



**Department of
Education**

Dennis M. Walcott, Chancellor



2013-2014

**SCHOOL COMPREHENSIVE EDUCATIONAL PLAN
(SCEP)**

School Name: WINGS ACADEMY
DBN (i.e. 01M001): 12X684
Principal: TUWANNA WILLIAMS GRAY, IA
Principal Email: TWILLIA13@SCHOOLS.NYC.GOV
Superintendent: ELAINE LINDSEY
Network Leader: LAWRENCE PENDERGAST

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
Tuwana Williams Gray	*Principal or Designee	
John Monteforte	*UFT Chapter Leader or Designee	
Denise Robinson	*PA/PTA President or Designated Co-President	
Ava Hunter	DC 37 Representative, if applicable	
Daishia Brunson Second Student	Student Representative (<i>optional for elementary and middle schools; a minimum of two members required for high schools</i>)	
Emily Lopez	CBO Representative, if applicable	
Nucian Butler	Member/ Teacher	
Shannette Richards	Member/ Teacher	
Keisha Meyers Mickens	Member/ Paraprofessional	
Kimberly Walters	Member/ Teacher	
Brittany McCoy	Member/ Student	
Renee Greene	Member/ Parent	
Martha Ortiz	Member/ Parent	
Paula Gonzalez	Member/ Parent	
Edna Ortiz	Member/ Parent	
Priscilla Harper	Member/ Parent	
	Member/	

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

School Comprehensive Education Plan (SCEP) Requirements

Which Schools Need to Complete the SCEP?

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

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

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

Guidance for Developing Completing the Annual Goals and Action Plan Section

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

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

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

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

School Receiving Title I Funds

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

SCEP Checklist

All Schools

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

School Information Sheet for 12X684

School Configuration (2013-14)

Grade Configuration	09,10,11,12	Total Enrollment	534	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	47	# SETSS	8	# Integrated Collaborative Teaching	21
Types and Number of Special Classes (2013-14)					
# Visual Arts	10	# Music	N/A	# Drama	N/A
# Foreign Language	25	# Dance	1	# CTE	N/A
School Composition (2012-13)					
% Title I Population	73.5%	% Attendance Rate			82.7%
% Free Lunch	81.4%	% Reduced Lunch			6.2%
% Limited English Proficient	3.9%	% Students with Disabilities			21.0%
Racial/Ethnic Origin (2012-13)					
% American Indian or Alaska Native	0.2%	% Black or African American			54.2%
% Hispanic or Latino	42.5%	% Asian or Native Hawaiian/Pacific Islander			1.1%
% White	1.5%	% Multi-Racial			N/A
Personnel (2012-13)					
Years Principal Assigned to School	12.75	# of Assistant Principals			2
# of Deans	1	# of Counselors/Social Workers			3
% of Teachers with No Valid Teaching Certificate	2.6%	% Teaching Out of Certification			6.1%
% Teaching with Fewer Than 3 Years of Experience	13.2%	Average Teacher Absences			6.3
Student Performance for Elementary and Middle Schools (2012-13)					
ELA Performance at levels 3 & 4	N/A	Mathematics Performance at levels 3 & 4			N/A
Science Performance at levels 3 & 4 (4th Grade)	N/A	Science Performance at levels 3 & 4 (8th Grade)			N/A
Student Performance for High Schools (2011-12)					
ELA Performance at levels 3 & 4	64.7%	Mathematics Performance at levels 3 & 4			42.9%
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			64.5%
6 Year Graduation Rate	68.3%				
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	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 Science (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		

Accountability Status – High 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	N/A	Limited English Proficient	N/A
Economically Disadvantaged	No		

Met Adequate Yearly Progress (AYP) in Mathematics (2011-12)

American Indian or Alaska Native	N/A	Black or African American	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	No
Hispanic or Latino	No	Asian or Native Hawaiian/Other Pacific Islander	N/A
White	N/A	Multi-Racial	N/A
Students with Disabilities	N/A	Limited English Proficient	N/A
Economically Disadvantaged	No		

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.			
In the 12-13 SCEP we specifically selected the two most difficult target groups (Students With Disabilities and English Language Learners) to move so that we can ensure that we would provide instruction that met the needs of all of our students. In addition, we selected the Regents examination (Integrated Algebra) with the lowest passing and weighted passing percentage so we could focus on building student skills to ensure their success on all high stakes assessments.			
Describe the areas for improvement in your school's 12-13 SCEP.			
Clearly we have more work to do in terms of creating a safe and inviting school that both students and their families feel welcome in and will be more willing to become involved in parent and community activities, trainings, and meetings. And while we did make gains in providing more avenues of communication with our parents and communities we still struggle in improving our parent involvement and engagement data.			
Describe the barriers and challenges encountered while developing and implementing your school's 12-13 SCEP.			
Developing successful ICT collaborations is a long process that requires extensive professional development and feedback to the teacher teams. And it is becomes much more challenging at the secondary-level to recruit parents to become actively involved in the school community. Parents and families need much more timely and targeted information/progress reports to assist their children before it becomes too difficult for them to "get back on track".			
Describe the degree to which your school's 12-13 SCEP was successfully implemented.			
Our school did meets goal to improve parent communication and for Teachers and parents met the goal for improving safety and respect. And we had good movement of our English Language Learners in terms of their NYSESLAT testing. However, we did struggle in the percentage of students passing the Integrated Algebra Regents and ninth grade SWD who earned 8+ credits.			
Were all the goals within your school's 12-13 SCEP accomplished?		Yes	No
If all the goals were not accomplished, provide an explanation.			
With changes in the schools resources, the addition of new teachers, and new teacher teams it is difficult to match and build on previous Regents passing percentages and improve the performance of SWD's and ELLs. Significant efforts were made to increase both the parent involvement and engagement by advertising at all school events, reaching out through active members, and the traditional phone calls and letters. However, it is difficult recruit and integrate parents into the school's programs and trainings.			
Did the identified activities receive the funding necessary to achieve the corresponding goals?		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.			
This year we have had additional budget cuts and loss of some key personnel including the long term principal. In addition, a new teacher evaluation system has come on line and the new CCLS-high stakes assessments. Some of the key personnel changes have also occurred in the SPED courses and the ICT teacher teams.			
List the 13-14 student academic achievement targets for the identified sub-groups.			
The three main subgroups that the SCEP will address are the Students With Disabilities (SWDs), English Language Learners (ELLs) and students in the lowest third. In addition, an overarching subgroup of students who are eligible for Academic Intervention Services (AIS).			
Describe how the school leader(s) will communicate with school staff and the community.			
School leaders have ongoing scheduled meetings with the PTA/PA, SLT, and various parent activities through the parent coordinator. The school also takes the time to communicate school information/data at all school functions (including sporting events). Through various methods such as email, telephone, newsletters, surveys, and information forms the school actively communicates with parents, families, and the community.			
Describe your theory of action at the core of your school's SCEP.			
The theory of action at Wings High School is that students must be actively involved as individuals and in groups to wrestle with real-world problems and how to express their thoughts and ideas while at the same time be prepared to challenge other people's			

