Department of Education
Carmen Fariña, Chancellor

2014-15
SCHOOL COMPREHENSIVE EDUCATIONAL PLAN
(SCEP)

DRAFT – PENDING NYSED APPROVAL

DBN: (*i.e. 01M001*): **15K136**

School Name: **CHARLES O DEWEY**

Principal: **ERIC R. SACKLER**

School Comprehensive Educational Plan (SCEP) Outline

Section 1: School Information Page

Section 2: School Leadership Team (SLT) Signature Page

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

Section 4: SCEP Overview

Section 5: Needs Assessment, Annual Goals and Action Plans

1. **Section 5A Capacity Framework Element - Rigorous Instruction**
2. **Section 5B Capacity Framework Element - Supportive Environment**
3. **Section 5C Capacity Framework Element - Collaborative Teachers**
4. **Section 5D Capacity Framework Element - Effective School Leadership**
5. **Section 5E Capacity Framework Element - Strong Family-Community Ties**

Section 6: Academic Intervention Services (AIS)

Section 7: Expanded Learning Time (ELT)

Section 8: Title I Program Information

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

Section 1: School Information Page

School Information

School Name: Charles O Dewey School Number (DBN): 15K136

School Level: Middle School Grades Served: 6, 7, 8

School Address: 4004 4th Avenue Brooklyn, NY 11232

Phone Number: (718) 840-1950 Fax: (718) 840-1955

School Contact Person: Damaris Garcia, PC Email Address: DGarcia11@schools.nyc.gov

Principal: Eric R. Sackler

UFT Chapter Leader: C. Walsh (acting)

Parents' Association President: Gicela Jarquin

SLT Chairperson: Tynesha Pearson

Student Representative(s): n/a

District Information

District: 15 Superintendent: Anita Skop

Superintendent's Office Address: 131 Livingston Street, Brooklyn NY

Superintendent's Email Address: ASkop@schools.nyc.gov

Phone Number: 718-935-4317 Fax: 718-935-4356

Cluster and Network Information

Cluster Number: 5 Cluster Leader: D. Maldonado

Network Number: 535 Network Leader: Ellen Padva

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)
Eric R. Sackler	*Principal or Designee	
C. Walsh	*UFT Chapter Leader or Designee	
Gicela Jarquin	*PA/PTA President or Designated Co-President	
Carmen De Lo Santos	DC 37 Representative, if applicable	
n/a	Student Representative *(optional for elementary and middle schools; a minimum of two members required for high schools)*	
	CBO Representative, if applicable	
Maria Gomez	Member/ Parent	
Luz Santos	Member/ Parent	
Silvia Gallo	Member/ Parent	
Azucena Cazares	Member/ Parent	
Dorotea HernandeZ	Member/ Parent	
Tynesha Pearson	Member/ UFT	
Lindsey Smith	Member/ UFT	
Daniele Siegel	Member/ UFT	
	Member/	
	Member/	
	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	
1.	**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.
2.	**Supportive Environment**: The school establishes a classroom and school culture where students feel safe, supported, and challenged by their teachers and peers.
3.	**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.
4.	**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.
5.	**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.
6.	**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:

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

7. **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.
8. **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.
9. **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.
10. **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.
11. **Step 5:** Update your school's AIS section. All Title I schools update the Parent Involvement Policy (PIP) and School-Parent Compact (SPC) and complete the ELT program description.
12. **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:

1. 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.
2. School strengths, accomplishments, and challenges.
3. 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.

The mission statement of the school is to inspire young minds today in order to empower leaders for tomorrow. Our school community has been following the Leader in Me Process for the past few years and feels that a major component that many middle school aged students lack is confidence as they are trying to find themselves during this time. We continue to grow immensely in Tenet 5 in our school community year after year. The LIM process uses a three prong approach to create strong bonds between staff and students which allows us to further build on the social-emotional growth. We are celebrating the success of the previous year's goals by furthering this LIM process with individual student leadership binders to hold students accountable for their performance and reflection on their process. The school community is also focused on strengthening instruction with a formalized focus on tracking language acquisition in all formats to improve student performance. Our students will show measurable growth in their ability to think analytically when responding to text, using details, and relevant information from all text for support. These are areas of major growth and accomplishment and foster increased trust across all levels of the school community.. Teachers in all content areas will implement writing strategies that allow for students to justify, evaluate, and find evidence to support any claim, hypothesis, or gist while close reading independently. Success will be measured by student progress on a bi-yearly school interim assessments using the NYC ELA MOSL exam from the 2013-2014 school year using a 2014 NYS ELA 4-point writing rubric, the NYSESLAT (teacher voted building wide local 20%), and the NYS ELA exam in the spring.

The instructional focus to improve student performance does require a paradigm shift in which all content area teachers see themselves as literacy teachers. This is a major challenge especially considering our large ELL population. School wide instructional focus on open-response writing (skills associated with being able to independently annotate text in order to analyze content in all curricula). Ones that use data to identify the students that need the most support and are using research-based programs to support students throughout the day as per RTI guideline. The school has three major W.I.G.S (widely important goals) cyclical goals which directly impact our progress emerged from the data and are aligned to the Capacity Framework Elements:

1. Academic: increasing students that are emerging on the NYS math and ELA exams by 10% (tracked through core department W.I.G.S)
2. Personal Leadership: maintain 95% attendance throughout the year (tracked monthly), and increase the number of students living the 7 habits on a daily basis (keep the number at 95% tracked monthly).
3. Cultural Leadership: Increase parent involvement (tracked monthly –minus January and April (without parent events)

Within each element is a department specific, measureable W.I.G.S under the three core areas.

<u>Academics:</u>

Lead teachers create a gantt chart with their departments to set up tracking/monitoring for their one W.I.G.S along with the instructional focus on language acquisition.

a. SS: By June 2015, 80% of the students in grades 6-8 will be a 3 or higher on an adapted social studies NYC performance rubric on document based questions (support NYSESLAT, ELA-tracked in quarters based on units of study).
b. Sci: By June 2015, 80% of students in grades 6-8 will be a 3 or higher on an adapted NYS lab's experimental rubric (supports ELA and math –tracked in quarters based on units of study)
c. ELA: By June 2015, all students, grade 6-8, will read a minimum of 25 books each year (supports all subject areas and W.I.G.S –access to multiple texts-tracked in Leadership Notebooks biweekly)
d. Math: By June 2015, all students will know their 15 times table by the end of the year (supports math

benchmarks and supports science-tracking monthly multiplication proficiency in Student Leadership Notebooks biweekly and department monthly).

Cultural Leadership:

a. Arts/Tech: By June 2015, increase parent attendance and participation by increments of 50% through 2 in-house performances in December and June. (Supports the whole child development-tracked using attendance from first curriculum night (Oct 15th) as baseline, parent events throughout the year juxtaposed to the in-house performances-tracked monthly and documenting the amount of parent and student usage on PupilPath.)

We have trained teachers on several academic tools and resources including, but not limited to, Leader in Me, UBD, i-Ready, SIOP, Google Classroom, ilit, Expeditionary Learning, EngageNY, and CMP3 to support all students in core content areas. For reading levels, we are tracking results as a community through the use of MyOn and independent reading in homeroom and leadership periods. ELA teachers are focusing on lexile levels on iReady, reading reports, baseline tests, unit exams, performance tasks, and exit tickets, and will transfer that information to leadership teachers. We've already seen growth as students spend time on iReady, MyOn, ilit, Expeditionary Learning CCLS modules, and the use of close reading protocol engaging students with challenging texts and language acquisition. For math, we are tracking results as a community through the use of TTM (Think through Math), tracking basic skills, reports, baseline assessments, performance tasks, and related curriculum.

In our ESL classrooms there are two teachers per class, each one takes turns assessing and recording speaking responses during student centered work. The goal is to have students self-assess their conversations in class as a formative assessment to personally track their growth throughout the school year. Although, language acquisition is harder to track, we are expanding on training all teachers to use Stanford's CAT (conversation analysis tool) to assess conversations and time on task in the classroom. Along with the CAT, teachers integrate scaffolds for ELLs (use of SIOP and a modified version of Zwier's conversational starters) to track English language proficiency and acquisition (removing the scaffolds as needed to support CCSS). For all ELLs (especially newcomers)-adaptations of the expeditionary learning modules that promote sophisticated grade-level language and content knowledge.
This would be more appropriate to show progression than a standard set of speaking questions. The new NYSITELL (replacement for LAB) is supposed to mimic NYSESLAT, which would be the basis for our new entrants regarding all modalities. The department then visually charts growth using proficiency standards (WIDA) combined with forms of Visions assessment quarterly to record growth as well. The SIFE and SWD ELL population works under the same guidance but with more emphasis on read alouds, pre-reading, during reading, and post-reading strategies from the 6 shifts in literacy, WIDA, and ELD. Along with the use of graphic organizers, Frayer Model, Language Objectives, SmartBoard, Elmos, laptops, ipads, and Promethean Tables to ensure that learning is visual to support native language and incorporate thinking skills that can be done without any writing.

