



**Department of
Education**

Dennis M. Walcott, Chancellor



2013-2014

**SCHOOL COMPREHENSIVE EDUCATIONAL PLAN
(SCEP)**

School Name: SHERIDAN ACADEMY FOR YOUNG LEADERS

DBN (i.e. 01M001): 09X457

Principal: LISETTE FEBUS

Principal Email: LFEBUS@SCHOOLS.NYC.GOV

Superintendent: DOLORES ESPOSITO

Network Leader: RUDY RUPNARAIN

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
Lisette Febus	*Principal or Designee	
Megan Sampsell	*UFT Chapter Leader or Designee	
Iris Jimenez	*PA/PTA President or Designated Co-President	
Dyone Cameron	DC 37 Representative, if applicable	
NA	Student Representative (<i>optional for elementary and middle schools; a minimum of two members required for high schools</i>)	
Josey Rodriguez	CBO Representative, if applicable	
Stacey Moskowitz	Member/ Teacher	
Amy Becker	Member/ Teacher	
Natasha Toro	Member/ Teacher	
Franky Simmons	Member/ Social Worker	
Lilliana Maldonado	Member/ Parent	
Stephanie Feldman	Member/ Parent	
Angelique Mercado	Member/ Parent	
Nancy Delgado	Member/	
	Member/	

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

School Comprehensive Education Plan (SCEP) Requirements

Which Schools Need to Complete the SCEP?

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

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

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

Guidance for Developing Completing the Annual Goals and Action Plan Section

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

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

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

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

School Receiving Title I Funds

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

SCEP Checklist

All Schools

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

School Information Sheet for 09X457

School Configuration (2013-14)					
Grade Configuration	0K,01,02,03,04,05	Total Enrollment	618	SIG Recipient	N/A
Types and Number of English Language Learner Classes (2013-14)					
# Transitional Bilingual	N/A	# Dual Language	N/A	# Self-Contained English as a Second Language	N/A
Types and Number of Special Education Classes (2013-14)					
# Special Classes	N/A	# SETSS	N/A	# Integrated Collaborative Teaching	N/A
Types and Number of Special Classes (2013-14)					
# Visual Arts	N/A	# Music	18	# Drama	N/A
# Foreign Language	N/A	# Dance	18	# CTE	N/A
School Composition (2012-13)					
% Title I Population	103.4%	% Attendance Rate			93.0%
% Free Lunch	92.9%	% Reduced Lunch			1.5%
% Limited English Proficient	28.5%	% Students with Disabilities			18.5%
Racial/Ethnic Origin (2012-13)					
% American Indian or Alaska Native	0.2%	% Black or African American			37.7%
% Hispanic or Latino	58.1%	% Asian or Native Hawaiian/Pacific Islander			2.2%
% White	0.7%	% Multi-Racial			0.2%
Personnel (2012-13)					
Years Principal Assigned to School	3.34	# of Assistant Principals			2
# of Deans	N/A	# of Counselors/Social Workers			2
% of Teachers with No Valid Teaching Certificate	2.1%	% Teaching Out of Certification			4.3%
% Teaching with Fewer Than 3 Years of Experience	19.2%	Average Teacher Absences			7.9
Student Performance for Elementary and Middle Schools (2012-13)					
ELA Performance at levels 3 & 4	9.3%	Mathematics Performance at levels 3 & 4			15.0%
Science Performance at levels 3 & 4 (4th Grade)	76.3%	Science Performance at levels 3 & 4 (8th Grade)			N/A
Student Performance for High Schools (2011-12)					
ELA Performance at levels 3 & 4	N/A	Mathematics Performance at levels 3 & 4			N/A
Credit Accumulation High Schools Only (2012-13)					
% of 1st year students who earned 10+ credits	N/A	% of 2nd year students who earned 10+ credits			N/A
% of 3rd year students who earned 10+ credits	N/A	4 Year Graduation Rate			N/A
6 Year Graduation Rate	N/A				
Overall NYSED Accountability Status (2012-13)					
Reward		Recognition			
In Good Standing		Local Assistance Plan			
Focus District	X	Focus School Identified by a Focus District			X
Priority School					

Accountability Status – Elementary and Middle Schools

Met Adequate Yearly Progress (AYP) in ELA (2011-12)				
American Indian or Alaska Native	N/A	Black or African American		Yes
Hispanic or Latino	No	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	Yes	Limited English Proficient		Yes
Economically Disadvantaged	Yes			
Met Adequate Yearly Progress (AYP) in Mathematics (2011-12)				
American Indian or Alaska Native	N/A	Black or African American		No
Hispanic or Latino	Yes	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	Yes	Limited English Proficient		No
Economically Disadvantaged	Yes			
Met Adequate Yearly Progress (AYP) in Science (2011-12)				
American Indian or Alaska Native	N/A	Black or African American		Yes
Hispanic or Latino	Yes	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	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 strength of our school's 2012-2013 SCEP was that it highlighted our school's plan of action for targeting improvements in teacher pedagogy, curriculum planning/writing and classroom resources, safety and respect, and increasing parental involvement.			
Describe the areas for improvement in your school's 12-13 SCEP.			
Sheridan Academy For Young Leaders (SAYL) needs to continue to work on evaluating systems and structures as well as review the success of the resources to ensure that all teachers have support and exposure to access multiple instructional resources. In addition, based on last year's Learning Environment Survey (although progress was made), we need to continue with plans to address students' social/emotional issues in order to sustain a safer environment for all students as well as increase communication among the administration and the staff.			
Describe the barriers and challenges encountered while developing and implementing your school's 12-13 SCEP.			
A major barrier to developing our school's 2012-13 SCEP was having to use funding from various budget lines. Another challenge in implementing our schools SCEP was the difficulty in finding highly qualified substitutes so that staff can engage in planning and as well as attend professional learning opportunities, which impacted classroom instruction for students.			
Describe the degree to which your school's 12-13 SCEP was successfully implemented.			
The success of the SCEP started off with the SLT's feedback as well as feedback from the staff and the administrative cabinet. All constituencies agreed that these areas of concerns needed to be addressed in order for the school to succeed. In addition, it was evident that the SCEP attributed to the school's success as evidenced by the 'Proficient' with 'Well Developed' features the school received on the 2012-13 Developing Quality Review. Our school also received a 'B' on the Student Progress measure within the 2012-13 Progress Report showing successful implementation of activities outlined within our SCEP.			
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.			
Student performance was met evidenced when student percentage increased from 6.25 % to 8.1 %			
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 the SCEP are expected within the timing of the budget allocations. Funding sources are not readily available at the beginning of the year causing various initiatives to be placed on hold.			
List the 13-14 student academic achievement targets for the identified sub-groups.			
SAYL's goal is to improve academic performance, primarily, in self-contained Special Education classes. Based on the 2012-2013 state exams, self-contained Special Education students were the lowest scoring sub-group. An additional learning target is to increase the reading level of all students so that they are reading on grade level by the time they graduate from 5 th grade.			
Describe how the school leader(s) will communicate with school staff and the community.			
School leaders will communicate the academic achievement targets outlined within the school's SCEP with staff and the community through staff conferences, emails, Data News Bulletins, and school leadership team meetings.			
Describe your theory of action at the core of your school's SCEP.			
The theory of action at the core of our school's SCEP is based on taking the recommendations for improvement from the Quality Review (2013).			
Describe the strategy for executing your theory of action in your school's SCEP.			
The strategy for executing our theory of action is based on integrating the best practices of successful urban schools and incorporating feedback shared from the Superintendent, Network, and other educational support staff to continue to improve instructional practices and systems within the school. All strategies will be quantitatively tracked by school leaders and staff to measure progress.			
List the key elements and other unique characteristics of your school's SCEP.			
The key elements within our SCEP are our strategically developed goals and the pre-planned activities that will help us to accomplish each goal.			

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

All activities aligned to our goals will be tracked using school created Drop Box tracking tools and city and state data reports to monitor the school's progress.

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).

School leaders use a variety of common assessments including “Rally” to determine student progress.... However, the school lacks a uniformed grading policy. This prevents the development of a consistent picture of student mastery and performance across grades. Additionally, the school lacks a system to consistently analyze the school’s common assessments thus preventing and limiting teachers ability to make targeted curricula adjustments in curricula and address the content-concepts that need to be reviewed and re-taught.

Review Type:	Developing Quality Review	Year:	2012-2013	Page Number:	5	HEDI Rating:	Developing
---------------------	---------------------------	--------------	-----------	---------------------	---	---------------------	------------

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.

By June 2014, school leaders will allocate funds to hire a Data specialist, a Data Consultant, and allocate monies for professional development and coverage for teachers to have 1:1 data conferences to ensure students are provided with up-to-date performance data so that students understand their next steps for college and career readiness. Achievement of goal will be evidenced through the increased performance comparison of the beginning, midline, and end of year assessments for instructional purposes throughout the school, as observed by school leaders through classroom visits and observations.

Instructional Strategies/Activities

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

▪ Strategies/activities that encompass the needs of identified subgroups

1. In September 2013, Principal will align budgetary sources to purchase software: BrainPop, i-Ready Math/ELA, Achieve 3000 **(2.2 & 2.4)**
2. During the 2013-2014 school the Principal will align budgetary sources to create Book Clubs, After-school classes, and Saturday and morning programs with funding for per session for Supervisors and Teachers **(2.2 & 2.4)**.
(Saturday Academy for ELLs and all level 1 students in grades K-5 – 2 teachers x 4.5 hours x 15 sessions – per session; 1 supervisor x 4.5 hours x 9 sessions per session; supplies such as notebooks, pens, paper) (After-School Danielson Evaluation Planning Team – 7 teachers x 2 hours x 11 sessions – per session).
3. In September 2013, Principal will align budgetary sources to purchase various guided reading libraries and classroom libraries Focus, STARS, CARS, CAMS, and STAMS **(2.2 & 2.4)**,
4. On a quarterly basis the administration will host feedback sessions to evaluate status of programs and resource issues by conducting 1:1 data conferences **(2.2, 2.4, 2.5)**.
5. In September 2013, School Principal and school programmer will create teacher time to analyze data and efficiency of programs and resources **2.2, 2.4, 2.5)**.

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

1. **Principal** will align budgetary sources to purchase hardware: SmartBoards, iPads, New Computers
2. **Principal** will align budgetary sources to purchase software: BrainPop, i-Ready Math/ELA, Achieve 3000,
3. **Principal** will align budgetary sources to create Book Clubs, After-school classes, and Saturday and morning programs with funding for per session for Supervisors and Teachers.
4. **Principal** will align budgetary sources to purchase various guided reading libraries and classroom libraries Focus, STARS, CARS, CAMS, and STAMS.
5. **Administration** will host feedback sessions to evaluate status of programs and resource issues.
6. **School Principal** and school programmer will create teacher time to analyze data and efficiency of programs and resources

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

1. By the end of the 2013-2014 all classrooms will have SmartBoards, iPads, New Computers
2. By the end of the 2013-2014 all staff will have access to BrainPop, i-Ready Math/ELA, STARS, CARS, CAMS, and STAMS,
3. By the end of the 2013-2014 all students will have been offered opportunities, After-school classes, and Saturday and morning programs with funding for per session for Supervisors and Teachers.
4. By the end of the 2013-2014 all staff and students will have access to new guided reading libraries and classroom libraries.
5. By the end of each quarter, administration will evaluate the impact of all the programs and resources.
6. By the end of each quarter, administration will evaluate the impact of the teacher team initiative.

