classroom teachers, the push-in support personnel, such as the ESL teachers, and the content area teachers who also need to have this information so that they can provide personalized and precise instructional support. Student performance data is a shared responsibility so that ample time and effort is provided throughout the day by all teaching personnel who will impact on the students’ performance. ELLs are grouped in a specifically-designed class on each grade to facilitate the push-in services of ESL teachers.

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?

Our ELL students who have less than 2 years in the NYCSS are offered opportunity to take the Math State Exam in Spanish. Across the grades, more students opt to take the Math exam in English. The most recent spring 2013 math results for ELLs on the English version:

	6th grade ELLs	7th grade ELLs	8th grade ELLs
Level 1	48	26	39
Level 2	10	13	8
Level 3	2	3	0
Level 4	0	0	0
No Score	1	0	0

The following chart reflects the ELA results from spring 2013 for our ELLs:

	6th grade ELLs	7th grade ELLs	8th grade ELLs
Level 1	45	32	41
Level 2	10	3	5
Level 3	0	0	0

Level 4	0	0	0
No Score	6	7	1

This data is shared with the teachers, supporting the specific areas that teachers need to focus on to address the areas of weakness. Instruction is delivered to the ELLs in both English and Spanish, according to the language proficiency of the students, to ensure that the students understand the math skills. This data is correlated to the NYSESLAT results, using the 4 modalities to determine consistency in results and note anomalies between the data points.

ELL Periodic Assessment is not used at our school. We use other diagnostic and assessment tools in English and in Spanish, which are administered throughout the school year, as benchmarks. They are as follows:

Scantron (Web-based Performance Series); Scholastic Reading Inventory (SRI); Fountas and Pinnell Reading Assessment; Achieve 3000-Teen Biz (evaluates reading and writing in both languages)

In Spanish, DRA and Rigby ELL Assessment Kits are also used to assess ELLs' reading comprehension. These assessments are administered throughout the year.

These assessment tools provide valuable results that are used by administrators, coaches, bilingual teachers, ESL teachers, consultants. The results are used to drive instructional planning and resources.

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](#).)

The school uses data to guide instruction for ELLs within a response to Intervention Framework that includes 3 Tiers of Instructional Support. The first tier involves the provision of rigorous curriculum and instruction in the general classroom. All ELL students are included in the Common Core Learning Standards aligned curriculum in all subject areas. Teachers are expected to provide appropriate scaffolds, supports, and appropriate data-driven differentiation to help all students (including ELLs) access the rigorous demands and expectations. The 2nd tier of intervention includes small group work, provided both by the classroom teacher and additional support personnel assigned to the classes (including CTT teachers and ESL teachers). More frequent assessments are administered to monitor students' progress. The 3rd tier of intervention involves one on one instruction and tutoring. Conferencing and individualized instruction occur both during the school day and after-school. Saturday Academy is another structure designed to provide additional instructional opportunities for the ELLs, provided by trained bilingual and ESL teachers.

6. How do you make sure that a child's second language development is considered in instructional decisions?

The students' second language development is considered in instructional decisions as the teachers plan their learning targets and objectives for daily lessons. Attention to language acquisition, including academic language and domain-specific vocabulary development, figurative language, idioms and expressions, colloquialisms, collocations, and explicit instruction and emphasis on vocabulary building, with classroom practices that emphasize student to student discussion, as a bridge to rich and complex reading proficiency and writing, as per Common Core aligned rubrics. In bilingual classes, rubrics are posted in Spanish as well as in English to provide clear expectations for ALL students.

7. For dual language programs, answer the following:

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

N/A

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

The school evaluates the success of the program through the progress and performance of the ELL students on the NYSESLAT exams. In addition, the ongoing analysis and evaluation of daily student work informs our monitoring of the strengths and weaknesses that need to be addressed, both by students and by teachers. Frequent classroom observations and visits by the Principal result in feedback and evaluation reports that document the successes and challenges. Coaches, Peer Instructional Coaches, and Consultants also visit classes and observe teachers and students on a collegial level and provide another form of "critical friend" feedback, as the low-inference evidence observed indicates. Using the Charlotte Danielson Framework For Teaching allows all educators to assess the results in the classroom with a common language and understanding of best professional practices, across all 4 Domains.

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](#).)
During the registration process, in September, our school's Parent Coordinator (who is bilingual) and our licensed pedagogues (bilingual and ESL teachers) follow guidelines to complete the intake of possible English Language Learners. The Parent Coordinator's role is to provide translation services while the trained pedagogues conduct the HLIS and interviews. The trained pedagogues determine the students' home language. Teachers briefly interview the students in both English and Spanish, as well as interviewing the parents in the language they can best comprehend. This is critical so that they fully understand the process of admission and the possible choices of programs (TBE, Dual Language, Freestanding ESL). Our teachers assist parents in filling out the Home Language Survey, if they need assistance. Afterwards, the school secretary enters the appropriate language code in the ATS system. The students that are identified by the Home language Survey as possible ELLs are then given the LAB-R by a licensed ESL teacher, within 10 days of their admission. Those students that score non-proficient are then also given the Spanish LAB exam. Paste response to question here:
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.
The parents of ELL students are invited to a Parent Orientation Meeting where a licensed ESL teacher provides information and a video that explains the different language programs offered by New York City Department of Education and our school. This meeting is conducted in the parents' home language.
Parent Orientation Meetings are offered after the ESL teacher hand scores the LAB-R grids. These meetings take place a few days after the scoring of the LAB-R. Our ESL teacher makes phone calls and distributes letters to invite parents to come to the school so that they can view a video and read informational pamphlets in the parents' native language. The video and pamphlets explain the different language programs and the ESL teacher explains what programs are offered at our school and the alternative options that parents have. During these meetings, parents are encouraged to ask questions of the ESL teacher(s) and parent coordinator. Afterwards, parents fill out the parent survey and program selection forms. Copies of these filled out forms are maintained in a binder and stored in a locked cabinet in the main office. All the parent choice selections that parents requested which are provided by our school were honored and the students were placed in our programs.
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 [\[see tool kit\]](#).)
Our school's ESL teachers review the NYSESLAT data, using the RLAT Report. The ELL students that score proficient are given a letter of non-entitlement in their parents' native language. This letter explains that their child has attained language proficiency in English and will no longer receive bilingual or ESL services. ELL students that score beginning, intermediate, or advanced are given a letter for their parents in their native language, that informs them that their child will continue to receive bilingual or ESL services for the current academic year. All placement, entitlement, and continued entitlement letters are kept in a binder and stored in a locked cabinet in the main office.
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.
As outlined above, the criteria used and procedures followed to place identified ELL students in bilingual or ESL instructional programs include following the State LEP Identification Process and consultation and communication activities with parents in their native language. After screening and determining if a newly admitted student is eligible for LAB-R testing, the student is given the test. Using the LAB-R 2013 cut scores, the student's level of English proficiency is communicated to the parent. All of our correspondence is bilingual, in English and in the parent's native language. For newly admitted students, the parent is told whether their student is at a beginner/intermediate or advanced level. After consultations and communication with the parent, the newly admitted student is placed in a bilingual or ESL instructional program according to the parent's informed choice. Parents of previously identified ELL students are notified of their child's performance on the NYSESLAT. If the student passed the NYSESLAT, the parents are notified that their child is English proficient and no longer entitled to ELL services. If their child did not pass the NYSESLAT, the parents are notified of their child's English Proficiency level according to the NYSESLAT, and the

child remains in the ELL program in which he/she is currently enrolled. If the parents change their minds or are not happy with their program of choice, then they meet with the Principal and ESL teacher or Parent Coordinator. As a result of their meeting in the parent's native language, the child is then placed in the program selected by the parent. If a parent prefers a program option that is not offered at the school, a trained pedagogue will support them in identifying a nearby school that does have that program. If the parent speaks a language other than English or Spanish, a translator from the child's family or the community is available to translate for the parent. The ELPC screen on ATS is updated within 20 days by the ESL teacher. The ELPC occurs as soon as the parent orientation takes place. The program that the parent selects is entered on the ELPC screen on ATS by the licensed pedagogue.

