



2014-15
SCHOOL COMPREHENSIVE EDUCATIONAL PLAN
(SCEP)

DRAFT – PENDING NYSED APPROVAL

DBN: (i.e. 01M001):

16K057

School Name:

RON BROWN ACADEMY (JHS WHITELAW REID)

Principal:

CELESTE DOUGLAS

School Comprehensive Educational Plan (SCEP) Outline

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Section 1: School Information Page

School Information

School Name: Ron Brown Academy School Number (DBN): 16K057
School Level: Secondary Grades Served: 6-8
School Address: 125 Stuyvesant Avenue Brooklyn, NY 11221
Phone Number: 718-574-2357 Fax: 718-453-0577
School Contact Person: Dewana Daidis Email Address: ddaidis@schools.nyc.gov
Principal: Celeste Douglas
UFT Chapter Leader: June Boyd
Parents' Association President: Lisa Williams
School Leadership Team
Chairperson: _____
Student Representative(s): _____

District Information

District: 16 Superintendent: Evelyn Santiago
Superintendent's Office Address: 110 Lafayette Avenue
Superintendent's Email Address: ESantiago3@schools.nyc.gov
Phone Number: _____ Fax: _____

Cluster and Network Information

Cluster Number: 1 Cluster Leader: _____
Network Number: 102 Network Leader: Alison Sheehan

Section 2: School Leadership Team (SLT) Signature Page

All SLT members are expected to sign this page to confirm their participation in the development of this School Comprehensive Educational Plan (SCEP) and consultation regarding the alignment of funding to support this school's educational program, which includes annual goals and action plans, Academic Intervention Services (AIS), Parent Involvement Policy (PIP) and School-Parent Compact (SPC). 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 [Chancellor's Regulation A-655](#), available on the [New York City Department of Education \(NYCDOE\)](#) website.

Directions:

- List the names of each SLT member in the left-hand column on the chart below. Specify any position held by the team member, e.g., Chairperson and the constituent group represented, e.g., parent, staff, student, or Community Based Organization (CBO). Core mandatory SLT members are indicated by an asterisk*.
- SLT members should review this document and sign in the right-hand column in **blue ink**. If an SLT member does not wish to sign this plan, the member may attach a written explanation in lieu of his/her signature, which must be maintained on file at the school with the original SLT signature page.**
- The original signed 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.

Name	Position and Constituent Group Represented	Signature (Blue Ink)
Celeste Douglas	*Principal or Designee	
June Boyd	*UFT Chapter Leader or Designee	
Lisa Williams	*PA/PTA President or Designated Co-President	
	DC 37 Representative, if applicable	
	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
	CBO Representative, if applicable	
Sonia McIntosh	Member/ Teacher	
Patrice Duncan	Member/ Teacher	
Patrick Berry	Member/ Teacher	
Kendrick Bolah	Member/PTA Treasurer	
Stephanie Daniels	Member/ PTA Secretary	
Aja Simpkins	Member/ PTA Co President	
Lamar Bowers Sr	Member/PTA Vice President	
	Member/	

**Signature of constituent only indicates consultation in the development of the SCEP, not approval.

Section 3: Directions and Guidance for Developing the School Comprehensive Educational Plan

The School Comprehensive Educational Plan is meant as a tool to facilitate continuous improvement planning - to support schools in engaging their staff, parents, students, and community partners in assessing and prioritizing school needs, setting measurable improvement goals, selecting appropriate strategies to improve student outcomes, monitoring progress toward meeting annual goals, and communicating these efforts to the broader school community. This section will provide School Leadership Teams (SLTs) with guidance regarding CEP development informed by the Capacity Framework. Additional information is available in the [Comprehensive Educational Planning Memorandum](#).

The Capacity Framework and SCEP Development

The [Capacity Framework](#) encourages parents, educators, school communities, and external stakeholders to work together to improve student achievement. This collaborative focus will ensure that every child is consistently ready for the next grade, level, and set of challenges. The School Comprehensive Educational Plan (SCEP) will reflect this focus and should serve as the blueprint that engages a school community in a systematic, ongoing review and analysis of student needs to identify and address root causes and implement strategies and activities that improve outcomes for students.



Aligned with the Chancellor’s [Four Pillars](#), the Capacity Framework takes us away from market-based competitive models to an approach focused on collaboration. This new model looks at how schools can improve, and students can achieve more, when all members of the community work together.

Based on robust research, the six elements of the Framework identify the areas that we must improve to accomplish high student achievement. By focusing attention and resources on what it takes for schools to function well, the Capacity Framework identifies the underlying strengths and weaknesses of a school and shows community members concrete ways to improve.

In accordance with the requirements of [Chancellor’s Regulations A-655](#), all SLTs are to develop an educational plan in consultation with parents, school staff, and students, to provide a meaningful opportunity for stakeholders to participate in shared decision making and school improvement. The expectation is that SLTs will engage in a comprehensive educational planning process to inform the development of five goals and action plans in response to the first five elements of the Capacity Framework (listed below), with the sixth element, *Trust*, addressed within each action plan.

The Six Elements of the Capacity Framework
<ul style="list-style-type: none"> • Rigorous Instruction: Instruction is customized, inclusive, motivating, and aligned to the Common Core. High standards are set in every classroom. Students are actively engaged in ambitious intellectual activity and developing critical thinking skills.
<ul style="list-style-type: none"> • Supportive Environment: The school establishes a classroom and school culture where students feel safe, supported, and challenged by their teachers and peers.
<ul style="list-style-type: none"> • Collaborative Teachers: Teachers are committed to the success and improvement of their classrooms and schools. They have the opportunity to participate in professional development within a culture of respect and continuous improvement.
<ul style="list-style-type: none"> • Effective School Leadership: Principals lead by example and nurture the professional growth of teachers and staff, developing and delivering the instructional and social-emotional support that drives student achievement.
<ul style="list-style-type: none"> • Strong Family-Community Ties: School leadership brings resources from the community into the school building by welcoming, encouraging, and developing partnerships with families, businesses, and community-based organizations.
<ul style="list-style-type: none"> • Trust: Everyone works toward the shared goal of improving student outcomes, preparing students for success in school and beyond. Across the school community, there is respect. School staff, parents, students and

administrators value each other.

Accountability Tools and the Capacity Framework

In order to address the six elements of the Capacity Framework, school communities should engage in improvement planning that is informed by the New York State Education Department's (NYSED) Diagnostic Tool for School and District Effectiveness (DTSDE) Tenets, the NYCDOE's Quality Review Indicators and other quantitative and qualitative data.

NYSED's Six DTSDE Tenets

The DTSDE protocol includes a rubric, which identifies clear and coherent expectations of the optimal conditions of an effective school and school district across the following six tenets:

- Tenet 1: District Leadership and Capacity
- Tenet 2: School Leader Practices and Decisions
- Tenet 3: Curriculum Development and Support
- Tenet 4: Teacher Practices and Decisions
- Tenet 5: Student Social and Emotional Developmental Health, and
- Tenet 6: Family and Community Engagement.

NYCDOE's Quality Review (QR)

The Office of School Quality (OSQ) supports school improvement across the NYC Department of Education (DOE) by coordinating qualitative assessments of principals and school communities. All of the qualitative assessments are rooted in the Quality Review rubric and drive improvements to principal and school practice, with the ultimate goal of impacting student achievement. The 2014-15 Quality Review (QR) Rubric has ten indicators within three categories as outlined below:

- Instructional Core Across Classrooms: Curriculum (1.1), Pedagogy (1.2), Assessment (2.2)
- School Culture: Positive Learning Environment (1.4), High expectations (3.4)
- Structures for Improvement: Leveraging Resources (1.3), Teacher support and supervision (4.1), Goals and action plans (3.1), Teacher teams and leadership development (4.2), Monitoring and revising systems (5.1)

Next Steps for SCEP Development

School Leadership Teams should engage in the following steps:

- **Step 1:** Conduct a comprehensive needs assessment informed by the school's updated NYSED accountability status and most current quantitative and qualitative data. Prioritize areas of focus for this school year.
- **Step 2:** For schools that received an Integrated Intervention Team (IIT) School Review Report, enter the HEDI rating for each assessed Statement of Practice (SOP) in Part 1A of the needs assessment. For schools that did not undergo an IIT review, refer to the major findings/recommendations from your Quality Review (QR) or Alternative QR (AQR), and other qualitative and quantitative data, to self-rate your school for each SOP in Part 1 of the Needs Assessment.
- **Step 3:** Revisit your school's Initial Goals and Budget Alignment Form (IGBAF) and modify your goals, as needed, to align with the Capacity Framework. Ensure the annual goals are SMART – Specific, Measurable, Achievable, Relevant, and Time-bound.
- **Step 4:** Build consensus around strategies, activities, and programs to address students' needs in each action plan. Create action plans that translate into observable, effective strategies to improve student achievement.
- **Step 5:** Update your school's AIS section. All Title I schools update the Parent Involvement Policy (PIP) and School-Parent Compact (SPC).
- **Step 6:** Establish a process for engaging in progress monitoring throughout the school year as part of an overall cycle of continuous improvement planning to assess whether strategies and activities outlined in the action plans are resulting in improved student performance. Adjust practices, when necessary.

Remember, the plan is only the beginning. Treat it as a living document and feel free to adjust along the way as your experiences and the evidence justify. Careful implementation of your ideas, follow-through, and continuous evidence-based monitoring of progress are the keys to accomplishing desired results.

Section 4: SCEP Overview

Develop a narrative summary that includes:

Contextual information about your school's community and its unique/important characteristics, including your school's mission statement and a description of strategic collaborations/ partnerships and/or special initiatives being implemented.

School strengths, accomplishments, and challenges.

The DTSDE Tenet(s) in which your school made the most growth during the previous year and the key areas of focus for this school year.

Mission Statement

Ron Brown Academy prepares all scholars with the academic skills, character traits, and self confidence needed to overcome obstacles and to succeed in high school, college and beyond

The following collaborations/partnerships aid in supporting the school's mission:

- Sports and Arts afterschool program to assist with homework support, visual arts, dance, leadership programs , Math Study Island that will assist students in building academic skill, team exercises to hone in on leadership
- Counseling In Schools which provides counseling through art therapy. The counselors work closely with the at risk students and families to build better bonds socially and emotionally for students to achieve academic success
- MATTISE foundation which supports the arts programs in our school to promote character education
- MSQI which supports increasing the Reading levels of at risk students
- BLITZ phonics program that is used to assist struggling readers with building accuracy and fluency
- Achieve Now Grant that supports students in academics and building confidence in their math and reading
- Carnegie Hall that builds students confidence to audition for high school vocal programs.
- Partnership with Urban Advantage to increase the comprehension of non-fiction text in our Science Classrooms
- Partnership with NYU for college students to assist as mentors and student teachers in our classrooms.

The following initiatives help to promote student character, emotional and social development:

- Students are rewarded daily by receiving Shout Out Bucks that they can use to purchase small items or cash in for a dress down day, fun afternoon, etc
- Monthly attendance awards and celebrations for students with perfect attendance
- Monthly students of the month are selected and celebrated during grade assemblies
- Principal and Assistant Principal for the day for students who are excelling on Interim Assessments
- Monthly trip incentives
- 8th graders are selected to participate in planning the 8th grade calendar events
- Teachers (Lunch with the Teacher) offer lunch to individual or groups of student for demonstrating excellence or progress in class
- Monthly spirit dress down days
- Spelling Bees three times yearly

School Strengths:

- Received a Proficient Rating on previous QR with several indicators as Well Developed
- High retention of teachers including no 1st year teachers
- Opportunities for teachers to effectively communicate once weekly for planning , revisions of lesson and data analysis
- Continuous assessment of student growth and progress using 6-8 week Interim Assessments in ELA and Math
- Sharing of data with entire staff
- Sharing of progress and data with parents via phone calls, Engrade, progress report and report card
- Small reading groups 4 times weekly on each grade to increase reading levels of all students
- Math AIS for selected students
- ICT classes which allows intervention for all students
- Teachers using exit slips to track student data

- Teachers attending outside professional developments to increase the rigor in their classrooms including; NYSAA training, IEP training, Uncommon Charter Schools professional development
- Collaboration and interactive PD's provided by CFN to increase rigor of instruction

Challenges:

- Parental engagement continues to be an issue
- Parents taking ownership in assisting their students at home
- Our numbers are decreasing due to the increase of several middle schools in the area including Charter Schools
- Students entering the 6th grade and reading far below grade level
- Increasing the number of students who are proficient on both math and ELA