▪ **Timeline for implementation and completion including start and end dates**

1. Beginning September 2013, the school will make budgetary moves necessary to support the resources for each classroom

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

1. Budget meetings will take place with budget personnel to implement the hardware plan of action.
2. Budget meetings will take place with budget personnel to implement the software plan of action. Teacher afterschool Per Session for 17 sessions, 14 teachers at 9 hours and 54 minutes a week. Supervisors afterschool Per Session for 17 sessions, 2 Supervisors, at 12 hours a week.
3. Budget meetings will take place with budget personnel and Assistant Principals to implement the various after-school programs.
4. Budget meetings will take place with budget personnel to implement and purchase libraries.
5. Principal and Assistant Principals will sit in on teacher teams to assess the teachers' practices with regard to analyzing data.

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	Title IA	Title IIA	Title III	Grants
---	--------------	---	----------	----------	-----------	-----------	--------

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

X- SINI FUNDS

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

X	PF AIS	PF CTE	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	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).

The School needs to develop a "system to monitor and evaluate the norming of teacher practice and grading practice in order to prevent uniform learning experiences for all students including English Language Learning experiences and students with Special Needs. **The inability to monitor school level decisions limits leaders from timely adjustments thus preventing students from achieving mastery.**" (Developing rated).

Review Type:	Developing Quality Review	Year:	2012-2013	Page Number:	7	HEDI Rating:	Developing
---------------------	---------------------------	--------------	-----------	---------------------	---	---------------------	------------

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.

Throughout the 2013-2014 school year, school leaders will ensure each collaborative teacher team is utilizing a research-based protocol for looking at and analyzing student work and/or data using the collaborative inquiry process in order to identify school-wide and/or individual group needs and instructional practices that can be

integrated or piloted to improve classroom instruction. Collaborative teacher team work will be tracked by school administrators through each collaborative teacher team's documentation binder. Teachers will develop class protocols for communicating to students the next steps as well as work on building capacity among students by creating child friendly rubrics.

Instructional Strategies/Activities

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

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

1. In September 2013, School Principal and School Programmer will provide Common Planning Time, Teacher Team/Inquiry Team and Interdisciplinary Team times within the school program as well as Institute Professional Developments every Monday and Friday along with a Professional Development plan (**3.2, 3.3, 3.4, and 3.5**).
2. During the 2013-2014 school-year, the curriculum team will provide training sessions on modeling teacher team practices along with protocols as well as implement the use of the "Achieve 3000 and Step Up to Writing" programs (**3.2, 3.3, 3.4**).
3. On a quarterly basis, Principal and curriculum team will assess and aggregate scores from the Fountas and Pinnell, ReadyGen, GoMath, and Simulated Assessments as well as collect and assess teacher team data by grade, subject, and departments (**3.5**).
4. During the 2013-2014 school year, teacher teams, coaches, and Assistant Principals will develop rigorous units of study via the teacher team and common planning time (**3.2, 3.3, 3.4**).
5. In September 2013, Principal and Assistant Principals will implement a quarterly calendar of meetings to address and inform collaborative practices (**3.5**).

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

1. School Principal and School Programmer will provide Common Planning Time, Teacher Team/Inquiry Team and Interdisciplinary Team times within the school program as well as institute Professional Developments every Monday and Friday along with a Professional Development plan.
2. Curriculum team will provide training sessions on modeling teacher team practices along with protocols as well as implement the use of the new programs; ReadyGen and GoMath" programs.
3. Principal and curriculum team will assess and aggregate scores from the Fountas and Pinnell, ReadyGen, GoMath, and Simulated Assessments as well as collect and assess teacher team data by grade, subject and departments.
4. Curriculum departments, teacher teams, coaches and assistant Principals will develop rigorous units of study via the teacher team and common planning time implementing SIOP model for ELLs and Special population.
5. Principal and Assistant Principals will Implement a quarterly calendar of meetings to address and inform collaborative practices

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

1. Every week, School Principal and School Programmer will evaluate Common Planning Time, Teacher Team/Inquiry Team and Interdisciplinary Team times within the school program as well as evaluate Professional Developments every Monday and Friday along with assessing the Professional Development plans.
2. Every week, the curriculum team will provide training sessions on modeling teacher team practices along with protocols as well as implement the use of the "new curriculum initiatives or program.
3. On a quarterly basis, Principal and curriculum team will assess and aggregate scores from the Fountas and Pinnell, ReadyGen, GoMath, and Simulated Assessments as well as collect and assess teacher team data by grade, subject and departments.
4. Every month, curriculum departments, teacher teams, coaches and Assistant Principals will develop rigorous units of study via the teacher team and common planning time implementing SIOP model for ELLs and Special Populations.
5. Every month, Principal and Assistant Principal will Implement a quarterly calendar of meetings to address and inform collaborative practices

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

1. During the 2013-2014 school-year, School Principal and School Programmer will provide Common Planning Time, Teacher Team/Inquiry Team within the school program as well as institute Professional Developments every Monday and Friday along with a Professional Development plan.
2. During the 2013-2014 school-year, the curriculum team will provide training sessions on modeling teacher team practices along with.
3. During the 2013-2014 school-year, Principal and curriculum team will assess and aggregate scores from the Fountas and Pinnell, ReadyGen, GoMath, and Simulated Assessments as well as collect and assess teacher team data by grade, subject, and departments.
4. During the 2013-2014 school year, curriculum departments, teacher teams, coaches and assistant principals will develop rigorous units of study via the teacher team and common planning time implementing SIOP model for ELLs and Special population by conducting lesson plan clinics, demonstration lessons, and debrief sessions.

5. During the 2013-2014 school year, Principal and Assistant Principals will implement a quarterly calendar of meetings to address and inform collaborative practices

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

1. Common planning periods will be embedded into the school day schedule.
2. Teacher Team/Inquiry Periods will be scheduled to promote data analysis.
3. Monday and Friday professional development sessions will be scheduled to support enhancing teacher practices.
4. Common planning periods will be established to support teacher's meeting by department to create and implement rigorous units of study.
5. Cabinet meeting times will be scheduled every Wednesday to evaluate calendar of collaborative practices.

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		Title IA		Title IIA	X	Title III		Grants
----------	---------------------	----------	-----------------	--	-----------------	--	------------------	----------	------------------	--	---------------

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

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

	PF AIS		PF CTE	X	PF College & Career Readiness	X	PF Common Core
X	PF ELT	X	PF Inquiry Teams		PF NYS Standards and Assessments		PF Parent Engagement
	PF Positive Behavioral Management Programs			X	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).

After observations, teachers receive recommendation based on Danielson Framework. A review set of observations indicated improved teacher practice throughout the school year. For Example, a teacher began this year using direct teacher to student questioning with rare use of other students adding to the answer. A review of the latest observation indicates that her employment of the discussion protocol, a focus of this year, has become part of her teaching practice. However, although observational reports indicate clear changes in some teacher practice, there is a lack of coherence between feedback given and its alignment to the realization of the professional goal for teacher improvement as related to the chosen focused domains of planning, questioning and assessment, thus limiting the full potential for teacher effectiveness and resulting increases in student performance.

Review Type:	Developing Quality Review	Year:	2012-2013	Page Number:	6	HEDI Rating:	Developing
---------------------	---------------------------	--------------	-----------	---------------------	---	---------------------	------------

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	X	4.5 Use of data, instructional practices and student learning

Annual Goal #3

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

Throughout the 2013-2014 school year, school leaders will provide professional development opportunities to all instructional teachers targeting improved classroom strategies and lesson planning aligned to the Charlotte Danielson Framework Competencies 1c, 1e, 2b, 3a, 3d, 4a, 4b, 4c, 4d. so that teachers set instructional outcomes that incorporate critical thinking and discussion opportunities within their daily lesson planning. Teacher participation in professional development will be tracked through attendance documentation.

Instructional Strategies/Activities

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

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

1. In September 2013, School Principal and Programmer will provide opportunities for teachers to share best practices to raise the level of Tier 1 instruction (**4.2, 4.3, 4.4**)

and 4.5).

2. During the 2013-2014 school year, Principal and Assistant Principals will provide targeted intervention Professional Developments to raise student performance through the use of Tier 2 and Tier 3 intervention **(4.5)**.
3. Throughout the 2013-2014 school year, teachers and coaches will engage staff in unit and lesson planning to ensure the level of rigor and questioning is deepened (DOK:, Cognitive Rigor Matrix and C. Danielson **(4.2, 4.3)**).
4. On a quarterly basis and during weekly teacher team meetings, teachers, A.P.'s, Coaches, and consultants will look at student work (data analysis; quantitatively and qualitatively) to adjust lesson plans and unit maps as well as Coaches and curriculum team will provide professional development on questioning and lesson planning **(4.2, 4.3, 4.4 and 4.5)**..
5. During the 2013 school year, Principal, School Programmer and Assistant Principals will provide time/schedule to conduct intra-visitations **(4.2)**.
6. During the 2013 school year, Principal, School Programmer and Assistant Principals will provide time/schedule to conduct inter-visitations amongst other schools sharing best practices and provide Professional Development on practical strategies for working with ELL's and Students with disabilities **(4.2, 4.4, and 4.5)**
7. During the 2013-2014 school year, administration will make use of Advance and ARIS Learn to conduct frequent observations and classroom walkthroughs while providing teachers with timely feedback based on the Danielson Framework **4.2, 4.3, 4.4 and 4.5)**.
8. During the 2013-2014 school year, Principal will partner with the Cluster/Network and participate in Instructional Rounds, Lesson Plan Clinics, Instructional Leads workshops, Common Core Task planning **4.2, 4.3, 4.4 and 4.5)**.
9. During the 2013-2014 school year, school curriculum team will conduct "Learning Outcome and Question walkthroughs" while monitoring progress through the lesson objective tracking tool to monitor teacher progress through the use of, ADVANCE and ARIS Learn tool **4.2, 4.3, 4.4 and 4.5)**.