Key areas of focus this year are the following:
- PLCs continue to working on data inquiry and action research to further develop on professional skills around DDI protocols (create vision, chart/align measurable goals, research variables, create action teams, reflect (document progress/impact), revise, deliver, track). During our first months of formative assessments, our data shows that the ability of all our leveled learners across the grades show varied, extensive achievement gaps. Especially, for our ELLs or SWD population from a dual language/bilingual elementary program since kindergarten or first grade. Therefore, by the time they enter 6th grade with MS136, the child may transition to a long term ELL status just based on the years in the country. Teachers plan with a wide range of effective pedagogical approaches in the content area. However, through evidence of student work and discussions in the performance learning communities, our staff recognizes that they may have originally planned extensively with an anticipation for student misconceptions (especially on the 6th grade) based on that data and then may provide too many scaffolds to that of 3-4 different lessons to meet the needs of every subgroup in the class on a daily basis. Students then become reliable on those resources which then limits their independence. The focus is to now remove those scaffolds for our learners, especially our current ELLS and SWD, when working on CCSS to empower independence on rigorous work.

When looking at the DTSDE Tenets it is obvious that our largest area of growth this past year has been in Student Social and Emotional Development and curriculum development and support.

15K136 School Information Sheet

School Configuration *(2014-15)*					
Grade Configuration	**06,07,08**	**Total Enrollment**	**486**	**SIG Recipient**	**No**
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	**20**	**# SETSS**	**14**	**# Integrated Collaborative Teaching**	**14**
Types and Number of Special Classes *(2014-15)*					
# Visual Arts	**21**	**# Music**	**6**	**# Drama**	**N/A**
# Foreign Language	**N/A**	**# Dance**	**N/A**	**# CTE**	**N/A**

School Composition *(2013-14)*			
% Title I Population	**90.4%**	**% Attendance Rate**	**93.9%**
% Free Lunch	**93.2%**	**% Reduced Lunch**	**3.7%**
% Limited English Proficient	**43.9%**	**% Students with Disabilities**	**24.6%**
Racial/Ethnic Origin *(2013-14)*			
% American Indian or Alaska Native	**N/A**	**% Black or African American**	**1.8%**
% Hispanic or Latino	**86.2%**	**% Asian or Native Hawaiian/Pacific Islander**	**6.6%**
% White	**5.3%**	**% Multi-Racial**	**N/A**
Personnel *(2014-15)*			
Years Principal Assigned to School (2014-15)	**7.86**	**# of Assistant Principals (2014-15)**	**2**
# of Deans (2014-15)	**1**	**# of Counselors/Social Workers (2014-15)**	**1**
Personnel *(2013-14)*			
% of Teachers with No Valid Teaching Certificate (2013-14)	**N/A**	**% Teaching Out of Certification (2013-14)**	**11.8%**
% Teaching with Fewer Than 3 Years of Experience (2013-14)	**0.4%**	**Average Teacher Absences (2013-14)**	**6.56**
Student Performance for Elementary and Middle Schools *(2013-14)*			
ELA Performance at levels 3 & 4	**7.3%**	**Mathematics Performance at levels 3 & 4**	**6.4%**
Science Performance at levels 3 & 4 (4th Grade)	**N/A**	**Science Performance at levels 3 & 4 (8th Grade)**	**14.2%**
Student Performance for High Schools *(2012-13)*			
ELA Performance at levels 3 & 4	**N/A**	**Mathematics Performance at levels 3 & 4**	**59.3%**
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**	
Priority School	**X**		

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**	**N/A**
Hispanic or Latino	**NO**	**Asian or Native Hawaiian/Other Pacific Islander**	**N/A**
White	**N/A**	**Multi-Racial**	**N/A**
Students with Disabilities	**NO**	**Limited English Proficient**	**NO**
Economically Disadvantaged	**NO**		
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	**NO**	**Asian or Native Hawaiian/Other Pacific Islander**	**N/A**
White	**N/A**	**Multi-Racial**	**N/A**
Students with Disabilities	**NO**	**Limited English Proficient**	**NO**
Economically Disadvantaged	**NO**		
Met Adequate Yearly Progress (AYP) in Science *(2012-13)*			
American Indian or Alaska Native	**N/A**	**Black or African American**	**N/A**
Hispanic or Latino	**YES**	**Asian or Native Hawaiian/Other Pacific Islander**	**N/A**
White	**N/A**	**Multi-Racial**	**N/A**
Students with Disabilities	**YES**	**Limited English Proficient**	**YES**
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:

1. 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.
2. 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.	HE
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:

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.

- Teachers use Common Core aligned tasks and assessments at the grade and departmental level
- The school analyzes state summative assessments in Math and ELA as well as NYSESLAT assessment for ELLs to determine trends in data to identify student needs
- Monthly assessments in ELA and Math measure growth towards school wide goals.
- Rubrics based assessments are used to track growth and provide actionable feedback for students.
- Exit slips are routinely used formatively as checks for understanding to inform instruction at the classroom level.
- Ongoing formative and summative assessments are not as fully developed in all contents areas. Students are not aware of next steps in all subject areas, thus impeding them on overall academic progress.
    - Train staff in systems that provide regular and explicit feedback to students.

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 – Specific, Measurable, Achievable, Relevant, and Time-bound.

By June, 2015 100 percent of students will be tracked in all subject areas using a unified form of progress monitoring resulting in improvements in student work products.

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: • 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	**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?*
-The ESL department PLC will track and encourage student leadership speaking roles during the school year to build upon the improvement in ELP from last year's results. - continue to reflect on the impact of our work and the adaptations we've made to the modules/CMP3 and how the instructional shifts are in the classroom. Redesign the plan, and track as an ongoing (focus lens on the W.I.G.S.), repetitive process. - Encourage more inter-visitation to see specific strategies in use, especially those that can help meet students language or learning needs.	ELLS, Special Education students, lower 1/3, cusp students bordering 2-3, 1-2 on state exams	Start August, 2014. Instructional Focus created by October, 2014. Ongoing through June 2015.	Principal, asst. principals, coach/lead teachers, lighthouse team, network support staff
Professional development on a whole staff PD to address, evaluate, and create a unified method for assessment. This will foster increase trust between staff and administration.	ELLS, Special Education students, lower 1/3, cusp students bordering 2-3, 1-2 on state exams	Start August, 2014. Instructional Focus created by October, 2014. Ongoing through June 2015.	Principal, asst. principals, coach/lead teachers, lighthouse team, network support staff

-

The school will host a variety of events to increase parental involvement and engagement with regards to rigorous instruction at the school: -PTA meetings will include a portion of time dedicated toward parent education in the leadership model at the school. This will reinforce the important shifts in the core beliefs on leadership as well as inform parents of critical information as we continue implementation CCLS -25 book challenge -15 by 15 multiplication table challenge -Parent Involvement Night (an outreach event at the school to inspire and empower parents to be more involved in their child's education -Family Science Night -International Night -Student led conferences (where students participate actively in	ELLS, Special Education students, lower 1/3, cusp students bordering 2-3, 1-2 on state exams	Start August, 2014. Instructional Focus created by October, 2014. Ongoing through June 2015.	Principal, asst. principals, coach/lead teachers, lighthouse team, network support staff

informing parents of their successes and progress toward their academic and personal goals. These events will increase communication and trust between all members of the school community.			
- Department meetings, grade team meetings as well as whole staff professional development activities are dedicated to establishing norms and protocols to ensure that an environment of trust is indeed established. Norms established provide teachers with the security that information presented and work being done is transparent and free of hidden agendas. The Leadership model at the school has established a core belief that all individuals are valued for their potential at the school. As a result of this paradigm shift in the culture of leadership at the school, teachers are compelled to participate in reflection, curriculum design, sharing of pedagogical expertise as well as taking on leadership roles at the school including after school activities and school wide functions. With the element of trust being established at the school, the following action items can be met with a high level of efficacy: -professional development for staff and students around student-led conferences. - Modify the *Tuning Protocol* to analyze pre and post assessment results from a particular unit in each department when tracking our W.I.G.S as the year progresses -For departments with a spiral curriculum, continue to review post assessment for each unit/grade to ensure alignment of key concepts, terms, and skill sets for the follow year's scope and sequence for depth of knowledge (science, social studies and technology). -Schedule for set grade level meetings , beyond departments, to address common concerns that arise in each subject (e.g., students not completing assignments, attendance, social/home issues, and lack of internet access in some homes to complete online work). During these meetings, plans can be put into place for the consistent utilization of pre-assessments across all content areas. A scheduled time for coaches and teachers to decide the best way to utilize the data for each class would benefit the grade as a whole.	ELLS, Special Education students, lower 1/3, cusp students bordering 2-3, 1-2 on state exams	Start August, 2014. Instructional Focus created by October, 2014. Ongoing through June 2015. Principal, asst. principals, coach/lead teachers, lighthouse team, network support staff	Principal, asst. principals, coach/lead teachers, lighthouse team, network support staff