16K057 School Information Sheet

School Configuration (2014-15)					
Grade Configuration	06,07,08	Total Enrollment	180	SIG Recipient	N/A
Types and Number of English Language Learner Classes (2014-15)					
# Transitional Bilingual	N/A	# Dual Language	N/A	# Self-Contained English as a Second Language	N/A
Types and Number of Special Education Classes (2014-15)					
# Special Classes	N/A	# SETSS	N/A	# Integrated Collaborative Teaching	N/A
Types and Number of Special Classes (2014-15)					
# Visual Arts	3	# Music	N/A	# Drama	N/A
# Foreign Language	N/A	# Dance	N/A	# CTE	N/A
School Composition (2013-14)					
% Title I Population	79.3%	% Attendance Rate		89.7%	
% Free Lunch	81.7%	% Reduced Lunch		0.5%	
% Limited English Proficient	5.2%	% Students with Disabilities		28.2%	
Racial/Ethnic Origin (2013-14)					
% American Indian or Alaska Native	0.9%	% Black or African American		70.9%	
% Hispanic or Latino	26.3%	% Asian or Native Hawaiian/Pacific Islander		0.9%	
% White	0.9%	% Multi-Racial		N/A	
Personnel (2014-15)					
Years Principal Assigned to School (2014-15)	8.17	# of Assistant Principals (2014-15)		1	
# of Deans (2014-15)	1	# of Counselors/Social Workers (2014-15)		N/A	
Personnel (2013-14)					
% of Teachers with No Valid Teaching Certificate (2013-14)	N/A	% Teaching Out of Certification (2013-14)		35.3%	
% Teaching with Fewer Than 3 Years of Experience (2013-14)	0.3%	Average Teacher Absences (2013-14)		12.06	
Student Performance for Elementary and Middle Schools (2013-14)					
ELA Performance at levels 3 & 4	12.3%	Mathematics Performance at levels 3 & 4		9.9%	
Science Performance at levels 3 & 4 (4th Grade)	N/A	Science Performance at levels 3 & 4 (8th Grade)		32.1%	
Student Performance for High Schools (2012-13)					
ELA Performance at levels 3 & 4	N/A	Mathematics Performance at levels 3 & 4		61.1%	
Credit Accumulation High Schools Only (2013-14)					
% of 1st year students who earned 10+ credits	N/A	% of 2nd year students who earned 10+ credits		N/A	
% of 3rd year students who earned 10+ credits	N/A	4 Year Graduation Rate		N/A	
6 Year Graduation Rate	N/A				
Overall NYSED Accountability Status (2014-15)					
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 (2012-13)					
American Indian or Alaska Native	N/A	Black or African American		YES	
Hispanic or Latino	YES	Asian or Native Hawaiian/Other Pacific Islander		N/A	
White	N/A	Multi-Racial		N/A	
Students with Disabilities	NO	Limited English Proficient		N/A	
Economically Disadvantaged	YES				
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)					
American Indian or Alaska Native	N/A	Black or African American		YES	
Hispanic or Latino	YES	Asian or Native Hawaiian/Other Pacific Islander		N/A	
White	N/A	Multi-Racial		N/A	
Students with Disabilities	YES	Limited English Proficient		N/A	
Economically Disadvantaged	YES				
Met Adequate Yearly Progress (AYP) in Science (2012-13)					
American Indian or Alaska Native	N/A	Black or African American		YES	
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	YES				
Accountability Status – High Schools					
Met Adequate Yearly Progress (AYP) in ELA (2012-13)					
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 (2012-13)					
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 (2012-13)					
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				

Section 5: Needs Assessment, Annual Goals and Action Plans

Section 5A – Capacity Framework Element - Rigorous Instruction: Instruction is customized, inclusive, motivating, and aligned to the Common Core. High standards are set in every classroom. Students are actively engaged in ambitious intellectual activity and developing critical thinking skills. *(Aligned to DTSDE Tenet 3: Curriculum Development and Support)*

Part 1 – Needs Assessment

Part 1a. HEDI Rating (Highly Effective, Effective, Developing, or Ineffective) for DTSDE Tenet 3:		
<ul style="list-style-type: none"> For schools that received an Integrated Intervention Team (IIT) School Review Report: Enter the HEDI rating for each assessed Statement of Practice (SOP) on the chart below. For schools that did not receive an IIT School Review, or did not receive a HEDI rating for one or more SOPs: Self-rate your school for that SOP, informed by an analysis of student performance trends and any major findings/recommendations from your Quality Review (QR) or Alternative QR (AQR), and other relevant qualitative and quantitative data. Enter your HEDI self-rating(s) on the chart below. 		
Tenet 3 Statement of Practice (SOP) Addressed		HEDI Rating
3.2	The school leader and staff support and facilitate the quality implementation of rigorous and coherent curricula appropriately aligned to the Common Core Learning Standards (CCLS) in Pre K-12.	H
3.3	Teachers ensure that unit and lesson plans that are appropriately aligned to the CCLS coherent curriculum introduce complex materials that stimulate higher-order thinking and build deep conceptual understanding and knowledge around specific content.	E
3.4	The school leader and teachers ensure that teacher collaboration within and across grades and subjects exists to enable students to have access to a robust curriculum that incorporates the arts, technology and other enrichment opportunities.	E
3.5	The school leader and teachers develop a data-driven culture based on student needs, assessments and analysis, which leads to strategic action-planning that informs instruction and results in greater student achievement outcomes.	E
Part 1b. Needs/Areas for Improvement:		
<ul style="list-style-type: none"> Reflect on your school's HEDI ratings (or self-ratings) in Part 1a, particularly any ratings of <u>D</u>eveloping and <u>I</u>neffective. Summarize your school's strengths and needs relative to this Capacity Framework element and DTSDE tenet (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data sources. 		
<ul style="list-style-type: none"> Ourlast QR recommended: Refine the development of curricula across content areas to reflect rigorous performance tasks that are aligned with standards, leading to college and career readiness for a variety of learners. (1.1) 		

Part 2 – Annual Goal

List your school's 2014-15 goal for improving student outcomes and school performance that addresses Capacity Framework element – Rigorous Instruction. Your goal must be responsive to the identified priority need(s) indicated in Part 1b, and should be written as SMART – <u>S</u> pecific, <u>M</u> easurable, <u>A</u> chievable, <u>R</u> elevant, and <u>T</u> ime-bound.
All teachers will complete bi-weekly cycles of curriculum planning, feedback (from lead teachers and administration) and revision to align unit and lesson plans to the Common Core Learning Standards to ensure all students are experiencing complex materials that stimulate higher-order thinking and build deep conceptual understanding and knowledge around specific content.

Part 3 – Action Plan

Activities/Strategies: Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including:	Target Group(s) <i>Who will be</i>	Timeline <i>What is the start and</i>	Key Personnel <i>Who is responsible for implementing</i>
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<ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Strategies to increase parent involvement and engagement • Activities that address the Capacity Framework element of Trust 	<i>targeted?</i>	<i>end date?</i>	<i>and overseeing the activity/strategy?</i>
1. School leaders and teachers will review data gathered by the data specialist from CCLS aligned interim and end of unit performance tasks and weekly CCLS assessments to surface implication for teacher practice at minimum of every 6-8 weeks	All teachers	October 2014-June 2015	Administration
2. Teachers, lead teachers, consultants and administration revise and make adjustment to curriculum maps and instructional strategies based on data collected to allow all students access to engaging, accessible materials	All teachers	October 2014-June 2015	Lead Teachers Administration
3. Teachers develop and execute unit and daily lesson plans suitably adjusted for ELLs , At Risk and SWDs on a daily basis aligned to the CCLS units of studies.	All teachers	October 2014-June 2015	ESL teacher Teachers of Special Needs

Part 4 – Resources Needed

Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc.

ELA and Math Consultants (human resources)
 Schedule adjustments for teacher teams to analyze data and make adjustments to unit/lessons
 ELL resources

Part 5 – Budget and Resource Alignment

Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.

	Tax Levy	Title I Basic	Title I 1003(a)	Title IIA	Title III	P/F Set-aside	Grants
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List below any additional funding sources that will be utilized to support achievement of the goal.

Part 6 – Progress Monitoring

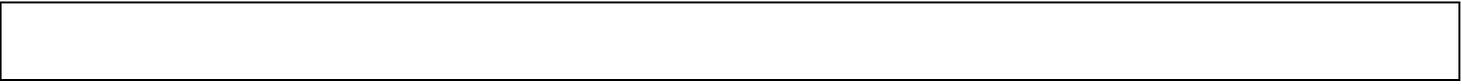
Part 6a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. In this part:

- Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.
- Specify a timeframe for mid-point progress monitoring activities.

Progress monitoring of curriculum maps occurs every 6-8 weeks depending upon the length of the unit thru June 2015

Part 6b. Complete in February 2015.

1. Did the school meet the mid-point benchmark(s) in the timeframe specified?		Yes		No
2. If the mid-point benchmark(s) was not met, describe any revisions made to the action plan to achieve the goal?				



Section 5: Needs Assessment, Annual Goals and Action Plans

Section 5B – Capacity Framework Element - Supportive Environment: The school establishes a classroom and school culture where students feel safe, supported, and challenged by their teachers and peers. *(Aligned to DTSDE Tenet 5: Student Social and Emotional Developmental Health)*

Part 1 – Needs Assessment

Part 1a. HEDI Rating (Highly Effective, Effective, Developing, or Ineffective) for DTSDE Tenet 5:

- For schools that received an Integrated Intervention Team (IIT) School Review Report: Enter the HEDI rating for each assessed Statement of Practice (SOP) on the chart below.
- For schools that did not receive an IIT School Review, or did not receive a HEDI rating for one or more SOPs: Self-rate your school for that SOP, informed by an analysis of student performance trends and any major findings/recommendations from your Quality Review (QR) or Alternative QR (AQR), and other relevant qualitative and quantitative data. Enter your HEDI self-rating(s) on the chart below.

Tenet 5 Statement of Practice (SOP) Addressed		HEDI Rating
5.2	The school cultivates the development of overarching systems and partnerships that support and sustain social and emotional developmental health.	E
5.3	The school articulates and systematically promotes a vision for social and emotional developmental health that is connected to learning experiences and results in building a safer and healthier environment for families, teachers and students.	E
5.4	All school constituents are able to articulate how the school community is safe, conducive to learning and fosters a sense of ownership that leads to greater student outcomes.	E
5.5	The school leader and student support staff work together to develop teachers’ ability to use data to respond to students’ social and emotional developmental health needs, so students can become academically and socially successful.	E

Part 1b. Needs/Areas for Improvement:

- Reflect on your school’s HEDI ratings (or self-ratings) in Part 1A, particularly any ratings of Developing and Ineffective.
- Summarize your school’s strengths and needs relative to this Capacity Framework element and DTSDE tenet (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data sources.

On our school survey, 72% of students say that most students treat each other with respect. We want to increase the feeling of safety and respect at our school, so that students can be academically and socially successful.

Part 2 – Annual Goal

List your school’s 2014-15 goal for improving student outcomes and school performance that addresses Capacity Framework element – Supportive Environment. Your goal must be responsive to the identified priority need(s) indicated in Part 1b, and should be written as SMART – Specific, Measurable, Achievable, Relevant, and Time-bound.

Through partnerships and professional learning time, all faculty and staff receive twice monthly professional development to support students’ social and developmental health, and at risk students and families will receive direct services.

Part 3 – Action Plan

Activities/Strategies: Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including:	Target Group(s) Who will be targeted?	Timeline What is the start and end date?	Key Personnel Who is responsible for implementing and overseeing the activity/strategy?
<ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, 			

<p>SIFE, STH).</p> <ul style="list-style-type: none"> Strategies to increase parent involvement and engagement Activities that address the Capacity Framework element of Trust 			
<p>BLITZ phonics program to increase accuracy and fluency in reading for struggling and at risk students</p> <p>Access code to support struggling readers including ELL's and SWD's</p>	<p>At risk students</p> <p>ELL's and SWD's</p>	<p>December 2014-June 2015</p>	<p>ELA teachers and administration</p>
<p>WIN (What I Need) reading program to target various levels of readers in grades 6 thru 8 four times weekly</p>	<p>At risk students</p> <p>SWD's</p> <p>ELL's</p>	<p>September 2014-June 2015</p>	<p>ELA teachers and administration</p>
<p>Monthly Scheduled PTA meetings with times that is conducive for most parents. Parents discuss school events, school goals and areas for improvement</p> <p>Parent Outreach in home visits</p>	<p>Parent Coordinator</p> <p>Admin</p> <p>Teachers</p> <p>Staff</p>	<p>September 2014-June 2015</p>	<p>UFT chapter leader</p> <p>PTA president</p> <p>Parent Coordinator</p>
<p>Weekly CARE and grade team meetings to address the needs of at risk students with social and emotional issues. Strategies are defined for individual students and shared with the teaching staff</p>	<p>Teachers</p> <p>Social Worker</p> <p>Psychologist</p> <p>Guidance</p> <p>Counselor</p> <p>Administration</p> <p>Dean</p>	<p>September 2014-June 2015</p>	<p>Admin</p> <p>Social Worker</p> <p>Guidance</p> <p>Counselor</p> <p>Psychologist</p>

Part 4 – Resources Needed

Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc.

Counseling In Schools
 BLITZ afterschool program twice weekly
 Schedule adjustments for at-risk students

Part 5 – Budget and Resource Alignment

Indicate using an "X" the fund source(s) that will be utilized to support achievement of the specified goal.

x	Tax Levy		Title I Basic		Title I 1003(a)		Title IIA		Title III	x	P/F Set-aside	x	Grants
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List below any additional funding sources that will be utilized to support achievement of the goal.

Title I SWP
 Achieve Now
 MSQI funds

Part 6 – Progress Monitoring

Part 6a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. In this part:

- Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.
- Specify a timeframe for mid-point progress monitoring activities.

Midpoint in January 2015 and again in May 2015 to observe progress and increased reading levels of all at-risk students
 Midpoint in January 2015 and again in May 2015 to observe the decline in the number of at risk students with social and emotional deficits

Part 6b. Complete in **February 2015.**

1. Did the school meet the mid-point benchmark(s) in the timeframe specified?		Yes		No
2. If the mid-point benchmark(s) was not met, describe any revisions made to the action plan to achieve the goal?				