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

1. School Principal and Programmer will provide opportunities for teachers to share best practices to raise the level of Tier 1 instruction
2. Principal and Assistant Principals will provide targeted intervention Professional Developments to raise student performance through the use of Tier 2 and Tier 3 intervention as well as support teachers with establishing teacher team and meeting norms.
3. Teachers and coaches will engage staff in unit and lesson planning to ensure the level of rigor and questioning is deepened (DOK:: Cognitive Rigor Matrix, Danielson).
4. Teachers, A.P.'s and Coaches will look at student work (data analysis; quantitatively and qualitatively) to adjust lesson plans and unit maps as well as Coaches and curriculum team will provide professional development on questioning, lesson planning, etc. with emphasis on the specific competencies geared toward effective and highly effective ratings.
5. Principal, School programmer and Assistant Principals will provide time/schedule to conduct intra-visitations
6. Principal, School programmer and Assistant Principals will provide time/schedule to conduct inter-visitations amongst other schools sharing best practices and provide Professional Development on practical strategies for working with ELL's and Students with disabilities
7. Administration will make use of Advance and ARIS Learn to conduct frequent observations and classroom walkthroughs while providing teachers with timely feedback based on the Danielson Framework.
8. Principal will partner with the Cluster/Network and participate in Instructional Rounds, Lesson Plan Clinics, Instructional Lead workshops, Common Core Task planning.
9. During the 2013-2014 school year, school curriculum team will conduct "Learning Outcome and Question" walks while monitoring progress through the lesson objective tracking tool to monitor teacher progress through the use of ADVANCE and ARIS Learn tool.

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

1. On a monthly basis, School Principal and Programmer will evaluate the opportunities for teachers to share best practices to raise the level of Tier 1 instruction
2. On a monthly basis, Principal and Assistant Principals will evaluate targeted intervention Professional Developments to raise student performance through the use of Tier 2 and Tier 3 intervention as well as support teachers with establishing teacher team and meeting norms.
3. On a monthly basis, evaluate teachers and coaches based on unit and lesson planning to ensure the level of rigor and questioning is deepened (DOK: Cognitive Rigor Matrix, Danielson).
4. On a quarterly basis and during weekly teacher team meetings, teachers, A.P.'s and Coaches will evaluate how teachers look at student work (data analysis; quantitatively and qualitatively) to adjust lesson plans and unit maps as well as Coaches and curriculum team will evaluate professional development on questioning, lesson planning with an emphasis on the specific competencies geared toward effective and highly effective ratings.
5. On a weekly basis, Principal, School programmer and Assistant Principals will evaluate time/schedule to conduct intra-visitations
6. On a monthly basis, Principal, School programmer and Assistant Principals will evaluate time/schedule to conduct inter-visitations amongst other schools sharing best practices and provide Professional Development on practical strategies for working with ELL's and Students with disabilities

7. On a monthly basis, administration will evaluate the use of Advance and ARIS Learn to conduct frequent observations and classroom walkthroughs based on the Danielson Framework.
8. On a monthly basis, Principal will evaluate the partnership with the Cluster/Network and participate in Instructional Rounds, Lesson Plan Clinics, Instructional Leads workshops, Common Core Task planning.
9. During the 2013-2014 school year, school curriculum team will conduct "Learning Outcome and Question" walkthroughs while monitoring progress through the lesson objective tracking tool and monitor teacher progress through the use of ADVANCE and ARIS Learn tool.

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

1. During the 2013-2014 school year, School Principal and Programmer will provide opportunities for teachers to share best practices to raise the level of Tier 1 instruction
2. During the 2013-2014 school-year, Principal and Assistant Principals will provide targeted intervention Professional Developments to raise student performance through the use of Tier 2 and Tier 3 intervention as well as support teachers with establishing teacher team and meeting norms.
3. Throughout the 2013-2014 school year, teachers and coaches will engage staff in unit and lesson planning to ensure the level of rigor and questioning is deepened (DOK: Cognitive Rigor Matrix, Danielson).
4. During the 2013-2014 school year, on a quarterly basis and during weekly teacher team meetings, teachers, A.P.'s and Coaches will look at student (data analysis; quantitatively and qualitatively) to adjust lesson plans and unit maps as well as Coaches and curriculum team will provide professional development on questioning, lesson planning with an emphasis on the specific competencies geared toward effective and highly effective ratings.
5. During the 2013-2014 school year, Principal, School programmer and Assistant Principals will provide time/schedule to conduct intra-visitations
6. During the 2013-2014 school year, Principal, School programmer and Assistant Principals will provide time/schedule to conduct inter-visitations amongst other schools sharing best practices and provide Professional Development on practical strategies for working with ELL's and Students with disabilities
7. During the 2013-2014 school year, administration will make use of Advance and ARIS Learn to conduct frequent observations and classroom walkthroughs while providing teachers with timely feedback based on the Danielson Framework.
8. During the 2013-2014 school year, Principal will partner with the Cluster/Network and participate in Instructional Rounds, Lesson Plan Clinics, Instructional Leads workshops, Common Core Task planning.
9. During the 2013-2014 school year, school curriculum team will conduct 'Learning Outcome and Question walks while monitoring progress through the lesson objective tracking tool and monitor teacher progress through the use of, ADVANCE and ARIS Learn tool.

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

1. Common Planning Periods
2. Teacher Team Periods
3. Monday and Friday Professional Development sessions
4. After-School Professional Development sessions.
5. Differentiated Professional Development tool.
6. Professional Periods for Intra-visitations.
7. Weekly cabinet meetings.
8. After-school meetings with Network/Cluster personnel.
9. Curriculum team will conduct classroom visits to assess progress of instructional practices throughout the school.

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	Title IA	Title IIA	Title III	X	Grants
----------	---------------------	----------	-----------------	-----------------	------------------	------------------	----------	---------------

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

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

	PF AIS		PF CTE		PF College & Career Readiness		PF Common Core
X	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 #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).
 A review of the school Learning Environment Survey provides an average of 8.0 out of a possible 10.0 % response rate score in the area of Safety and Respect (page 1 of 2012-2013 comprehensive results).

Review Type:	LES	Year:	2012-2013	Page Number:	1	HEDI Rating:	NA
---------------------	-----	--------------	-----------	---------------------	---	---------------------	----

Tenet 5: Student Social and Emotional Developmental Health

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

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

Annual Goal #4

Describe the identified goal for the year based on the recommendation, tenet, and SOP(s) selected. Refer to the directions and guidance for assistance in developing your goals.
 By June 2014, school leaders will work to improve the school’s learning environment by implementing an anti-bullying curriculum, and various student activities in all grades to decrease the number of Principal and Superintendent suspensions from 2012-2013 to 2013-2014 school years as evidenced through OORS data reports

Instructional Strategies/Activities

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

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

1. In September 2013, School Principal, Assistant Principals, School Leadership Team and Social Worker will update school-wide discipline policy as well as look at data from OORS (5.3, 5.4).
2. In August 2013, School Principal will partner with Office of Safety and Youth Development as well as incorporate strategies from the Pre-Referral Intervention Manual (5.2, 5.5).
3. In September 2013, School Principal, Assistant Principals and Social Worker will align guidance interventions as well as conduct monthly assemblies to address anti-bullying behaviors (5.2, 5.3, 5.4, and 5.5).
4. In September 2013, Assistant Principal and Anti-Bullying Coordinator will develop and conduct a staff mid-year survey (5.2, 5.5).
5. On a monthly basis, School Principal and Social Worker will track OORs reports for incidents and suspensions (5.5).
6. Throughout the 2013-2014 school year, School Principal and Assistant Principals will evaluate and observe the anti-bullying curriculum. (5.2,5.3,5.4,5.5).
7. In September 2013, School Principal will realign the roles and responsibilities of the support staff (5.2, 5.5).
8. Throughout the 2013-2014 school year, all staff and faculty will promote excellent conduct in all classes through the school wide incentive PBIS reward store (5.2,5.3,5.4,5.5)..
9. Throughout the 2013-2014 school year, the Phys. Ed. Teacher will implement a Student Recreational program for the development of positive student relationships: Basketball, Mighty Milers, etc (5.3).
10. Throughout the 2013-2014 school year, School Principal, Assistant Principals, and Social Worker will identify students for at-risk counseling (5.3, 5.5)

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

1. School Principal, Assistant Principals, School Leadership Team and social worker will update school-wide discipline policy as well as look at data on disproportionality of incidents.
2. School Principal will partner with Office of Safety and Youth Development as well as incorporate strategies from the Pre-Referral Intervention Manual
3. School Principal, Assistant Principals and social worker will align guidance interventions as well as conduct monthly assemblies to address anti-bullying behaviors.
4. Assistant Principal and Anti-Bullying Coordinator will develop and conduct a staff mid-year survey.
5. School Principal and Assistant Principal, and Social Worker will track OORs reporting reports for incidents and suspensions.
6. School Principal and Assistant Principals will evaluate and observe the anti-bullying curriculum.
7. School Principal will realign the roles and responsibilities of the support staff
8. All staff and faculty will promote excellent conduct in all classes through the school wide PBIS.

9. Phys. Ed. Teacher will implement the Student Recreational program: Basketball, Mighty Milers, etc.
10. School Principal, Assistant Principals and social worker will create and implement Guidance during the school day

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

1. On a monthly basis, School Principal, Assistant Principals, School Leadership Team and Social Worker will evaluate school-wide discipline policy as well as look at data on disproportionality.
2. On a yearly basis, School Principal will evaluate partnership with Office of Safety and Youth Development as well as evaluate strategies from the Pre-Referral Intervention Manual and the School Intervention Team (SIT)
3. On a monthly basis, School Principal, Assistant Principals and social worker will evaluate guidance interventions as well as evaluate monthly assemblies that addressed anti-bullying behaviors.
4. On a mid-year basis, Assistant Principal and Anti-Bullying Coordinator will evaluate the staff mid-year survey.
5. On a monthly basis, School Principal and Social Worker will evaluate and monitor OORs reporting reports for incidents and suspensions.
6. On a monthly basis, School Principal and Assistant Principals will evaluate and observe the anti-bullying curriculum.
7. On a yearly basis, School Principal will evaluate the realignment of the roles and responsibilities of the social worker
8. On a quarterly basis, all staff and faculty will evaluate the excellent conduct in all classes
9. On a weekly basis, the Phys. Ed. Teacher will evaluate the implementation of the recreational program: Basketball, Mighty Milers, etc.
10. On a yearly basis, School Principal, Assistant Principals and Social Worker will identify students for at-risk counseling.