5. Describe the steps taken to administer all sections of the New York State English as a Second Language Achievement Test (NYSESLAT) to all ELLs each year.

In order to ensure that the school administers the New York State English as a Second language Achievement Test (NYSESLAT) to all ELLs, the Principal ensures that the testing coordinator has access to all current testing memos and information in a timely fashion. The testing coordinator creates a schedule for testing and shares that with the Principal for approval and with the teachers so that everyone is informed. Special schedules are created during the designated time frame that the testing must take place. Students are pulled out of classes and ESL teachers administer all sections of the exam. The testing coordinator ensures that all ELL students are tested and that all documents are scored and submitted within the time frame that is designated. The testing coordinator makes sure that ELL students who may have been absent are accounted for when they return to school (within the time frame designated by New York State). The secretary accesses and prints out all ATS reports that serve to determine NYSESLAT eligibility and they are provided to the Principal and the ESL teachers. The ATS reports used to determine NYSESLAT eligibility are RLAT and RYOS.

6. After reviewing the Parent Survey and Program Selection forms for the past few years, what is the trend in program choices that parents have requested? (Please provide numbers.) Are the program models offered at your school aligned with parent requests? If no, why not? How will you build alignment between parent choice and program offerings? Describe specific steps underway. 
- This year, we offer TBE classes on all 3 grades (6, 7, 8) which reflects the needs of our community and responds to parents' requests for such programs. Parent Surveys are distributed to families by the Parent Coordinator. They are reviewed and shared with Principal. All the parent choice selections that parents requested which are provided by our school were honored and the students were placed in our programs. Ongoing and regular communication with CBOs and community organizations help to keep the school informed about community needs. Communication with Councilman's office is also another way that community needs are shared and assessed so that the school continues to fulfill its mission to effectively serve the community's students and families. This year, as of this date, 14 parents were interviewed by the ESL teacher and 13 of those 14 parents were in agreement with the TBE placement for their children. The other parent wanted ESL program based on the child's proficiency level on the LAB-R which was 46%, as opposed to her Spanish score which was only 32%. That child was designated to receive ESL services, as per the parent's request. Over the past years, we have typically interviewed 15-18 parents per year and our records indicate that the students' placements were 100% in accordance and agreement with the parents' requests. The trend indicates that parents are opting for our Transitional Bilingual Education classes, with just some parents opting for ESL service, alone.

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])?

Our school offers two language models: 1 bilingual transitional education classes in each grade (6, 7, 8) and an ELL dominant class in each grade (6,7,8) that receives ESL push-in services from licensed ESL teachers. The classes are heterogeneously composed of students across language proficiency levels. They travel together as a class. Push-in ESL teachers provide ESL service to other classes with ELL students, as well.. Content area teachers provide instruction for the classes, as a whole. The teachers in this school are good language models who can differentiate for ELL subpopulations and continuously work on oral language development with their students based on the individual student data they have collected.Strategies often used for ELLs include modeling, audiovisuals, semantic mapping, graphic organizers, explicit vocabulary development, activating prior knowledge, and engaging in accountable talk The push-in model allows for a better teacher to student ratio and thus the teachers can more closely monitor the students' progress and also provide meaningful formative feedback throughout the teasks and lessons. The appropriate number of mandated minutes of ESL instruction are provided and the mandated breakdown for English instruction and Spanish instruction is followed by the teachers. ELLs have rubrics, based on the NYSESLAT, that help the school monitor progress on a regular basis.If a unit takes six weeks, then the writing can be developed during this time using the rubric.The rubric was originally designed to create a sense of accomplishment for ELLs even though they may have not moved up a whole point on the rubric. .Another idea that guided the creation of the rubric was the understanding that the skills used on the NYSESLAT writing portion of the test (conventions, organizations, vocabulary, and complexity) need to be understood by all faculty members working with ELLs. The rubric is successfully used in all content-area classes to further promote the understanding that every teacher is a literacy teacher, and to create a coherent curriculum for all ELLs.The school has found that these scaffolds and other strategies allow their ELL students to succeed using the same curriculum as their non-ELL students.

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)?

Certified bilingual teachers are hired and assigned to the bilingual classes. ELL students in the bilingual classes who are beginner and intermediate levels receive 360 minutes a week of ESL instruction from their bilingual class teacher, with an emphasis on effective ESL strategies, as well as 60-90 minutes of native language arts in Spanish. Advanced level students in the same classes receive 180 minutes a week of ESL instruction in the content areas and 180 minutes a week in ELA literacy in English. The ESL self-contained classes are all taught by licensed ESL teachers. Teachers' programs have appropriate mandated times designated in order to fulfill all compliance requirements under CR Part 154.

3. Describe how the content areas are delivered in each program model. Please specify language, and the instructional approaches and methods used to make content comprehensible to foster language development and meet the demands of the Common Core Learning Standards.

The ESL self-contained classes all have an additional ESL teacher who pushes into the class to provide additional tiered support with the targeted students, providing the mandated number of minutes of ESL instruction for beginners and intermediates (360 minutes per week) and for advanced students (180 minutes per week, using ESL strategies in the content areas as well as 180

minutes using ELA literacy strategies in English and 45 minutes in native language arts in Spanish. The bilingual teachers teach ELA, ESL in English, and Native Language Arts. They teach Math and Social Studies in both languages, according to the varied language proficiency levels within their classes. The 6th grade and 8th grade science teachers are both bilingual and the 7th grade science teacher is bilingual but does not speak Spanish. The Common Core Learning Standards-aligned curricula in the content areas is delivered with Universal Design for Learning practices that support and scaffold the language needs of the ELL students. In addition, SIOP strategies are used to support ELLs' content mastery and language acquisition. Intentional emphasis is placed on vocabulary development through the Word Generation Program. Our school's Coherent Set of Beliefs About How Students Learn Best highlights best pedagogical practices that serve to support meeting the needs of all students, including, of course, ELLs. Modeling, explicit instruction, rubrics, meaningful and actionable feedback through one-on-one conferring and small group instruction, engaging materials, tasks, and questions, emphasis on student to student discussion and collaborative inquiry with higher-order thinking and cognitive demands create a learning environment that sets high expectations and also provides matching supports for the ELL students to help them meet the high standards.

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

ELLs are appropriately evaluated by their classroom teachers in their native language through the classroom tasks and activities, aligned to the curriculum. ELLs are also evaluated on a regular basis by classroom teachers as they confer with students in small groups or one-on-one. They are evaluated both in Common Core Standards work as well as with native language materials, designed to meet the needs of the students. Teachers enter students' scores on our ENGRADE system which is accessible to students, parents, teachers, and administrators. It is available in real time accessibility. It is well used throughout our school.