Section 5: Needs Assessment, Annual Goals and Action Plans

Section 5C – Capacity Framework Element - Collaborative Teachers: Teachers are committed to the success and improvement of their classrooms and schools. They have the opportunity to participate in professional development within a culture of respect and continuous improvement. *(Aligned to DTSDE Tenet 4: Teacher Practices and Decisions)*

Part 1 – Needs Assessment

Part 1a. HEDI Rating (Highly Effective, Effective, Developing, or Ineffective) for DTSDE Tenet 4:

- For schools that received an Integrated Intervention Team (IIT) School Review Report: Enter the HEDI rating for each assessed Statement of Practice (SOP) on the chart below.
- For schools that did not receive an IIT School Review, or did not receive a HEDI rating for one or more SOPs: Self-rate your school for that SOP, informed by an analysis of student performance trends and any major findings/recommendations from your Quality Review (QR) or Alternative QR (AQR), and other relevant qualitative and quantitative data. Enter your HEDI self-rating(s) on the chart below.

Tenet 4 Statement of Practice (SOP) Addressed		HEDI Rating
4.2	Teachers use instructional practices and strategies organized around annual, unit and daily lesson plans to meet established student goals and promote high levels of student engagement and inquiry.	H
4.3	Teachers provide coherent, appropriately aligned Common Core Learning Standards (CCLS)-based instruction that leads to multiple points of access for all students to achieve targeted goals.	H
4.4	Teachers create a safe environment that is responsive to students' varied experiences, tailored to the strengths and needs of all students, and leads to high levels of student engagement and inquiry.	E
4.5	Teachers use a variety of data sources including screening, interim measures and progress monitoring to inform lesson planning, develop explicit teacher plans and foster student participation in their own learning process.	E

Part 1b. Needs/Areas for Improvement:

- Reflect on your school's HEDI ratings (or self-ratings) in Part 1A, particularly any ratings of Developing and Ineffective.
- Summarize your school's strengths and needs relative to this Capacity Framework element and DTSDE tenet (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data sources.

Our last QR recommended: "Continue to support all teachers to use strategies to engage all students in higher levels of student thinking and participation and consistently provide multiple entry points and high quality supports and extensions across classrooms."

Part 2 – Annual Goal

List your school's 2014-15 goal for improving student outcomes and school performance that addresses Capacity Framework element – Collaborative Teachers. Your goal must be responsive to the identified priority need(s) indicated in Part 1b, and should be written as SMART – Specific, Measurable, Achievable, Relevant, and Time-bound.

Teachers meet weekly as teams to revise lesson plans to increase student engagement, autonomy and ownership of their own learning by providing multiple entry points based on the analysis of student data

Part 3 – Action Plan

Activities/Strategies: Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including:	Target Group(s) <i>Who will be targeted?</i>	Timeline <i>What is the start and end date?</i>	Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i>
<ul style="list-style-type: none"> Research-based instructional programs, professional development, and/or systems and structures needed to impact change Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). 			

<ul style="list-style-type: none"> Strategies to increase parent involvement and engagement Activities that address the Capacity Framework element of Trust 			
Per Session opportunities provided afterschool and on Saturday to analyze data and make adjustments to lesson plans to meet the needs of all learners	Teachers	October 2014-May 2015	Administration Outside Consultants Lead Teachers
80 minute mandated common planning time provided to teachers	Teachers	September 2014-June 2015	Admin Lead Teachers
Professional development provided to staff to understand how to modify lessons for SWD's and ELL's	Teachers	October 2014-May 2015	Teachers of Special Education CFN leaders
Engrade is accessible for students and parent to observe progress	Students Parents	October 2014-June 2015	Technology lead teacher

Part 4 – Resources Needed

Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc.

- Per Session funding
- Monthly professional development calendar
- Professional development opportunities provided for all teachers of Special education and ELL's
- Engrade online accessibility
- Agendas for common planning
- Per Diem ESL teacher
- ELA consultant

Part 5 – Budget and Resource Alignment

Indicate using an "X" the fund source(s) that will be utilized to support achievement of the specified goal.

X	Tax Levy	Title I Basic	Title I 1003(a)	Title IIA	Title III	P/F Set-aside	Grants
List below any additional funding sources that will be utilized to support achievement of the goal.							
MSQI funding							

Part 6 – Progress Monitoring

Part 6a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. In this part:

- Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.
- Specify a timeframe for mid-point progress monitoring activities.

In December 2014 post our second interim assessments in both math and ELA teachers will observe the progress of students again in March 2015 post our third and final interim assessment and finally in June 2015 when preliminary state scores are released

Part 6b. Complete in **February 2015.**

1.	Did the school meet the mid-point benchmark(s) in the timeframe specified?		Yes	No
2.	If the mid-point benchmark(s) was not met, describe any revisions made to the action plan to achieve the goal?			

Section 5: Needs Assessment, Annual Goals and Action Plans

Section 5D – Capacity Framework Element - Effective School Leadership: Principals lead by example and nurture the professional growth of teachers and staff, developing and delivering the instructional and social-emotional support that drives student achievement. *(Aligned to DTSDE Tenet 2: School Leader Practices and Decisions)*

Part 1 – Needs Assessment

Part 1a. HEDI Rating (Highly Effective, Effective, Developing, or Ineffective) for DTSDE Tenet 2: <ul style="list-style-type: none"> For schools that received an Integrated Intervention Team (IIT) School Review Report: Enter the HEDI rating for each assessed Statement of Practice (SOP) on the chart below. For schools that did not receive an IIT School Review, or did not receive a HEDI rating for one or more SOPs: Self-rate your school for that SOP, informed by an analysis of student performance trends and any major findings/recommendations from your Quality Review (QR) or Alternative QR (AQR), and other relevant qualitative and quantitative data. Enter your HEDI self-rating(s) on the chart below. 		
Tenet 2 Statement of Practice (SOP) Addressed		HEDI Rating
2.2	Leaders ensure an articulated vision, understood and shared across the community, with a shared sense of urgency about achieving school-wide goals aligned with the vision as outlined in the School Comprehensive Educational Plan (SCEP).	E
2.3	Leaders effectively use evidence-based systems to examine and improve individual and school-wide practices in the critical areas (student achievement, curriculum & teacher practices; leadership development; community/family engagement; and student social and emotional developmental health) that make progress toward mission-critical goals.	H
2.4	Leaders make strategic decisions to organize resources concerning human, programmatic and fiscal capital so that school improvement and student goals are achieved.	H
2.5	The school leader has a fully functional system in place to conduct targeted and frequent observations; track progress of teacher practices based on student data, feedback and professional development opportunities; and hold administrators and staff accountable for continuous improvement.	H
Part 1b. Needs/Areas for Improvement: <ul style="list-style-type: none"> Reflect on your school’s HEDI ratings (or self-ratings) in Part 1A, particularly any ratings of <u>D</u>eveloping and <u>I</u>neffective. Summarize your school’s strengths and needs relative to this Capacity Framework element and DTSDE tenet (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data sources. 		
<p>Our last QR recommended: “Adjust instructional decisions and use of common assessments at teacher team and classroom levels through analysis of student performance data including ongoing checks for understanding to meet the learning needs of all students.”</p>		

Part 2 – Annual Goal

<p>List your school’s 2014-15 goal for improving student outcomes and school performance that addresses Capacity Framework element – Effective School Leadership. Your goal must be responsive to the identified priority need(s) indicated in Part 1b, and should be written as SMART – <u>S</u>pecific, <u>M</u>easurable, <u>A</u>chievable, <u>R</u>elevant, and <u>T</u>ime-bound.</p>
<p>School leaders observe and conduct data meetings with all teachers multiple times per month, requiring and supporting a regular cycle of data collection and analysis of student progress and adjustments in instruction.</p>

Part 3 – Action Plan

Activities/Strategies: Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including: <ul style="list-style-type: none"> Research-based instructional programs, professional development, and/or systems and structures needed to impact change 	Target Group(s) <i>Who will be targeted?</i>	Timeline <i>What is the start and end date?</i>	Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i>
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<ul style="list-style-type: none"> Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). Strategies to increase parent involvement and engagement Activities that address the Capacity Framework element of Trust 			
Weekly observation schedules are created by administration to ensure all teachers are observed a minimum of 3 times monthly	Teachers	September 2014-June 2015	Administration
Weekly meetings are scheduled by administration to provide timely and constructive feedback to teachers to improve pedagogy	Teachers	September 2014-June 2015	Administration
Administration providing targeted professional development based on individual needs of staff	Teachers	August 2014-June 2015	Administration
Reviewing data of ELL's and SWD's to note progress and next steps	Teachers	October 2015-June 2015	Administration

Part 4 – Resources Needed

Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc.

- Weekly observation calendars
- Consistent school schedule
- CCLS aligned resources to improve teacher instruction
- Collaboration with the CFN to aid in presenting professional development workshops

Part 5 – Budget and Resource Alignment

Indicate using an "X" the fund source(s) that will be utilized to support achievement of the specified goal.

X	Tax Levy	Title I Basic	Title I 1003(a)	Title IIA	Title III	P/F Set-aside	Grants

List below any additional funding sources that will be utilized to support achievement of the goal.

Part 6 – Progress Monitoring

Part 6a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. In this part:

- Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.
- Specify a timeframe for mid-point progress monitoring activities.

In January 2015 meeting with individual teachers to observe data post the December interim assessment. Identify students that are maintaining proficiency and are on the cusp of achieving proficiency

Part 6b. Complete in **February 2015**.

1.	Did the school meet the mid-point benchmark(s) in the timeframe specified?		Yes		No
2.	If the mid-point benchmark(s) was not met, describe any revisions made to the action plan to achieve the goal?				

Section 5: Needs Assessment, Annual Goals and Action Plans

Section 5E – Capacity Framework Element - Strong Family and Community Ties: The school creates a welcoming environment for families and takes advantage of community resources to enrich the civic life of the school. *(Aligned to DTSDE Tenet 6: Family and Community Engagement)*

Part 1 – Needs Assessment

Part 1a. HEDI Rating (Highly Effective, Effective, Developing, or Ineffective) for DTSDE Tenet 6:

- For schools that received an Integrated Intervention Team (IIT) School Review Report: Enter the HEDI rating for each assessed Statement of Practice (SOP) on the chart below.
- For schools that did not receive an IIT School Review, or did not receive a HEDI rating for one or more SOPs: Self-rate your school for that SOP, informed by an analysis of student performance trends and any major findings/recommendations from your Quality Review (QR) or Alternative QR (AQR), and other relevant qualitative and quantitative data. Enter your HEDI self-rating(s) on the chart below.

Tenet 6 Statement of Practice (SOP) Addressed		HEDI Rating
6.2	The school atmosphere is welcoming and fosters a feeling of belonging and trust, which encourages families to freely and frequently engage with the school, leading to increased student success.	H
6.3	The school engages in effective planning and reciprocal communication with family and community stakeholders so that students’ strength and needs are identified and used to augment learning.	H
6.4	The entire school community partners with families and community agencies to promote and provide professional development across all areas (academic and social and emotional developmental health) to support student success.	E
6.5	The entire school shares data in a way that empowers and encourages families to use and understand data to promote dialogue between parents, students and school constituents centered on student learning and success.	E

Part 1b. Needs/Areas for Improvement:

- Reflect on your school’s HEDI ratings (or self-ratings) in Part 1A, particularly any ratings of Developing and Ineffective.
- Summarize your school’s strengths and needs relative to this Capacity Framework element and DTSDE tenet (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data sources.

Levels of parent involvement have always been challenging, although we have clear plans and visions and outreach records. Only 44% of our parents completed the school survey, although those that did were very positive. We plan to increase the frequency of all different types of communication (phone, email, Engrade, meetings) including positive outreach calls.

Part 2 – Annual Goal

List your school’s 2014-15 goal for improving student outcomes and school performance that addresses Capacity Framework element – Strong Family and Community Ties. Your goal must be responsive to the identified priority need(s) indicated in Part 1b, and should be written as SMART – Specific, Measurable, Achievable, Relevant, and Time-bound.

Increase frequency of strategic staff communication with families concerning student achievement, progress and needs including phone calls, progress reports and use of Engrade.

Part 3 – Action Plan

Activities/Strategies: Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including:	Target Group(s) Who will be targeted?	Timeline What is the start and end date?	Key Personnel Who is responsible for implementing and overseeing the activity/strategy?
<ul style="list-style-type: none"> Research-based instructional programs, professional development, and/or systems and structures needed to 			

impact change <ul style="list-style-type: none"> Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). Strategies to increase parent involvement and engagement Activities that address the Capacity Framework element of Trust 			
Opportunities for teachers to effectively communicate with parents regarding a child's progress is provided every Tuesday for 35 minutes	Parents	October 2014-June 2015	Administration Team Leaders
Every 6-8 weeks progress reports are backpacked with students and mailed home to ensure parents are receiving communication	Parents	October 2014-June 2015	Team Leaders
Monthly Parent Newsletter is created by the parent coordinator and backpacked home with students	Parents	September 2014-June 2015	Parent Coordinator
Sharing curriculum maps and school's mission and goals with parents, Updates from the principal is sent home monthly regarding any incentives including reading with your children at home	Parents	September 2014-June 2015	Administration Parent Coordinator UFT Chapter Leader

Part 4 – Resources Needed

Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc.
<ul style="list-style-type: none"> Monthly calendar with selected meeting times and dates Structured agenda Copies of the SCEP Monthly newsletter Online Engrade accessibility, usernames and passwords

Part 5 – Budget and Resource Alignment

Indicate using an "X" the fund source(s) that will be utilized to support achievement of the specified goal.													
x	Tax Levy		Title I Basic		Title I 1003(a)		Title IIA		Title III	x	P/F Set-aside	x	Grants
List below any additional funding sources that will be utilized to support achievement of the goal.													