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

1. During the 2013-2014 school year, School Principal, Assistant Principals, School Leadership Team and Social Worker will update school-wide discipline policy as well as look at data on disproportionality.
2. During the 2013-2014 school year, School Principal will partner with Office of Safety and Youth Development as well as incorporate strategies from the Pre-Referral Intervention Manual
3. During the 2013-2014 school year, School Principal, Assistant Principals and Social Worker will align guidance interventions as well as conduct monthly assemblies to address anti-bullying behaviors.
4. During the 2013-2014 school year, Assistant Principal and Anti-Bullying Coordinator will develop and conduct a staff mid-year survey.
5. During the 2013-2014 school year, School Principal and Social Worker will track OORs reporting reports for incidents and suspensions.
6. Throughout the 2013-2014 school year, School Principal and Assistant Principals will evaluate and observe the anti-bullying curriculum.
7. During the 2013-2014 school year, School Principal will realign the roles and responsibilities of the Social Worker position
8. Throughout the 2013-2014 school year, all staff and faculty will promote excellent conduct in all classes through the school wide PBIS Reward store.
9. Throughout the 2013-2014 school year, Phys. Ed. Teacher will implement the Student Recreational program: Basketball, Mighty Milers, etc.
10. Throughout the 2013-2014 school year, School Principal, Assistant Principals and Social Workers will identify students for at-risk counseling

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

1. Assembly periods.
2. Response to Intervention Team meetings.
3. OORs meetings, once a week with Social Worker, and Assistant Principals.
4. Cabinet meetings with Assistant Principals and social worker on a weekly basis.
5. Weekly cabinet meetings with Assistant Principals to evaluate and assign support staff.
6. Quarterly after-school meetings with Phys. Ed. Teacher to plan and implement student incentive programs.
7. After-school meetings with social worker to implement and evaluate interventions.
8. Morning Student Recreational program for the development of positive student relationships: Basketball and spring Mighty Milers, etc

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	Title IA	Title IIA	Title III	Grants
---	--------------	---	----------	----------	-----------	-----------	--------

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

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

PF AIS	PF CTE	X	PF College & Career Readiness	PF Common Core
PF ELT	PF Inquiry Teams		PF NYS Standards and Assessments	PF Parent Engagement

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).					
Parent attended a Weekend retreat... However, the school does not have a process to monitor the effect of these activities and experiences on sustained parent involvement nor to determine if they directly impact the understanding of the expectations of the Common Core Learning Standards and Citywide Instructional Expectations thus limiting accelerated student performance learning especially for the English Language Learners.					
Review Type:	Developing Quality Review	Year:	2012-2013	Page Number:	6
			HEDI Rating:	Developing	

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.	
By June 2014, the entire school will share data in a way that empowers and encourages families to use and understand data to promote dialogue between parents, students, and school constituents centered on student learning and success evidenced by an increase in the communications portion of the Learning Environment Survey as well as increased student performance evidenced by student progress reports.	

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	
<ol style="list-style-type: none"> 1. Throughout the 2013-2014 school year, Principal and various staff members will conduct staff trainings on the use of ARIS Learn and provide literature and letters to parents explaining the rationale behind the program (6.2, 6.3, 6.4). 2. Throughout the 2013-2014 school year, School Principal and various staff members will conduct parent training sessions through the coordination of the Principal Assistant Principals, Parent Coordinator and PTA members (6.2, 6.3, 6.4). 3. On a quarterly basis, School Data Specialist will monitor the use of Data and develop a Quarterly Data Newsletter for parents (6.2, 6.3, 6.4, and 6.5). 4. Throughout the 2013-2014 school year, School Principal will Coordinate with as well as work with the Parent Coordinator and various staff members to conduct parent workshops on the current curriculum and the alignment to the CCSS (6.2, 6.3, 6.4). 	
B. Key personnel and other resources used to implement each strategy/activity	
<ol style="list-style-type: none"> 1. Principal and various staff members will conduct staff trainings on the use of ARIS Learn and provide literature and letters to parents explaining the rationale behind the website. 2. School Principal and various staff members will conduct parent training sessions through the coordination of the Assistant Principals, Social Worker and Parent Coordinator. 3. School Principal and various staff members will conduct parent training sessions through the coordination of the Assistant Principals, Social Worker and Parent Coordinator to describe the data and quarterly newsletter sent home to parents. 4. School Principal will coordinate with teachers; parent communication on student progress and performance as well as work with the Parent Coordinator to conduct parent workshops regarding curriculum and the alignment to the CCSS. 	
C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity	
<ol style="list-style-type: none"> 1. Review monthly attendance of parent night activities 2. Review parent training reflection sheets and feedback 3. Review Quarterly data newsletter sent home to parents 	

4. Review parent workshop feedback and or survey of needs assessment and future workshop requests on the monthly workshops on curriculum and the CCSS alignment.

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

1. On a monthly basis, Principal and various staff members will conduct staff trainings on the use of ARIS Learn and provide literature and letters to parents explaining the rationale behind the website.
2. On a monthly basis, School Principal and various staff members will conduct parent training sessions through the coordination of the Assistant Principals, Social Worker, and Parent Coordinator.
3. On a quarterly Basis, School Principal and various staff members will conduct parent training sessions through the coordination of the Assistant Principals, Social Worker and Parent Coordinator to describe the data and quarterly newsletter sent home to parents.
4. On a monthly basis, School Principal will coordinate with teachers; as well as work with the Parent Coordinator to conduct parent workshops on school curriculum and the alignment to the CCSS.

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

1. Monthly Parent Informational workshops (Day/ Evening times)
2. Twice a month, during cabinet meetings afterschool.
3. Quarterly Data Newsletter
4. Monthly (current unit introduction for literacy and math) Curriculum notices per grade

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	Title IA	Title IIA	Title III	Grants
---	--------------	---	----------	----------	-----------	-----------	--------

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

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

	PF AIS	PF CTE	PF College & Career Readiness	PF Common Core
	PF ELT	PF Inquiry Teams	PF NYS Standards and Assessments	X PF Parent Engagement
X	PF Positive Behavioral Management Programs	X	PF RTI	X 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	, Small group tutoring based on current unit of study i-Ready, Achieve 3000, AIS, Golden Instruction	Small group,	Golden Instruction , after-school, Saturday school
Mathematics	Small group tutoring based on current unit of study i-Ready, Golden Instruction, AIS	Small group,	Golden Instruction , after-school, Saturday school
Science	, Small group tutoring based on current unit of study	Small group,	Golden Instruction , after-school, Saturday school
Social Studies	Small group tutoring based on current unit of study	Small group,	Golden Instruction , after-school, Saturday school
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	At-risk counseling, Response to Intervention, Positive Behavior Incentive Support Program, Student Incentive Programs, PPC team, PPT (Attendance team), At risk counseling (Social Worker), RTI, PIP plans, functional behavioral counseling, academic counseling, Community Outreach	Small group, one-to-one,	Lunch time, regular school day, after-school.

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

- 7. All elements of the *All Title I Schools* section must be completed*.
- 6. School Wide Program (SWP) schools must also complete the *SWP Schools Only* section.
- 7. 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.
<ul style="list-style-type: none"> • New teacher Induction training conducted by Principal, Assistant Principals, Coaches, Teachers, and retired Principals (Mentors) • Buddy teachers and special emphasis on classroom intra-visitations • A program schedule that builds common planning time, departmental conferences, and grade conferences • Use of ARIS Learn to promote online teacher professional development • Use of teacher text such as "Asking Better Questions" to promote specific classroom/teaching practices • Special emphasis on the Depth of Knowledge Wheel and the Cognitive Rigor Matrix to promote rigor and higher order thinking tasks/questions • Provide ongoing Professional Development for teachers and staff to ensure effective use of strategies, rubrics, curriculum maps, unit planning and data analysis • Partner with Network to provide lesson plan clinics, Instructional Rounds and classroom visits • Partner with the Teacher Effectiveness Unit with emphasis on the Danielson Teaching Framework • Monthly staff meetings to address teaching practices and data awareness • Attend teacher fairs to recruit teachers or other pedagogues • Network with other Principals and Assistant Principals with the focus of recruiting teachers or staff members • Webinars and tutorial resources based on ARIS Learn

High Quality and Ongoing Professional Development

Describe the strategies and activities for high quality professional development for teachers, principals, and paraprofessionals, and staff that enable all students to meet Common Core State Standards (CCSS).
<ol style="list-style-type: none"> 1. ELI workshops for Assistant Principals 2. Instructional Rounds hosted by the Network 3. Instructional Leads trainings hosted by the Network 4. Principal led Professional Development for Assistant Principals and Teachers 5. Generation Ready (Aussie) Consultants Lead PD 6. Central led Professional Developments

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 <u>the intent and purpose</u> programs whose funds are consolidated (i.e., services for Students in Temporary Housing (STH), violence prevention programs, housing programs, Head Start, etc.).
SAYL 09X457 will partner with Generation Ready and Network Liaison during the 2013-2014 school year.

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.).
Parent Coordinator and Social Worker conduct/ participate in a Pre-K informational session to support parent and Pre-K students transition to Kindergarten for the Community Pre-K Elementary School Fair. Visit is schooled through the Parent Coordinator and the PTA president Iris Jimenez. School Brochures are provided to inform the parents of the programs available at the school. The parent coordinator conducts a Spring and/or Summer Orientation every year.

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.

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

TA Schools Only

Use of Program Resources

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

N/A

TA Coordination with the Regular Program

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

N/A

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

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;

Sheridan Academy for Young Leader'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 by having an **overnight yearly parent retreat** targeting up to 100 parents ;
- 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;

Sheridan Academy for Young Leaders 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 **overnight parent retreat**;
- 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;

Sheridan Academy for Young Leaders, 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 and devices 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 and monthly workshops;

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 with 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 .

Part I: School ELL Profile

A. School Information

District 9	Borough Bronx	School Number 457
School Name Sheridan Academy for Young Leaders		

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

Principal Lisette Febus	Assistant Principal Raquel Pevey
Coach Stacey Moskowitz	Coach
ESL Teacher Vivian Zapata	Guidance Counselor
Teacher/Subject Area Barbara Chery/ESL	Parent
Teacher/Subject Area Nandy Persaud/ESL	Parent Coordinator Gilberto Brioso
Related Service Provider	Other Jose Gonzalez/Data Specialist
Network Leader(Only if working with the LAP team)	Other

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.	5	Number of certified bilingual teachers <u>not</u> currently teaching in a bilingual program	5	Number of teachers who hold both content area and ESL certification	3
Number of certified bilingual teachers currently teaching in a bilingual program	1	Number of certified NLA/foreign language teachers	0	Number of teachers who hold both a bilingual extension and ESL certification	2
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	2	Number of special education teachers with bilingual extensions	2

D. Student Demographics

Total number of students in school (Excluding Pre-K)	615	Total number of ELLs	164	ELLs as share of total student population (%)	26.67%
--	------------	----------------------	------------	---	---------------

Part II: ELL Demographics

A. ELL Programs

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

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

This school offers (check all that apply):

Transitional bilingual education program	Yes <input 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	To t#
Transitional Bilingual Education (60%:40% → 50%:50% → 75%:25%)				1										1
Dual Language (50%:50%)														0
Freestanding ESL														
Push-In	1	1	1	1	1	1								6
self-contained		1			1									2
Total	1	2	1	2	2	1	0	9						