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

ELLs are also appropriately evaluated in all four modalities of English acquisition through conferring one-on-one conferences with classroom teachers. These logs are maintained and reviewed by the Principal, coaches, and consultant. Our Coherent Set of Beliefs About How Students Learn Best emphasize daily classroom practices that incorporate student to student discussion, ample time for reading and writing, feedback to students (provided in small groups and one-on-one conferences). At such conferences, assessments of students' progress and performance. Teachers not only monitor the students but use the opportunity to provide teaching points and feedback, expressly tailored to the students' needs. Common Core Learning Standards of Language are especially emphasized for the ELL population. Principal's frequent classroom visits and observations result in feedback to the teachers and evaluation reports that document the teachers' practices and level of performance, under ADVANCE.

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).

Differentiation of instruction for ELL subgroups takes place, as follows:

Students who are identified as SIFE and Long term ELL are offered opportunities to use technology to differentiate their reading instruction, both by reading level and by interest. They also receive instruction in small (4-6 students) and very small (2-3 students) guided reading groups. These approaches help them receive focused, personalized, and low-risk attention. ESL teachers and bilingual teachers meet together to plan, with specific attention to best practices for ELL instruction. These teachers also attend common planning sessions on a weekly basis with other teachers on their grade for both ELA and Math.

Students who are recent arrivals and those students who have less than three years in an English Language school system are paired with proficient students who speak both languages. This peer support is very effective in helping students to feel comfortable in a new environment. Respect for All tenets are emphasized, as language and cultural differences are respected and supported. Teachers welcome students' participation in the learning process, in whichever language helps the student learn best. As new language is being acquired, native language is used to access the content and activities. Directions and instructions may be provided in both languages, with a variety of quality visual aids and/or realia, and other strategies used to reinforce and communicate concepts and skills.

ELLs who have received 4-6 years of ESL services have their ESL and bilingual teachers create specific lessons that are comprehensible by making language and content very clear, achievable and with rubrics in both languages to emphasize expectations. Process charts in the classroom are also posted conspicuously to support students' learning. Modeling, demonstrating, and explicit instruction are part of our school's highlighted practices. Student engagement and effective, actionable feedback to students provide for ample opportunities for students to practice independently and/or groups and partners, with teachers providing ongoing checks for understanding and actionable feedback for next steps. Conferring and conference notes ensure that students receive consistent and individualized attention.

ELL students who scored level 1 in both ELA and Math on the spring 2013 state tests receive intervention in ELA and Math, through one on one tutoring by their teachers. ELL students work on project-based activities that encourage peer collaboration, investigation, and research. Guided reading groups are another structure that occur on a scheduled basis throughout the day and throughout the year, with students who have common learning needs and levels. Flexible groups are created by the teacher, using the data they have on the students, including ELA and Math scores, as well as NYSESLAT results. Intervention in Math is provided in both languages, as needed. Math baseline assessments are given in September and results are used to form student groups. ELL students also have access to a web-based math program, called Fast Math.” This program provides support in English and in Spanish.

ELL students who score Proficient on the NYSESLAT are provided with the following testing accommodations: separate location, time and a half. Such accommodations are also provided during simulation tests. These accommodations are provided for 2 consecutive years to all proficient ELLs to continue to support their language proficiency.

Our newly-arrived ELLs are admitted on the first day of school. They are welcomed, as are their parents. They are informed of all school expectations, both verbally and through the sharing of the school’s Student Handbook. The Parent Coordinator, as well as the class teacher, are available to provide additional translation, if necessary.

Since differentiation and one-on-one conferencing are practices that have been and continue to be emphasized in our school, teachers meet individually with students on a regular basis. Professional collaboration is also an embedded practice and occurs regularly through our planned common periods for professional planning. These sessions focus on Looking at Student Work, Sharing Best Teaching Practices, Curriculum Planning. Teachers share student work, including work of all sub-groups, with a particular attention to the subgroups of ELLs and SWDs. CTT teachers, ESL teachers, and paraprofessionals are assigned to push-in and designated students are intentionally assigned to ensure accountability and focus. Lesson plans will reflect the groups and the assigned personnel, as well as the tasks and activities that will be coordinated with the curriculum and the pedagogy.

7. What instructional strategies and grade-level materials do teachers of ELL-SWDs use that both provide access to academic content areas and accelerate English language development?

ELL students in all grades are invited to participate in after school programs via a letter to the parent, notifying them of the programs. The letter details the purpose of the program, the days and times that the program will be in session. Parents are informed that students who sign up are accepted into the program. Daily attendance is taken and when a student is absent, the secretary makes a call to the home to follow up. The goals of the after school programs include emphasis on developing the ELL students’ second language literacy skills in the four language modalities. The after school program uses the following materials: Achieve 3000 (web-based differentiated reading program in English and in Spanish), classroom libraries with Spanish and English language books and other reading materials, picture dictionaries with related activities and audio supports, standard English-Spanish dictionaries, Rosetta Stone language acquisition software (licenses are purchased by the school for individual students). Classroom libraries are established and enhanced throughout the year with materials that reflect Common Core Lexile level books, large collections of non-fiction texts, as well as books at students’ independent reading level. The interests, backgrounds, and cultures of the students are also considered when adding books to the libraries. Saturday Academy is also designed to provide additional instructional time for ELLs and includes trips around New York City, in which real-life experiences provide the opportunities to develop rich and specific language through experiential learning activities. The socialization of the experiences in small groups makes the learning very natural and enjoyable for the students, as well as opening up their exposure to New York City with their peers and the teacher as a “guide.” SIOP strategies are used to support ELLs’ content mastery and language acquisition. Intentional emphasis is placed on vocabulary development through the Word Generation Program. Our school’s Coherent Set of Beliefs About How Students Learn Best highlights best pedagogical practices that serve to support meeting the needs of all students, including, of course, ELLs. Modeling, explicit instruction, rubrics, meaningful and actionable feedback through one-on-one conferring and small group instruction, engaging materials, tasks, and questions, emphasis on student to student discussion and collaborative inquiry with higher-order thinking and cognitive demands create a learning environment that sets high expectations and also provides matching supports for the ELL students to help them meet the high standards. ICT teachers review students’ IEPs to ensure that the mandated accommodations and modifications are being implemented. In addition, the IEP identifies the students’ disabilities and the ICT teachers meet routinely on a weekly basis with the co-teacher to plan strategies to address the students’ learning needs, in alignment with the curriculum being implemented.

8. How does your school use curricular, instructional, and scheduling flexibility to enable diverse ELL-SWDs to achieve their IEP goals and attain English proficiency within the least restrictive environment?

Our school uses curricular, instructional, and scheduling flexibility to enable diverse ELLs and SWDs to achieve their IEP goals and attain English proficiency within the least restrictive environment, as follows: ESL teachers push-in to provide services to reduce the student-teacher ratio, permitting more small group and one-one instruction. Careful attention to students’ learning styles, aligned with appropriate resources selected and provided by administration and teachers, matched to students’ interests and

levels, serves to address students' needs, without referring the students for self-contained classes. CTT classes and general education classes provide wide opportunities for ELLs to interact with all other students, while receiving the appropriate services, as determined by IEPs. Congruence and coordination of personnel allow for an effective sharing of students' learning needs and IEP mandates. Teachers are all expected to use IEP data, as well as all other available data, to make instructional decisions, personalized for individual students.