thoughts and ideas. Central to this is that students must actively read and practice their writing to develop college and career skills.

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

To develop our theory of action our school has actively sought to implement the Common Core Learning Standards into our curricula and produce performance tasks and rubrics that allow students to demonstrate their understanding. Then as a school, we have focused on developing specific CCLS skills such as stating claims and determining appropriate evidence to support these claims.

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

The key elements our SCEP are the continued work from our previous SCEP, the use of the Danielson Framework for Teacher Effectiveness aligned to our CCLS curriculum to drive our professional development and provide actionable and meaningful feedback to our teachers to improve their instruction. Ultimately, we want to attack improved attendance, credit accumulation, and graduation through engaging and rigorous curricula.

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

At every opportunity the school has identified leaders to maintain the progress and success of each initiative. For example, the school has Inquiry Team Leaders, CCLS Points, and Content leaders. And these distributive leaders are then coordinated through the school's two Assistant Principals.

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).					
“Although students were engaging in peer discussions in all classes, some teacher-centered lessons impeded opportunities for students to develop a sense of ownership for their discussions. These inconsistent practices lead to uneven student engagement and discussion.”					
Review Type:	Developing Quality Review	Year:	2012-2013	Page Number:	6
		HEDI Rating:	NA		

Tenet 2: School Leadership Practices and Decisions

Indicate using an “X” the Standard(s) of Practice (SOP) that aligns to the recommendation from above. The SOP selected should align to the goal and inform the development of the activities selected to address the goal.			
	2.2 School leader’s vision		2.3 Systems and structures for school development
	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.
Supervisors’ implementation of an observation system and delivery of targeted and consistently actionable feedback to teachers will lead to an increase in Regents passing rates in all exams by 5% during the 2012-2013 school year.

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.
<ul style="list-style-type: none"> ▪ Strategies/activities that encompass the needs of identified subgroups <ol style="list-style-type: none"> 1. Assistant principals will attend outside PD. 2. Department teacher team meetings will take place during and outside (as per session) of school hours in order for teachers to collaborate on strategies related to Domain 1 to improve planning and preparation based on feedback received during observation cycles. 3. Teachers will attend professional development opportunities that are individually targeted to their needs, based on collected Advance data; these PDs will take place both offsite and onsite; onsite PDs will be developed and delivered by administration and teacher leaders, as well as PDs led by the Network, Cluster, or Central.
<ul style="list-style-type: none"> ▪ Key personnel and other resources used to implement each strategy/activity <ol style="list-style-type: none"> 1. Assistant Principals. 2. Teacher teams. 3. Principal, Assistant Principals, Teachers.
<ul style="list-style-type: none"> ▪ Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity <ol style="list-style-type: none"> 1. Administration provides effective actionable feedback; monitoring of teachers’ scholarship reports by improvement in teacher performance in Domains 1 and 3. 2. Analysis of scholarship reports, midterm/final assessment reports, and classroom benchmark data. 3. Teachers experience growth in the components targeted by their professional development opportunities.
<ul style="list-style-type: none"> ▪ Timeline for implementation and completion including start and end dates <ol style="list-style-type: none"> 1. Each assistant principal will attend one outside PD on Advance between September 2013 through May 2014. 2. Departments meet every other week during the school day and department leads meet monthly on Saturday between February 2014 and May 2014. 3. Each teacher will attend at least one Danielson-aligned PD opportunity onsite targeted to their needs once per month, and teachers will be sent offsite and attend Saturday sessions as needed.
<ul style="list-style-type: none"> ▪ Describe programmatic details and resources that will be used to support each instructional strategy/activity <ol style="list-style-type: none"> 1. No costs associated with this activity. 2. Monthly Teacher Team Saturday meetings (per session) (5 teachers, 3 hours, 1 principal/AP 3 hours) 3. Coverage pay for 1 teacher out of building during the school day on professional development per month (10x); per session pay for 5 teachers x 3 hours per week x 18 weeks and 2 outside teachers x 3 hours per week x 18 weeks