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	164	Newcomers (ELLs receiving service 0-3 years)	130	ELL Students with Disabilities	24
SIFE	0	ELLs receiving service 4-6 years	34	Long-Term (completed 6+ years)	0

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	11									11
Dual Language										0
ESL	119			34						153
Total	130	0	0	34	0	0	0	0	0	164

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
Spanish				11										11
SELECT ONE														0
SELECT ONE														0
TOTAL	0	0	0	11	0	11								

*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	24	36	19	8	23	16								126
Chinese														0
Russian														0
Bengali		2	1	1	1	1								6
Urdu														0
Arabic														0
Haitian														0
French				2	2									4
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other	1	1	4	1	5	5								17
TOTAL	25	39	24	12	31	22	0	0	0	0	0	0	0	153

Part III: Assessment Analysis

Assessment Breakdown

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

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

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Beginner(B)	21	3	4	3	7	4								42

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)	0	12	7	7	13	5								44
Advanced (A)	4	24	13	13	11	13								78
Total	25	39	24	23	31	22	0	0	0	0	0	0	0	164

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	19	4	0	0	23
4	15	2	0	0	17
5	15	0	0	0	15
6					0
7					0
8					0
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	20	1	1	0	2	0	0	0	24
4	16	2	0	0	0	0	0	0	18
5	15	0	0	0	0	0	0	0	15
6									0
7									0
8									0
NYSAA Bilingual (SWD)									0

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
4	9		4		6		1		20
8									0
NYSAA Bilingual (SWD)									0

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

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

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

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

To assess the early literacy skills of all our students, K-5, our school uses the Fountas and Pinnell program. It is used to determine baseline reading levels as well as monitor ongoing progress. A baseline writing assessment is also used to determine their baseline writing skills. For our Bilingual students, we use the DRA (Spanish version). In addition, the NYSESLAT/LAB-R is also utilized to assess ELLs specifically and presents a broad view of student's performance in the four spectrums of Reading, Writing, Listening and Speaking.

We have found that using a range of assessment programs helps us determine specifically, our students' areas of need and strength. For this reason, we don't use the assessments in isolation, but compare/contrast and integrate the results of the different assessment programs to help give us a clearer picture of where the students are exactly, in terms of literacy skills. This helps to inform our instructional plan. Having studied the results of the data from the afore-mentioned assessments, we have determined the following: in the areas of Listening and Speaking, our students are performing on the Intermediate and Advanced levels of proficiency; while in the areas of Reading and Writing they are mostly Beginners. The results of the data helps inform our instructional plan and prescribes the need for a strong balanced literacy program..

2. What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?
The data from the NYSESLAT and the LAB-R reveal that in the areas of Listening and Speaking, our students are performing on the Intermediate and Advanced levels of proficiency; while in the areas of Reading and Writing they are mostly Beginners.
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 from the NYSESLAT and the LAB-R reveal that in the areas of Listening and Speaking, our students are performing on the Intermediate and Advanced levels of proficiency; while in the areas of Reading and Writing they are mostly Beginners. This helps inform our instructional plan and prescribes the need for a strong balanced literacy program. We are supporting our ELLS using targeted Guided Reading and Writing resources to enhance their literacy skills. Also, our ELLs are invited to be part of our After School Program as well as our Saturday Academy. The focus of all of these programs is predominantly to develop reading and writing skills for our ELLs.

4. For each program, answer the following:
 - a. What are the patterns across proficiencies and grades? How are ELLs faring in tests taken in English as compared to the native language?
 - b. Describe how the school leadership and teachers are using the results of the ELL Periodic Assessments.
 - c. What is the school learning about ELLs from the Periodic Assessments? How is the native language used?
 - 4a. After carefully examining students ELA results, we can see some patterns across grades. The majority of our ELL students scored in the 1 and 2 range. An item analysis conducted showed that students are lacking in vocabulary development.
 - 4b. The ELL Periodic Assessment was not administered last year.
 - 4c. The ELL Periodic assessment was not administered last year.

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 Sheridan Academy for Young Leaders (PS 457x) uses data in a strategic way to instructionally support English Language Learners. The school engages in progressive data collection throughout the year using assessments aligned to the Common Core Learning Standards. In the area of English Language Arts the Sheridan Academy uses the Fountas and Pinnell Reading Assessment system. The school uses this program to track student progress in the reading areas of:

- phonemic awareness
- decoding
- Accuracy
- Fluency
- Comprehension

Sheridan Academy uses a progress monitoring benchmark tool to determine the aptitude levels of its students. Based on this tool, we assess our entire student body three times a year. If students are not performing at or above grade level during any time of the

standard reading assessment periods, they are additionally assessed to further identify, track and remediate deficiencies in reading. ELL students in our self-contained classes are closely monitored and receive added support as needed in small groups, by an extra ESL teachers.

6. How do you make sure that a child's second language development is considered in instructional decisions?
At Sheridan Academy for Young Leaders we make sure that a child's second language development is considered in instructional decisions by placing them in the appropriate setting based on their Home Language Survey and program availability. We understand that in order for English language learners (ELLs) to become successful students, they need to learn grade-level content as well as the English language skills needed to access that content. We make sure that ELLs benefit in regular classrooms using ELL-friendly strategies for teaching content areas. These strategies increase comprehension, learning, and interaction through modeling, acting out, gesturing, showing diagrams, and doing hands-on activities and experiments.
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?Not Applicable
8. Describe how you evaluate the success of your programs for ELLs (e.g. meeting AYP for ELLs, etc.).
We have been using the results of the NYSESLAT to measure progress in Reading, Writing, Listening and Speaking. We also use the Fountas and Pinnell assessment kit, as well as teacher- made formative and summative assessments to measure progress. We expect to see students gain a proficiency level from year to year and to eventually reach proficiency and test out.

Part IV: ELL Identification Process

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

1. Describe the steps followed for the initial identification of ELLs. These steps must include administering the Home Language Identification Survey (HLIS) which includes the informal oral interview in English and in the native language, and the formal initial assessment. Identify the person(s) responsible, including their qualifications, for conducting the initial screening, administering the HLIS, the LAB-R (if necessary), and the formal initial assessment. (Refer to [ELL Policy Brief](#) and [EPIC](#).)
 1. When a new student is admitted to the school, the secretary asks the parent what is the home language spoken at home. Based on the parent or guardian's response, the secretary hands a Home Language Identification Survey (HLIS) in the appropriate home language to fill out during the initial registration process. The secretary then contacts a trained pedagogue. The informal oral interview and the formal initial assessment are conducted by any of the three main Certified ESL teachers responsible for servicing the ELLs in our school, Mrs Zapata, certification in Bilingual Education (Spanish) K-6 and certification in ESL K-12; Ms. Chery(speaks French) with certification in ESL K-12/Special Education K-6, and Ms. Persaud with certification in ESL K-12. In a household where a language other than English is spoken, parents are given an informal oral interview to clarify language dominance. This interview is conducted in English and if translation is needed, we accommodate by locating someone who speaks their language. On the basis of the response, a formal initial assessment is conducted with the student and if necessary, the LAB-R and the Spanish LAB for Spanish-speaking students is administered within 10 days by any of the two main Certified ESL teachers. Once all ELLs have been identified and are placed in the proper setting, they are evaluated annually using the NYSESLAT (ATS report). For the bilingual students, classroom teachers administer the Listening, Reading, and Writing portions of this assessment, while the ESL teachers administer the Speaking portion. For the freestanding ESL students, ESL teachers with the support of other teachers (AIS teacher and SETSS teacher) administer the Listening, Reading, and Writing portion of this assessment, while only ESL teachers administer the Speaking portion of the assessment.
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.
Every effort is made to inform and notify parents of newly enrolled students of their child's entitlement to language support services. These parents are sent letters of invitation to attend a parent orientation meeting within ten schools days. Included in the

invitation packet is an Entitlement Letter which has a breakdown of the student's LAB-R scores and a detailed description of the three language programs - Transitional Bilingual; Dual Language; and Free-standing ESL. As much as possible, we send these letters in the parents' home language. The packet also states a deadline by which parents should respond to the orientation. During this meeting, parents meet the Principal, Assistant Principal, Parent Coordinator, and ESL teachers. At the orientation, parents are shown a video, The Parent Connection-an Orientation for Parents of Newly Enrolled English Language Learners. The video is about the three program choices (see above). They are also informed about which programs are in place at our school. When parents choose a program that our school does not currently offer, we keep records in order to notify parents when the program of choice opens. We discuss options on what steps to take if their program of preference is not available at our school; including having the child transferred to a school within the district that offers their selection. Also, we have a question and answer session to clarify any concerns that parents may have. We assist parents in filling out the Program Selection form, in their home language, providing an interpreter, if possible. Any parents that do not attend the initial meeting receive personal invitations through phone calls and letters sent home with children. If parents do not respond to any of these efforts, we follow up at Parent Teacher Conferences. In this manner we ensure that parents have a chance to understand the available programs for ELLs and choose the one they want for their children.

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 [\[see tool kit\]](#).)

3. The Entitlement Letters are distributed by the three ESL teachers. They send parents the Entitlement Letters and the Program Selection forms by hand through their child. *Every effort is made to inform and notify parents of newly enrolled students of their child's entitlement to language support services. These parents are sent letters of invitation to attend a parent orientation. Included in the invitation packet is an Entitlement Letter which has a breakdown of the student's LAB-R scores and a detailed description of the three language programs - Transitional Bilingual; Dual Language; and Free-standing ESL. As much as possible, we send these letters in the parents' home language. The packet also states a deadline by which parents should respond to the orientation. A checklist of all parents in attendance is maintained and kept in records by the ESL/Compliance teacher, Mrs. Zapata, to ensure follow-up with those who were not able to attend. Records are also maintained of all parent choices, program selections, Entitlement letters, and continued entitlement letters.

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.

4. A certified ESL teacher conducts an informal interview with parents. The ESL teacher helps them to complete the Home Language Survey form (HLS) in the parents' native language, if possible. If eligible, the students are administered the LAB-R by one of our certified ESL teachers (Mrs. Zapata, Ms. Chery, or Ms. Persaud) within 10 days of admission. The Spanish LAB-R is administered to Spanish speaking students i.e. students whose homelanguage code indicate Spanish. The Entitlement Letters and the Program Selection forms are sent to parents by hand through their child. We invite parents of all newly admitted students to an orientation meeting. During this meeting, Parents are informed by one of the certified ESL instructors that there are three models (literature is handed out to parents explaining the three different models) for ELL students. Parents are always informed that they have the right to choose any of the three models, even if they are not currently in place at our school. Parents who choose free standing ESL are immediately accommodated. Parents who choose BL or TBE are informed that we would need a certain number of students to open up either program or they have the right to transfer/enroll in another school within the city that offers their program of choice. Parents desiring a different program are told that they can request alternate placement. All this takes place within the first 10 days of admission to the school. The explanations and consultations with parents are done in the native language or English only if the parent chooses. Translation is made available to parents by school personnel or outside translators. A checklist, of all parents in attendance, is maintained and kept in records by the ESL teachers to ensure follow-up with those who were not able to attend. Records are also maintained of all parent choices, program selections, and Entitlement letters. We also update the ELPC screen in ATS.