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:	Spanish		
Social Studies:	Spanish		
Math:	Spanish		
Science:			

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

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

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

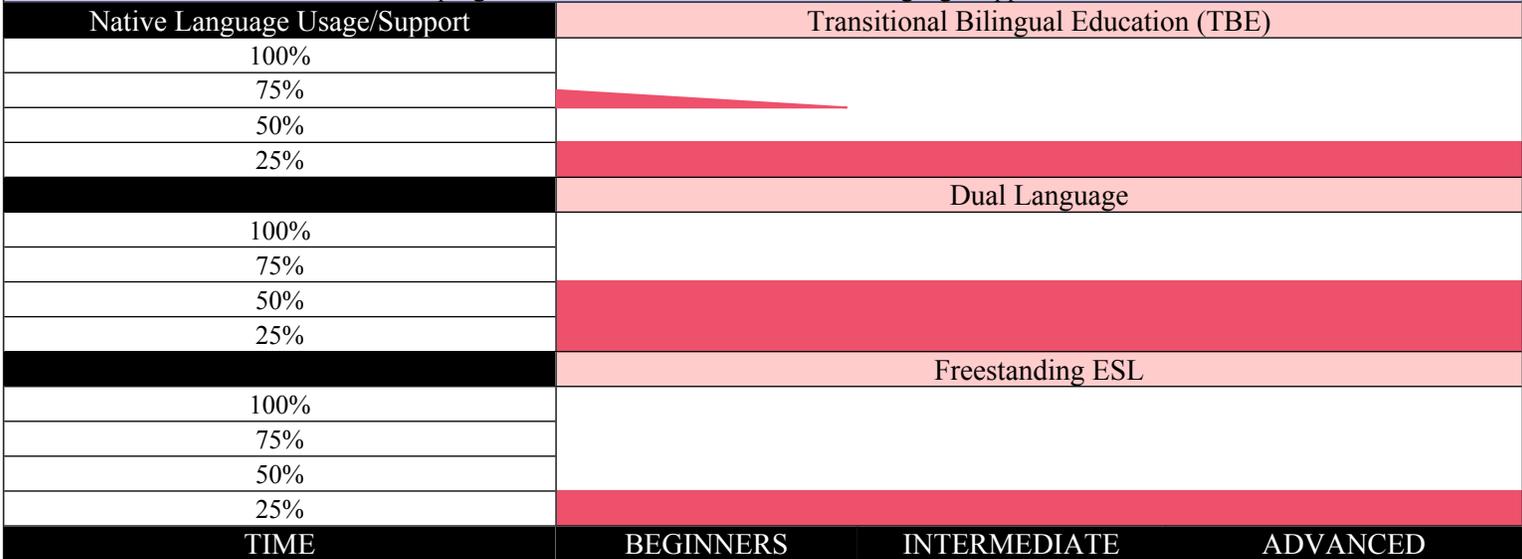
	Beginning	Intermediate	Advanced
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NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades 9-12

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

Native Language Usage and Supports

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



TBE and dual language programs have both native language arts and subject areas taught in the native language; ESL has native language supports.

B. Programming and Scheduling Information--Continued

9. Describe your targeted intervention programs for ELLs in ELA, math, and other content areas (specify ELL subgroups targeted). Please list the range of intervention services offered in your school for the above areas as well as the language(s) in which they are offered.

The year begins with a battery of diagnostic tests in all content areas to determine which students are below level, on level, and above level. These results are reviewed and correlated with the most current NYSESLAT results, New York State exams in ELA and Math. Students receive targeted intervention, aligned to scaffold their access to Common Core Learning Standards. In identifying students who require extension of services, we focus on the specific characteristics of the learner that must be addressed through the extension services. The students with 3-4 years of service receive intervention that includes one-on-one tutoring, projects, and small group instruction. The students with 5 years of service receive intervention that includes one-on-one tutoring, projects, small group instruction, and independent study. All students in our ESL program receive additional support through guided reading with instructional level texts and vocabulary development. Spanish leveled libraries in the classes provide ample resources for students to engage in high-success reading with high interest books, matched to the independent reading levels of the students. Spanish text books in Math and Social Studies have been purchased and are used to support content instruction. Books on tape provide another modality support. Language dictionaries with correlated workbooks, learning activities, audio CDs, and materials for teacher support have been very useful for diverse learners. Students work independently, at their level, and are monitored closely and often, by the teachers. Common Core Language Standards are emphasized, in addition to the literacy and math standards, when planning learning targets and goals for student progress and performance. Our classes are all grouped heterogeneously to encourage opportunities for students to engage in rich student to student discussion, with opportunities to hear and approximate wide range and register for language practice. As the school receives Title 1 funding through school-wide project, all programs are planned to provide opportunities for all students and families. Title III Extended Day Intervention Program focuses on developing ELLs second language literacy skills in all four modalities. ELL Vacation Academy provides additional instructional time and opportunity for ELLs during Mid Winter Recess and Easter Vacation. Emphasis is on providing very small group instruction, with students reading books matched to their level for high success reading experience. Achieve 3000 is highly effective as a web-based, individualized reading program for students to read in English, at their level, and in Spanish at their level, with materials differentiated by their interest. Saturday Academy incorporates focus on writing effective Common Core standards-based argument essays, with evidence from texts. Literature clubs, technology, and trips provide diverse opportunities for the diverse learners to leverage their personal learning strengths, while building on their lesser strengths and areas of need. Explicit “test-taking” support also supplements our core instructional program. Test language and strategies are taught and practiced throughout the year. The four modalities are incorporated in the lessons. We have an extensive physical education program during the day and after school. Students receive health and physical education instruction, daily. Every morning, students also have the opportunity to participate in the Young Runners Club. After school activities include Ultimate Frisbee, Flag Football, Fitness Club, Basketball Teams, and Volleyball Teams. These programs are funded the Department of Education’s CHAMPS program. SMART BOARDS in every class provide multiple, engaging opportunities to access and represent resources, with UDL principles of representation of instructional materials being implemented by the teachers, on a regular basis. Utilizing visual supports and realia, as well as hands-on projects reinforce the abstract concepts and content. Teachers provide intervention, using best Response to Intervention guidelines (3 tiered approach), using the research from Richard Allington’s What Really Matters In Response to Intervention and Douglas Fisher, Nancy Frey, and Carol Rothenberg’s Implementing RTI with English Learners, and Strategies for Success with English Language Learners by Rojas. Targeted intervention in Math is provided through extended day program 2xs/week. Scholastic Math Inventory assessments are administered monthly and provide frequent updated data about students' performance for teachers to adjust their instruction accordingly. FAST MATH is another program that supports targeted instruction for students needing help in math computation. Intervention Kits from Marilyn Burns (mathematics expert and author) provide intervention support for the ELLs who are performing at the lowest levels in math.

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

Reflection, review, and revision are all aspects of our collaborative planning and conversations. Teachers meet in professional learning teams on a weekly basis, both during common planning time and after school curriculum planning. Ongoing one-on-one meetings between teachers and the Principal begin early in the year, with teacher goal-setting conversations and are followed by mid-year conversations and end of year conversations. Throughout the year, the Principal also meets with individual teachers, related to the supervisory classroom observations that occur on a frequent basis. Such emphasis on evaluation permits clear expectations and careful monitoring to ensure effectiveness of our programs. Students’ progress and performance are topics that

take “center-stage” in all conversations. Ongoing open dialogue among all staff focuses on the students and their successes and challenges. Support personnel, such as guidance counselors, are also involved in the conversations about the students. Social and emotional considerations must be addressed, particularly for ELLs who struggle to acclimate and make adequate progress. NYSESLAT results provide important information about the students' progress and performance in language acquisition. Disaggregating the total score to examine the performance levels in the 4 modalities is even more important as targeted instruction can be effectively implemented with small groups of students who demonstrate common needs. Intentional groupings in classes can be another classroom revision that emanates from the understanding and analysis of the NYSESLAT modality report. Last year, we had 16 students who became Proficient, according to the most current NYSESLAT results. We are waiting for the Modality analysis to further determine our next instructional steps in the classrooms.