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

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

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

Major Recommendation

Cite the Major Recommendation in the space below from your latest intervention (DTSDE Review, QR, or Alt DQR) which will form the basis of your needs assessment. Include the review type, year, page number, and HEDI rating ("H" = Highly effective, "E" = Effective, "D" = Developing, "I" = Ineffective, "NA" = Not Applicable).										
Revise curricula to align with key standards to emphasize rigor and increase levels of achievement for all students.										
Review Type:	Developing Quality Review	Year:	2012-2013	Page Number:	5	HEDI Rating:	NA			

Tenet 3: Curriculum Development and Support

Indicate using an "X" the Standard(s) of Practice (SOP) that aligns to the recommendation from above. The SOP selected should align to the goal and inform the development of the activities selected to address the goal.										
x	3.2 Enact curriculum			3.3 Units and lesson plans						
x	3.4 Teacher collaboration			3.5 Use of data and action planning						

Annual Goal #2

Describe the identified goal for the year based on the recommendation, tenet, and SOP(s) selected. Refer to the directions and guidance for assistance in developing your goals.									
Revised curricula to align with the Common Core Learning Standards will increase credit accumulation by students identified in the lowest third by 5%.									

Instructional Strategies/Activities

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve this goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. Include the corresponding SOP(s) for each strategy/activity enumerated in part A. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.									
A. Strategies/activities that encompass the needs of identified subgroups									
<ol style="list-style-type: none"> Assistant principals and instructional coach will work with teacher teams to help them improve their planning and preparation. Professional Development opportunities on the Common Core Learning Standards as well as sessions related to aligning curriculum to the CCLS will be offered to teachers and led by the Principal, Assistant Principal, and network support team. Credit accumulation data will be tracked and analyzed within each department at the end of each marking period to determine any needs that surface and address them through targeted intervention with students. Implement an afterschool Regents Dance Program to prepare students for Dance Regents 									
B. Key personnel and other resources used to implement each strategy/activity									
<ol style="list-style-type: none"> Assistant Principals, Teachers, Network Achievement Coach Assistant Principals, Teachers Principal, Assistant Principals, Teacher teams. 									
C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity									
<ol style="list-style-type: none"> By the end of 2013-2014 revised curricula and lesson plans that shows evidence of differentiated instruction, multiple entry points and effective scaffolding of questioning techniques. All teachers will have CCLS-aligned curriculum maps developed by the end of the year. Average number of courses that students pass each marking period will increase by two. 									
D. Timeline for implementation and completion including start and end dates									

1. Teachers and coach meet monthly from November 2013- June 2014.
2. Assistant principals will develop and lead two professional development sessions each month related to planning, preparation, and curriculum revision.
3. Every six weeks.

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

1. No costs associated with this activity.
2. Per session for teachers and per session for Assistant Principals for after school sessions.
3. No costs associated with this activity.
4. Afterschool Dance Program vendor costs
5. Saturday SPED Curriculum Review and IEP work

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

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

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

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

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

Major Recommendation

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

"Continue to strengthen teacher practice so that classroom learning activities and student work products consistently engage students in higher levels of thinking."

Review Type:	DQR	Year:	2012-2013	Page Number:	1-3	HEDI Rating:	NA
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Tenet 4: Teacher Practices and Decisions

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

	4.2 Instructional practices and strategies		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.

Improved teacher practice for engaging students in high-level course work will lead to a 10% increase in 9th grade students that obtain 10+ credits during the 2013-2014 school year.

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. Offer an Evening Program: Identify students who are overage and under credited (OAUC) and provide them the opportunity to take credit bearing courses so as to get them back on track to the path of graduation.
2. Offer Saturday Regents Prep Intensive, a school wide comprehensive Regents prep program that will provide students with tutoring and preparation needed to pass the Regents exams, and Saturday instruction for ELLs.
3. Offer courses for spring PM School.
4. Develop small group instruction sections to help break the cycle of students' continuous placement in PM school to attain credit.
5. Progress towards graduation will be analyzed for all grades each marking period, with a focus on placing seniors in appropriate ELT opportunities based on need.

B. Key personnel and other resources used to implement each strategy/activity
<ol style="list-style-type: none"> School leadership and teachers. Assistant principals, guidance counselor, and teachers. Assistant Principals and teachers. Teachers. School leadership and teachers.
C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity
<ol style="list-style-type: none"> Number of credits earned by students each marking period. Student performance on interim baselines and on Regents exams. Regents scores and credit accumulation. Course grades and credit accumulation. Regents scores, number of credits earned in required courses
D. Timeline for implementation and completion including start and end dates
<ol style="list-style-type: none"> Monday – Friday, from December 2013 through June 2014 Most Saturdays beginning in December 2013 and going through June 2014 Monday – Thursday after school, beginning in January 2014 Daily sessions taking place starting in December 2013 At the each marking period, starting in December 2013
E. Describe programmatic details and resources that will be used to support each instructional strategy/activity
<ol style="list-style-type: none"> Per session allocated for teachers and Assistant Principals. Per session allocated for teachers and Assistant Principals. Per session allocated for teachers and Assistant Principals. No cost associated with this activity. No cost associated with this activity. Professional Development Service for Staff Review Books Educational Consultant for Dance and Theater

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	x	Grants
List any additional fund sources your school is using to support the instructional goal below.											
SINI Grant											
Indicate using an "X" the P&F activity categories from the P&F program dropdown in Galaxy used to support the activities listed in part A.											
x	PF AIS		PF CTE		PF College & Career Readiness	x	PF Common Core				
	PF ELT		PF Inquiry Teams		PF NYS Standards and Assessments		PF Parent Engagement				
	PF Positive Behavioral Management Programs				PF RTI		PF Supporting Great Teachers & Leaders				

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

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

Major Recommendation

Cite the Major Recommendation in the space below from your latest intervention (DTSDE Review, QR, or Alt DQR) which will form the basis of your needs assessment. Include the review type, year, page number, and HEDI rating ("H" = Highly effective, "E" = Effective, "D" = Developing, "I" = Ineffective, "NA" = Not Applicable).			
58% of students either disagree or strongly disagree with the statement "Most students at my school treat each other with respect" and 57% of students either disagree or strongly disagree with the statement "Most students at my school treat adults with respect."			
Review Type:	NYC School Survey	Year:	2012-2013
Page Number:	11	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.