Part 6 – Progress Monitoring

Part 6a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. In this part:				
1. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.				
2. Specify a timeframe for mid-point progress monitoring activities.				
In January 2015 meet with the SLT to identify if we are meeting the goals and make revisions and new benchmark dates for the goals				
In March 2015 survey the parents about the how the school is effectively communicating and if other steps need to be in place to enhance communication				
In March 2015 survey the parents to identify if they are using Engrade to remain updated about their child's progress				
Part 6b. Complete in February 2015.				
1.	Did the school meet the mid-point benchmark(s) in the timeframe specified?		Yes	No

2. If the mid-point benchmark(s) was not met, describe any revisions made to the action plan to achieve the goal?

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Section 6: Academic Intervention Services (AIS)
(Required for All Schools)

Directions: Schools need to maintain accurate records of students who are receiving Academic Intervention Services (AIS) to ensure that students who are not achieving 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.

Type of Academic Intervention Service (AIS)	Criteria for determining AIS services	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.)
English Language Arts (ELA)	DRP and DORA was administered reading levels and phonemic awareness	BLITZ phonics program ACCESS code	Small group	During the day and afterschool
Mathematics	Based on interim assessment data, exit slips and unit exams	Interactive math tools	Small group	During the day and Saturday School
Science	Baseline assessments, unit assessments, exit slips	Urban Advantage graphic organizers and writing tools	Small group	During the day
Social Studies	Performance assessment, unit assessments and exit slips	Repeated readings	Small group	During the day
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	Based on teacher recommendation and parent request	Individual goals and strategies	Small group One to one	During the day afterschool

16K057 School Information Sheet Key

School Configuration (2014-15)					
Grade Configuration	06,07,08	Total Enrollment	180	SIG Recipient	N/A
Types and Number of English Language Learner Classes (2014-15)					
# Transitional Bilingual	N/A	# Dual Language	N/A	# Self-Contained English as a Second Language	N/A
Types and Number of Special Education Classes (2014-15)					
# Special Classes	N/A	# SETSS	N/A	# Integrated Collaborative Teaching	N/A
Types and Number of Special Classes (2014-15)					
# Visual Arts	3	# Music	N/A	# Drama	N/A
# Foreign Language	N/A	# Dance	N/A	# CTE	N/A
School Composition (2013-14)					
% Title I Population	79.3%	% Attendance Rate		89.7%	
% Free Lunch	81.7%	% Reduced Lunch		0.5%	
% Limited English Proficient	5.2%	% Students with Disabilities		28.2%	
Racial/Ethnic Origin (2013-14)					
% American Indian or Alaska Native	0.9%	% Black or African American		70.9%	
% Hispanic or Latino	26.3%	% Asian or Native Hawaiian/Pacific Islander		0.9%	
% White	0.9%	% Multi-Racial		N/A	
Personnel (2014-15)					
Years Principal Assigned to School (2014-15)	8.17	# of Assistant Principals (2014-15)		1	
# of Deans (2014-15)	1	# of Counselors/Social Workers (2014-15)		N/A	
Personnel (2013-14)					
% of Teachers with No Valid Teaching Certificate (2013-14)	N/A	% Teaching Out of Certification (2013-14)		35.3%	
% Teaching with Fewer Than 3 Years of Experience (2013-14)	0.3%	Average Teacher Absences (2013-14)		12.06	
Student Performance for Elementary and Middle Schools (2013-14)					
ELA Performance at levels 3 & 4	12.3%	Mathematics Performance at levels 3 & 4		9.9%	
Science Performance at levels 3 & 4 (4th Grade)	N/A	Science Performance at levels 3 & 4 (8th Grade)		32.1%	
Student Performance for High Schools (2012-13)					
ELA Performance at levels 3 & 4	N/A	Mathematics Performance at levels 3 & 4		61.1%	
Credit Accumulation High Schools Only (2013-14)					
% of 1st year students who earned 10+ credits	N/A	% of 2nd year students who earned 10+ credits		N/A	
% of 3rd year students who earned 10+ credits	N/A	4 Year Graduation Rate		N/A	
6 Year Graduation Rate	N/A				
Overall NYSED Accountability Status (2014-15)					
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 (2012-13)					
American Indian or Alaska Native	N/A	Black or African American		YES	
Hispanic or Latino	YES	Asian or Native Hawaiian/Other Pacific Islander		N/A	
White	N/A	Multi-Racial		N/A	
Students with Disabilities	NO	Limited English Proficient		N/A	
Economically Disadvantaged	YES				
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)					
American Indian or Alaska Native	N/A	Black or African American		YES	
Hispanic or Latino	YES	Asian or Native Hawaiian/Other Pacific Islander		N/A	
White	N/A	Multi-Racial		N/A	
Students with Disabilities	YES	Limited English Proficient		N/A	
Economically Disadvantaged	YES				
Met Adequate Yearly Progress (AYP) in Science (2012-13)					
American Indian or Alaska Native	N/A	Black or African American		YES	
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	YES				
Accountability Status – High Schools					
Met Adequate Yearly Progress (AYP) in ELA (2012-13)					
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 (2012-13)					
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 (2012-13)					
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				

16K057 School Information Sheet Key

School Configuration (2014-15)				
Grade Configuration	06,07,08	Total Enrollment	180	SIG Recipient
				N/A
Types and Number of English Language Learner Classes (2014-15)				
# Transitional Bilingual	N/A	# Dual Language	N/A	# Self-Contained English as a Second Language
				N/A
Types and Number of Special Education Classes (2014-15)				
# Special Classes	N/A	# SETSS	N/A	# Integrated Collaborative Teaching
				N/A
Types and Number of Special Classes (2014-15)				
# Visual Arts	3	# Music	N/A	# Drama
# Foreign Language	N/A	# Dance	N/A	# CTE
				N/A
School Composition (2013-14)				
% Title I Population	79.3%	% Attendance Rate	89.7%	
% Free Lunch	81.7%	% Reduced Lunch	0.5%	
% Limited English Proficient	5.2%	% Students with Disabilities	28.2%	
Racial/Ethnic Origin (2013-14)				
% American Indian or Alaska Native	0.9%	% Black or African American	70.9%	
% Hispanic or Latino	26.3%	% Asian or Native Hawaiian/Pacific Islander	0.9%	
% White	0.9%	% Multi-Racial	N/A	
Personnel (2014-15)				
Years Principal Assigned to School (2014-15)	8.17	# of Assistant Principals (2014-15)	1	
# of Deans (2014-15)	1	# of Counselors/Social Workers (2014-15)	N/A	
Personnel (2013-14)				
% of Teachers with No Valid Teaching Certificate (2013-14)	N/A	% Teaching Out of Certification (2013-14)	35.3%	
% Teaching with Fewer Than 3 Years of Experience (2013-14)	0.3%	Average Teacher Absences (2013-14)	12.06	
Student Performance for Elementary and Middle Schools (2013-14)				
ELA Performance at levels 3 & 4	12.3%	Mathematics Performance at levels 3 & 4	9.9%	
Science Performance at levels 3 & 4 (4th Grade)	N/A	Science Performance at levels 3 & 4 (8th Grade)	32.1%	
Student Performance for High Schools (2012-13)				
ELA Performance at levels 3 & 4	N/A	Mathematics Performance at levels 3 & 4	61.1%	
Credit Accumulation High Schools Only (2013-14)				
% of 1st year students who earned 10+ credits	N/A	% of 2nd year students who earned 10+ credits	N/A	
% of 3rd year students who earned 10+ credits	N/A	4 Year Graduation Rate	N/A	
6 Year Graduation Rate	N/A			
Overall NYSED Accountability Status (2014-15)				
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 (2012-13)				
American Indian or Alaska Native	N/A	Black or African American	YES	
Hispanic or Latino	YES	Asian or Native Hawaiian/Other Pacific Islander	N/A	
White	N/A	Multi-Racial	N/A	
Students with Disabilities	NO	Limited English Proficient	N/A	
Economically Disadvantaged	YES			
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)				
American Indian or Alaska Native	N/A	Black or African American	YES	
Hispanic or Latino	YES	Asian or Native Hawaiian/Other Pacific Islander	N/A	
White	N/A	Multi-Racial	N/A	
Students with Disabilities	YES	Limited English Proficient	N/A	
Economically Disadvantaged	YES			
Met Adequate Yearly Progress (AYP) in Science (2012-13)				
American Indian or Alaska Native	N/A	Black or African American	YES	
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	YES			
Accountability Status – High Schools				
Met Adequate Yearly Progress (AYP) in ELA (2012-13)				
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 (2012-13)				
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 (2012-13)				
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			

Section 7: Title I Program Information

Directions:

3. All schools must indicate their Title I status in Part 1
4. All elements of the *All Title I Schools* section must be completed in Part 2
5. All Targeted Assistance (TA) Schools must also complete the *TA Schools Only* section in part 3
6. All Schoolwide Program (SWP) schools must also complete the *SWP Schools Only* section in Part 4
7. If a required component is addressed elsewhere in this plan, you may refer to the page number(s) where the response can be found
8. For additional information, visit the [Title I Intranet webpage](#)

Part 1: Title I Status

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

Part 2: All Title I Schools

2a. 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.

Resumes for staff are carefully scrutinized by the principal and the hiring committee. Upon consensus, prospective staff members are invited for an interview. For classroom teachers, they are asked to conduct a demonstration lesson. For such positions as psychologist and social workers, district supervisors are asked to attend the interview. The committee makes recommendation for hiring and the principal makes the final decision on whether to hire a staff member or not. Persons are recruited during job fairs, the Open Market or upon recommendation by other professionals. During the recruitment process and prior to the commencement of employment, certification credentials are verified. Teachers' assignments are based on their qualification.

Professional Development is offered to the staff that comes to the school. Staff members are also sent on professional development provided by the DOE and the Network Staff. This information is then turn keyed within the grades. Administrative staff takes part of workshops given by the Leadership Academy and our CFN. All information is facilitated to all staff members during monthly Faculty and Grade Conferences. Our CFN provides ongoing professional development for staff both onsite and offsite, during the school day and after school. There is intra and inter visitation by staff to observe best practices. Staff also attends conferences offered by TIF and Urban Advantage. The administrative staff also provides support by modeling for staff members.

Consultants, such as the AUSSIE are invited to the school to provide differentiated professional development for staff. The data specialist and the lead teachers conduct best teaching practices for staff. All new staff members are mentored by seasoned professionals

2b. 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).

This is the fifth year that our school is implementing the CCLS. Units of studies and curriculum maps were developed that are aligned to the CCLS. At the beginning of the school year, staff members receive professional development focused on CCLS and Instructional Shifts. During common planning teachers meet

in content areas by themselves or with administrators and/or with lead teachers to plan these lessons for students. Teachers set personal goals around pedagogy and based on their needs, professional development would be planned for these staff members. As administrators conduct the cycles of observation and noticed trends for improvement, professional development sessions would be planned at the school level, by the network and by the DOE staff.

Curriculum materials will be reviewed monthly and based on data if need be, adjustments would be made to the curriculum. Grades 6-8 teachers studied the item analysis from the last NYS tests and we have identified areas of need- standards that the school is doing poorly in both in Math and ELA. Professionals developments session will be planned with these critical areas in mind, so that teachers can developed the skills to roll out standard based instruction with our students.

We will be working with ambassadors from TIF to provide professional development in areas of English Language learning and SWD's for the staff.

Teachers meet in teams on Mondays for 80 minutes to look at students work, set goals and develop strategies for students. The IEP coordinator and administrative staff also meet with paraprofessionals to discuss how they can support the teachers with delivering standards based instruction. Paraprofessionals are also part of the curriculum planning team. Administrators attend workshops are the standards and curriculum material planned by network staff, CSA and the Leadership Academy

Part 3: TA Schools Only

3a. Use of Program Resources

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

3b. 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).

Part 4: SWP Schools Only

4a. 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.).

4b. Measures to Include Teachers in Decisions Regarding Assessments

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

MOSL Committee members comprised of 8 staff members reviewed and selected the assessments for the school year. This information was discussed with staff members at the September faculty conference. During the IPC with the administrators, assessments specific to individual staff member were discussed and the impact that these assessments would have on the teacher's evaluation. All staff members are mandated to have data binders and individual conferences are planned monthly for individual staff. At these conferences, current data

will be discussed and targets will be set for students. Assessments results will be continuously reviewed by administrators and staff and instruction and curriculum adjustment would be made so that the varied needs of all students would be met

4c. “Conceptual” Consolidation of Funds in SWP Schools

Directions: All Schoolwide Program (SWP) schools in NYC are conceptually consolidating their Federal, State, and Local funds, even though the Galaxy system reports the allocations in separate accounting codes¹. To be eligible for the flexibility consolidation of Federal funds enables, a Schoolwide Program school must identify in its Schoolwide plan (SCEP) which programs are included in its consolidation and the amount each program contributes to the consolidated Schoolwide pool. Additionally, the school plan must document that it has met the intent and purposes of each program whose funds are consolidated². **On the chart below**, indicate which Federal, State, and/or local Tax Levy program funds that are consolidated in your school’s Schoolwide Program, the amount each program contributes to the consolidated Schoolwide pool, and verification that the school has met the intent and purposes of each program whose funds are consolidated.