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

Based on our ongoing review and reflection, and to meet the needs of the students in our community, we are adding a 3rd bilingual class so that all of our grades (6,7,8) will have a full class of bilingual students, with a newly-hired teacher (licensed bilingual). Each grade will also have a self-contained ESL class to facilitate the provision of push-in services by licensed and well-trained ESL teachers. Reducing the student-teacher ratio continues to be an effective strategy to provide individualized, precise, data-based targeted instruction, tailored to the students' needs. Paste response to question here:

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

We continue to reflect on our program and practices to enhance and refine our offerings, both in content and in practice. We do not anticipate discontinuing any services or programs. We seek to enhance the ones we provide with continuing reflection and modifications, as per the Common Core Learning Standards expectations to surface the gaps and address them, through professional collaboration and enhanced expertise and experience.

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

ELLs are afforded equal access to all school programs. They are invited to attend our extended day programs, Saturday Academy, all sports programs, and all extra-curricular events. The year begins with a battery of diagnostic tests in all content areas to determine which students are below level, on level, and above level. These results are reviewed and correlated with the most current NYSESLAT results, New York State exams in ELA and Math. Students receive targeted intervention, aligned to scaffold their access to Common Core Learning Standards. In identifying students who require extension of services, we focus on the specific characteristics of the learner that must be addressed through the extension services. The students with 3-4 years of service receive intervention that includes one-on-one tutoring, projects, and small group instruction. The students with 5 years of service receive intervention that includes one-on-one tutoring, projects, small group instruction, and independent study. All students in our ESL program receive additional support through guided reading with instructional level texts and vocabulary development. Spanish leveled libraries in the classes provide ample resources for students to engage in high-success reading with high interest books, matched to the independent reading levels of the students. Spanish text books in Math and Social Studies have been purchased and are used to support content instruction. Books on tape provide another modality support. Language dictionaries with correlated workbooks, learning activities, audio CDs, and materials for teacher support have been very useful for diverse learners. Students work independently, at their level, and are monitored closely and often, by the teachers. Common Core Language Standards are emphasized, in addition to the literacy and math standards, when planning learning targets and goals for student progress and performance. Our classes are all grouped heterogeneously to encourage opportunities for students to engage in rich student to student discussion, with opportunities to hear and approximate wide range and register for language practice. As the school receives Title I funding through school-wide project, all programs are planned to provide opportunities for all students and families. Title III Extended Day Intervention Program focuses on developing ELLs second language literacy skills in all four modalities. ELL Vacation Academy provides additional instructional time and opportunity for ELLs during Mid Winter Recess and Easter Vacation. Emphasis is on providing very small group instruction, with students reading books matched to their level for high success reading experience. Achieve 3000 is highly effective as a web-based, individualized reading program for students to read in English, at their level, and in Spanish at their level, with materials differentiated by their interest. Saturday Academy incorporates focus on writing effective Common Core standards-based argument essays, with evidence from texts. Literature clubs, technology, and trips provide diverse opportunities for the diverse learners to leverage their personal learning strengths, while building on their lesser strengths and areas of need. Explicit “test-taking” support also supplements our core instructional program. Test language and strategies are taught and practiced throughout the year. The four modalities are incorporated in the lessons. We have an extensive physical education program during the day and after school. Students receive health and physical education instruction, daily. Every morning, students also have the opportunity to participate in the Young Runners Club. After school activities include Ultimate Frisbee, Flag Football, Fitness Club, Basketball Teams, and Volleyball Teams. These programs

are funded the Department of Education's CHAMPS program. SMART BOARDS in every class provide multiple, engaging opportunities to access and represent resources, with UDL principles of representation of instructional materials being implemented by the teachers, on a regular basis. Utilizing visual supports and realia, as well as hands-on projects reinforce the abstract concepts and content. Teachers provide intervention, using best Response to Intervention guidelines (3 tiered approach), using the research from Richard Allington's What Really Matters In Response to Intervention and Douglas Fisher, Nancy Frey, and Carol Rothenberg's Implementing RTI with English Learners, and Strategies for Success with English Language Learners by Rojas.

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

The instructional materials used to support ELLs include all of the Common Core Standards-aligned reading and math curriculum materials, as recommended by the Department of Education. Teachers often translate materials for students who are not able to access the English at the level of proficiency required for the texts presented. Spanish-English dictionaries and support CDs provide opportunities for students to independently develop vocabulary at their own individual pace. Individual licenses are purchased by the school for students to access Rosetta Stone to learn English. Class libraries for ELLs include abundant independent reading books and materials, in both English and in Spanish. These reflect both independent reading levels of the students and student interest. Challenge books are also readily available. The school consistently addresses its mission to develop an authentic love of reading by all students by encouraging great student choice in reading and providing extensive amount of time for independent reading. Students are encouraged to request titles of books for the school to purchase. SMART BOARDS in every classroom, as well as extensive access to laptops, allow students to use internet resources (with guidance and supervision of teachers) to support their learning.

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

Native language support is provided in each program model that we offer (TBE and ESL). In TBE classes, native language instruction is delivered in native language arts literacy, math, and content areas. Students write in both English and in Spanish. Students are grouped in flexible groupings, based on common learning needs. Therefore, sometimes, they are grouped for instruction by language proficiency level and sometimes they are organized in other group configurations for peer to peer conversations, tutoring, and collaborative projects. Teachers' decisions about groupings are based on purpose, activities, tasks, and data from students' evidence-based student work products. In ESL classes, emphasis on English language development and acquisition uses effective strategies, as presented by experts in the field, such as Calderon, Gibbons, Freeman and Freeman. Explicit teaching and student work with cognates, idiomatic expressions, figurative language, collocations, and Tier 2 vocabulary (as per Isabelle Beck's work on vocabulary instruction). Leveled books in Spanish are provided in each classroom library and students are encouraged to read independently at their level. The DOE Core Curriculum libraries are available in Spanish, including literature and non-fiction texts. Teacher-translated materials are also created to support students who need Spanish versions of materials not available. Achieve 3000, an online program for students offers differentiated reading level articles in Spanish. EScience is also available in Spanish. The reading in content area is aligned to DOE Science Scope and Sequence and core curriculum during science classes for grades 6, 7, and 8. Additional rigorous reading materials in Spanish are being explored through Instituto Cervantes and the DOE Office of ELLs to ensure common core learning standards texts are abundantly available for the ELLs.

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

ELL students receive their required services and these services support the students' needs to acquire proficiency in English and achieve academic growth on their grade level. The resources used by all teachers who provide services correspond to the ELLs' age and grade level. Using the strategies and supports from resources, such as SMART BOARDS, audio tapes, and visual supports, students are taught in a developmentally appropriate way, using high interest materials for low level readers, engaging lessons and thought-provoking read alouds to prompt higher order thinking and generate amplified language opportunities among students, appropriate software, while at the same time, addressing the key standards from CCLS.

17. Describe activities in your school that assist newly enrolled ELL students before the beginning of the school year. Please include activities for new ELLs who enroll throughout the school year.

Our school assists newly-enrolled ELL students before the beginning of the year. All such students and their families are invited to attend Orientation Meetings to learn about the program and the school. Our Student Handbook details expectations for students. Our Parent Coordinator is available to assist students during the day, with an additional support of being present in the cafeteria, daily, so that students have easy access to her for help while not losing instructional time from classes. This is particularly supportive for the ELL students who are enrolled throughout the school year. They are provided with the Student Handbook and help in understanding the expectation comes in many ways, through the support of guidance personnel, Parent Coordinator, Dean,

and of course, the classroom teachers.