	5.2 Systems and partnerships		5.3 Vision for social and emotional developmental health
x	5.4 Safety		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 addressing safety and respect concerns among students and staff, school-wide attendance will increase by 5% during the 2013-2014 school year.

Instructional Strategies/Activities

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

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

1. School leadership and teachers will attend professional development on PBIS and will develop and institute a schoolwide PBIS system for monitoring and improving student behavior.
2. Developing a Wings Student Council, coordinated by lead teachers in each grade, in order to provide student voice and active engagement in the behavioral improvement plan and to generate buy-in from the student body.
3. Guidance team will be provided with per session opportunities to analyze student performance and attendance data and perform student and parent outreach.

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

1. School leadership, teachers.
2. Lead teachers, teachers.
3. School leadership, guidance counselor, teachers.

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

1. Attendance, number of students passing courses, number of behavioral infractions and incidents.
2. Number of behavioral infractions and incidents.
3. Attendance in school and extracurricular courses, activities, and functions; credit accumulation.

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

1. Monthly PD from December 2013 through June 2014; PBIS system to be in effect through June 2014.
2. Student Council meetings each week after school from December 2013 through June 2014.
3. Award ceremonies at the end of each marking starting in December 2013 and going through June 2014.

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

1. Per diem and coverage costs incurred for teachers attending professional development offsite.
2. Per session offered to lead teachers who facilitate program after school.
3. No costs associated with this activity.

Budget and Resource Alignment

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

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

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

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

Major Recommendation

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

Out of 10, the result for how parents felt with regard to being engaged in an active and vibrant partnership to promote student learning was a 7.5.

Review Type:	NYC School Survey	Year:	2012-2013	Page Number:	1	HEDI Rating:	NA
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Tenet 6: Family and Community Engagement

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

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

Annual Goal #5

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

By improving communication with parents and increasing parental engagement, student graduation rate will increase by 5% during the 2013-2014 school year.

Strategies to Increase Parental Involvement and Engagement

Include the corresponding SOP(s) for each strategy/activity enumerated in part A. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP).

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

1. Parent coordinator and PTA president will organize Parent Breakfasts.
2. Through an after-school partnership with All-State taking place at the school, students and parents will be provided with paid opportunities to participate in phonebank outreach to potential All-State customers.
3. Spring Showcase will offer students the opportunity to share their academic and extracurricular accomplishments with the school community and families.

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

1. School leadership and teachers.
2. School leadership, All-State personnel, parents, students.
3. School leadership, teachers, students, families.

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

1. Parent attendance at functions and student attendance.
2. Student attendance in school and parent involvement.
3. Student performance in coursework.

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

1. Monthly beginning in December 2013 and going through June 2014.
2. Monthly beginning in January 2014 through June 2014.
3. In April 2014.

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

1. Per session for assistant principals and teachers during parent events.
2. Per session for assistant principals and teachers to oversee these events.
3. No costs associated with this activity.

Budget and Resource Alignment

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

X	PF Set Aside	X	Tax Levy		Title IA		Title IIA		Title III		Grants
----------	---------------------	----------	-----------------	--	-----------------	--	------------------	--	------------------	--	---------------

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

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

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

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	Tutoring, Homework Help, Test Prep, Targeted Assistance	Whole Group, Peer, Small Group, One-to-One	During the day, After-school, Saturday
Mathematics	Tutoring, Homework Help, Test Prep, Targeted Assistance	Whole Group, Peer, Small Group, One-to-One	During the day, After-school, Saturday
Science	Tutoring, Homework Help, Test Prep, Targeted Assistance	Whole Group, Peer, Small Group, One-to-One	During the day, After-school, Saturday
Social Studies	Tutoring, Homework Help, Test Prep, Targeted Assistance	Whole Group, Peer, Small Group, One-to-One	During the day, After-school, Saturday
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	Counseling, Assessment of Needs, Parent & Family Meetings	One-on-One, Family Group, Individuals	Provided as needed

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

6. All elements of the *All Title I Schools* section must be completed*.
4. School Wide Program (SWP) schools must also complete the *SWP Schools Only* section.
5. 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.
Administrators attend job and teaching fairs for new teachers (Teaching Fellows) and experienced teachers (ATR's) and we review resumes submitted on the DOE online Open Market system to find highly qualified teachers.

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).
New and untenured teachers are supported by state-required Mentoring, professional development to meet required new teacher PD hours for state licensing, and our connections and programs affiliated with local college and universities (so they can earn required credits for certification). Veteran teachers are offered leadership opportunities and programs to support their continued growth within the school, and have a voice in school leadership through school-wide positions and as part of the SLT team. All staff will participate in ongoing Professional Development activities both within and outside of the school building. Some of these professional development activities will be facilitated by our Network coaches

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 <i>the intent and purpose</i> programs whose funds are consolidated (i.e., services for Students in Temporary Housing (STH), violence prevention programs, housing programs, Head Start, etc.).
The use and coordination of varied funds to meet the intent and purpose of Federal, State and Local services and programs (i.e. STH, violence prevention, etc.) is thoughtfully implemented in accordance with the School Allocation Memo (SAM) for each specific service and program. In addition, the Network budget liaison and specialists work with our school leaders to ensure that all students are properly and regularly serviced to ensure that they can fully participate in the school community and have the resources necessary to ensure their success.