Program Name	Fund Source (i.e. Federal, State or Local)	Funding Amount: Indicate the amount contributed to Schoolwide pool. (Refer to Galaxy for FY '15 school allocation amounts.)	Place an (X) in <u>Column A</u> below to verify that the school has met the intent and purposes of each program whose funds are consolidated. Indicate in <u>Column B</u> , page # references where a related program activity has been described in this plan.	
			Column A Verify with an (X)	Column B Page # Reference(s)
Title I Part A (Basic)	Federal			
Title I School Improvement 1003(a)	Federal			
Title I Priority and Focus School Improvement Funds	Federal	43,230	x	14,11,21,
Title II, Part A	Federal			
Title III, Part A	Federal			
Title III, Immigrant	Federal			
Tax Levy (FSF)	Local	1,199,883	x	14,11,17,19, 21

¹Explanation/Background:

Title I Schoolwide Program schools are expected to use the flexibility available to them to integrate services and programs with the aim of enhancing the entire educational program and helping all students reach proficient and advanced levels of achievement. In addition to coordinating and integrating services, Schoolwide Program schools may combine most Federal, State and local funds to provide those services. By consolidating funds from Federal, State, and local sources, a Schoolwide Program school can address its needs using *all* its available resources. This gives a school more flexibility in how it uses available resources to meet the identified needs of all its students.

Consolidating funds in a Schoolwide Program means that a school treats the funds it is consolidating like they are a single “pool” of funds. In other words, the funds from the contributing programs in the school lose their individual identity and the school has one flexible pool of funds. The school uses funds from this consolidated Schoolwide pool to support any activity of the Schoolwide Program without regard to which program contributed the specific funds used for a particular activity. To consolidate funding in a Schoolwide Program, the school does not literally need to combine funds in a single account or pool with its own accounting code. Rather, the word “pool” is used

conceptually to convey that a Schoolwide Program school has the use of all consolidated funds available to it for the dedicated function of operating a Schoolwide Program without regard to the identity of those funds.

Consolidating Federal funds in a Schoolwide Program has the following additional advantages:

- Consolidating Federal funds eases the requirements for accounting for funds from each specific program separately, because a Schoolwide school is not required to distinguish among funds received from different sources when accounting for their use.
- A school that consolidates Federal funds in its Schoolwide Program is not required to meet most of the statutory and regulatory requirements of the specific Federal programs included in the consolidation (e.g., semi-annual time and effort reporting for Title I). However, the school must ensure that it meets the **intent and purposes of the Federal programs** included in the consolidation so that the needs of the intended beneficiaries are met.

²The **intent and purposes** of the Federal programs indicated on the chart above (Part 4C of this section) are as follows:

- **Title I, Part A – Schoolwide Programs:** To upgrade the entire educational program in the school in order to improve the academic achievement of all students, particularly the lowest-achieving students. This includes provision of services for Students in Temporary Housing (STH).
- **Title I School Improvement 1003(a)** - support implementation of school improvement activities identified through the Diagnostic Tool for School and District Effectiveness (DTSDE) reviews or a school review with district oversight and included in the DCIP/SCEP.
- **Title I Priority and Focus School Improvement Funding:** support implementation of school improvement plans that aims to improve instruction and address the identified needs
- **Title II, Part A:** Supplementary funding to improve student academic achievement by reducing class size in grades K, 1, 2, and 3, with an emphasis on grades with average register greater than 20. If space is not available to form additional classes, funds may support push-in teacher(s) to supplement the instructional program.
- **Title III, Part A:** To help ensure that children with limited English proficiency become proficient in English, develop high academic attainment in English, and meet the same challenging State academic content and achievement standards in the core academic subjects that all other children are expected to meet. Another purpose of this program is to increase the capacity of schools to establish, implement and sustain high-quality language instruction programs and English language development programs that assist schools in effectively teaching students with limited English proficiency. Title III, Part A is also designed to promote the participation of parents and communities of limited English proficient children in English language instruction programs.
- **Title III Immigrant:** Supplementary and enhanced services to LEP/ELL immigrant students, in the areas of English language acquisition and content area achievement.

Important Note: The following funds may not be consolidated:

- **Title I Parent Involvement Set-aside:** Title I, Part A funds must support parent involvement activities and programs. Chancellor’s Regulation A-655 requires School Leadership Teams to consult with Title I parent representatives regarding the Title I program and the use of these funds. Parent involvement activities funded through Title I must be included in the parent involvement policy and aligned with student achievement goals in the school comprehensive educational plan.
- **Title I Priority and Focus School Parent Engagement Set-aside:** Additional set-aside is to enable greater and more meaningful parent participation in the education of their children.
- **IDEA:** To ensure that all children with disabilities have available to them a free appropriate public education designed to meet their individual needs.
- **Grant funds awarded via a competitive process, including Title I 1003(g) SIG or SIF funds:** These funds must be used for the purposes specified by the Grantor, as described in the school’s approved grant application.

Section 9: Parent Involvement Policy (PIP) and School Parent Compact (SPC)

(Required for All Title I Schools)

Directions: All Title I schools are required to develop a **Parent Involvement Policy (PIP)** that meets the parental involvement requirements of Title I. 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 (SPC)** is a component of the PIP that outlines how parents, the entire school staff, and students will share this responsibility.

The activities and/or strategies included in your school's PIP should align with current SCEP goals for improving student achievement. Schools are encouraged to include feedback from the Parent Coordinator when updating the policy. In addition, if the 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 the school's policy.

Your school is encouraged to use the sample PIP and SPC templates below (which meet federal Title I parental involvement requirements) as guidance for updating the school's current 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 the school. **[School name]**, 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 the school and the families. The 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 the school community. **[School name]** 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 the school community;

The 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. The 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 the 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, the 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 School 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 the school 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 the school's 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 the school and will work to ensure that the 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;

The 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;
- 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 (SPC) Template

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

I. School Responsibilities

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

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

Support home-school relationships and improve communication by:

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

- providing parents with timely information regarding performance profiles and individual student assessment results for each child and other pertinent individual school information;
- ensuring that the Parent Involvement Policy and School-Parent Compact are distributed and discussed with parents each year;

Provide parents reasonable access to staff by:

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

Provide general support to parents by:

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

II. Parent/Guardian Responsibilities:

- monitor my child's attendance and ensure that my child arrives to school on time as well as follow the appropriate procedures to inform the school when my child is absent;
- ensure that my child comes to school rested by setting a schedule for bedtime based on the needs of my child and his/her age;
- check and assist my child in completing homework tasks, when necessary;
- read to my child and/or discuss what my child is reading each day (for a minimum of 15 minutes);
- set limits to the amount of time my child watches television or plays video games;
- promote positive use of extracurricular time such as, extended day learning opportunities, clubs, team sports and/or quality family time;
- encourage my child to follow school rules and regulations and discuss this Compact with my child;
- volunteer in my child's school or assist from my home as time permits;
- participate, as appropriate, in the decisions relating to my child's education;

- communicate with my child’s teacher about educational needs and stay informed about their education by prompting reading and responding to all notices received from the school or district;
- respond to surveys, feedback forms and notices when requested;
- become involved in the development, implementation, evaluation and revision to the Parent Involvement Policy and this Compact;
- participate in or request training offered by the school, district, central and/or State Education Department learn more about teaching and learning strategies whenever possible;
- take part in the school’s Parent Association or Parent-Teacher Association or serve to the extent possible on advisory groups, e.g., Title I Parent Committees, School or District Leadership Teams;
- share responsibility for the improved academic achievement of my child;

III. Student Responsibilities:

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

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

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

Part I: School ELL Profile

A. School Information [i](#)

District 16	Borough Brooklyn	School Number 057
School Name Ron Brown Academy		

B. Language Allocation Policy Team Composition [i](#) 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 Celeste Douglas-Wheeler	Assistant Principal Dewana Daidis
Coach 0	Coach 0
ESL Teacher 0	Guidance Counselor 0
Teacher/Subject Area Francesca Freeman-Lujan/ELA	Parent Leon Bowers
Teacher/Subject Area Oswald Sutherland/Math	Parent Coordinator Sophia Williams
Related Service Provider Diana Fuller	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.	0	Number of certified bilingual teachers <u>not</u> currently teaching in a bilingual program	0	Number of teachers who hold both content area and ESL certification	0
Number of certified bilingual teachers currently teaching in a bilingual program	0	Number of certified NLA/foreign language teachers	0	Number of teachers who hold both a bilingual extension and ESL certification	0
Number of certified ESL teachers <u>not</u> currently teaching in the ESL program	0	Number of teachers currently teaching a self-contained ESL class who hold both a common branch license and ESL certification	0	Number of special education teachers with bilingual extensions	0

D. Student Demographics

Total number of students in school (Excluding Pre-K)	225	Total number of ELLs	11	ELLs as share of total student population (%)	4.89%
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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														Tot #
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Transitional Bilingual Education <small>(60%:40% → 50%:50% → 75%:25%)</small>							0	0	0					0
Dual Language <small>(50%:50%)</small>							0	0	0					0
Freestanding ESL														
SELECT ONE														0
SELECT ONE														0
Total	0	0	0	0	0	0	0	0	0	0	0	0	0	0

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	10	Newcomers (ELLs receiving service 0-3 years)	6	ELL Students with Disabilities	1
SIFE	0	ELLs receiving service 4-6 years	2	Long-Term (completed 6+ years)	2

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. [i](#)

	ELLs by Subgroups									Total
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			
	All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD	
TBE										0
Dual Language										0
ESL	6			3			2		1	11

ELLs by Subgroups										
ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			Total	
All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD		
Total	6	0	0	3	0	0	2	0	1	11
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	0	0					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	
	ELL	EP	ELL	EP																
SELECT ONE													0		0		0		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	
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							2	5	1					8
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic								1	1					2
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other									1					1
TOTAL	0	0	0	0	0	0	2	6	3	0	0	0	0	11

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)								2	1					3
Intermediate(I)							2	2	1					5
Advanced (A)								1	1					2
Total	0	0	0	0	0	0	2	5	3	0	0	0	0	10

NYSESLAT Modality Analysis

Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
LISTENING/	B							2		1				

NYSESLAT Modality Analysis

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

NYS ELA

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

NYS Science

	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
4			1		1		1		3
8									0

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
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 Government				
Foreign Language				
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:

- 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.
ESLs are provided with various formal and informal assessments. Our school uses DRP, and DORA to assess the literacy and comprehension skills of our ESLs.
• Assessment is carried out in a variety of ways: teacher observation, conferencing with the student, articulation with ESLs' teachers, interim

assessment testing, initial LAB-R, yearly NYSESLAT administration.

- All ESLs, other than those here for less than a year, are now required to take the ELA exam.
- Some ESLs must take all other content area state mandated exams: Math, Science
- The data provides information about ESLs' English proficiency levels.
- This information helps inform our school's instructional plan. Teachers modify their teaching plans to meet ESLs' needs.
- Our ELA and Math AIS programs are offered specifically to ESLs. With team teaching support the ESLs become more literate and their English language proficiency levels are improved.

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

The information about ESLs' weakness and strengths in English language proficiency is revealed by the data patterns across proficiency levels on the LAB-R and NYSESLAT

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](#))

Patterns across NYSESLAT modalities will affect instructional decision. 80% ESLs do not pass LAB-R or NYSESLAT because of poor reading and writing. Classroom teachers must use various effective teaching strategies to design teaching and writing skills. N/A for the other questions because we did not get NYSESLAT Modality Analysis.

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 patterns across proficiency and grades are the following:

Speaking, Listening and Reading is fair. There are deficiencies in writing.worse.

- The conversational component is proficient compared to the academics.
- School success depends on the development of the academic language. ESLs are faring in tests in English as compared to the native language if traditional ESL programs have often focused on helping ESLs develop academic language through content areas learning.

b.

- The school leadership and teachers are using the results of the ELL Periodic Assessment by providing additional support during the school day.

- Within the school day, ESLs receive services in small group settings to increase literacy skills.

c.

- The school learning about ESLs from the Periodic Assessment is that limited-formal schooling ESLs and long term English learners appear to have conversational proficiency but lack academic proficiency.

- There is a need for social and academic language development in both the native language and English through experiences that develop language skills.

- The native language is used in evaluating prior schooling and native language proficiency as well as English proficiency. Although it may be a challenge for our school to find ways to evaluate ESLs' literacy skills in their native languages, that information is crucial because native language literacy and content knowledge are strong predictors of academic success in English. Paste response to questions here: e to questions here:

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

Paste response to question here:

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

In our school, English is our ESLs' second language. The ESL program offered at our school is aligned with parent requests.

The core literacy instruction builds on and expands ESLs' existing oral language competencies to support literacy- learning and content knowledge.

We help our ESLs acquire the academic writing skills they need in the content area. Quality writing instruction during the classroom literacy core is sustained and extended, so that it is continuously linked to oral language and reading instruction.

We develop word reading and spelling skills in context. We design phonemic awareness and phonics instructions for ESLs to promote ESLs' phonemic awareness and develop phonics skills.

We provide instruction that enhances ESLs' reading comprehension through building background knowledge, highlighting key vocabulary, and interacting socially to make meaning.