18. What language electives are offered to ELLs?

We do not offer any language electives at this time. Paste response to question here:

19. For schools with dual language programs:

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

Paste response to questions here:

C. Professional Development and Support for School Staff

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

1. Increasing staff effectiveness through meaningful professional development is directly correlated to student achievement. One of our school goals is to provide all staff with appropriate, differentiated, tiered professional development opportunities, throughout the year. The language development of our ELL and bilingual students has been identified as an integral aspect of our school's priority instructional focus, and as such, becomes the responsibility of all teaching personnel, as a shared goal. All professional development includes a particular and distinct attention to the needs of ELL learners. Every Thursday afternoon from 2:20-3:10 PM, all staff members (including teachers and paraprofessionals) meet in common planning sessions. Common Core curriculum units are adapted and revised to provide the necessary scaffolds for diverse learners. The Danielson Framework For Teaching is also embedded in the professional development to norm the staff understanding of effective teaching practices. The secretary has attended professional training on using the reports for ELL students. Secretaries are encouraged to participate in Network or DOE training sessions. The DOE and Network provide newsletters and announcements of PD offerings and staff are encouraged to attend. Guidance Counselors attend PD workshops offered by DOE and Network. Guided Reading professional development is provided 1 Saturday per month by the Generation Reading Consultant. The DOE Ambassadors also provide PD for teachers, with an attention to meeting the needs of sub group populations.

2. Our Educational Consultant is an experienced educator with a strong background and current expertise in bilingual and ESL education, as well as literacy. Our current teaching staff in our bilingual and ESL program have been interviewed and hired, based on their level of effectiveness and their predicted level of effectiveness (new teachers and newly hired teachers). Focusing on best and current research and professional texts, articles, videos, and webinars provided by the DOE, other educational institutions, and experts in this area of instruction are integrated into the professional development for all teachers, strengthening everyone's best practices in this area. Two teachers have been identified as Peer Instructional Coaches and provide professional development for all teachers, for teacher teams, and for individual teachers. A staff developer also supports the professional development of the teachers and paraprofessionals. Weekly content area meetings are built into the school schedule and a memorandum and year-long calendar identify and emphasize expectations, including the protocols, the documentation, the focus of Looking at Student Work, Sharing Best teaching Practices (aligned to the Danielson Framework For Teaching). Additional time is established for Thursday afternoons for content area teachers to meet to collaborate and plan Common Core aligned curriculum, with an attention to the differentiated needs of diverse learners. Developing the appropriate scaffolds, supports, and extension for diverse learners is the focus to help students access the rigorous Common Core aligned curricula in all content areas. ESL teachers and bilingual teachers have multiple opportunities to interface together as a cohort and with their colleagues on their respective grades, to be in synch with the expectations of the Common Core Learning Standards and school-wide Common Core curricula.

3. Our school guidance staff is highly qualified to assist our ELL students and their parents both as they transition from 5th grade into 6th grade and as our 8th grade students prepare to go to high school. Both transitions are addressed throughout the year by our 3 guidance counselors. Our Student Handbook is distributed to incoming 6th graders before the opening of school at a new students' orientation meeting for students and their parents. Informational sessions for 8th grade students and their parents are offered on Saturdays (to make the time convenient for working parents) to provide up-to-date details and materials about the high school application process and selection process. Parents receive folders with valuable information, including the dates for the City-wide High School Fairs in September and October. The folder also contains information on career choices, specialized high schools, and a directory for NYC high schools is distributed. ELL students and their parents are offered the opportunity to meet at the school and take a bus together to Brooklyn for the City-wide High School fair. Chaperones are provided by the school if parents are not able to accompany their child. During the regular school day, guidance counselors meet with small groups of students to discuss the procedures and processes for selecting a high school and answer any questions that arise during the application process. The counselors are available during the students' lunch period to provide additional opportunities for individual students to consult with guidance personnel. A class is offered to provide support for students to prepare them for the Specialized High Schools. Workshops are provided for parents on accessing and using ENGRADE online to help monitor their children's work in school. Monthly parent workshops are provided by the Parent Coordinator and include topics, such as Common Core Learning Standards, College and Career

Readiness, High School Entrance, new students' issues, as well as topics pertinent to all adolescents.

4. The minimum 7.5 hours of ELL training (10 hours for special education teachers) in supporting ELLs as they engage in the Common Core Learning Standards is embedded in all professional development sessions, with materials that are designed to address specific ELL strategies that meet the needs of this sub group of learners. In fact, many of these strategies that work best for ELLs are also extremely effective with all students, such as Making Thinking Visible strategies and Accountable Talk. Annotating and close readings of text provide multiple exposures of repeated readings which facilitate and support students' comprehension. These are just some of the techniques that help all teachers create learning bridges, using the known to the unknown. Professional development opportunities that focus on ELL strategies that are provided both by our Network and by the DOE are distributed to staff to add to the professional development options. Agendas and sign sheets for all PD training that emphasizes best instructional strategies for ELLs (as per Jose P.) are filed and maintained in the Principal's office.

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. Ongoing communication with parents is an essential component for a successful school program. Our school holds monthly Parent Association and School Leadership Team meetings. We promote parent involvement through the following school activities: Provision of translators, when necessary; telephone contact; organization of parent open houses; bilingual school notices; organization of school-wide events for families; award ceremonies for students and families; monthly parent meetings; community events; family nights, with a focus on content areas; parent-student sports nights; parent-teacher conferences; parents welcomed for class field trips; invitations for student performances, fairs, and talent shows. Our Title III Immigrant Funds Supplemental Program are used to increase parental involvement and community collaboration with families, and in particular, families of ELLs. Monthly workshops included topics generated through collaboration between parents and school and included a wide range, such as Cyber-bullying, academic success of ELLs, Common Core Standards, ARIS Parent Link access, career pathways for ELLs, building language skills in the summertime for ELLs. And even includes trips and workshops at El Museo del Barrio. Translation is always provided during all school events. Learning Leaders provides the opportunity for parents to volunteer in classrooms, with training and certification. Open access for our parents in the school library is available to support parents. School-wide Curriculum Night and grade-level Orientation Sessions provide opportunities for teachers and parents to share expectations, challenges, and supports for the children.

2. Our school partners with Good Shepherd Services to provide parental involvement activities. Our new grant with Lincoln Center will also provide opportunities for parental involvement throughout the year. Workshops and other activities will be scheduled for all parents, including parents of ELLs.

3. Our Parent Coordinator distributes a NYC DOE Parent Survey. In this survey, parents are asked various questions regarding school environment and school-wide activities. These surveys are conducted in 2 ways-either physically filling out the survey in hard copy form or online, electronically. The Parent Coordinator is available to assist parents with either option. Parents also fill out a school-based survey (Parent/Family Involvement Survey) which is prepared by our Parent Coordinator in both English and in Spanish. In this survey, parents indicate what their specific needs are. The school's Learning Environment Survey provides extensive insight into the needs and perspectives of parents. The results of this survey have shown very high parental satisfaction, as per the questions presented. In fact, the number of parents filling out and submitting the survey far exceeds the citywide percentage. Discussions between parents and teachers during Parent-Teacher Conferences, as well as ongoing conversations between parents and school staff offer ongoing opportunities for parents' concerns and needs to be heard and addressed. This "data" is evaluated by the Principal, Parent Coordinator, and other key constituents, such as UFT Rep and PA President.