Part 4 – Resources Needed

Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc.
• Data collection, disaggregation, use of inquiry in Cabinet meetings further the instructional focus based on the needs of subgroups • Enlist consultant support in use of *Datacation, Think Through Math, I-Ready, iLit, and Teq* for all staff members ongoing throughout the year. • The lead teachers/coaches along with administration will work across content areas and grades to align classes in coherent instructional practices. The network will provide additional coaching, reviews, and reflective feedback. • Administration will create a schedule of meetings including start of the school year, midyear, and end of year conferencing around the expectations which are framed by the school instructional focus

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**	x	**Title I Basic**		**Title I 1003(a)**		**Title IIA**	x	**Title III**	x	**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.				
Administrative cabinet (along with school wide and network support staff) will conduct a mid-term evaluation including walk through and data analysis across major subject areas in order to ensure progress toward annualized goal. Assessments (formative and summative) will be analyzed to ensure fidelity towards the instructional focus of the school				
Part 6b. Complete in **February 2015.**				
• Did the school meet the mid-point benchmark(s) in the timeframe specified?	**x**	Yes		No
• 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:

3. 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.
4. 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.	D
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:

5. Reflect on your school's HEDI ratings (or self-ratings) in Part 1A, particularly any ratings of Developing and Ineffective.
6. 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 strengths in this area are evidenced through many of the following programs or activities that help aid in the development of students' academic, social and emotional health:

- Opportunities for student voice and student choice through the Leader in Me
- Transitional supports (middle to high school, discussions about college and career readiness through Leader in Me and weekend high school fair trip)
- In house Lutheran Medical Licensed clinical psychologist
- Establishment of student personal and academic goals (September – June)
- Monthly parental opportunities (Saturday ESL workshops)
- Student recognition and events celebrations
- National Junior Honor Society, quarterly celebrations (December – June)
- Student activities/community involvement/afterschool opportunities (September – June)
- Student led conference (May 2015)
- External Support: Rush philanthropic, Center for family Life, SASF (Sports and Arts)
- 25 book challenge (ELA) and 15 by 15 times table(MATH) (Signed by parents and accountability partner in log of leadership notebook)
- Leadership Day
- Mid-Quarter progress reports
- RTI team to meet on a regular / formal basis
- Weekly updates for at risk students
- SES instructional program on Thursday and Friday from 2:30 PM to 4:30 PM

Based on elements from last year's Quality Review connected to tenet 5 of the DTSDE, we noticed a need to

communicate with and connect stakeholders to the academic, social, and emotional needs of all students.

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.
By June, 2015 100 per cent of staff members will have participated in the planning and tracking of students' social and emotional health activities and progress as evidenced in agendas, meetings, and team events. And training for parents in The Leader In Me process will have begun in PTA and SLT meetings.

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: • 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	**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?*
• Continue training for the new data specialist who started this year. • Continue to monitor student progress, use the "take a break sheet", and the 7habits in all lessons across the school. • Continue building out a strategy for sustainability after achieving Lighthouse status as a school. The Leader in Me Lighthouse School title is awarded by Franklin Covey to honor the attainment of a well-rounded leadership model. Lighthouse Schools serve as models of leadership and mentors to other schools. • Increase our parent education opportunities for adolescent development and human sexuality as well as local laws and customs. Obtain an Ophthalmology or optometry clinic on site. Increased data analysis made available to staff will increase trust and communication between staff members and between staff and administration. Increase opportunities for professional growth and responsibility for staff increases level of trust as well	All students, all families	September 2014 – June 2015	Principal, asst. principals, coach/lead teachers, lighthouse team, network support staff
Continue in 3rd year of implementation of LIM process with Lighthouse status as the ultimate goal. The Leader in Me is a whole-school transformation model that improves the performance of all other programs. Based on The 7 Habits of Highly Effective People, The Leader in Me equips students with the self-confidence and skills they need to thrive in the 21st-century. Lighthouse recognition comes because of the results a school is achieving and the impact it is having on staff, students, parents, and the greater community. All students participate in the Leader In Me process. Language learning strategies will be utilized for ELLS, and IEP recommendations this will increase trust between students and between students and staff.	All students	September 2014 – June 2015	Principal, asst. principals, coach/lead teachers, lighthouse team, network support staff

The school will host a variety of events to increase parental involvement and engagement through PTA meetings, CCLS workshop 30 min prior to each parent teacher conference, 25 book challenge, 15 by 15, and student led conference.	All families	September 2014 – June 2015	Parent coordinator, Principal, ELA, ESL, and Math leads
The following celebrations and programs will build the capacity of trust for all stakeholders: Curriculum night, Honor Roll events, Newsletters, International night, Mother's Day and Father's Day dance, Science Fair night, Leadership Day and Parent Involvement Night	All families	September 2014 – June 2015	Parent coordinator, Principal, ELA, ESL, and Math lead teachers

Part 4 – Resources Needed

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

- Structured attendance team and meetings, afternoon intervention, daily monitoring, use of network attendance teacher for support with parent outreach, semester progress reports to parents, College and career readiness standards implemented in all classes, and RTI interventions.
- Incentives: Student Lighthouse team, NJHR, leadership roles, trips, celebrations, and award certificates
- Calendar of events for families, semester progress reports sent home, college and career readiness planning, and high school articulation breakfast sessions.
- Alignment of student and teacher programs to allow for leadership periods as well as leadership assemblies by grade.

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**	x	**Title I Basic**		**Title I 1003(a)**		**Title IIA**	x	**Title III**	x	**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.

January 2015 mock student led conference with homeroom/Leadership teacher to inventory progress toward academic goals and ensure that Leadership Notebooks are updated and ready for student led parent-teacher conferences in March.
Action Teams will report areas of success as well as next steps towards Lighthouse status to the staff.

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

• Did the school meet the mid-point benchmark(s) in the timeframe specified?		Yes	**x**	No

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

While leadership notebooks have been updated and some mock student led conferences have been held and goals are evident across student books the school as a whole is not ready for 100 percent participation in student led conferences for the March parent Conferences. Student Led conferences will be held on the basis of who is ready to participate.

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:

7. 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.
8. 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.	E
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.	E
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:

9. Reflect on your school's HEDI ratings (or self-ratings) in Part 1A, particularly any ratings of Developing and Ineffective.
10. 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.

The school engages in structured professional collaborations on teams using an inquiry approach that promotes leadership and focuses on improved student learning. Delivery of instruction is unified across grade levels as a result of frequent department meetings and collaboration amongst all grade level teachers. This allows students to have a greater degree of familiarity with academic expectations.

- An improved system of IEP goal implementation through training on SESIS and through the distribution of IEPs-at-a-glance. Teachers have easy access to individual student goals, management needs, testing accommodations, and health concerns that they can and do utilize in their day-to-day classroom instruction.
- All teachers have been trained in SIOP and goal-setting management. Some teachers have taken the Common Core workshops that have been offered outside the building. Due to this training, there is a common language among staff regarding student achievement. We modify the units of study, while still ensuring that the Common Core standards are met, so that all of our students have multiple points of entry
- Leadership periods have been largely successful in creating a safe space and providing access to learning and social opportunities. Students are encouraged to have a voice in their own educational experience while they practice and strengthen their skills. In reflecting upon our work as a school in this regard last year, we determined that teachers were eager to have an opportunity to broaden the scope of students with whom they worked. Consequently, General Education teachers were paired with Special Education classes and vice versa; 6th grade classes were paired with 8th grade instructors, etc. This has allowed for a larger sense of community amongst all students and staff.
- Google classroom is a new strategy that seems to be working for the teachers who have embraced it.
- Unified goal setting methods (big rocks, little rocks, W.I.G.S, Gantt charts)
- As part of Leadership periods, teachers encourage students to revisit, discuss, and adjust their academic goals.

- For students who demonstrate a lack of progress, after Tier 1 classroom interventions, are referred to an intervention specialist who works closely with the IEP team, classroom teachers and additional staff. Many dimensions of the student are examined before further referrals and strategies are evaluated at intervals to determine any progress or changes.
- Projects that provide students with opportunities to develop basic designing and analytical skills in respect to spatial composition, working accurately, writing, and logical design.

Formative pre-assessments are regularly given to students prior to new units/topics. However, a school-wide format of implementation is inconsistent across all content areas (social studies, sciences, visual arts). Therefore, teachers in these content areas are inconsistent with their use of the gathered data to drive daily lessons as the year progresses. Grade 6 teachers have the difficult task of addressing greater degrees of differences in strength and weaknesses among incoming students. 6th graders arrive with a wide range of prior knowledge, the gaps are more apparent and thus the need for informative diagnostics is even more imperative.

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.
By June, 2015, 100 percent of students will receive regular and data based feedback as evidenced by student work products resulting in improvements in their levels of achievement according to uniform rubrics across all subjects and grades.