ESLs' home and community literacy practices and funds knowledge are valued as resources for literacy learning in our school. Knowledge of what literacy-related skills and experiences ESLs have in their home language allows the ESL teacher to build on ESLs' strengths and needs, promote metalinguistic awareness, and encourage this type of language and knowledge bootstrapping.

8. Describe how you evaluate the success of your program for ELLs (e.g. meeting AYP for ELLs, etc.).
- The success of ESL program for ESLs is that ESLs' both conversational proficiency and academic proficiency are greatly improved
 - Within English language academic program, ESLs need to gain knowledge and experience in areas that are likely to lead to academic success.
 - In order to succeed in ESL program, using versions of the language experience approach, we begin where each ESLs is. By involving ESLs in a literature-based curriculum, we use the power of language to heighten awareness and fully engage the mind. By these means, the reading and writing connection can be more fully realized. Motivation and guidance is provided through a workshop approach to writing in which the ESLs can take full advantage of the classroom community they and the teacher have established.
7. For dual language programs, answer the following:
- a. How are the English-proficient students (EPs) assessed in the second (target) language?
 - b. What is the level of language proficiency in the second (target) language for EPs?
 - c. How are EPs performing on State and City Assessments?
- Paste response to questions here:
8. Describe how you evaluate the success of your programs for ELLs (e.g. meeting AYP for ELLs, etc.).
see above

Part IV: ELL Identification Process

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

1. Describe the steps followed for the initial identification of ELLs. These steps must include administering the Home Language Identification Survey (HLIS) which includes the informal oral interview in English and in the native language, and the formal initial assessment. Identify the person(s) responsible, including their qualifications, for conducting the initial screening, administering the HLIS, the LAB-R (if necessary), and the formal initial assessment. (Refer to [ELL Policy Brief](#) and [EPIC](#).)
Upon registration the parents complete the HLIS forms with administering the HLIS which includes the informal oral interview in English and in the native language. For all admits, eligibility for LAB-R testing, done only once during the student's school year is based on the responses to the Home Language Survey. As new students register throughout the school year, the same process and criteria are used. ELLs in our school are annually evaluated using the New York State English as a Second Language Achievement Test (NYSESLAT). Those who test out are deemed P(Proficient).
 - 1 a.
 - We administer the HLIS and conduct an oral interview with both students and parents to determine the languages with the HLIS are completed.
 - The interview along with the HLIS are completed with parents using the parents' native language. In the event that the school does not have an interview, we will conduct the DOE Translation Unit.
 - Our non-pedagogues trained in the intake process determines the students' home language based on the assessment of the HLIS and interview. Once the student's home language is determined to the language other than English, the student is given the LAB-R by an ESL teacher.
 - Students who scored below the LAB-R out-off scores are entitled for ESL services. Entitled Spanish speaking students are also administered the Spanish LAB.
 - The parents of all entitled students are invited to a parent orientation.
 - The entire process is completed within the first 10 days of student enrolment.
 - All entitled students are assessed with the NYSELAT in the spring.
 - 1 b.
 - The assistant principal is currently responsible for administering the LAB-R and NYSELAT to all students
2. What structures are in place at your school to ensure that parents understand all three program choices (Transitional Bilingual, Dual Language, Freestanding ESL)? Please describe the process, outreach plan, and timelines.
Our school's written translation and oral interpretation are used to ensure that parents understand all three program choices (Transitional Bilingual, Dual Language, and Freestanding ESL).
 - All parents are provided with appropriate forms they can understand.

- The written translation needs of the school are the following:
 - a. Home Language Surveys
 - b. Parent Survey and Program Selection Form
 - c. Translated parent notices from our school the DOE
 - The oral interpretation needs are the following:
 - a. Oral translation at the orientation session of the parents of newly arrived bilingual students.
 - b. Oral translation for interviewing parents
 - c. Oral interpretation when principal, guidance counselors, teachers have a conference with parents
 - d. Use of translators to make phone calls to parents when it is necessary
 - During the parent orientation, the video is presented to parents informing them of the three available in NYC public schools: Free Standing ESL, Transitional Bilingual, and Dual Language.
 - This session is conducted by the Assistant principal along with a non-pedagogue assistant staff and the parent coordinator.
 - This team assist with translation and interpretation.
 - A copy of the NYC guides for parents of ESLs describing the three programs is handed to parents at the orientation in their native language.
 - We will give the Parent Survey and Program Selection forms to all participants to make inform decision about the preferred program for their children.
 - The school informs parents of the requirements for TBE program formation that is a minimum of 15 students in two contiguous grades speaking the same language whose parents chose such program. Our school does not have the warranted number of the students to form a bilingual program, the school informs parents of sites within the district where bilingual programs are offered.
 - Parents either accept to transfer their children to another school with such program, or reject the transfer and opt to have their children participate in the school's ESL program.
 - Students are then placed in their parents' preferred program within their first 10 days of enrollment.
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 [\[see tool kit\]](#).)
 - arents of ELLs are notified in the languages they understand of Parent Survey Program Selection forms, and entitlement letters.
 - All of these forms are printed in all the necessary languages applicable to our school so that parents can more readily understand and make informed choices.
 - To further facilitate parental enrollment and understanding all of these forms to parents are translated. If Parent Survey and Program Selection forms are not returned, translators on our staff are provided to facilitate meaningful communication between parents and administration/staff.
 - At the Parent Orientation, we discuss standards, assessments, school expectations, community resources as well as program choices. This helps parents of ELLs to become active knowledgeable members of our school learning community..
 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.
 - Performance levels on the LAB-R determine ELLs' entitlement.
 - The new students who are entitled are tested with LAB-R and/or Spanish and placed in ESL program at our school.
 - Those students who have already been NYSESLAT tested last spring and scored on the B (Beginning), I (Intermediate) or A (Advanced) levels continue participating in SSL instructional program.
 - Our school strives to strengthen the home school relationship, increase parental participation in school activities and involve parents in the educational process. A school walk-through with translators is provided to inform ESL students and their parents about the school ESL program, school environment, and expectations.
 5. Describe the steps taken to administer all sections of the New York State English as a Second Language Achievement Test (NYSESLAT) to all ELLs each year.

The NYSESLAT is designed to annually assess the English proficiency of all English language learners enrolled in Grades K - 12 in New York State schools. The test will feature greater emphasis on academic and classroom contexts and new items that address the common Core shift to reading for information. Changes have been made to the procedures for scoring the Speaking and Writing subtests.

 - 1) All school personnel who will be involved in administering any session of the NYSESLAT , or in overseeing the administration and scoring of the NYSESLAT, must be provided and read a copy of the entire manual.
 - 2) The administrators must obtain answer sheets and scanning services from New York City scanning center. The answer sheets will be used to record student responses for all questions in the listening and reading subtests and multiple-choice questions in the writing subtest. For the writing and Speaking subtests, the answer sheets provide fields in which raters will record student scores on open-ended questions.

- 3)The administrators must pay attention to receive the test materials on time and remember the Administration Schedule.
 - 4)The Speaking subtest must be administered to students individually at a location separate from other students. The listening, Reading, and Writing subtests must be administered to groups of students.
 - 5)All ESLs with disabilities identified by the Committee on Special Education must participate in the NYSESLAT. The administrators determine which NYSESLAT grade-level assessment to administer to students with disabilities who, according to their IEP. In general, students with disabilities must be provided with the testing accommodations specified in their IEP or 504 Plans when taking these tests.
 - 6)The person responsible for administering the NYSESLAT must have special training in administering the NYSESLAT.
 - 7)Inform ESLs about the NYSESLAT a few days before its administration. ESLs are told about that the test is designed to show how well they can listen to, read, write, and speak the English language. Announcements are made in such a way as to increase the students' interest in the test and at the same time not cause to become overly concerned. Explain the general types of questions they should expect to see on the test and the procedures they should follow in recording their answers.
 - 8)Parents / guardians are also informed of the dates of the testing and the purpose of the test and notified of the prohibition all phones and other devices during testing. They encourage their students to do their best and ensure that their students are rested on the dates of testing.
 - 9)The administrators should prepare the answer sheets and the testing room before the days that the NYSESLAT is to be administered.
 - 10)Prior to the start of each session of the NYSESLAT, test administrators must provide the directions to students.
 - 11)The administrators plan to administer the test at a later date to all students who are absent when the test is initially given.
 - 12)All of the student responses to the constructed questions are to be by committees of teachers.
6. After reviewing the Parent Survey and Program Selection forms for the past few years, what is the trend in program choices that parents have requested? (Please provide numbers.) Are the program models offered at your school aligned with parent requests? If no, why not? How will you build alignment between parent choice and program offerings? Describe specific steps underway. *①*
- The trend in program choices that parents have requested is that 95% of parents have chosen ESL services rather than bilingual or Dual Language. They want immerse their children in the new language -English along with support of ESL service which they feel helps their children learn English faster. The minority of native Spanish speaking parents request bilingual and/or Dual language . parents who are native speakers of other language predominantly select ESL. The ESL program offered at our school is aligned with parent requests. The few parents who request programs not available at our school are offered transfer options.

Part V: ELL Programming

A. Programming and Scheduling Information

1. How is instruction delivered? (see [*The Practitioners' Work Group for Accelerating English Language Learner Student Achievement: Nine Common Features of Successful Programs for ELLs*](#))
 - a. What are the organizational models (e.g., departmentalized, push-in [co-teaching], pull-out, collaborative, self-contained)?
 - b. What are the program models (e.g., block [class travels together as a group], ungraded [all students regardless of grade are in one class], heterogeneous [mixed proficiency levels], homogeneous [proficiency level is the same in one class])?
 - a. The organizational model is that our school provides ESL service to our ELLs through push-in and pull-out programs.
 - b. The program models are Block (Class travels together as a group) and Ungraded (All students regardless of grade are in one class).
 - c. The ESLs are grouped homogeneously or heterogeneously as the situation demands.
2. How does the organization of your staff ensure that the mandated number of instructional minutes is provided according to proficiency levels in each program model (TBE, Dual Language, ESL)?
 - a. How are explicit ESL, ELA, and NLA instructional minutes delivered in each program model as per CR Part 154 (see table below)?
 - a. The instruction and distribution of time is in accordance with part 154. Our B (Beginning) and I (Intermediate) level students receive 2 units (360 minutes) of ESL per week. Our A (Advanced) level students receive 1 ESL unit (180 minutes) and 1 ELA unit per week.
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.
 - a. Content Areas Instruction
 - The ESL teacher plans for the development of both social and academic language skills. The ESL teacher also demonstrate knowledge about:
 - 1) Current scientifically based research in the fields of ESL and Cognitive Theory.
 - 2) Providing academic intervention for ESLs who have the English language deficiency, or low academic proficiency.
 - 3) Differentiating ESL instructions to align with ESLs' prior knowledge and their needs.
 - The ESL teacher develops English language and cognitive skills through content topics and themes.
 - Content area instructions are designed to mediate the ESLs' learning of various proficiency classifications: new comers, long-term ESL beginners, intermediate and advanced proficiency levels.
 - The ESL teacher's lesson plans are aligned to meet NYC and NYS ESL Standards which there is differentiation for the needs of ESLs in our school.
 - Ongoing assessment strategies are used to determine movement towards NYC and NYS content area standards.
 - Instruction of our ESLs is explicit, direct and systematic, emphasizing construction of meaning, problem-solving critical thinking and vocabulary development in the content area.
 - b. Alignment of the ESL standards with the ELA standards
 - English language instruction is aligned to ESL standards and ELA standards.
 - The ESL teacher scaffolds instruction to support ESLs' participation in content area learning.
 - The ESL teacher uses visual and/or manipulative to promote ESLs' understanding of the main academic content.
 - The ESL teacher models the use of the English language in ways in which the ESLs are expected to participate.
 - During the instruction, the ESL teacher uses the cultures of the ESLs to connect prior knowledge with new language.
 - Teaching materials include a wide range of print, visual, and digital resources designed for the ESLs' English language and academic language proficiency.
 - English language functions and structure are taught within the content of lessons.
 - c. Methods and Strategies
 - The ESL teacher speaks slower, models language and questions they ask themselves as they read aloud, speak aloud their thinking process to answer questions and how to find needed information, become aware of cultural differences, gain expertise knowing and implementing ELA and ESL standards, promote social interaction among all ESLs.
 - The strategies employed by ESL teacher include those highlighted in QTELC (Quality Teaching for ELLs) which focus on scaffolding. This strategy covers a wide range of techniques that includes modeling, bridging, contextualizing, schema building, text representation, and metacognitive development.
 - These strategies are used along with cooperative learning, phonics awareness, and independent reading and writing.
4. How do you ensure that ELLs are appropriately evaluated in their native languages throughout the year?

We ensure that ELLs are appropriately evaluated in their native language by modifying math, social studies and science exams and providing them with dual books for state testing that is in their language

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

One way to manage such language assessment and make evaluation an integral part of the classroom environment is to use portfolios to gather ESLs' work, performance checklists, and other data.

1) portfolios are individual collections of representative student work compiled over time.

2) Portfolios may contain exemplary pieces of work and work in progress.

3) Portfolios may also contain the teacher's observations and student self evaluations. They may contain performance checklists in all skill areas, preparation notes for writing and discussion (graphic organizers, brainstorming devices, and the like), materials that the student has read , summaries, illustrations, conferencing forms, Writing samples of various kinds, reading logs, performance logs, error analyses, oral production samples, journal entries, anecdotal notes based on teacher observation, student learning journals, questionnaires, videotaped performances, and so forth.