4. The Parent Coordinator reviews parent surveys and plans ongoing workshops, throughout the year and invites outside CBOs and other organizations and guest speakers to help parents address their expressed concerns and areas of need. Parental participation in the school's Leadership Team provides another forum for the needs and perspectives of parents to be voiced and addressed. Examples of such needs include adult education programs, child health issues, Common Core Learning Standards expectations for College and Career Readiness, miscellaneous parenting issues.

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:



School Name: _____

School DBN: _____

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
	Principal		1/1/01
	Assistant Principal		1/1/01
	Parent Coordinator		1/1/01
	ESL Teacher		1/1/01
	Parent		1/1/01
	Teacher/Subject Area		1/1/01
	Teacher/Subject Area		1/1/01
	Coach		1/1/01
	Coach		1/1/01
	Guidance Counselor		1/1/01
	Network Leader		1/1/01
	Other		1/1/01

LANGUAGE TRANSLATION AND INTERPRETATION 2013-2014 TO 2014-2015

Requirement under Chancellor's Regulations – for all schools

DBN: 10X447 School Name: Creston Academy for Responsibility

Cluster: DSSI Cluster 01 Network: CFN 109

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

Part A: Needs Assessment Findings

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

The data and methodologies used to assess the 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 include the following:

1. Parents fill out the school's Learning Environment Survey and are supported in this through the interpretation and translation services of the Parent Coordinator and other bilingual staff.
2. Parents with Hispanic surnames who are enrolling new student admits to the school are given the Home Language Identification Survey. This information is entered on the ATS screen for HLIS. An interview with the parent and the child has been conducted by a licensed pedagogue. The completed HLIS form is placed in the student's cumulative file and remains as a part of the student's permanent record. The school determines within 30 days of a student's enrollment the primary language spoken by the parent and whether language assistance will be needed for the parent to communicate effectively with the school and DOE. The numbers and names of parents who require interpretations and translation services are reflected by the data of the HLIS surveys. We currently have 153 ELLs (approximately 33.4% of our total student population), many of whose parents have limited English language ability. Therefore all notices from the school are sent home, in English and translated into Spanish. Parents are kept well-informed about the school activities and about their children's progress and performance. There are very few ELL students whose home language is other than Spanish or English but every effort is made to ensure that these parents are also kept well-informed through the translation and interpretation services of trained pedagogues who are fluent in those languages and through the DOE Translation office. The parent coordinator is always in attendance at school workshops, meetings, and events in order to translate, if necessary, as are other licensed personnel who are bilingual.
3. The school's percentage of Hispanic students and families and the growing population of ELLs and Transitional Bilingual Education students are clear indicators of the need for translation and interpretation services in Spanish.
4. The school maintains a record of the primary language of each student and this information is maintained in ATS and on the students' emergency card.
5. As part of the school's CEP Planning with the School Leadership Team the school addresses the language assistance needs, including:

- a. regular and timely provision of translated documents through either existing resources or the Translation and Interpretation Unit
- b. timely provision of interpretation services at group and one-on-one meetings upon request when such services are necessary for parents to communicate with teachers, guidance counselors, school nurse and/or other school staff regarding critical information about their child's education;
- c. how it will provide those needs
- d. the budgetary and staffing resources it is devoting to fulfill those needs
- e. compliance with the notification requirements in Section VII of Chancellors' Regulation A-663.

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.

The large percentage of students from Hispanic households (approximately 76%) indicates to us that there is a great need to provide language assistance (translation and interpretation services) in order to help our families feel comfortable, welcomed, respected, and actively involved in our school life. These findings are reported to the school community through Parent Association Meetings, School Leadership Team Meetings, Faculty Meetings.

Part B: Strategies and Activities

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

The school provides the following translation services:

1. All appropriate language versions of Department of Education documents which are distributed or electronically communicated to all or substantially all parents within the City containing critical information regarding their child's education, including, but not limited to:
 - a. registration, application, and selection;
 - b. standards and performance (e.g., standard text on report cards);
 - c. conduct, safety, and discipline;
 - d. special education and related services; and
 - e. transfers and discharges.
2. All school documents related to Student Specific Issues including but not limited to students':

- a. health;
- b. safety;
- c. legal or disciplinary matters; and
- d. entitlement to public education or placement in any Special Education, English Language Learner or non-standard academic program.

3. All school documents related to:

- a. School Meetings
- b. School Events
- c. School News
- d. School Announcements

Written translation services are provided by in-house personnel, such as Parent Coordinator and/or bilingual teachers. There are funds allocated through Title III that we use for translation services provided by the Department of Education Translation Services Unit.

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

Oral interpretation services are provided by in-house personnel, such as Parent Coordinator, bilingual secretaries, Office Manager, and/or bilingual teachers.

All Parent Workshops provide for a bilingual staff member (i.e., Parent Coordinator) to translate throughout the entire session.

Bilingual personnel, including Parent Coordinator, are available during all Open School Week Parent-Teacher Conferences.

All Open Houses and Orientation Sessions for families provide for bilingual translation and interpretation. There are funds allocated through Title III that we use for interpretation services provided by the Department of Education Translation Services 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>.

The School will fulfill Section VII of Chancellor's Regulation A-663 by:

providing each parent whose primary language is a covered language and who require language assistance services with a copy of the Bill of Parent Rights and Responsibilities which includes their rights regarding translation and interpretation services. We will obtain translated versions of this document, in the covered languages, through <http://schools.nyc.gov/RulesPolicies/ParentBillofRights/default.htm>.

B. The School posts in a conspicuous location at or near the primary entrance a sign in each of the covered languages, or most prominent covered languages, indicating the availability of interpretation services. A list of staff members who are able to assist with interpretation and translation is available to all staff, including the school's safety officers. We will obtain such translated signs, in the covered language through <http://schools.nyc.gov/Offices/Translation/TipsandResources/Default.htm>.

C. The School's safety plan will contain procedures for ensuring that parents in need of language access services are not prevented from reaching the school's administrative offices solely due to language barriers.

D. When more than 10% of the children at the school speak a primary language that is neither English nor a covered language, we will obtain from the Translation and Interpretation Unit a translation into such language of the signage and forms required pursuant to this section and shall post and provide such forms in accordance with this section.

E. The School will inform parents of the Department's website which provides information in each of the covered languages concerning the rights of parents to translation and interpr

2012-13 Comprehensive Education Plan (CEP)

Title III Supplemental Program for ELLs

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

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

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

Part A: School Information	
Name of School: Creston Academy	DBN: 10X447
Cluster Leader: Douglas Knecht	Network Leader: Maria Quail
This school is (check one): <input checked="" type="checkbox"/> conceptually consolidated (skip part E below) <input type="checkbox"/> NOT conceptually consolidated (must complete part E below)	

Part B: Direct Instruction Supplemental Program Information
The direct instruction component of the program will consist of (check all that apply): <input type="checkbox"/> Before school <input checked="" type="checkbox"/> After school <input type="checkbox"/> Saturday academy <input type="checkbox"/> Other:
Total # of ELLs to be served: 119
Grades to be served by this program (check all that apply): <input type="checkbox"/> K <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input checked="" type="checkbox"/> 6 <input checked="" type="checkbox"/> 7 <input checked="" type="checkbox"/> 8 <input type="checkbox"/> 9 <input type="checkbox"/> 10 <input type="checkbox"/> 11 <input type="checkbox"/> 12
Total # of teachers in this program: <u>3</u>
of certified ESL/Bilingual teachers: 3
of content area teachers: 0

Part B: Direct Instruction Supplemental Program Information

Describe the direct instruction supplemental program here and include the

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

Begin description here:

1. The primary focus will be to use ESL and Bilingual instructional strategies within the content areas of English Language Arts, Native Language Arts and Math. Teachers will use both languages in order for ELL students to obtain a clear and comprehensive understanding of the content concepts that will help them improve their academic abilities.