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.).
NA

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.
Teacher teams with designated leaders review educational research to determine appropriate assessment measures for each content area as well as the Common Core Learning Standards. Rubrics from CCLS-rich sites such as Engage NY are adapted and utilized to meet the needs of our mostly ELL population. Formative assessment measures are reviewed, adapted, and tested in the classrooms and teacher teams analyze the outcomes for their next steps. Professional development is an outgrowth of the teacher surveys, observations based on the Danielson Framework for Teacher Effectiveness, and identified student needs. Instruction and assessment go hand-in-hand and we spend considerable time in our professional development to ensure that are assessments are measuring what we are teaching in the classrooms, content, skills, and process

TA Schools Only

Use of Program Resources

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

TA Coordination with the Regular Program

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

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

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

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

Parent Involvement Policy (PIP) Template

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

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

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

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

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

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

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

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

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

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

I. School Responsibilities

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

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

Support home-school relationships and improve communication by:

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

Provide parents reasonable access to staff by:

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

Provide general support to parents by:

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

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

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

Part I: School ELL Profile

A. School Information

District 12	Borough Bronx	School Number 684
School Name Wings Academy		

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

Principal Lorraine Gutierrez	Assistant Principal Merwin Pond
Coach type here	Coach type here
ESL Teacher Weign Huang	Guidance Counselor Lourdes Diaz
Teacher/Subject Area type here	Parent type here
Teacher/Subject Area type here	Parent Coordinator type here
Related Service Provider type here	Other type here
Network Leader(Only if working with the LAP team) type here	Other type here

C. Teacher Qualifications

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

Number of certified ESL teachers currently teaching in the ESL program.	2	Number of certified bilingual teachers <u>not</u> currently teaching in a bilingual program		Number of teachers who hold both content area and ESL certification	2
Number of certified bilingual teachers currently teaching in a bilingual program		Number of certified NLA/foreign language teachers		Number of teachers who hold both a bilingual extension and ESL certification	
Number of certified ESL teachers <u>not</u> currently teaching in the ESL program		Number of teachers currently teaching a self-contained ESL class who hold both a common branch license and ESL certification		Number of special education teachers with bilingual extensions	

D. Student Demographics

Total number of students in school (Excluding Pre-K)	534	Total number of ELLs	15	ELLs as share of total student population (%)	2.81%
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Part II: ELL Demographics

A. ELL Programs

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

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

This school offers (check all that apply):

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

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

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

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	15	Newcomers (ELLs receiving service 0-3 years)	4	ELL Students with Disabilities	
SIFE	3	ELLs receiving service 4-6 years	5	Long-Term (completed 6+ years)	6

Enter the number of ELLs by years of identification and program model in each box. Enter the number of ELLs within a subgroup who are also SIFE or SWD. [?](#)

ELLs by Subgroups		
ELLs (0-3 years)	ELLs (4-6 years)	Long-Term ELLs (completed 6 years)

	All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD	Total
TBE										0
Dual Language										0
ESL	4			5			6			15
Total	4	0	0	5	0	0	6	0	0	15

Number of ELLs who have an alternate placement paraprofessional:

C. Home Language Breakdown and ELL Programs

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

*EP=English proficient student

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

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

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

Number of ELLs by Grade in Each Language Group

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

This Section for Dual Language Programs Only

Number of Bilingual students (students fluent in both languages):	Number of third language speakers:	
Ethnic breakdown of EPs (Number):		
African-American: ____	Asian: ____	Hispanic/Latino:
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										5	4	3	1	13
Chinese														0
Russian														0
Bengali										1				1
Urdu														0
Arabic														0
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other											1	0		1
TOTAL	0	0	0	0	0	0	0	0	0	6	5	3	1	15

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)										1	0	0	0	1

OVERALL NYSESLAT* PROFICIENCY RESULTS (*LAB-R FOR NEW ADMITS)														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Intermediate(I)										3	2	1	0	6
Advanced (A)										2	4	2	0	8
Total	0	0	0	0	0	0	0	0	0	6	6	3	0	15

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

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

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

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

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

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

N/A

2. What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?

The data shows that students are proficient in the listening and speaking modalities across grade levels. It also reveals that no student is proficient in the reading and writing modalities. The Regents data for ELLs show that language learner students need more assistance in passing the Regents. Last year an after school program was created to give extra academic support for ELLs and Transitional students to help them pass the Regents. The program resulted in an increase in the number of ELL graduates.

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 [AMAQ tool](#))

The RNMR is not available as of November 15, 2013.

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?

The Data shows that students are proficient in the listening and speaking modalities across grade levels. It also reveals that no student is proficient in the reading and writing modalities. Based on the data analysis more emphasis will be placed on reading and writing across grade levels. The Regents data for ELLs show that language learner students need more assistance in passing the Regents. Last year an after school program was created to give extra academic support for ELLs and Transitional students to help them pass the Regents. The program worked well because many ELLs were able to graduate. The data also shows that ELLs are not taking advance Regents classes that will permit them to graduate with an advance Regents Diploma.

Consequently, teachers are informed of the students' weaknesses and strength and they in turn designed differentiated instructions to accommodate the students' needs. On the other hand, the leadership of the school programs the students according to their language proficiency levels.