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.

Every Spring the NYSESLAT exam is administered to all ELL's at school. The school personnel uses the RLER report in ATS to identify all students eligible for testing. Before testing window is opened, parents are informed of the testing process and dates by the school's monthly calendar, and direct mail to each family. The written letter and is sent in native language. Adequate NYSESLAT materials are ordered to ensure that every student is tested. The speaking test is administered by the ESL teachers as soon as the window opens so that all students complete this section. The other three sections Reading, Writing, and Listening are

administered by ESL and licensed teachers in separate classrooms under school wide testing conditions. During this testing period a section of the building is immobilized for testing. ESL teachers conduct school-wide make up tests for students who missed any part/s of the classroom administration of the sections. All test materials and students' answer documents are carefully counted, secured and scored to guarantee that all students receive a score for each section of the test. Our school boasts between ninety-eight and one hundred percent participation in the NYSESLAT over the past three years.

6. After reviewing the Parent Survey and Program Selection forms for the past few years, what is the trend in program choices that parents have requested? (Please provide numbers.) Are the program models offered at your school aligned with parent requests? If no, why not? How will you build alignment between parent choice and program offerings? Describe specific steps underway. [i](#)

6. We service ELL students with explicit English as a Second Language Instruction. This is due to trends in parent letters (parents prefer ESL programs to bilingual programs; this is reflected in a review of our ELL students' BESIS Student Information History forms). Since parent choice is overwhelmingly in favor of the model we provide, alignment is commensurate with request. Please see response to question here:

Part V: ELL Programming

A. Programming and Scheduling Information

1. How is instruction delivered? (see [*The Practitioners' Work Group for Accelerating English Language Learner Student Achievement: Nine Common Features of Successful Programs for ELLs*](#))
 - a. What are the organizational models (e.g., departmentalized, push-in [co-teaching], pull-out, collaborative, self-contained)?
 - b. What are the program models (e.g., block [class travels together as a group], ungraded [all students regardless of grade are in one class], heterogeneous [mixed proficiency levels], homogeneous [proficiency level is the same in one class])?
 - 1a. We have three models in place to service ELLs at the Sheridan Academy, Free-Standing ESL (Pull-Out, Push-In), Self Contained ESL, and the Bilingual Program. There are different programs available for the different grades. For our Kindergarten classes, we have an ESL Push-In model. For 1st grade, we have a Self Contained ESL program and an ESL Push-In model. For 2nd grade, we have a Push-In and Pull-Out model. For 3rd we have a Transitional Bilingual Special Ed. Class, and an ESL Pull-Out. In 4th grade, we have an ESL Self-Contained Class, and a Push-In Model. In 5th grade we have a Pull-Out model.
 - 1b. We offer three program models in servicing our ELLs: the Transitional Bilingual Special Education, the Self Contained ESL, and the Freestanding ESL program (Pull-Out, Push-In). We utilize the heterogeneous model for the Bilingual Special Education classes and for the Self Contained ESL model. However, for the Free-Standing ESL (Pull-Out/Push-In) program our school utilizes the homogenous model, whereby students are serviced in groups according to their proficiency levels, i.e. Beginner, Intermediate and Advanced.
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)?

2. At Sheridan, we currently have 164 ELLs. They are divided into groups which are serviced by the three program models, TBE, Self Contained ESL, and Free-Standing.

- The Transition Bilingual Special Education program services 11 students; The class is run in a small group setting with a certified Bilingual Special Education teacher as well as one certified Educational Assistant.
- The Self Contained ESL Program services one First grade with 26 students, and one Fourth grade with 19 students.
- In the Free-Standing ESL Program, we have 108 ELLs being serviced by three certified ESL teachers, using the Pull-Out/Push-In model. In the Free-Standing ESL Program (K-5th Grade) instruction is delivered according to the mandated number of instructional minutes. Students receive:

Beginners =2 units of ESL (360 minutes) per week
 Intermediate =2 units of ESL (360 minutes) per week.
 Advanced =1 unit ESL (180 minutes) per week.
 + 1Unit ELA (180 minutes) per week.

Our TBE program also delivers instruction according to the mandated number of instructional minutes as delineated in the CR Part 154. In addition to the prescribed instructional minutes for ESL, students also receive

Beginners = 90 minutes of NLA (Spanish) per day
 Intermediate = 90 minutes of NLA (Spanish) per day
 Advanced =45 minutes of NLA (Spanish) per day

2a. Free-Standing ESL (pull-out/Push-In) Model :

At Sheridan Academy we work on a 50 minute block of instruction. ELLs performing on the Beginner and Intermediate levels of proficiency are serviced for a period of 100 minutes per day/4 days a week with a total of 400 minutes per week, while students performing at the Advanced level of proficiency are serviced for 50 minutes per day/4 days a week with a total of 200 minutes per week. We are surpassing the mandated daily minutes of ESL instruction to our ELL population. Using ESL methodology and strategies, we address the four modalities of language acquisition; Listening, Speaking, Reading and Writing. Scaffolding is also provided to ensure that content is comprehensible and learning takes place. In recognition of varying skills, language proficiency and learning styles, we differentiate instruction for our ELLs. Different instructional strategies are modified for our ELLs including: Direct Instruction; Inquiry-Based Learning; Cooperative Learning; Information Processing, the ReadyGen Program to foster literacy independence.

The Transitional Bilingual Education Program :

In this program 60% of instruction is done in Spanish, including all content areas, Math, Science and Social Studies to make content comprehensible and enrich language development. The Bi-lingual teacher also teaches ESL for 72 minutes per day, Beginner and Intermediate levels, and 45 minutes per day/4 days a week of ESL including ELA on a daily basis for students performing at the Advanced level of proficiency. Using all the prescribed methodology, the teacher differentiates instruction for the students according to their performance on the NYSESLAT and their individual needs. As English proficiency increases, so does the amount of time students are taught in English. They will gradually transition from a 60/40 Spanish/English program to 100% English instruction, in the General Education class. The TBE program provides the mandated NLA (Spanish) instruction for ELLs. Students performing on the Beginner and Intermediate levels of proficiency on the NYSESLAT receive 90 minutes per day of NLA, while those with Advanced proficiency receive 45 minutes of NLA per day.

Self Contained Model:

The certified ESL teacher uses the ESL methodology and strategies, the teacher addresses the four modalities of language acquisition; Listening, Speaking, Reading and Writing. Scaffolding is also provided to ensure that content is comprehensible and learning takes place. In recognition of varying skills, language proficiency and learning styles, the teacher differentiate instruction for our ELLs. Different instructional strategies are modified for our ELLs including; Direct Instruction, Inquiry-Based Learning, Cooperative Learning, Information Processing, and the ReadyGen Program to foster literacy independence.

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

3. In our Transitional Bilingual Special Ed. (Spanish) Program, standards-based subject matter instruction is provided in the student's native language with intensive support in ESL. All instruction is prescribed according the students' IEP. Content area is delivered in Spanish, including Math (Everyday Mathematics), Science (New York City Edition Science) and Social Studies (Social Studies New York City) to make content comprehensible and enrich language development. The Bi-lingual teachers also uses The ReadyGen Program as well as "On Our Way to English", a thematic content based instructional program. The Bi-lingual teachers use the prescribed ESL methodology, including scaffolding, the use of graphic organizers, Total Physical Response methodology as well as the explicit teaching of content vocabulary to assist the students in making content comprehensible. Spanish and English are used for instruction on a 60/40 ratio. As English language proficiency increases, so does the amount of time students are taught in English. English proficiency is accelerated through ESL, ELA, and NLA development. Depending on the performance of the students on the NYSESLAT, they will gradually transition from a 60/40 Spanish/English program to 100% English instruction, in the General Education class. In our Freestanding ESL (Pull-Out/Push-In) At specified periods during the day, on a regular basis, the ESL teacher Pulls-Out/Push-In ELLs (according to proficiency levels) from their general education classrooms and services them for the mandated number of instructional minutes per week. In this program all instruction, is done in English. The ESL providers are in constant communication with the classroom teachers to align the grade units of studies with the ESL instructional program. The ESL Teachers use The ReadyGen Program as well as "On Our Way to English", a thematic content based instructional program to anchor ELL's learning in a context that is transferable to the mainstream classroom. Differentiation of instruction is provided on a daily basis with an emphasis on vocabulary development, and reading comprehension strategies which are modeled within mini lessons. This gives students the opportunity to try the strategies with the teacher's guidance during guided practice. All instruction is delivered using ESL approaches with specific strategies as well as through individual conferencing including vocabulary scaffolding, the use of graphic organizers, total physical response as well as explicit teaching of content vocabulary in an effort to assist the students in making content comprehensible. The ESL teacher also supports the general education classroom teacher by providing additional support for ELLs in content areas and academic language. During classroom instruction, the teachers model and provide concrete examples. The teacher's language is modified in order to provide comprehensible input for our ELLs. Our lessons have clear language objectives and the teachers use realia and various scaffolds to provide a context and visual for our ELLs. NYSESLAT test preparation strategies are integrated into the lessons. The ESL teacher works with the ELLs to prepare them for the NYSESLAT exam. Once they pass the NYSESLAT, they will be transitioned into regular classes although they are still provided with necessary support for two years after testing out of the program

4. How do you ensure that ELLs are appropriately evaluated in their native languages throughout the year?
We appropriately evaluate our Spanish speaking ELLs who are in bilingual classes. We use the DRA in Spanish to assess them in their native language. However, for the other languages, Mandingo, French, Twi, Fulani, Bengali and other languages, we do not offer any assessment.
5. How do you ensure that ELLs are appropriately evaluated in all four modalities of English acquisition throughout the year?
We differentiate instruction for our ELLs. Students are grouped into three proficiency levels; Beginner, Intermediate and

Advanced. Implementing a four-pronged approach, we address the four modalities of language acquisition; Listening, Speaking, Reading and Writing. Scaffolding is also provided to ensure that content is comprehensible and learning takes place. In recognition of varying skills, language proficiency and learning styles, we modify and implement different instructional strategies for our ELLs including: Direct Instruction; Inquiry-Based Learning; Cooperative Learning; and Information Processing. We also differentiate instruction using small groups and through independent activities. We include vocabulary scaffolds in our daily planning.

6. How do you differentiate instruction for ELL subgroups?

- a. Describe your instructional plan for SIFE.
- b. Describe your plan for ELLs who have been in US schools less than three years (newcomers)..
- c. Describe your plan for ELLs receiving service 4 to 6 years.
- d. Describe your plan for long-term ELLs (completed 6+ years).
- e. Describe your plan for former ELLs (in years 1 and 2 after testing proficient).