4) Portfolios may be used in the classroom for the same three purposes of testing: placement, replacement, assuming that the students have already been placed initially; diagnosis; and informally measuring achievement.

5) As assessment instruments, portfolios can be instructive as well as evaluative, and they allow students , teachers, administrators, and parents to see the progress that has been made over time.

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).

- The ESL teacher must help them build self-confidence and pride in themselves, their culture, and their language.

- The ESL teacher enriches the context by drawing on students' interests and background knowledge.

- The ESL teacher uses a number of techniques to make the English instruction comprehensible, including hands-on activities, visuals and regalia.

1) Manipulative, miniature objects, regalia.

2) Visual (photos, pictures and drawings)

3) Facial expression and pantomime

4) Clear expression and articulation

5) Short, simple sentences

6) Eye contact with students

7) High-frequency vocabulary

8) More description through synonyms

9) Prior content introduction (preview)

10) Reduction of idiomatic expressions

- In order to accelerate the content-area learning for ESLs who have had an interruption in formal education our ESL program runs at extended time in the morning.

- In order to enhance literacy development for our SIFE students, ESL strategies and/or native language instruction are utilized, So that their academic performance improves.

- The ESL teacher applies stage of language acquisition, teaching practice in order to focus on phonics awareness, word families, word and sentence building and integrated area teaching and learning.

- The ESL teacher modifies ESL teaching plans and makes curricular adaptations to teach SIFE students.

- The ESL teacher focuses on word recognition developing vocabulary, reading comprehension, oral expression, daily writing and integrated content area learning to transfer one level to the next.

b.

- The ESL teacher uses scaffolding strategies and Balanced Literacy Reading strategies to develop ESLs' English language skills.

- The ESL teacher meets with math teachers and literacy teachers on a regular basis to review ESLs' work as well as to plan the next phase of ESL instruction.

- The ESL teacher designs learning activities that actively engage ESLs in ESL learning activities that build critical thinking skills.

- The ESLs are required to write on daily basis across all subjects, using a variety written forms including retelling, paragraphs, summaries, stories, journals, brief reports, picture descriptions, charts and other graphs for math, social studies, and science information and explanation.

c.

- ELA and ESL teachers collaborate on lesson-planning and instruction that are designed to amplify ESLs' knowledge in content area reading strategies, identifying text structures, content-area vocabulary, literary elements, and text-taking strategies in preparation for

the ELA exam.

- Instruction also focuses on the writing process in different genres, as well as the mechanics of writing and grammar conventions.
 - Recognizing the importance and effectiveness of instruction through technology, the advanced ESLs are enrolled in a reading intervention software program that is supplemented by classroom instruction in ELA.
 - The math instruction is delivered by a math teacher and an ESL teacher at the Block Time. ESLs acquire knowledge and reinforcement of math skills. Instruction is clear and explicit. Demonstration of the topic under consideration is employed through the use of the blackboard, charts, overhead project, computer and manipulative. Test preparation will be a part of ESL program as well, to prepare ESLs who are now required to take the standardized NYS Math exams.
- d.
- There are no long-term ESLs in our school. If there are long-term ESLs, the ESLs are required to participate in a program that is aligned with mandated ESL and content learning standards and the core curriculum.
 - The long-term ESLs must participate in instructions that are aligned with both ESL standards and ELA standards.
 - The long-term ESLs participate in the Balanced Literacy program. This program assists the ESLs in developing their English language skills and reading comprehension.
 - Teachers work collaboratively to evaluate ESLs' work and use data to ascertain the English language and cognitive demands of tasks aligned to NYC and NYS standards so that the long-term ESLs can demonstrate their learning through measurable products development, demonstrations, and exhibits.

e.

- The ESL teacher modifies ESL lesson plans and make curricular adaptations to teach those ESLs who struggle to understand the basic concept.
- Providing teacher-direction
- Offering manipulative (flashcards, out of sequence sentence strips)
- Color-code elements (parts of speech, figurative language, quotes, and evidence in text)
- Providing definitions/vocabulary/word bank
- Providing a model of the type of writing expected (persuasive essay, memoir, comparison/contrast essay, a critical lens essay, a book review, an editorial, etc. for up graders)
- Guiding with questions
- Providing sentences starters to help structure their writing
- Providing cloze passages (with or without word tanks)

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?

. Our teachers engage ESL-SWDs in content learning activities to develop academic concepts. We draw on their background experiences, their culture, and their languages. Our teachers use scaffolding strategies to provide content instruction to build students' academic proficiency.

In the areas of the curriculum, the focus of planning and programming is often on the subject content. We determine the resources and teaching materials according to ESL-SWDs' levels. We often consider how to select and focus on English in all curriculum areas with the aim of developing ESL-SWDs' language proficiency and academic achievements.

c. We deal with universal topics so that all ESL-SWDs can be involved. Lessons and activities can be adjusted to different levels of English language proficiency.

d. The materials that are used include grade-level content area text books, informational texts, limited choice books, in addition to Read 180 and System 44 reading intervention program

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?

b. The ESL teacher uses Push-in teaching during content instruction in collaboration with regular classroom teachers to provide language acquisition and vocabulary support while retaining content instruction time.

c. In order to serve our ESL-SWDs the ESL teacher uses differentiated teaching strategies and ESL methodology to provide academic subject instruction in English. The ESL teacher assists our ESL-SWDs to achieve the state designated level of English proficiency for their grade, and helps these students meet or exceed the common Core Standards.

d. Our school uses constructs of effective instructions: challenge, involvement, success, scaffolding/feedback, collaborative teaching for second-language acquisition/sheltered English, and respect for cultural diversity.

e. Our school challenges students academically, challenge them to think, learn, and engage intellectually. Our school addresses both meaning and skills, promote both high level thinking and appropriate drill and practice, and Provide complementary proteins of student-teacher centeredness. Our school achieves continuity in curriculum and instruction as students move from primary to middle to upper grades and from different language to English language arts. The school builds upon and makes explicit the

connections between students' existing knowledge , skills, and experiences and academic curriculum to be learned (including literacy, language, and content). The school provides ESL program, reding and extended time, afternoon program, and Saturday program to meet the diverse needs of ESL-SWDs.

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
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

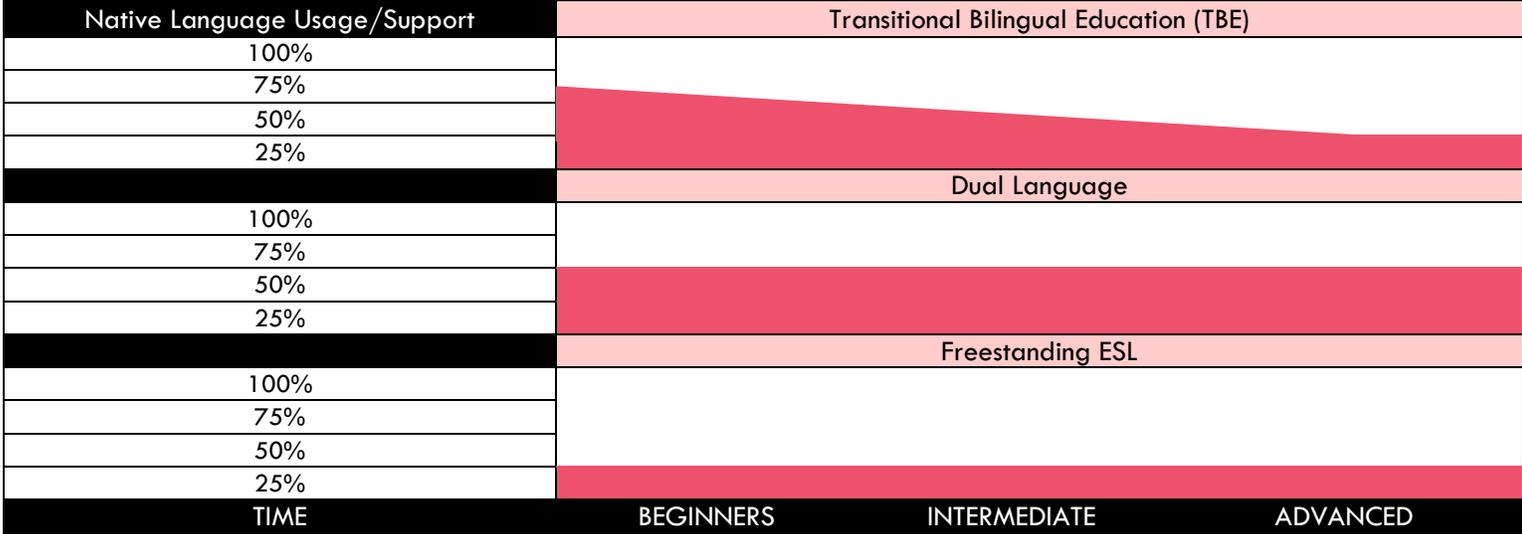
	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	540 minutes per week	360 minutes per week	180 minutes per week

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

	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

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.
- We implement the Pull-out and Push in models. The ESL teacher uses Pull-out model and brings the SES-SWDs together with general education ESL students from various class for English acquisition focused instruction. The ESL teacher plans lessons carefully with general education teachers to ensure curricular alignment.
- b. The ESL teacher uses Push-in teaching during content instruction in collaboration with regular classroom teachers to provide language acquisition and vocabulary support while retaining content instruction time.
- c. In order to serve our ESL-SWDs the ESL teacher uses differentiated teaching strategies and ESL methodology to provide academic subject instruction in English. The ESL teacher assists our ESL-SWDs to achieve the state designated level of English proficiency for their grade, and helps these students meet or exceed the common Core Standards.
- d. Our school uses constructs of effective instructions: challenge, involvement, success, scaffolding/feedback, collaborative teaching for second-language acquisition/sheltered English, and respect for cultural diversity.
- e. Our school challenges students academically, challenge them to think, learn, and engage intellectually. Our school addresses both meaning and skills, promote both high level thinking and appropriate drill and practice, and Provide complementary proteins of student-teacher centeredness. Our school achieves continuity in curriculum and instruction as students move from primary to middle to upper grades and from different language to English language arts. The school builds upon and makes explicit the connections between students' existing knowledge, skills, and experiences and academic curriculum to be learned (including literacy, language, and content). The school provides ESL program, reading and extended time, afternoon program, and Saturday program to meet the diverse needs of ESL-SWDs.
10. Describe the effectiveness of your current program and how it is meeting the needs of your ELLs in both content and language development.
- 1) The ESL teacher delivers content knowledge in a way that both language and academic proficiency to be nourished. In this instruction, academic content is taught to ESLs by using techniques such as speaking slowly, using visual aids and manipulatives, and avoiding the use of idioms to ensure they are meeting NYS and NYC Standards.
- 2) The ESL teacher encourages reading and celebrates accomplishment of reading many books or other written material are over time so that ESLs' speaking fluency, language acquisition, vocabulary expansion, general knowledge, and specific content knowledge are increased. Also, understanding of concepts is developed.
- 3) The ESL teacher will do the following:
- a. Provide a wide variety of reading materials based on Common Core Standards.
- b. provide adequate time of sustained reading with no other obligations, including writing and sharing.
- c. Allow ESLs self-selecting of reading materials by interesting level.
- d. Provide opportunities to pursue a favorite author, genre, or area of interest.
- e. Allow ESLs to take books and materials home for reading.
4. The ESL teacher will provide opportunities for retelling stories to improve writing. Writing for others can be motivating, reinforces existing, helping form a sense of a community of learners, and introduces as having a purpose and benefit for others.
- a. Sending invitations to classmates and others, notes to relatives, and postcards home to describe accomplishments.
- b. Color coding for multiple authors, feedback to peers with sticky notes, and highlighting favorite parts of a writing buddy's first draft.
- c. Create class journal that everyone helps complete at the end of the day or week.
5. Set up e-mail pen and e-mailing parents and students.
11. What new programs or improvements will be considered for the upcoming school year?
- The ESL teacher will analyze the data and provide opportunities for improving reading and writing skills of the ESLs. For the upcoming school year ESLs will write a variety of topics for improving reading and writing skills.
- Our ESLs will discover more effective writing techniques with guidance of the ESL teacher and classroom teachers. Writing topics are students-controlled. Writing will be reviewed as a collaborative, social process. ESLs will assist one another in composing texts.
- Grammar will be taught in the content of writing for ESLs' communication. Feedback will be given throughout the writing process.
12. What programs/services for ELLs will be discontinued and why?
13. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
- The ESLs are offered equal access to all school program including extended day. ESLs participate in after school program, and in extended time program. Parents of ESLs are informed of these programs in their languages.

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

There are leveled libraries in each ELA classroom. The school provides ESLs with CMP3 Math XL program, Read 180, limited choice books and various materials and special resources that are needed. The ESLs use utilize technical, digital proficiency including, but not limited to maintenance of an electronic portofolio and learning log, research on the internet use programs in computer and the continued use of the computer.

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

1) In the ESL classroom the ESL teacher adds ESLs native languages and cultures to the school curriculum, encourages parents of all groups to become involved in the school, using transformative models of teaching, and adopting types of assessment that show what ESLs can do.

2) The ESL teacher finds out about the schooling of parents and siblings to determine the kinds of support ESLs can be received at home.