Overall, the program is evaluated based on the results of data analysis. This will indicate what improvements have been made and what provisions need to be implemented to enhance the progress of the Free Standing ESL Program.

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

N/A

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

: The administration reviews the CCLS aligned curricula to ensure that second language development is considered in instructional decisions. Teachers and support staff are provided a list of current and former ELLs so that teachers can meet weekly to discuss and plan targeted strategies to ensure each student's success.

7. For dual language programs, answer the following:

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

N/A

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

The ESL coordinator regularly joins the content area teacher teams to ensure that ELL students are maintaining and progressing with their basic interpersonal communication skills and cognitive academic language. Report cards and progress reports are closely monitored by the ESL coordinator to ensure that students are on task and acquiring enough credits for graduation. The ultimate goal for ESL students is graduation as well as proficiency in the English language as assessed by the NYSESLAT.

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

1. Describe the steps followed for the initial identification of ELLs. These steps must include administering the Home Language Identification Survey (HLIS) which includes the informal oral interview in English and in the native language, and the formal initial assessment. Identify the person(s) responsible, including their qualifications, for conducting the initial screening, administering the HLIS, the LAB-R (if necessary), and the formal initial assessment. (Refer to [ELL Policy Brief](#) and [EPIC](#).) The ELL identification process is administered by the ELL team comprised of trained pedagogues to include the ELL Coordinator (A.P.), Guidance Counselor, two ESL teachers. All oral and written interactions with the parents are provided in English and the parent's preferred language of communications.

New admits: Parents complete the HLIS. If the parent/guardian indicates that the child uses a language other than English on the HLIS, an informal interview is conducted to further verify the student's home language. The child is then administered the Language Assessment Battery Revised (LAB-R) that tests the student's English proficiency level. Performance on this test determines the child's entitlement to English language development support services. Students who score below proficiency are eligible for ELL services. Students who score at or above proficiency are not ELLs and will enter the general education program. If LAB-R results show that a child is an ELL and Spanish is used in the home, he or she must also take a Spanish LAB to determine language proficiency.

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.
At the New ELL Parent Orientation meeting, parents first view a video that describes the three programs that the NYCDOE offers (Transitional Bilingual Education-TBE, Dual Language-DL, Freestanding English as a Second Language – ESL). Following the video (presented in the parents' preferred language), parents are given an opportunity to ask questions so that they can make an informed program placement selection. Afterwards, parents complete the Parent Survey and Program Selection Form. The ESL Coordinator maintains a log of parents who select TBE. As per state regulations, when the list contains 20 students' names in the same grade requesting TBE in the same language, the school will create a bilingual program and notify the parents on the list of the availability of TBE. All communications and forms are provided in English and in the parents' preferred language.
3. Describe how your school ensures that entitlement letters are distributed and Parent Survey and Program Selection forms are returned, and secured/stored. (If a form is not returned, the default program for ELLs is Transitional Bilingual Education as per CR Part 154 [[see tool kit](#)].)

The ELL Coordinator is responsible for the distribution of entitlement and placement letters as well as collecting the parent survey and program selection from the parents at the orientation meeting. Copies of all such notification are maintained by the ESL coordinator and the ESL teacher in the ESL coordinator's office files. Should we be unable to retrieve a parent survey and program selection form, then TBE would be the default program selection for the student as per CR Part 154. Names of students whose parents select TBE are added to a waiting list. When the list contains 20 names or more, in any one grade, requesting TBE in the same language, the school will notify the parents and create a bilingual program that honors the parents' choice.

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.
All newly identified ELLs are placed within 10 days of enrollment. Placement is based on the students' LAB-R results and the parents' program selection forms. Notifications, in the form of Entitlement letters and placement letters, are mailed to the parents/guardian's home promptly. In addition, at the beginning of each school year, the Continuation of Entitlement letters are sent to parents of all current ELLs to advise them of the students' Spring NYSESLAT scores as well as their current program placement. All notifications and forms are provided in English and in the parents' preferred language. Copies are maintained by the ESL coordinator in the ESL office.
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.
1.) Check the RLER for eligible ELLs. 2.) Inform parents of the upcoming NYSESLAT exam, including the Parent Guide to the NYSESLAT in the parent's preferred language of communications. 3.) Create a master testing schedule indicating listening, speaking, reading, writing exam dates and periods. 4) Prior to heCall all parents to remind them

6. After reviewing the Parent Survey and Program Selection forms for the past few years, what is the trend in program choices that parents have requested? (Please provide numbers.) Are the program models offered at your school aligned with parent requests? If no, why not? How will you build alignment between parent choice and program offerings? Describe specific steps underway. ①
- After reviewing the parent Survey and Program Selection forms for the past few years, the trend in program choice is Free Standing ESL, which is aligned with our program. Our program offering is aligned to parent choice indicated on the BESIS data and the Program Selection forms.

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])? ELL students are grouped by English proficiency level, which is Beginners, intermediate and advanced All ELL instruction is delivered by certified ESL teachers.
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)?

ELL students' program decisions are based on the results of the NYSESLAT (New York State English Language Assessment Test). The beginner students receive 3 units of study (540 minutes), intermediate students receive 2 units of study (360 minutes) and the advanced students receive 1 unit of study (180 minutes). In addition, the ninth graders receive 480 minutes of ELA instruction. The tenth, eleventh and twelfth graders receive 240 minutes of ELA instructions.
3. Describe how the content areas are delivered in each program model. Please specify language, and the instructional approaches and methods used to make content comprehensible to foster language development and meet the demands of the Common Core

Learning Standards.