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: • 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	**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?*
-Schedule for set grade level meetings , beyond departments, to address common concerns that arise in each subject (e.g., students not completing assignments, attendance, social/home issues, and lack of internet access in some homes to complete online work). During these meetings, plans can be put into place for the consistent utilization of pre-assessments across all content areas. A scheduled time for coaches and teachers to decide the best way to utilize the data for each class would benefit the grade as a whole.	ELLS, Special Education students, lower 1/3, cusp students bordering 2-3, 1-2 on state exams	Start August, 2014. Instructional Focus created by October, 2014. Ongoing through June 2015.	Principal, asst. principals, coach/lead teachers, lighthouse team, network support staff
-Continue to build on Common Core workshops for teachers to reinforce DDI and instructional shifts. -Continue to implement strategies (beyond Zweir's conversation starters in ESL) to develop students' own abilities to ask analytical questions . Continue to support staff instruction on the	ELLS, Special Education students, lower 1/3,	Start August, 2014. Instructional Focus	Principal, asst. principals, coach/lead teachers, lighthouse team,

Conversation Analysis Tool (CAT) across all subject areas	cusp students bordering 2-3, 1-2 on state exams	created by October, 2014. Ongoing through June 2015.	network support staff
Parent Involvement with regards to collaboration: -Teachers continue to increase their level of parent outreach at the school. Teachers will communicate with parents to clarify standards and benchmarks for student success using multiple forms of communication and parent outreach initiatives. Parents will be informed of important changes in the curriculum with regards to how their children are being assessed (both on statewide exams as well as formative and summative assessments in the classroom). -This is our 3rd year as a *Leader in Me* school and thus our 8th grade class has had a lot of experience with the 7 Habits. Many of them are able to speak about how their goals have been established, strengthened and met. Because of this, our 8th graders may pilot a process where they work as paired mentors with the incoming 6th graders – teaching them the basic foundations of the 7 Habits and work with them on setting goals and demonstrate leadership qualities within the school, their families, and the community as a whole.	ELLS, Special Education students, lower 1/3, cusp students bordering 2-3, 1-2 on state exams	Start August, 2014. Instructional Focus created by October, 2014. Ongoing through June 2015.	Principal, asst. principals, coach/lead teachers, lighthouse team, network support staff
As previously stated, the school continues to improve through the shift in the leadership model at the school. With the implementation of the *Leader In Me* process, setting norms that foster collaboration and a safe environment where all teachers are treated with dignity and respect and regarded as leaders for reform at the school, the necessary work of curriculum shifts to align all subject areas to the CCLS, creating a unified approach to summative and formative assessments to guide instruction as well as align curriculum throughout the school to the instructional focus of the school continues. With the deepening of the leadership model at the school, relationships between teachers, administrative staff, parents, community members and students continue to improve and foster an environment where our students can succeed in achieving career and college readiness. Given the level of increased trust in the building, teachers will collaborate to create common rubrics by department in order to provide quality feedback for students to employ as they grow and develop academically as well as reflect and assess their own progress.	ELLS, Special Education students, lower 1/3, cusp students bordering 2-3, 1-2 on state exams	Start August, 2014. Instructional Focus created by October, 2014. Ongoing through June 2015.	Principal, asst. principals, coach/lead teachers, lighthouse team, network support staff

Part 4 – Resources Needed

Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc.
• Data collection, disaggregation, use of inquiry in Cabinet meetings further the instructional focus based on the needs of subgroups • The lead teachers/coaches along with administration will work across content areas and grades to align classes in coherent instructional practices. The network will provide additional coaching, reviews, and reflective

feedback.

- Administration will create a schedule of meetings including start of the school year, midyear, and end of year conferencing around the expectations which are framed by the school instructional focus

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**	x	**Title I Basic**		**Title I 1003(a)**		**Title IIA**	x	**Title III**	x	**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.

February 2015: Lead teachers will report to administrative cabinets on progress toward grade team goals. Evidence of progress will be analyzed to ensure progress toward the annual goals set forth by each grade team. Findings will also be shared with staff in order to reflect on successes as well as define next steps as needed.

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

1.	Did the school meet the mid-point benchmark(s) in the timeframe specified?	**x**	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:

11. 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.
12. 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.	E
2.4	Leaders make strategic decisions to organize resources concerning human, programmatic and fiscal capital so that school improvement and student goals are achieved.	E
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.	E

Part 1b. Needs/Areas for Improvement:

13. Reflect on your school's HEDI ratings (or self-ratings) in Part 1A, particularly any ratings of Developing and Ineffective.
14. 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.

In June 2014 and then again in August 2014, the administration cabinet analyzed last year's curricula and state exams with lead teachers to come up with a needs assessment in three core areas for our community population. The three core areas are academic, personal leadership/social-emotional/21st college-career, and culture of leadership/school/family/community. Then, as an administrative cabinet, five major W.I.G.S (widely important goals) cyclical goals which directly impact our progress emerged from the data.

4. Academic: increasing students that are emerging on the NYS math and ELA exams by 10% (tracked through core department W.I.G.S). We still need to continue to formally document language acquisition and fluency in all content areas for our school community in a unified in order to monitor and track student progress.
5. Personal Leadership: maintain 95 % attendance throughout the year (tracked monthly), and increase the number of students living the 7 habits on a daily basis (keep the number at 95% tracked monthly). This is something that the school community does well. Further expand on personal leadership to incorporate a deeper connection to CCSS college and career readiness.
6. Cultural Leadership: Increase parent involvement at events and are actively using Pupil Path (tracked monthly –minus January and April (no parent events).

We need to further implement rigorous curricula that meet the challenges of the CCSS and to continue to monitor systems to streamline the processes we currently have in place. The school leader uses proven models in the following ways:
-SIOP model to address gaps in learning for ELLS. The protocol helps teachers plan and deliver lessons that allow

English learners to acquire academic knowledge as they develop English language proficiency.
-Standard operating procedures addressed in the staff handbook include required lesson plan elements bases on best practices on a school wide level:
-Differentiation for students with disabilities providing different students with different avenues to learning (often in the same classroom) in terms of: acquiring content; processing, constructing, or making sense of ideas; and developing teaching materials and assessment measures so that all students within a classroom can learn effectively, regardless of differences in ability.
-Summaries for lessons which can include but are not limited to discussions revolving around content and language objectives, surveys, exit slips or Q and A based on objectives.
-Department are required to use protocols (such as the Tuning Protocol) when looking at student work to maximize efficacy of time allotted to work on the given task. The structured process allows for reflection and meaningful feedback on a project, assessment, a performance task, or any work in progress. The protocols afford teachers the opportunity to improve their work with the thoughtful and substantial feedback of colleagues. Attention is mostly given to best practices and improvement.
-For our ELLs we analyze data from AMAO tool which includes intake info (NYSITELL, SIFE (Lens report), RLAT, RYOS, teacher assessment, etc. Data identifies areas of need).
-Identification of quality instructional reading materials that are complex yet adaptable for ELLs.
-Use of ELD framework for language acquisition development with CCSS and Expeditionary Learning modules for both identified ELLs, former ELLs, and students struggling with the content.
-Cross curricula to support STEM science with math Department to identify areas of overlap in which we can support each other throughout the year.
-Expeditionary Learning modules are MODIFIED and ADAPTED as determined by the needs of our students as determined by the results of assessments including MOSL, I-Ready, formative and summative.
-ELA/ESL common planning across grades to share best practices and create a PLC to address the specific needs of our school (academic conversation, vocabulary, writing structures, 21st century skills, project-based learning).
-Lead teachers and administration observes classes (beyond the observation requirements) and gives feedback specific to the needs of particular students, especially ELLs and often students with IEPs.

An additional strength of our school community is the way that we cooperate with each other in developing a long range plan that has been implemented successfully over the past 9 years. The school has been able to restructure and re-staff in the following manner:

Responsibilities have delegated to staff beyond the administration in a way that allows more teacher lead discussion and decision making. Structure provides support across all levels in a way that fosters professional learning while taking the focus away from the idea that observations are punitive. Organizational structure works in multiple directions to provide vertical and horizontal supports. Budget is maximized to allow for adequate staffing to start the year, provide programmatic support, acquisition and change when required. We have brought in systems to increase parent communication and participation. Budget is also planned as much as possible with medium to long range goals in mind allowing for fast response to changing needs and compliance issues. A mix of new, intermediate level (in terms of teaching experience) and experienced staff is encouraged to provide input, insight and support to each other and administration. Over time through attrition, encouragement and removal staff has gradually changed over 75% to a more highly qualified and motivated group of pedagogues. We have also established CBO partnerships that allow for extra academic support, arts and sports programming, and a medical, dental and mental health clinic on site.

The school is organized by Principal, 2 APs, 5 academic lead teacher/coaches, 1 data specialist/coach, 1 IEP Special Ed compliance teacher, 1 RTI coordinator, 1 projects arts liaison, 1 Business Manager and 2 dean / behavior intervention specialists.

Part 2 – Annual Goal

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 – Specific, Measurable, Achievable, Relevant, and Time-bound.