3) The ESL teacher allows ESLs to read their native languages. Reading in native language develops the academic register of ESLs first language that reinforces English acquisition.

4) An important strategy for drawing on ESLs' native languages and teaching academic content Preview/View/Review. Key concepts are introduced by the ESL teacher or parents in the students' native languages (preview). Then ESLs are given opportunities to work with those concepts in English (view). The ESL teacher uses a number of techniques to make the English instruction comprehensible, including hands-on activities, visuals, and realia. Finally, ESLs are allowed to review the concepts in their native language to clarify, summarize, and ask questions (review).

5) The ESLs will actively participate in cultural celebrations in our school. Lessons will be conducted to build knowledge about cultural awareness and help ESLs gain a better understanding of the different cultures.

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

For Upper grade

a. Laptops for completing required work and web links for useful ESL supports in addition to visuals

b. Computer Network

Computer network can provide an important means for communicating with fellow ESLs in English. Their electronic discussions allow them to initiate and extend their discussions about whatever it is that they happen to be studying or doing as a result of assigned work.

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.

When the child arrives...the first few days

1) Take the time to show the child around the school, so that he or she will know where the places like the toilets, tuckshop, and library are.

2) Establish a buddy system.

3) Use an interpreter or another child to make sure the new arrival knows and understands regular classroom routines.

4) Teach some basic survival language.

5) Discover how much English the new arrival has.

6) Allow the new arrival the right to remain silent.

Providing support in the classroom

1) At times let pairs of children develop and teach mini lessons to the new arrival.

2) Create opportunities for the new arrival to participate in classroom situations which do not require language.

3) Involve the new arrival in lots of opportunities to listen to English and interact with peers in a small group.

5) Use picture talks.

6) Provide activities which use skills that require understanding rather than the productive skills of speaking or writing.

7) Provide a variety of activities where the child can work with others in less structured situations.

8) Recall events orally, especially excursions in which the new arrival has taken part, using drawings, photographs, objects collected or tapes.

9) Use 'Written conversations' The child begins by writing briefly about anything he or she wishes and the teacher writes the response, where possible using this to model the correct forms of any words or structures which have been used incorrectly. The child responds in return.

Building on literacy skills

1) Allow the child to write in the first language.

2) Encourage the new arrival to continue to read regularly in the mother tongue.

3) Provide a bilingual dictionary or encourage the child to obtain one.

Getting settled

- 1) Allow the child many opportunities to do what he or she is best at.
- 2) Pace the activities during the day so that the child does not become exhausted.
- 3) Set up situations where the new arrival is expert.
- 4) Praise all success and share all achievements with the child's parents.
- 5) Give the new arrival opportunities to hear and practise social language, such as asking for something, asking someone to do something, saying thank you and expressing disagreement politely.
- 6) Make the child feel a useful member of the class.

Activities

- 1) Give instructions clearly and precisely.
 - 2) Use open-ended questions so that the child is able to respond at his or her own level.
 - 3) Use visual aids such as diagrams, maps, videos, pictures or mime to help make meaning clear.
 - 4) Try to get information from the learner rather than always presenting it.
 - 5) Provide activities where the language is predictable or repetitive.
 - 6) Include some activities which recycle newly learned language.
 - 7) As far as possible design activities which either use known language patterns to teach new vocabulary, or use known vocabulary to model new language patterns.
 - 8) Use activities which involve real communication.
 - 9) Use whole class activities where the new arrival can join as much as he or she feels able.
 - 10) In the early stages choose books and print materials not only in terms of their language difficulty but also in terms of their cultural content.
18. What language electives are offered to ELLs?
Electives that are offered are various after school programs including cooking, martial arts, poetry, dance, chess. During the day they can choose from visual arts or dance.
19. For schools with dual language programs:
- a. How much time (%) is the target language used for ELLs in each grade?
 - b. How much of the instructional day are ELLs integrated? What content areas are taught separately?
 - c. How is language separated for instruction (time, subject, teacher, theme)?
 - d. What Dual Language model is used (side-by-side, self-contained, other)?
 - e. Is emergent literacy taught in child's native language first (sequential), or are both languages taught at the same time (simultaneous)?

Paste response to questions here:

C. Professional Development and Support for School Staff

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

Past

- The Professional Development Program will be a high quality and research-based program for our staff outlined in the school's comprehensive education plan. Professional development will engage all teachers of ELLs in a variety of high quality professional development activities, which will include studying ESL scaffolding strategies and content area teaching strategies that are aligned with the NYS ELA and ESL standards. Teaching and learning will have academic rigor in order to increase the number of ESLs who are proficient in English.

- Our participating faculty will acquire through professional development activities:

- 1) ESL methodologies and scaffolding strategies for improving instruction and promoting English language proficiency for ESLs through workshops.
- 2) Use of authentic learning, hands-on activities, use of manipulatives, cooperative learning.
- 3) The ability to engage in performance based assessment that provides qualitative data.
- 4) The opportunity to collaboratively participate in small study groups regularly which allow for action research and sustain ability of effective teacher practices.

- 5) The means to network and share successful teaching practices with other colleagues.

- Our professional development activities accountability will be evidenced by: agendas, training materials, focus groups, surveys, questionnaires, workshop evaluation-self assessment forms, attendance sheet, journal writing.

3.

- 1) Guidance Counselor provides intervisitation opportunity for other schools. Individual counseling session is provided by our bilingual Guidance

counselor. The ESL students have a chance to participate in individual tutorial session during and after school hours.

- The school Professional Development Program will provide staff with skills in both content and pedagogy and by providing instruction on hands-on techniques and standards based content.

- It will provide interdisciplinary approach with literacy skills, math skills, science and social studies skills, as well as, the arts and activities that are easily integrated in the classroom. All staff will learn through song and dance hypothesizing, and experimenting and recreating our built and natural environment in order to assist our ESLs as they transition from elementary to middle school.

4.

Our professional development plans for 2013-2014 school year are designed to promote high levels of academic achievement while integrating second language instruction. The 7.5 hours ESL mandated professional development will be fulfilled for all staff. The 10.5 hours of ESL mandated professional development will also be fulfilled for all staff that serve special education students.

D. Parental Involvement

1. Describe ELL parent involvement in your school. Include specific activities that foster parental involvement for parents of ELLs.
2. Does the school partner with other agencies or Community Based Organizations to provide workshops or services to ELL parents?
3. How do you evaluate the needs of the parents?
4. How do your parental involvement activities address the needs of the parents?

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.

1. Our school uses some types of parent involvement. They are the following:

1) Parenting

Help all families establish home environment to support children as students

- Parent education and other courses or training for parents. The parent coordinator will host a series of workshops throughout the school year to continue the dialogue as regards the importance of attendance at ELA/ESL and math institute. Parents of ESLs will be invited to join with their children to attend all sessions of the Math Skills Institute and the ELA/ESL Institute.

2) Communicating

Design effective forms of school-to-home and home-to-school communications about school programs and children's progress

- Conference with every parent at least twice a year
- Language translators to assist parents as needed
- Regular schedule of useful notices, memos, phone calls, newsletters, and other communications

3) Volunteering

Recruit and organize parent help and support

- School and classroom volunteer program to help teachers, administrators, students, and other parents
- Parent room as family center for volunteer work, meetings, and resources for families

4) Learning at Home

Provide information and ideas to families about how to help ESLs at home with homework and other curriculum-related activities, decisions, and planning.

- Information for families on skills required for ESLs in all subjects at each grade
- Information on homework policies and how to monitor and discuss school work at home

5) Gathering information from parents

School staff gathers information from parents of ESLs about their background

- Information about a student's prior education in his native language can help the ESL teacher gauge the challenges the ESLs will be facing.
- ESLs who arrive in U.S. schools with appropriate grade-level achievement in their native language will make the transition to learning in English more easily.

6) Participating

Parents are encouraged to participate in school activities, i.e. learning walks, assembly, field trips, technology classes, and etc.

2.

Our School partners with Brooklyn Children Museum

- Yes, it does. It identifies and integrates resources and services from the community to strengthen school programs, family practices, and student learning and development.
- It provides information for students and families on community health; cultural, recreational, or social support; and other programs or services.
- It provides information on community activities that are linked to learning skills and talents, including summer programs for students
- It provides service to the community by students, families, and schools (e.g. recycling, art, music, drama, and other activities for seniors or others)

3.

1). All parents of ESL students are invited to participate in a Welcome Back to school meeting and curriculum night in September every year to receive information about our school. Topics addressed include: school expectations, assessments, City/State Standards, the community resources as well as program options. Presenters include: Instructional Team leaders, ESL teacher, Guidance Counselor, Parent Coordinator, Principal, and Assistant principal. This helps parents of ESL students become active knowledgeable members of our school learning community. All parents express their opinions, give good advice and tell the school what they need.

2) Parents of ESL students are invited to attend our Parent Orientation Meeting where they are informed about the available services for their children. The Parent Selection forms are printed in all the necessary language applicable to our school so that parents can more readily understand and make informed choices. Their most often expressed sentiment is that they want immersion in the new language, English, along with support of ESL Services which they feel helps their children learn English faster. To further

facilitate parental involvement and understanding, school letters and notifications to parents are translated. When needed, translators on our staff are provided to facilitate meaningful communication between parents and administration/staff.

3) Our school Parent Co-ordinator provides workshops for parents. Through talking and discussing with our ESL students' parents we get to know their thoughts, suggestions, and needs.

4) Through Parent-Teacher Conference, telephone conversation, writing notes to each other, going on trip together we obtain a lot of useful information and what our ESL parents really need.

- The role of the parent is vertical to ESLs' overall ability to achieve high standards.
- They lay the groundwork for high expectations that are carried out in our school.
- By participating in school activities and attending all sessions of the Math Skills Institute and the ESL/ELA institute, not only will parents be helping themselves, but, in addition, they will be forming special learning partnerships with their children that will be the great benefit of both parents and children. There will be awards and recognition to highlight literacy and achievement.

4.

1) Family Days will be held throughout the school year to encourage parental involvement in the academic development of their children. The teachers will conduct interactive activities for the children and their parents to enhance their learning and language experiences.

2) During Family Days, the teachers will use hands-on and developmentally appropriate activities to promote literacy skills, math skills, and scientific explorations for students and parents. The children and their parents can make connections, promote imagination, creativity, and have opportunities to learn new skills.

3) Encouraging parent involvement helps parents from other cultures may view their role in their children's education differently than U.S. parents. For example, instead of asking their children questions about a story- asking them to predict out come, for instance, or having them interpret the story based on their own experiences- immigrant parents from rural of Mexico and Central America are more likely to use the story to teach a moral lesson.

4) To help the parents of ESLs contribute more actively to the education of their children, our school offers training at ELA/ESL and Math Institute sessions on increasing the knowledge and skills parents need to help their children with the acquisition of English, literacy development, and academic proficiency in different content areas.

:

Part VI: LAP Assurances

School Name: <u>Ron Brown Academy</u>		School DBN: <u>16K057</u>	
Signatures of LAP team members certify that the information provided is accurate.			
Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Celeste Douglas-Wheeler	Principal		1/1/01
Dewana Dadds	Assistant Principal		1/1/01
Sophia Williams	Parent Coordinator		1/1/01
n/a	ESL Teacher		1/1/01
Leon Bowers	Parent		1/1/01
Francesca Freeman-Lujan/ELA	Teacher/Subject Area		1/1/01
Oswald Sutherland/Math	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: **16K057** School Name: **Ron Brown Academy**

Cluster: **1** Network: **102**

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.

With an influx of Spanish speaking parents our business manager has been able to communicate with many of our parents.

- The school secretary, business manager and the parent coordinator work collaboratively to use the internet to interpret school letters or notices that are sent home weekly and/or monthly.
- The parent coordinator posts English and Spanish versions of newsletters and workshops on the parent bulletin board located in the main lobby.
- The business manager is affluent in the Spanish language and communicates with many of our Spanish speaking students and parents

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.

We currently do not have an ESL/Bilingual ESL teacher to translate for parents and students

- During parent-teacher conferences Spanish speaking parents are unable to communicate effectively with teachers and often times they have a translator to accompany them or rely on the student to translate.
- Many of the parent workshops and meetings are limited to English speaking presenters, which effects communication with non-English speaking parents. This results in zero to low attendance from non-English speaking parents
- A parent letter was sent home in September and again in February notifying parents that they had the opportunity to request English letters translated into their native languages. There is also a poster displayed in the main office notifying parents of the same information.

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.

- As noted in Part A, we utilize the business manager often to translate for our Spanish speaking students and parents.
- In September the parent coordinator will begin to seek vendors that are able to provide both English and Spanish letters and workshop information to ensure we are communicating effectively with the entire population of students and parents.
- Beginning in September and on-going each letter sent home will be mailed in both English and Spanish and Arabic.

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.

- As noted in Part A, the business manager is utilized to orally interpret to our Spanish speaking students and parents.
- The parent coordinator will also seek vendors who are able to provide personnel who are both English, Spanish and Arabic speaking.

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

The school will provide each parent whose primary language is a covered language and who require language assistance services with a copy of the Bill of Parents Rights and Responsibilities which includes their rights regarding translation and interpretation services. Translated versions are available on the DOE website.

- The school will continuously post in a conspicuous location at or near our primary entrance in our most prominent covered languages indicating the availability of interpretation services.

- Our school safety plan will contain procedures for ensuring that parents in need of language assistance services are not prevented from reaching the school's administrative offices solely due to language barriers