All ELLs have full access to CCLS aligned curricula. Students experience tasks that require critical thinking, argument writing, complex texts for reading, use of domain specific vocabulary and focused questioning and discussion skills. ESL teachers and content area teachers meet weekly to share appropriate ESL strategies that can be implemented in content delivery. Students in 9th grade receive about 250 minutes of writing skills to improve the English language. They have an additional math course, which supports the integrated math curriculum. They also receive an extra science class to support topics in living environment and biology. Students in 10th grade receive one hundred minutes of global studies to give the students the opportunity to comprehend the subject matter. In 11th and 12th grade students are scheduled for extra classes in algebra, biology, and global to help them pass the state exam and to prepare them for the college entrance examinations. All of the above support is given in the English language. The transitional students are given Regents Saturday Academy and are encouraged to attend the last period class of ESL. In addition, all after school programs are available to the ELL population. The ELL students attend Regents Saturday Academy to help them improve or pass their exams score. Research suggests that native language development accelerates literacy gains in both the native language and English. As such, we provide native language support in all content area classes. Students have access to bilingual glossaries, translation programs, translated texts (where available), and bilingual libraries.

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

We assess ELLs' progress in their native languages through the Spanish LAB, alternative language editions of the Regents, LOTE and content class assessments.

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

All ELLs are administered the NYSESLAT annually. During content area and ESL classes, teachers provide students with various assessment tasks which incorporate reading, writing, listening, and speaking. Students are required to read complex text with the appropriate scaffolds. Students are assessed on their questioning and discussion skills. In addition, students experience common core aligned activities that require them to write argument and informational essays according to school wide writing rubrics.

6. How do you differentiate instruction for ELL subgroups?

a. Describe your instructional plan for SIFE.

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

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

d. Describe your plan for long-term ELLs (completed 6+ years).

e. Describe your plan for former ELLs (in years 1 and 2 after testing proficient).

a. Our approach to supporting SIFE students would be to provide additional support. Teachers across all content areas would use research based instructional strategies, technology, oral translations, audio/translated texts. In addition, students would be invited to attend one-on-one tutoring during their free periods during the school day to further strengthen their academic areas of need. We would increase our social and emotional support for these ELLs through our guidance department. The ESL and content area teachers would also increase their communications with the parent of the identified students.

b. Students who have been in the US schools for less than three years receive support in the native language through the translation of thematic units of study in the content areas, classroom buddies, classroom libraries and bilingual glossaries. Students are taught language functions as well as basic and Tier II vocabulary. They are provided print rich materials to support their content knowledge and oral language development. All students are offered tutorial service during and after the school day.

c. For ELLs receiving service 4 to 6 years, the focus is an explicit Tier II and Tier III vocabulary instruction, idiomatic expressions, intensive academic literacy skills building and developing reading and writing stamina. Teachers across content areas incorporate building foundational skills for reading and analyzing informational texts, as well as writing opinions and arguments in response, in their instruction.

d. Instruction for Long Term ELLs includes: expand on figurative language study, build academic language skills, focus on reading and analyzing non fictional texts and writing opinions/arguments in response, and strengthen notetaking skills working with extended reading and listening passages. In addition to explicit vocabulary building and intensive academic literacy skills building, counselors and school support staff offer intensive social-emotional support to LTES as well as increased outreach to their parents.

e. Former ELLs are entitled to testing accommodations for years 1 and 2 after testing proficient. Accommodations include: extended time, use of bilingual glossaries, small group settings, additional readings for the listening component of state tests.

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?

We address the specific needs of SWD-English Language Learners through content area instruction in the least restrictive

environment, as per their IEPs. ELL- SWDs improve their writing skills through argument writing scaffolding techniques that support a fluency/clarity/correctness model of development. Guided by an ESL and literacy teacher, ELL students choose “just right books” to meet their diverse language needs.

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

Our content teacher teams and the ESL teachers collaborate weekly to incorporate ELL supports in content area instruction. Technology, graphic organizer, audio visual supports, translated texts and field trips are incorporated in the curriculum to enhance language acquisition. Our ELL programs are aligned with the core curriculum offered in our non-ELL instructional program; an ELL Instructional Support Specialist provides in-class support for ELL teachers; the NYC Department of Education ELL Teacher Academy will provide rigorous professional development to ELL teachers in order to drive best practices into ELL classrooms; and our school has adopted a coherent, system-wide language policy for our ELL programs that will promote differentiation of instruction. Furthermore, ELL teachers will use the strategies of Balanced Literacy to ensure comprehensive growth in this curricula area; and instructional materials are aligned with common core standards. All instructional programs are scientifically based.

Students identified at risk receive the following academic intervention services (AIS):

- Individualized instruction based on specific needs
- Small group instruction
- Extended day academics that focus primarily on literacy and mathematics

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
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

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

	Beginning	Intermediate	Advanced
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.

Paste response to question here:

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

Our ELL program is effective to support ELLs with access to rigorous curricula. All staff members receive training on research based second language acquisition strategies as well as techniques to improve communication between home and school. In addition the Inquiry Team targets the needs and of ELL and to come up with a school wide strategy to implement based on their data driven analysis.

The ELL team is provided with assistance from the school counselors as the students make the transition for college or to the work force. The transitional counselor creates a file with transitional information for each student. ESL teachers do professional development with BETAC and the office of ELLs in addition to network support. Then they work with content area teachers to share the information learned. In the 2010 -2011 school year all Wings Academy staff received training on working with the ELL population.