6a. We do not have any SIFE students this year.

6b. We have an intensive After School Program for Newcomers. This program services the ELLs in small groups (11 max. per/class) for 3 hours/three days a week and runs from November 2013 until April 2014. We also started a Title III Saturday Academy which started in November 2013 until April 2014. The focus will be on quality instruction using ESL methodology and strategies to improve Reading and Writing. We will cover all content areas ensuring an alignment with the Common Core Standards. As regard our instructional plan, we implement a four-pronged approach in addressing the four modalities of language acquisition; Listening, Speaking, Reading and Writing.

- ESL methodology is used to make content comprehensible, including phonics instruction, sight vocabulary, as well as teaching content-specific vocabulary. We also use the Total Physical Response approach as well as modeling during instruction, to enhance comprehension. Visuals are also displayed on the classroom walls to foster language acquisition.

- To further reading goals, Guided Reading (leveled readers are used) is integrated into our program. Audio-visual technology is also utilized, in building/enhancing grade level appropriate skills that students may be lacking.

- A variety of authentic assessment procedures are periodically utilized (including portfolios, rubrics, performance-based assessment) to assess ELLs and to evaluate learning styles, strengths and strategies. In addition, we also use the Fountas and Pinnell program, to determine baseline Reading levels as well as monitor ongoing progress. Furthermore, to determine their base-line writing skills, a Baseline Writing assessment is also conducted. The various assessments are geared toward improving instructional methodology and student performance, both in their regular classrooms and on the NYSESLAT exam.

- On the whole, a balanced literacy approach is used in teaching our ELLs. This ensures that they don't miss out on any skills that their fellow native English Language speakers may be acquiring/may have acquired. At Sheridan, our ESL program is implemented with the goal of not only having students pass the NYSESLAT exam, but also equipping ELLs with the language and scholastic skills that they need to succeed academically.

6c. Supplementary support is provided in small groups using differentiated instruction for our ELLs that have received service 4 to 6 years. We have started an intensive After-School program, tailored to their needs, with the goal of getting them to English-proficiency on the NYSESLAT test. This program services the ELLs in small groups (11 max. per/class) for 3 hours/three days a week and runs from November 2013 until April 2014. The focus is on Reading Comprehension and Writing, using NYSESLAT Test Prep, Writing, and Reading, as ESL/Literacy program. In addition, we also started a Title III Saturday Academy in November 2013 for all ELLs. The program will run for 4 1/2 hours, every Saturday, for a period of 15 weeks. The focus will be on quality instruction using ESL methodology and strategies to improve Reading and Writing. We will cover all content areas ensuring an alignment with the Common Core Standard.

6d. Supplementary support is provided in small groups using differentiated instruction for our four long-term ELLs. We have started an intensive After-School program, tailored to their needs, with the goal of getting them to English-proficiency on the NYSESLAT exam. This program services the ELLs in small groups (11 max. per/class) for 3 hours/three days a week and runs until April 2014. The focus is on Reading Comprehension and Writing, using the Finish Line for ELLs, Writing, and Reading, as ESL/ Literacy program. In addition, we will also be starting a Title III Saturday Academy in November 2014 for all ELLs. The program will run for 4 hours, every Saturday, for a period of 10 weeks. The focus will be on quality instruction using ESL methodology and strategies to improve Reading and Writing. We will cover all content areas ensuring an alignment with the Common Core Standard.

6e. We plan to ensure that they receive all ELL testing accommodations. They will also be invited to attend the After School and

Title III Saturday Academy Program. ESL teachers will continue articulation and support with the classroom teacher and related services providers.

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?

To provide access to academic content areas and accelerate English language development, teachers use various ESL strategies which include scaffolding, use of graphic organizers, visuals, glossaries, laptops for reading and writing. All this is in addition to the traditional strategies used for ELL's and Special Education students. To meet the diverse needs of ELL-SWD's receive modified instruction tailored to meet their IEP goals through the Literacy Program, "ReadyGen ". ELLs with special needs are assessed based on the testing accommodation stated on their IEPs. In addition, ELLs with special needs are given specific, direct and intensive remedial instruction. In fact, the lessons are specific, directed, and intensive remedial instruction designed to help the students meet their annual goals. ELLs identified as having special needs are given modified instruction and assessed based on their IEP goals and testing modifications. We will also with approval from the SLT purchase Promethean Activity Tables.

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?

A concerted effort is made to prepare ELL-SWD for success in the least restrictive environment. Content area teachers are provided with some content materials which supports all student learning by providing rigorous curriculum as is mandated by CCLS. Classes are scheduled to go into the computer lab or have laptops brought to the classroom for accessing online content. Acomodations are made by teachers to ensure maximum benefit of the instructional time in the class. Also, Teachers work collaboratively to plan a coherent curriculum across the grades. Teachers are provided with double preparation time weekly to analyze the students' data. Teachers group students based on their academic needs by targeting and accomodating their learning styles. Students in need of more tactile activity are group accordingly. Teachers also use the guided reading and guided math approach within the ELA and math block. :

Courses Taught in Languages Other than English ⓘ

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

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

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

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

	Beginning	Intermediate	Advanced
--	------------------	---------------------	-----------------

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

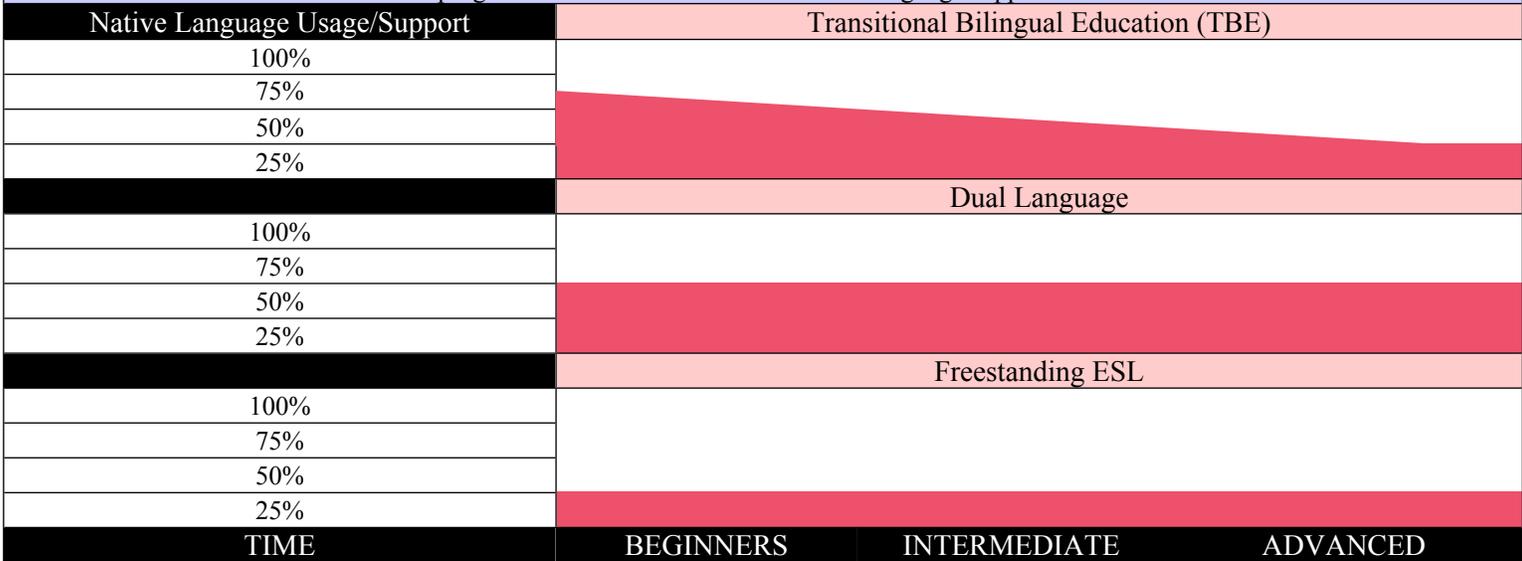
	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS: Native Language Arts	45 minutes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

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

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

Native Language Usage and Supports

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



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

B. Programming and Scheduling Information--Continued

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

9. Students are selected for targeted intervention from formative and summative assessments. Data is used to create students groups base on their instructional needs. ELLs who are performing below grade level are also targeted. We have in-classroom intervention by a support teacher through differentiated instruction, in small-group settings, individualized instruction, conferencing, Guided Reading, and math groups. In addition, our intensive After School Program targets long-term ELLs based on their performance on the NYSESLAT. This program services the ELLs in small groups (11max. per/class) for 3 hours/three days a week and runs from Noveber 2013 until April. Our focus is to get them to English-proficiency on the NYSESLAT test this year. We concentrate on building/enhancing Reading Comprehension and Writing skills, using Finish Line for Ells, Reading, and Writing, as ESL/Literacy program. We also started a Title III Saturday Academy in November 2013 for all ELLs. The program will run for 4 hours, every Saturday, for a period of 10 weeks. The focus will be on Reading and Writing. In math, social studies and science, we utilize the 37.5 extended time and extended day program. All intervention services are provided in English. Our overarching goal is to accelerate English proficiency within a threeyear period, while also improving overall academic performance.

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

We are currently scafolding The ReadyGen ELA Program and Go Math Program for the ELLs. They are being used in conjunction with a student data tracking program that allows us to consistently monitor and reformualate instruction based on individual student assessment scores. In order order to monitor language development for our ELL population we consistely ases the performance levels for our ELLs to monitor progress in language.

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

We have purchased three different programs to enhance literacy skills in all our students: Words Their Way; Time for Kids; and Exploring Writing for the whole school. To increase the effectiveness of our Transitional Bilingual program, our school has purchased new kits to enhance language and comprehension skills in content areas;we are looking into enhancing our leveled classroom libraries (Spanish), content libraries (Spanish), leveled Science sets (Spanish), as well as a purchasing a Dual language Math collection. These programs are all aligned with the Core Curriculum Standards.

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

We do not plan to discontinue any of our programs/services for ELLs

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

We offer our ELLs equal access to all school programs, including extended day classes, art program, gardening, sports program, cookshop classes, and the student council. Also, ELLs are invited to an intensive After School Program that started in November 2013 services the ELLs in small groups (11max. per/class) for 3 hours/three days a week and runs until April. We will also invite them in a Title III Saturday Academy which started in November 2013. The program will run for 4 hours, every Saturday, for a period of 10 weeks. The focus will be on quality instruction using ESL methodology and strategies to improve Reading and Writing. We will cover all content areas ensuring an alignment with the Common Core Standards.