Arts/Tech: By June 2015, increase parent attendance and participation by increments of 50% through 2 in-house performances in December and June (supports the whole child development-tracked using attendance from first curriculum night (Oct 15th) as baseline, parent events throughout the year juxtaposed to the in-house performances-tracked monthly).

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: 1. Research-based instructional programs, professional development, and/or systems and structures needed to impact change 2. 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). 3. Strategies to increase parent involvement and engagement 4. Activities that address the Capacity Framework element of Trust	**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?*
As an administrative cabinet, we reviewed areas of weakness in our staff's 2013-2014 MOTP as our focus lens for October to November. Based on our findings and the changes to UFT contracted components we are to review on. We have narrowed our focus lens to 3d (overall average from last year to be 3.0), 3b (overall rating to be 3.01), and 3c (overall rating to be 3.09). Therefore, our professional development and school wide W.I.G.S are around engagement, evaluating questioning and discussions (key terms justify, evaluate, evidence, along with Language objectives in all lessons), and DDI (focus on tuning protocols, Gantt charts, and unified departmental assessments to drive instruction.) By providing focused PD based upon need we will be increasing trust and communication between administration and staff. As the year progresses, the administrative cabinet (along with lead teachers and project arts liaison) will review the Advance Teacher Level MOTP Detail to track our findings each marking period (Sep-Nov, Dec-Feb, Mar-May, ending with June (to set summer PD and next steps)) to revise focus lens and tailor whole staff/individual professional development to improve on teacher practice and student progress. These cabinet meetings will fall after the monthly departmental W.I.G.s analysis and tracking meetings to see where we may need to adjust our process. Observation schedule and frequency is often adjusted to meet the needs of staff based upon what has been seen or analysis of results. Professional Learning provided based upon observable need or request. By including a diverse group of administrators and pedagogical staff in cabinet discussions and decision making we foster greater communication and trust across all staff levels while working towards improved student outcomes	All Teachers	August 2014- June 2015	Administrative Cabinet and Lead Teachers
Continue to expand on training all teachers to use Stanford's CAT (conversation analysis tool) to assess conversations and time on task in the classroom. Along with the CAT, teachers integrate scaffolds for ELLs (use of SIOP and a modified version of Zwier's conversational starters) to track English language proficiency and acquisition	All Teachers	August 2014- June 2015	Administrative Cabinet and Lead Teachers

(removing the scaffolds as needed to support CCSS). Train all teams in how to effectively use student data to revise lessons and curricula to meet the needs of our subgroups			
3CCLS workshops for parents, Leader in Me workshops around the practice of the 7 Habits in the home, STREAM events for all parents (Family Science Night, Curriculum Night, Nao Robot soccer games, etc.), Workshops for incoming 6th grade families, Honor events and Student of the Month, student created monthly newsletters This will increase communication and the effort to involve parents more directly in the students education.	All families	August 2014- June 2015	Whole school community
Continue to identify teaching practices that are deemed ineffective or developing and provide structured professional development to address these weaknesses in pedagogy including workshops, mentoring provided by colleagues and lead teachers as well as fostering a community of teachers that are reflective of their practice and make adjustments as needed for the success of students. Keeping to a consistent, agreed upon meeting time for all departments to reflect, review, and re-Gantt progress throughout the year beyond the scheduled common planning time.	All Teachers	August 2014- June 2015	Administrative Cabinet and Lead Teachers

Part 4 – Resources Needed

Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc.
Our goal is to maximize the instructional program by strategically aligning funds so that the unique needs of our school population are met. We coordinate our fiscal and human resources beginning with a full overview of allocated funds in collaboration with our Network budget specialist. Next we will allocate funds needed to cover classroom instruction and coaching and administrative staff based on programming needs using Tax Levy and Title 1 funds. Once all pedagogical staff is assigned, we will manage funds to cover rewards for improved behavior and funds to cover OTPS including: Teacher. Para per session to support instruction and extra- curricular activities Additionally we access Leadership support in the use curriculum planning programs and implementation of teacher team practices as well as: - On-site feedback given regularly to school leaders -Support in identification of research-based instructional strategies and planning teacher Professional Learning -Support in data access and continual for on-site, job-embedded opportunities for school leaders and teachers. -Identification of parental 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.													
x	**Tax Levy**	x	**Title I Basic**		**Title I 1003(a)**		**Title IIA**	x	**Title III**	x	**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.
Administrative observation of classroom instruction using Danielson: Midpoint benchmark: By January, 2-15 50% of staff will have been visited during classroom instruction by school leaders.

5. Units of study that exhibit Understanding by Design (UBD) precepts: midpoint benchmark: By February, 2015, the ELA/ESL PLC will review the data from the interim writing, RTI Tier I assessment to gauge student progress of our instructional focus. Departmental and teacher teams in each grade will assess and refine AIS subgroups, W.I.G.S, and scaffolding supports.				
Part 6b. Complete in **February 2015.**				
1. Did the school meet the mid-point benchmark(s) in the timeframe specified?	**x**	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:

15. 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.
16. 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.	E
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.	E
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.	D

Part 1b. Needs/Areas for Improvement:

17. Reflect on your school's HEDI ratings (or self-ratings) in Part 1A, particularly any ratings of Developing and Ineffective.
18. 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.

The school has a wide range of parental involvement activities. We started the school year off with a large parent turn out for curriculum night with a focus on the Franklin Covey Leader in Me Program and CCSS. The common core guides and Leader in Me packets were handed out (which were grade and language specific) to provide materials and training to help parents work with their children to improve their children's academic achievement, such as literacy training, and using technology, as appropriate, to foster parental involvement by offering training session when appropriate for parents and providing and disseminating materials. To continue that momentum and cultural connections the school wide population was involved in an international night with PTA volunteers. We currently have over 50 PTA members in place that will hold meetings around the 7 Habits, CCSS, and school leadership meetings monthly to create sustainability. In October, we started a Saturday morning parental programs that include parent workshops in technology (computer), art, math, Leader in Me parenting guide, and ESL. The ESL parent Saturday Program uses the Real Life English Grammar Series, Rosetta Stone, Smart board and laptops. This series takes into mind that the adult ESL learner is simultaneously leading the role of parent/family member. This program will help adult learners to develop reading fluency while inviting meaningful interaction related to everyday concerns parents have about school related topics.

The school, with the assistance of the CBO, EPO and CFN to educate its teachers, pupil services personnel, administration and other staff, on how to reach out to, communicate and work with parents as equal partners, in the value and utility of contribution of parents, and in how to implement and coordinate parent programs and build ties between parents and schools by providing professional learning opportunities on communicating with parents. As well as analyzing parental involvement evaluations with school personnel and setting goals related to the feedback provided by the parents through the evaluation process. This includes an ongoing dialogue with the PTA committee and other pertinent personnel.

The parent coordinator is actively involved in providing parents with parent advocacy in negotiating school related issues, bilingual guidance services and linkages with social services and community based organizations. Parents are encouraged to attend orientation sessions that address the plans and needs for our ELL population. In order to ensure effective involvement of parents and to support a partnership among the CBO (Center for Family Life), and SASF (sports and Arts Foundation) to educate the whole child, through the following activities specifically described below:

-Parents are afforded the opportunity to meet with school officials and teachers at least four times a year, as evidence by a schedule, parent notices, attendance sheets, logs, agenda and interviews.

-The school parent coordinator establishes a partnership in a positive and welcoming environment within the school to help parents support the instructional program and services.

-The librarian is supporting native language resource materials by having them available in our school libraries to add to the Saturday Program. This program will increase literacy skills for LEP/ELLs and support immigrant parents with materials on how to acculturate to school environment and access social support services.

- Tuesdays are an outreach day to contact and schedule for parent/teacher conferences to ensure lines of communication about their children academic achievement, their student leadership notebook, and their child's W.I.G.S.

- The school provides assistance to parents of children served by the school, as appropriate, in understanding topics such as the following. By undertaking and integrating the state's academic content standards in conjunction with the state's student academic achievement standards in a rigorous academic setting.

-The school especially works with parents of newcomers to provide meaningful communication and involve parents in the American school system.

-The school provides full opportunities for the participation of parents with limited English proficiency (LEP), parents with disabilities, and parents of migratory children. This includes providing information and school report required under section 111- state plans of the ESEA in an understandable and uniform format and, including alternative formats upon request and, to the extent practicable, in a language the parent understands to foster the school's vision/mission.

-The school provides an interpreter to provide information that needs to be communicated orally to parents.

- The school assists with the login process for all students into Pupil Path (Skedula's parent and student access) to review grades, upcoming assignments, anecdotal and progress reports. As well as login in to ARIS Parent Link to access prior test scores and testing history.

- The school sends home quarterly progress reports which are also available via Pupil Path.

-The Daily News is writing a piece on our robotics class at the end of October to expand on our efforts on public relations.

-NurtureArt (CBO-based in Bushwick, Brooklyn) has invited parents to join their registry in order to become a teaching artist with their program in schools in order to open dialogue with the gentrification (primarily artists) of Sunset Park. This creates a symbiotic relationship with their child if he/she chooses to attend an arts program.