The materials that will be used to achieve academic success will be the following:

* Achieve 3000 is web based differentiated reading program, this program supports ELLs in English and Spanish literacy skills

* Content based writing activities will correlate with the Common Core Standards

* ELL students will be instructed on the use of different types of graphic organizers to assist them in collecting and organizing their thoughts for writing tasks, such as Venn Diagrams for comparing and contrasting writing activities.

2. Differentiation and UDL will be evident through individualized projects, products, processes, and classroom environment aspects, such as purposeful seating arrangements with flexible student groups and process charts that empower students to become independent learners. Classroom libraries will reflect the differentiated reading levels of the students, as well as a variety of books and reading material in BOTH ENGLISH AND SPANISH. Visual aids, photographs, manipulatives, realia, and TECHNOLOGY will be used to provide motivation, scaffolding support, and extension opportunities for students, based on their learning styles, needs, and strengths. Our school uses the ACHIEVE 3000 Technology Program and all our classrooms have SMARTBOARDS. Teachers are trained in using the SMARTBOARD and Achieve 3000 Program.

3. ELL students will be invited to participate in two ELL programs:

Title III Extended Day Intervention Program that meets on Mondays and Fridays from 2:20 to 4:20 PM. This program will take place after school with the purpose to continue to develop the ELLs' second language literacy skills in the four language modalities. It will begin on March 4, 2013 until June 7, 2013. They will also be invited to participate in our ELL Vacation Academy that meets on February 19, 20, 21, and 22, 2013 and on March 25, 26, 27, & 28, 2013 from 9 AM to 1 PM. All teachers hired for these programs are certified in Bilingual Education and ESL.

Part C: Professional Development

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

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

Begin description here:

1. The focus for Professional Development will combine applications of the research-based strategies from Pauline Gibbon's current professional text, "English Learners Academic Literacy and Thinking" with the school's most recently-revised and adopted ELA and social studies curriculum maps, units, and tasks, which are aligned to the New York State Common core Learning Standards. Teachers collaborate to enrich and differentiate the curriculum units with appropriately selected resources for ensuring access to the curriculum for all students. UDL and differentiation strategies and implementation will be topics for teacher study groups and workshops. Intervisitations within the school and outside the school, to observe and debrief exemplary bilingual instructional practices, will be part of our professional development activities. Analyzing student work, aligned to the CCLS units and tasks in particular, in teacher teams, will help teachers "surface the gaps" that students have in terms of their progress in meeting the standards. Collaboratively they will share their best, effective strategies to address their students' learning needs, as evidenced by the actual student work products. Rubrics will help to ensure consistency and high expectations. Our consultant is a retired school principal, with extensive expertise and experience in language instruction, including Foreign Language instruction, English as a Second Language Instruction, and Bilingual Instruction (Spanish). She will be facilitating staff workshops, as well as providing leadership in identifying appropriate instructional resources for use in the classroom. She also visits teachers and provides formative feedback to teachers to enhance and strengthen professional practice, with a focus on effective pedagogical practices for ELLs and bilingual students. Our staff will participate in professional development activities offered through BETAC and the Office of English Language Learners (Central DOE). Network professional support will enhance our in-house professional development. The consultant provides direct support to Ms. Pichardo, Ms. Medina and Ms. Bernard in scheduled one on one sessions every other week on Thursdays. We are fortunate to have Ms. Negrin a retired F-Status certified bilingual/ ESL teacher that provides on-going support twice a week

2. Professional development sessions are scheduled weekly during the school day focused on planning and looking at student work. An additional professional development opportunity takes place every Thursday from 2:20 - 3:10 pm. This time is built into the Master schedule. Our Bilingual/ESL teachers will be compensated for an additional hour of Planning on Thursdays from 3:10 To 4:10. The dates for this school year are as follows:

October 11, 2012 - ELA

October 18, 2012 - Matha/Science/SS

October 25, 2012 - ELA

Part C: Professional Development

November 1, 2012 - Math/Science/SS

November 8, 2012 - ELA

November 15, 2012 - Math/Science/SS

November 29, 2012 - ELA

December 6, 2012 - Math/Science/SS

December 13, 2012 - ELA

December 20, 2012 - Mat/Science/SS

January 3, 2013 - ELA

January 10, 2013 - Math/Science/SS

January 17, 2013 - ELA

January 24, 2013 - Math/Science/SS

January 31, 2013 - ELA

February 7, 2013 - Math/Science/SS

February 14, 2013 - ELA

February 28, 2013 - Math/Science/SS

March 7, 2013 - ELA

March 14, 2013 - Math/Science/SS

March 21, 2013 - ELA

April 4, 2013 - Math/Science/SS

April 11, 2013 - ELA

April 18, 2013 - Math/Science/SS

April 25, 2013 - ELA

May 2, 2013 - Math/Science/SS

May 9, 2013 - ELA

May 16, 2013 - Math/Science/SS

May 23, 2013 - ELA

Part C: Professional Development

May 30, 2013 - Math/Science/SS

June 13, 2013 - ELA

June 20, 2013 - Math/Science/SS

Part D: Parental Engagement Activities

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

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

Begin description here:

Translation and interpretation services are provided by our bilingual Parent Coordinator Ms. Iverka Valerio. We are looking into purchasing Translation Equipment for our community.

TITLE III PARENT INVOLVEMENT MEETINGS AND WORKSHOPS

Specific Workshop Topics	Date	Time	Provider	Translation/Interpretation
Cyber Bullying Workshop @10:00 am to 11:30 am	10/16/12	10:00 am	Anti-Defamation League	Yes
Common Core Standards and ARIS Parent Link Workshop	10/26/12	9:30 am	Parent Coordinator	Yes
Parent/Teacher Conference	11/12	1 pm - 3pm & 5 pm - 7:30 pm	School Staff	Yes
Academic Success for ELLS --begins at home	11/28/12	9:30 am	Fordham University Professor	Yes
Develop & Support Your ELL Reader	12/7/12	9:30 am	ELL Bilingual Staff & Parent Coordinator	Yes
Help Your ELL Grow as a Writer	1/21/13	9:30 am	ELL Bilingual Staff & Parent Coordinator	Yes
StoryTelling & Bookmaking			ELL Bilingual Staff &	

Part D: Parental Engagement Activities				
for ELLs	2/15/13	9:30 am	Parent Coordinator	Yes
How to help my child prepare for the ELA/Math State Exams	3/15/13	9:30 am	ELL Bilingual Staff & Parent Coordinator	Yes
Trip to the Museum del Barrio (Parent workshop)	4/12/13	9:30 am	Parent Coordinator	Yes
Career Pathways for ELLS	5/17/13	9:30 am	Parent Coordinator	Yes
Building Language/Reading Skills in the Summertime for ELLS	6/7/13	9:30 am	Fordham University Professor	Yes

Part E: Budget		
FOR SCHOOLS NOT CONCEPTUALLY CONSOLIDATED ONLY. Ensure that your Title III budget matches your Title III Plan.		
Allocation Amount: \$		
Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Professional salaries (schools must account for fringe benefits) <ul style="list-style-type: none"> Per session Per diem 		
Purchased services <ul style="list-style-type: none"> High quality staff and curriculum development contracts. 		
Supplies and materials <ul style="list-style-type: none"> Must be supplemental. Additional curricula, instructional materials. Must be clearly listed. 		
Educational Software (Object Code 199)		

Part E: Budget

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

Allocation Amount: \$

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