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

We are continuing with the existing ELL program:

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

All programs will continue

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

ELLs are afforded equal access to all school programs. ELLs are encouraged to attend tutoring, enrichment, athletic and general school activities. Our ELLs participate in various extra curricular activities such as art, basketball, baseball, theater, and dance events. Notifications of all offerings are distributed to ELL parents and students in English and in the students' native language. #15: MUST add: Native language support is provided in across all content area classes. Resources used include: bilingual glossaries, bilingual textbooks as available, translated texts, bilingual libraries, peer translators, bilingual audio/visual materials. Students are permitted to respond in their native language in classroom assignments as well as on state assessments.

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

Rosetta Stone, Translation programs, translated texts, grammar programs, bilingual glossaries, audio visual materials to amplify content.

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

Research indicates that strength in a native language transfers to increased success in second language acquisition. We provide bilingual glossaries, bilingual libraries, translations, translated texts, alternative language editions of the dysyr exams.

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

ALL supports correspond to ELLs ages and grade levels. Our curricula is aligned to the CCLS which imbeds grade and age appropriate standards.

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.

Students are invited to the student orientation session in the summer. They are provided with a campus tour and are introduced to the teaching staff. Invitations, letters, correspondence and all school materials are sent home in the student's native language. Staff receives a list of the current ELLs. Monthly, the ELL coordinator reviews ELL student data to closely monitor their progress.

18. What language electives are offered to ELLs?

We offer Spanish and Mandarin

19. For schools with dual language programs:

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

(simultaneous)?

N/A

C. Professional Development and Support for School Staff

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

At Wings Academy, (40) minutes of professional development are built into the school program every first and third Monday of the month. Additionally, classroom teachers will receive site-based, in-class staff development throughout the course of the school year in the core curricula. The school staff will receive professional development on the Common Core State Standards created by the Council of Chief State School Officers and the National Governors Association Center for Best practices. These standards are aligned with college and work expectations, rigorous content and application of knowledge through high-order skills, build upon strengths and lessons of current state standards, informed by top-performing countries, so that all students are prepared to succeed in the global economy and society and evidence and/or research-based. ELL instructional specialists and the network provide ongoing professional development. Topics of instruction will include:

- Balanced literacy
- Balanced Mathematics
- Point of Entry Model (POEM)
- Differentiated Instruction
- The Principles of Learning
- ESL Methodologies and Strategies
- Using Data to Drive Instruction
- Formal and Informal Assessment
- Common Core State Standards

Staff will also be exposed to research in second language Learning, acquisition and techniques to improve communication between home and school. In addition an Inquiry Team has been formed to target the needs and of ELL and to come up with a school wide strategy to implement based on their data driven analysis.

The ELL staff are provided with assistance from the school counselors as the students make the transition for college or to the work force. The transitional counselor creates a file with transitional information for each student. ESL teachers do professional development with BETAC and the office of ELLs in addition to network support. Then they work with content area teachers to share the information learned. In the 2010 -2011 school year all Wings Academy staff received training on working with the ELL population.

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?

All parents are involved in Wings Academy events, organizations and committees. Parents are involved in the school leadership team. They have a strong school support in the Parent Teacher Association. At Parents Teachers Conferences they receive planners to help them schedule the various activities at Wings Academy. They have an opportunity to speak to all teachers, administration, school counselors, and support staff. Their concerns are heard and addressed in timely manner. Parents are invited to participate in Family Fun Day, Thanksgiving dinner, Cancer Walk, and honor's dinner. GPS and Beacon, which are community based organizations offer workshops and services to all parents. They have ESL, computer classes and other activities that enhance parents' skills.

E. Additional Information

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

Paste response to question here:

Part VI: LAP Assurances

School Name: _____

School DBN: _____

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

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

LANGUAGE TRANSLATION AND INTERPRETATION 2013-2014 TO 2014-2015

Requirement under Chancellor's Regulations – for all schools

DBN: _____ **School Name:**

Cluster: _____ **Network:**

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.

ATS RHSP(Individual Student Profile) and RHLA (home language) reports provide us with the data about the primary language spoken by each parent as well as the parents' preferred language selection. We also utilize emergency("blue") cards and Home Language Identification Survey to collect pertinent home language information. The Pupil Personnel Department, Guidance Department, Language Access Coordinator and our ELL Coordinator ensure all parents receive written and oral communications in their preferred language of communication..

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.

Over all, the findings show that the parents are receiving all information in their preferred language. The findings also indicate that interpretation is needed during parent teachers' conferences and more staff needs to be available to provide oral interpretation. However, parents are bringing family members and friends to help interpret their concerns to the staff and vice versa. Nevertheless, according to Chancellor's Regulation A-663 interpretation services to the maximum extent practical within the budget appropriate for such services, during regular business hours. The findings were reported to the school community during staff development, SLTs, and at parent orientations.

Part B: Strategies and Activities

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

The school will provide translation services in accordance to Chancellor's Regulation A-663. All documentation or information that will be sent to parents is to be given to the designated staff for translation. Translation services will be provided by in-house staff and the Translation and Interpretation Unit, as needed..

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

The school will provide oral interpretation services in accordance to Chancellor's Regulation A-663. The identified needs during parent-teacher conference for oral interpretation will be provided by extra staff pending budget allocations. Oral interpretation services will be provided by in-house staff and the Translation and Interpretation Unit, as needed..

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

The parent coordinator is the person responsible for providing each parent whose primary language is a covered language and who requires language assistance services with a copy of the Bill of Parent Rights and Responsibilities which includes their rights regarding translation and interpretation services. At the primary entrance there is a sign in each of the covered languages indicating the availability of interpretation and translation services. In conclusion, the safety plan contains procedures for ensuring that parents in need of language access services are not prevented from reaching the school's administrative offices solely due to language barriers.