-Administration and staff attended 6 middle school forums and fairs (Sep-Oct), in Cobble Hill, Kensington, Park Slope, Sunset Park, and Windsor Terrace to expand on our community outreach.

-Brochures and letters are translated internally when necessary.

-Parent meetings, training sessions on pupil path and computer and ESL programs are available.

-Parent counseling by staff and outside community agencies as well as financial and legal support are provided as needed through CBO's

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.
By June, 2015 parent attendance at parent and family engagement events and programs will demonstrate an increase of 15% as evidenced by attendance logs. -2 in-house ARTS performances in December and June along with International Night and Family Science Night (Supports the whole child development-tracked using attendance from first curriculum night (Oct 15th) as baseline, parent events throughout the year juxtaposed to the in-house performances-tracked monthly and documenting the amount of parent and student usage on Pupil Path.)

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: 1. Research-based instructional programs, professional development, and/or systems and structures needed to impact change 2. 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). 3. Strategies to increase parent involvement and engagement 4. Activities that address the Capacity Framework element of Trust	**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?*
Further professional development on how to: track ELLs progress using the AMAO tool track language acquisition Stanford's CAT, plan lessons for Leadership classes student ownership of leadership notebooks use of Pupil Path (Datacation) to track parent usage	All teachers	August 2014- June 2015	Administrative Cabinet and Lead Teachers
All students, SPEDS, ELLs, will participate in keeping a leadership notebook to track progress, have a period of leadership classes built into their schedule with two staff members. Language learning strategies will be utilized for ELLS, and the why behind SMART goals and progress will be understood for those individuals who have an IEP.	Whole school community	August 2014- June 2015	Administrative Cabinet and Lead Teachers
Expansion of the number of programs, activities and procedures for the involvement of all parents (especially Title I eligible student) consistent with section 1118-parental involvement of the elementary and secondary education act (ESEA). The programs, activities and procedures are planned and operated with meaningful consultation with parents of participating children in the school based on last year's attendance percentages	All families	August 2014- June 2015	Whole school community
Extensive planning, training, and execution of student led conferences to promote dialogue between parents, students and school constituents centered on student learning and success.	Whole school community	August 2014- June 2015	Whole school community

Part 4 – Resources Needed

Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc.
Continued local community support on getting greater year round support and involvement from a transient and undocumented parent population. Affording our parents access to LinkNYC as many of our families have limited means of development on 21st century skills teaching methods and communication when their access to technology is limited or unreliable.

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**	x	**Title I Basic**		**Title I 1003(a)**		**Title IIA**	x	**Title III**	x	**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:

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.

By June 2015, increase parent attendance at parent and family programs and participation by increments of 15% at each event.

-2 in-house ARTS performances in December and June. (Supports the whole child development-tracked using attendance from first curriculum night (Oct 15th) as baseline, parent events throughout the year juxtaposed to the in-house performances-tracked monthly and documenting the amount of parent and student usage on PupilPath.)

-Mid-point, By February, 2015, evidence of improved parent involvement and communication will be evident through attendance tallied from Curriculum Night, International Night, 7 Habits parent training sessions, Parent Teacher Conferences, and the Parent Involvement Night. Further evidence will be student improvement in identified subgroups as evidenced by interim assessments and an increase in parents asking about grades, coming into the school for support, and thanking us for providing a supportive climate for the school wide community.

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

1. Did the school meet the mid-point benchmark(s) in the timeframe specified?	**x**	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 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)	Students at Level 1 or 2 acc. to 2014 NYS ELA exam	Tier One / Two) conference with teachers/ guided instruction & review	SES – small group 10:1	Before and after school
	Level 1 or 2 Students who also are those scoring in lowest 20% of I Ready data –	(Tier One-Two) tchr refinement of I-Ready program content to meet skill needs of student	Tailored program for individual students (1:1, with tchr support)	During school day
	as needed, all (ESL & ELA) students are offered 1:1 academic assistance	Teacher-led strategy or content instruction, specific to student needs	Individual and Small group (max. 5:1)	teachers offer students appointments, 7:30am-2:30pm, M-F, min. 1/wk
	Teacher referral for 1:1 language/ELA support based on observable low performance in class	reading skills development using a variety of strategies (e.g., Wilson, Great Leaps, Words My Way, --- ---)	1:1 or small group	Before and during school
	Support for First year gen ed setting-former ELLs (tested out)	Cogen. Strategy (discussions, reflections, solutions, actions)	3 teachers: 7 students (repeat model in each of 4 major subjects)	Quarterly meeting and discussion during school hours
	ESL *'newcomer' ELLs, grade 7*	MyON and tutoring	Small group (5:1)	Mornings with ESL teacher (5/wk)
	ELLs -offered to all ability levels	Saturday program with ability-leveled groups. Smaller Classroom groupings for beginner ELL's	Medium to large groups (max 20:10	Saturday (3 hrs) – over 8 months

	Support for *former ELLs* in first year gen. ed. settings (NYSESLAT score=Prof.)	Cogen. Strategy (discussions, reflections, solutions, action plans)	7 students confer with 3 teachers (repeat model in each of 4 major subjects)	Quarterly (4/yr) meetings and discussions during school hours F-Status Teacher To be hired
Mathematics	Students at Level 1 or 2 acc. to 2014 NYS MATH exam Level 1 or 2 Students who also are those scoring in lowest 20% of TTM data – Students at-risk, by parent request or tchr rec Teacher referral for 1:1 MATH support based on observable low performance in class	SES Think Through Math, On-line program, self-leveled Think Through Math (see above) Teacher-led direct instruction targeting skill deficiencies -math skill development using a variety of strategies and opportunities for practice (great leaps, NYS Math Coach student texts**)**	Small group 10:1 Small group or individual Small group or individual - small group 1:10 -1:1 or small group (max 1:3)	Before and after school Before, during and after school Before, during and after school -Before or during the school day -Before the school day (morning program
Science	*Students who scored Level 1 or 2 on grade 8 NYS Science and those who also perform in lowest 20% of class* Teacher referral for Literacy or math issues *Tchr tutoring appts*	*(SES) Supplemental instructional program with direct instruction and a TBD computer program* See ELA, Math above	*Medium-sized groups (max. 1:15)* As above Small group or individual tutoring as part of SES or teacher initiated program	*Mornings and afternoons (M-F) (as of Winter 2014)* Before, during and after school *Minimum 1/weekly*
Social Studies	Teacher referral for Literacy or math issues	See ELA, Math above	As above Small group or individual tutoring as part of SES or teacher initiated program	Before, during and after school
At-risk services *(e.g. provided by the Guidance Counselor, School Psychologist,*	ATTENDANCE Students whose pattern of absence is 8-10% (on-going	-home contacts -dialogue with student & att. Team members –Success	-1:1 (contacts) -1:1 or 1:2 -4 students per 1 teacher	-home contacts & dialogue as needed -Mentor groups check-in daily

Social Worker, etc.)		Mentors: paired with an adult for 'check in'		
	Students displaying poor adaptive skills and/or negative social-emo behaviors (referrals or parent request)	counseling with therapy action plans for indiv. students – also may include a family therapy plan as determined to be fit	select small group counseling	determined to be fit for each student; during the school day
	LMC/msw Students displaying poor adaptive skills and/or negative social-emo behaviors (referrals or parent request)	counseling with therapy action plans for individual students – also may include a family therapy plan as determined to be fit	Largely 1:1, some select small group counseling	Once or twice weekly as determined to be fit for each student; during the school day
	CFL/SASF (Tier One /Two) intervention – open to all, some attend by recommendation	Homework assistance and tutoring provided	Small Group	Daily, after school

15K136 School Information Sheet Key

School Configuration *(2014-15)*					
Grade Configuration	**06,07, 08**	**Total Enrollment**	**486**	**SIG Recipient**	**No**
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	**20**	**# SETSS**	**14**	**# Integrated Collaborative Teaching**	**14**
Types and Number of Special Classes *(2014-15)*					
# Visual Arts	**21**	**# Music**	**6**	**# Drama**	**N/A**
# Foreign Language	**N/A**	**# Dance**	**N/A**	**# CTE**	**N/A**