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 main instructional material that is used to support ELLs is Rigby's, On Our Way to English, a resource that covers the four spectrums of language acquisition, Reading, Listening, Speaking and Writing. ESL methodology is used to make content comprehensible, including phonics instruction, sight vocabulary, as well as teaching content-specific vocabulary. We also use the Total Physical Response approach as well as modeling during instruction, to enhance comprehension. Visuals are also displayed on the classroom walls to foster language acquisition. To further reading goals, Guided Reading (leveled readers are used) is integrated into our program. For our Title III Saturday Academy we use the Readers for Writers, a Language Proficiency Intervention Kit. It is a non-fiction and Science-based classroom resource designed to teach students how to work with informational texts; students learn about features of informational texts and are taught how to write and respond to such texts.

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

In our Transitional Bilingual Special Education Program, all classes have teachers that speak English and Spanish. Native language support is delivered by the classroom teachers through classroom libraries in Spanish, translation when necessary, bilingual dictionaries and the appropriate use of Spanish for instruction in math, science and social studies. All correspondence is

sent in both English and Spanish including letters, application and calendars. All content is also taught in the native language and additional support is provided in English on a 60/40% ratio. We do not have a Dual-Language program at the Sheridan Academy. For our Spanish speakers newcomers, our Spanish, bilingual ESL teachers use the native language as a support (as per the CR 154 regulations, 25% of the time). For the other newcomers who speak languages such as, Mandingo, French, Twi, Fulani, and Bengali, all instruction is delivered in English, using ESL strategies to ensure comprehension.

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

Sheridan Academy, believes and asserts that all supports, resources, and classroom materials must be authentic and developmentally appropriate for age and grade level. Therefore, all language services correspond to ELLs ages and gradelevels.

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

We do not have any activities in place to assist newly-enrolled ELL students before the beginning of the school year.

18. What language electives are offered to ELLs?

We do not have any language elective offer to ELLs this school year.

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)?

We do not have dual language program.

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. ELL teachers and service providers participate of a series of professional development opportunities throughout the school year in and out of the school building (i.e. small group instruction, levelling libraries, testing modifications and data analysis).

3. There is a team composed of the parent coordinator, the social worker, and the president of the parent association. This team offers a series of workshops. These workshops provide parents with information, tools and resources to make the transition from elementary to middle school successful.

4. We provide professional development for all staff. The training includes identification of ELLs, teaching strategies to support ELLs and tips on how best to prepare ELLs for the NYSESLAT and all NYS exams. We use the NYSESLAT Sampler and the NYS Rubrics as tools to drive instruction. At these workshop trainings, attendance is taken and records are maintained as evidence of meeting the requirement.

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. Parental involvement is a top priority at the Sheridan Academy. We believe that the success of our students, their family and our community is based on a partnership to move our children forward to succeed in life. We therefore seek opportunities to involve parents in our school life. We have the School/Parent Compact program which is a contract between the school, the parents and the student. The goal of this program is to involve the parents and the students in our walk toward achieving high academic standards. The contract involves some responsibility from the parents, the school and the student. The parents have such responsibilities like, getting their children to bed early, making sure their homework is completed and handed in on time, reading to/with them for about 30 minutes a day, providing an environment conducive for studying and volunteering in their child's classroom. The child has such duties like, following directions from teachers and staff, doing homework every day, asking for assistance when needed and giving parents all notices and information received at school everyday. The school has such responsibilities like, providing parents with reasonable access to staff, communicating with parents through letters, having parents play an integral role in assisting child's learning through such activities as Read Aloud Night, providing workshops that support parents' knowledge of the curriculum and standards for all content areas. For our ELL parents in particular, we offer NYSESLAT test workshops to inform them on what they need to know, to help prepare their students for the test.

2. It's the beginning of a partnership between the Puerto Rican Family Institute and the Sheridan Academy for Young Leaders. The Puerto Rican Family Institute provides parenting workshops for fatherhood and couples. Fatherhood workshops focus on skilled-based parenting education, Effective coping, and anger management skills and more. The Couples workshop focuses on improving communication, dealing with stress and managing conflict, and dealing with Expectations Vs. Reality, just to name a few topics .The initiative of the program is to improve family relationships

3. We evaluate the needs of the parents through surveys. The questions are geared towards evaluating areas where the parents may need support: whether in the areas of personal growth, e.g. passing the GED; or with learning English; or understanding how to navigate the school system; or perhaps learning how they can assist their children with school work. Based on the parents' responses, we design and develop programs geared towards addressing their common needs.

4. Our parental involvement activities are planned around and reflect parent selections based on surveys.

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.

We have provided additional support to the self contained ESL classes by providing an additional ESL teacher to push in and pull out to provide small group instruction for ELL students.

Part VI: LAP Assurances

School Name: _____**School DBN:** _____

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Lisette Febus	Principal		12/13/13
Raquel Pevey	Assistant Principal		12/13/13
Gilberto Brioso	Parent Coordinator		12/13/13
vivian Zapata	ESL Teacher		12/13/13
	Parent		1/1/01
Barbara Chery/ESL	Teacher/Subject Area		12/13/13
Nandy Persaud/ESL	Teacher/Subject Area		12/13/13
Stacey Moskowitz	Coach		12/13/13
	Coach		1/1/01
	Guidance Counselor		1/1/01
	Network Leader		1/1/01
Jose Gonzalez	Other <u>Data Specialist</u>		12/13/13
	Other		1/1/01
	Other		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: 09X457 School Name: Sheridan Academy For Young Leaders

Cluster: 6 Network: 608

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

Part A: Needs Assessment Findings

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

During registration a Home Language Identification Survey is filled by all parents. The Sheridan Academy For Young Leaders written translation and oral interpretation plans are based on the data collected from the HLIS. (ATS report RHLA as of November 2013)

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.

Based on the ATS report RHLA as of November 2013, 278 of our school's population are Spanish speakers, 223 speak English, 8 speak Bengali, 43, speak Mandika, 2 speak afrikaans, 3 speak bambara, 7 speak french, 3 speak Fulani, 5 speak sondinke, 4 speak twi, 3 speak wolof, and 39 speak other languages unknown. Thus, our major interpretation needs is for our Spanish speaking parents.

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.

Letters and Notices sent home to parents are in English and Spanish. School Messenger automatic phone system is also used. At all school events and activities, translation services are provided for parents by staff members as well as by volunteers. Staff members that have parents who communicate through other languages use "The Translation & Interpretation Unit" which is posted in the main office.

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.

Parents and Guardians who require oral translations in Spanish, French and Mandika are provided with translation services by staff members and parent volunteers. When a translator is unavailable, "The Translation & Interpretation Unit" is contacted.

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

We will continue to use The Translation and Interpretation Unit, school staff, parent coordinator and volunteers to meet the requirements for our school's translation services.

2012-13 Comprehensive Education Plan (CEP)

Title III Supplemental Program for ELLs

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

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

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

Part A: School Information	
Name of School: Sheridan Academy For Young Lea	DBN: 09X457
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: Grades to be served by this program (check all that apply): <input type="checkbox"/> K <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input checked="" type="checkbox"/> 4 <input checked="" type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 <input type="checkbox"/> 9 <input type="checkbox"/> 10 <input type="checkbox"/> 11 <input type="checkbox"/> 12
Total # of teachers in this program: 3 # of certified ESL/Bilingual teachers: 3 # of content area teachers:

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: At the Sheridan Academy for Young Leaders, our students are uniquely diverse and this truly enhances our school culture. The student population at our school consists of 49% Hispanic, 46% African and 3% Asian population. We have a unique ELL population that make up about 29% of our school demographic.

Our overriding goal is to maintain high expectations for all our ELLs; we strive to provide them with high quality instruction. We have designed an intensive Afterschool Program targeting general and special education ELLs based on their performance on the NYSESLAT and the Fountas and Pinnell Assessments. The targeted groups of students from grade 3, 4, & 5 performing at the Beginning, Intermediate, and Advanced levels, as determined by the reading and writing portion of NYSESLAT.

The teaching staff for the After school program will consist of 3 certified ESL / Bilingual teachers. They will be responsible for providing high quality instruction. The Afterschool program will take place on Momedays, Tuesdays, and Wednesdays from November 5th, 2012 to April 2013 from 3:15 to 6:00 p.m. The targeted populations are ELLs in 3rd,4th, and 5th grades. The students will be grouped based on their NYSESLAT performance and proficiency level category. We will have a total of 16 students or less per class to ensure customized instruction.

The focus of instruction will be to move the students in the continuum of language proficiency levels and to improve their academic skills. We will also address the four modalities of language acquisition; listening, speaking, reading and writing. Scaffolding instructional strategies will be used to ensure that content is comprehensible and that learning is facilitated. In addressing the different language proficiency levels and learning styles, we will modify and implement different instructional strategies. The small group setting will allow for differentiated instruction. Students will be grouped based on their current level of language proficiency.

The program that will be implemented will focus on strengthening the writing and reading component of the Balanced literacy structure through the content areas science and social studies. We will purchase the Finish Line Reading, aWriting, and Math as Well as NYSESLAT prep materials from Sussman Associates. The teachers will work with 3rd, 4th, and 5th graders to ensure an increase in academic vocabulary in order to elevate the language acquisition due to student's inability to pass the NYSESLAT as well as prepare students for the State ELA and Math Assessments.

Part C: Professional Development

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: All 3 Title III teachers will be offered professional development with a focus on the use and the implementation of the instructional program on November 5th, 2012 and in January 2013 we will follow up from 3:15p.m.-5:15 p.m. Teachers will be paid at per session rate with Title III funds.

DATE PROFESSIONAL DEVELOPMENT PROVIDED:

10. 29.12 Finish line and NYSESLAT Materials

Goal Setting, and Individualized Professional Development Plans

10. 29.12- 01-2013 On Going Curriculum Mapping

RESOURCES PROVIDED:

Demos-Maria Banks (Literacy Consultant)

Participate – Professional Learning Communities , Specific to: Professional Materials

" The Daily Five, CAFÉ, and How's It Going" Professional Materials

Additional Professional Development for ESL Teachers

Conducted by Maria Banks, Consultant on November 17 , 2012

During the meeting the following was discussed in reference to the implementation of the program for our English Language Learners:

- Cultural References
- The role of academic vocabulary and idiomatic expressions
- The use of appropriate instructional tools and materials
- Specific teaching strategies and techniques (i.e. using shorter sentences, checking for understanding, repetition and paraphrasing)

Part C: Professional Development

- Peer Support

Part D: Parental Engagement Activities

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

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

Begin description here: Parents receive letters regarding school events. Curriculum night, Curriculum Retreat, future Saturday Academy for Parents focusing on ESL instruction beginning January 2013- April 2013 and will be held for 11 sessions in an effort to educate students through their parents from 9:00a.m. 12:00 p.m. The teacher's name to be determined. In addition, we will have a culminating Parent Learning day in April 2013. Surveys will be distributed and the most popular topic will be chosen for the 3 workshops. Parents will have voice and choice.

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. 		

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.
Educational Software (Object Code 199)		
Travel		
Other		
TOTAL		