School Composition *(2013-14)*			
% Title I Population	**90.4%**	**% Attendance Rate**	**93.9%**
% Free Lunch	**93.2%**	**% Reduced Lunch**	**3.7%**
% Limited English Proficient	**43.9%**	**% Students with Disabilities**	**24.6%**
Racial/Ethnic Origin *(2013-14)*			
% American Indian or Alaska Native	**N/A**	**% Black or African American**	**1.8%**
% Hispanic or Latino	**86.2%**	**% Asian or Native Hawaiian/Pacific Islander**	**6.6%**
% White	**5.3%**	**% Multi-Racial**	**N/A**
Personnel *(2014-15)*			
Years Principal Assigned to School (2014-15)	**7.86**	**# of Assistant Principals (2014-15)**	**2**
# of Deans (2014-15)	**1**	**# of Counselors/Social Workers (2014-15)**	**1**
Personnel *(2013-14)*			
% of Teachers with No Valid Teaching Certificate (2013-14)	**N/A**	**% Teaching Out of Certification (2013-14)**	**11.8%**
% Teaching with Fewer Than 3 Years of Experience (2013-14)	**0.4%**	**Average Teacher Absences (2013-14)**	**6.56**
Student Performance for Elementary and Middle Schools *(2013-14)*			
ELA Performance at levels 3 & 4	**7.3%**	**Mathematics Performance at levels 3 & 4**	**6.4%**
Science Performance at levels 3 & 4 (4th Grade)	**N/A**	**Science Performance at levels 3 & 4 (8th Grade)**	**14.2%**
Student Performance for High Schools *(2012-13)*			
ELA Performance at levels 3 & 4	**N/A**	**Mathematics Performance at levels 3 & 4**	**59.3%**
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**	
Priority School	**X**		

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**	**N/A**
Hispanic or Latino	**NO**	**Asian or Native Hawaiian/Other Pacific Islander**	**N/A**
White	**N/A**	**Multi-Racial**	**N/A**
Students with Disabilities	**NO**	**Limited English Proficient**	**NO**
Economically Disadvantaged	**NO**		
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	**NO**	**Asian or Native Hawaiian/Other Pacific Islander**	**N/A**
White	**N/A**	**Multi-Racial**	**N/A**
Students with Disabilities	**NO**	**Limited English Proficient**	**NO**
Economically Disadvantaged	**NO**		
Met Adequate Yearly Progress (AYP) in Science *(2012-13)*			
American Indian or Alaska Native	**N/A**	**Black or African American**	**N/A**
Hispanic or Latino	**YES**	**Asian or Native Hawaiian/Other Pacific Islander**	**N/A**
White	**N/A**	**Multi-Racial**	**N/A**
Students with Disabilities	**YES**	**Limited English Proficient**	**YES**
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**		

15K136 School Information Sheet Key

School Configuration *(2014-15)*					
Grade Configuration	**06,07, 08**	**Total Enrollment**	**486**	**SIG Recipient**	**No**
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	**20**	**# SETSS**	**14**	**# Integrated Collaborative Teaching**	**14**
Types and Number of Special Classes *(2014-15)*					
# Visual Arts	**21**	**# Music**	**6**	**# Drama**	**N/A**
# Foreign Language	**N/A**	**# Dance**	**N/A**	**# CTE**	**N/A**

School Composition *(2013-14)*			
% Title I Population	**90.4%**	**% Attendance Rate**	**93.9%**
% Free Lunch	**93.2%**	**% Reduced Lunch**	**3.7%**
% Limited English Proficient	**43.9%**	**% Students with Disabilities**	**24.6%**
Racial/Ethnic Origin *(2013-14)*			
% American Indian or Alaska Native	**N/A**	**% Black or African American**	**1.8%**
% Hispanic or Latino	**86.2%**	**% Asian or Native Hawaiian/Pacific Islander**	**6.6%**
% White	**5.3%**	**% Multi-Racial**	**N/A**
Personnel *(2014-15)*			
Years Principal Assigned to School (2014-15)	**7.86**	**# of Assistant Principals (2014-15)**	**2**
# of Deans (2014-15)	**1**	**# of Counselors/Social Workers (2014-15)**	**1**
Personnel *(2013-14)*			
% of Teachers with No Valid Teaching Certificate (2013-14)	**N/A**	**% Teaching Out of Certification (2013-14)**	**11.8%**
% Teaching with Fewer Than 3 Years of Experience (2013-14)	**0.4%**	**Average Teacher Absences (2013-14)**	**6.56**
Student Performance for Elementary and Middle Schools *(2013-14)*			
ELA Performance at levels 3 & 4	**7.3%**	**Mathematics Performance at levels 3 & 4**	**6.4%**
Science Performance at levels 3 & 4 (4th Grade)	**N/A**	**Science Performance at levels 3 & 4 (8th Grade)**	**14.2%**
Student Performance for High Schools *(2012-13)*			
ELA Performance at levels 3 & 4	**N/A**	**Mathematics Performance at levels 3 & 4**	**59.3%**
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**	
Priority School	**X**		

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**	**N/A**
Hispanic or Latino	**NO**	**Asian or Native Hawaiian/Other Pacific Islander**	**N/A**
White	**N/A**	**Multi-Racial**	**N/A**
Students with Disabilities	**NO**	**Limited English Proficient**	**NO**
Economically Disadvantaged	**NO**		
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	**NO**	**Asian or Native Hawaiian/Other Pacific Islander**	**N/A**
White	**N/A**	**Multi-Racial**	**N/A**
Students with Disabilities	**NO**	**Limited English Proficient**	**NO**
Economically Disadvantaged	**NO**		
Met Adequate Yearly Progress (AYP) in Science *(2012-13)*			
American Indian or Alaska Native	**N/A**	**Black or African American**	**N/A**
Hispanic or Latino	**YES**	**Asian or Native Hawaiian/Other Pacific Islander**	**N/A**
White	**N/A**	**Multi-Racial**	**N/A**
Students with Disabilities	**YES**	**Limited English Proficient**	**YES**
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**		

15K136 School Information Sheet Key

School Configuration *(2014-15)*					
Grade Configuration	**06,07, 08**	**Total Enrollment**	**486**	**SIG Recipient**	**No**
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	**20**	**# SETSS**	**14**	**# Integrated Collaborative Teaching**	**14**
Types and Number of Special Classes *(2014-15)*					
# Visual Arts	**21**	**# Music**	**6**	**# Drama**	**N/A**
# Foreign Language	**N/A**	**# Dance**	**N/A**	**# CTE**	**N/A**

School Composition *(2013-14)*			
% Title I Population	**90.4%**	**% Attendance Rate**	**93.9%**
% Free Lunch	**93.2%**	**% Reduced Lunch**	**3.7%**
% Limited English Proficient	**43.9%**	**% Students with Disabilities**	**24.6%**
Racial/Ethnic Origin *(2013-14)*			
% American Indian or Alaska Native	**N/A**	**% Black or African American**	**1.8%**
% Hispanic or Latino	**86.2%**	**% Asian or Native Hawaiian/Pacific Islander**	**6.6%**
% White	**5.3%**	**% Multi-Racial**	**N/A**
Personnel *(2014-15)*			
Years Principal Assigned to School (2014-15)	**7.86**	**# of Assistant Principals (2014-15)**	**2**
# of Deans (2014-15)	**1**	**# of Counselors/Social Workers (2014-15)**	**1**
Personnel *(2013-14)*			
% of Teachers with No Valid Teaching Certificate (2013-14)	**N/A**	**% Teaching Out of Certification (2013-14)**	**11.8%**
% Teaching with Fewer Than 3 Years of Experience (2013-14)	**0.4%**	**Average Teacher Absences (2013-14)**	**6.56**
Student Performance for Elementary and Middle Schools *(2013-14)*			
ELA Performance at levels 3 & 4	**7.3%**	**Mathematics Performance at levels 3 & 4**	**6.4%**
Science Performance at levels 3 & 4 (4th Grade)	**N/A**	**Science Performance at levels 3 & 4 (8th Grade)**	**14.2%**
Student Performance for High Schools *(2012-13)*			
ELA Performance at levels 3 & 4	**N/A**	**Mathematics Performance at levels 3 & 4**	**59.3%**
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**	
Priority School	**X**		

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**	**N/A**
Hispanic or Latino	**NO**	**Asian or Native Hawaiian/Other Pacific Islander**	**N/A**
White	**N/A**	**Multi-Racial**	**N/A**
Students with Disabilities	**NO**	**Limited English Proficient**	**NO**
Economically Disadvantaged	**NO**		
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	**NO**	**Asian or Native Hawaiian/Other Pacific Islander**	**N/A**
White	**N/A**	**Multi-Racial**	**N/A**
Students with Disabilities	**NO**	**Limited English Proficient**	**NO**
Economically Disadvantaged	**NO**		
Met Adequate Yearly Progress (AYP) in Science *(2012-13)*			
American Indian or Alaska Native	**N/A**	**Black or African American**	**N/A**
Hispanic or Latino	**YES**	**Asian or Native Hawaiian/Other Pacific Islander**	**N/A**
White	**N/A**	**Multi-Racial**	**N/A**
Students with Disabilities	**YES**	**Limited English Proficient**	**YES**
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**		

15K136 School Information Sheet Key

School Configuration *(2014-15)*					
Grade Configuration	**06,07, 08**	**Total Enrollment**	**486**	**SIG Recipient**	**No**
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	**20**	**# SETSS**	**14**	**# Integrated Collaborative Teaching**	**14**
Types and Number of Special Classes *(2014-15)*					
# Visual Arts	**21**	**# Music**	**6**	**# Drama**	**N/A**
# Foreign Language	**N/A**	**# Dance**	**N/A**	**# CTE**	**N/A**

School Composition *(2013-14)*			
% Title I Population	**90.4%**	**% Attendance Rate**	**93.9%**
% Free Lunch	**93.2%**	**% Reduced Lunch**	**3.7%**
% Limited English Proficient	**43.9%**	**% Students with Disabilities**	**24.6%**
Racial/Ethnic Origin *(2013-14)*			
% American Indian or Alaska Native	**N/A**	**% Black or African American**	**1.8%**
% Hispanic or Latino	**86.2%**	**% Asian or Native Hawaiian/Pacific Islander**	**6.6%**
% White	**5.3%**	**% Multi-Racial**	**N/A**
Personnel *(2014-15)*			
Years Principal Assigned to School (2014-15)	**7.86**	**# of Assistant Principals (2014-15)**	**2**
# of Deans (2014-15)	**1**	**# of Counselors/Social Workers (2014-15)**	**1**
Personnel *(2013-14)*			
% of Teachers with No Valid Teaching Certificate (2013-14)	**N/A**	**% Teaching Out of Certification (2013-14)**	**11.8%**
% Teaching with Fewer Than 3 Years of Experience (2013-14)	**0.4%**	**Average Teacher Absences (2013-14)**	**6.56**
Student Performance for Elementary and Middle Schools *(2013-14)*			
ELA Performance at levels 3 & 4	**7.3%**	**Mathematics Performance at levels 3 & 4**	**6.4%**
Science Performance at levels 3 & 4 (4th Grade)	**N/A**	**Science Performance at levels 3 & 4 (8th Grade)**	**14.2%**
Student Performance for High Schools *(2012-13)*			
ELA Performance at levels 3 & 4	**N/A**	**Mathematics Performance at levels 3 & 4**	**59.3%**
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**	
Priority School	**X**		

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**	**N/A**
Hispanic or Latino	**NO**	**Asian or Native Hawaiian/Other Pacific Islander**	**N/A**
White	**N/A**	**Multi-Racial**	**N/A**
Students with Disabilities	**NO**	**Limited English Proficient**	**NO**
Economically Disadvantaged	**NO**		
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	**NO**	**Asian or Native Hawaiian/Other Pacific Islander**	**N/A**
White	**N/A**	**Multi-Racial**	**N/A**
Students with Disabilities	**NO**	**Limited English Proficient**	**NO**
Economically Disadvantaged	**NO**		
Met Adequate Yearly Progress (AYP) in Science *(2012-13)*			
American Indian or Alaska Native	**N/A**	**Black or African American**	**N/A**
Hispanic or Latino	**YES**	**Asian or Native Hawaiian/Other Pacific Islander**	**N/A**
White	**N/A**	**Multi-Racial**	**N/A**
Students with Disabilities	**YES**	**Limited English Proficient**	**YES**
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**		

15K136 School Information Sheet Key

School Configuration *(2014-15)*					
Grade Configuration	**06,07, 08**	**Total Enrollment**	**486**	**SIG Recipient**	**No**
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	**20**	**# SETSS**	**14**	**# Integrated Collaborative Teaching**	**14**
Types and Number of Special Classes *(2014-15)*					
# Visual Arts	**21**	**# Music**	**6**	**# Drama**	**N/A**
# Foreign Language	**N/A**	**# Dance**	**N/A**	**# CTE**	**N/A**

School Composition *(2013-14)*			
% Title I Population	**90.4%**	**% Attendance Rate**	**93.9%**
% Free Lunch	**93.2%**	**% Reduced Lunch**	**3.7%**
% Limited English Proficient	**43.9%**	**% Students with Disabilities**	**24.6%**
Racial/Ethnic Origin *(2013-14)*			
% American Indian or Alaska Native	**N/A**	**% Black or African American**	**1.8%**
% Hispanic or Latino	**86.2%**	**% Asian or Native Hawaiian/Pacific Islander**	**6.6%**
% White	**5.3%**	**% Multi-Racial**	**N/A**
Personnel *(2014-15)*			
Years Principal Assigned to School (2014-15)	**7.86**	**# of Assistant Principals (2014-15)**	**2**
# of Deans (2014-15)	**1**	**# of Counselors/Social Workers (2014-15)**	**1**
Personnel *(2013-14)*			
% of Teachers with No Valid Teaching Certificate (2013-14)	**N/A**	**% Teaching Out of Certification (2013-14)**	**11.8%**
% Teaching with Fewer Than 3 Years of Experience (2013-14)	**0.4%**	**Average Teacher Absences (2013-14)**	**6.56**
Student Performance for Elementary and Middle Schools *(2013-14)*			
ELA Performance at levels 3 & 4	**7.3%**	**Mathematics Performance at levels 3 & 4**	**6.4%**
Science Performance at levels 3 & 4 (4th Grade)	**N/A**	**Science Performance at levels 3 & 4 (8th Grade)**	**14.2%**
Student Performance for High Schools *(2012-13)*			
ELA Performance at levels 3 & 4	**N/A**	**Mathematics Performance at levels 3 & 4**	**59.3%**
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**	
Priority School	**X**		

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**	**N/A**
Hispanic or Latino	**NO**	**Asian or Native Hawaiian/Other Pacific Islander**	**N/A**
White	**N/A**	**Multi-Racial**	**N/A**
Students with Disabilities	**NO**	**Limited English Proficient**	**NO**
Economically Disadvantaged	**NO**		
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	**NO**	**Asian or Native Hawaiian/Other Pacific Islander**	**N/A**
White	**N/A**	**Multi-Racial**	**N/A**
Students with Disabilities	**NO**	**Limited English Proficient**	**NO**
Economically Disadvantaged	**NO**		
Met Adequate Yearly Progress (AYP) in Science *(2012-13)*			
American Indian or Alaska Native	**N/A**	**Black or African American**	**N/A**
Hispanic or Latino	**YES**	**Asian or Native Hawaiian/Other Pacific Islander**	**N/A**
White	**N/A**	**Multi-Racial**	**N/A**
Students with Disabilities	**YES**	**Limited English Proficient**	**YES**
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**		

15K136 School Information Sheet Key

School Configuration *(2014-15)*					
Grade Configuration	**06,07, 08**	**Total Enrollment**	**486**	**SIG Recipient**	**No**
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	**20**	**# SETSS**	**14**	**# Integrated Collaborative Teaching**	**14**
Types and Number of Special Classes *(2014-15)*					
# Visual Arts	**21**	**# Music**	**6**	**# Drama**	**N/A**
# Foreign Language	**N/A**	**# Dance**	**N/A**	**# CTE**	**N/A**

School Composition *(2013-14)*			
% Title I Population	**90.4%**	**% Attendance Rate**	**93.9%**
% Free Lunch	**93.2%**	**% Reduced Lunch**	**3.7%**
% Limited English Proficient	**43.9%**	**% Students with Disabilities**	**24.6%**
Racial/Ethnic Origin *(2013-14)*			
% American Indian or Alaska Native	**N/A**	**% Black or African American**	**1.8%**
% Hispanic or Latino	**86.2%**	**% Asian or Native Hawaiian/Pacific Islander**	**6.6%**
% White	**5.3%**	**% Multi-Racial**	**N/A**
Personnel *(2014-15)*			
Years Principal Assigned to School (2014-15)	**7.86**	**# of Assistant Principals (2014-15)**	**2**
# of Deans (2014-15)	**1**	**# of Counselors/Social Workers (2014-15)**	**1**
Personnel *(2013-14)*			
% of Teachers with No Valid Teaching Certificate (2013-14)	**N/A**	**% Teaching Out of Certification (2013-14)**	**11.8%**
% Teaching with Fewer Than 3 Years of Experience (2013-14)	**0.4%**	**Average Teacher Absences (2013-14)**	**6.56**
Student Performance for Elementary and Middle Schools *(2013-14)*			
ELA Performance at levels 3 & 4	**7.3%**	**Mathematics Performance at levels 3 & 4**	**6.4%**
Science Performance at levels 3 & 4 (4th Grade)	**N/A**	**Science Performance at levels 3 & 4 (8th Grade)**	**14.2%**
Student Performance for High Schools *(2012-13)*			
ELA Performance at levels 3 & 4	**N/A**	**Mathematics Performance at levels 3 & 4**	**59.3%**
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**	
Priority School	**X**		

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**	**N/A**
Hispanic or Latino	**NO**	**Asian or Native Hawaiian/Other Pacific Islander**	**N/A**
White	**N/A**	**Multi-Racial**	**N/A**
Students with Disabilities	**NO**	**Limited English Proficient**	**NO**
Economically Disadvantaged	**NO**		
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	**NO**	**Asian or Native Hawaiian/Other Pacific Islander**	**N/A**
White	**N/A**	**Multi-Racial**	**N/A**
Students with Disabilities	**NO**	**Limited English Proficient**	**NO**
Economically Disadvantaged	**NO**		
Met Adequate Yearly Progress (AYP) in Science *(2012-13)*			
American Indian or Alaska Native	**N/A**	**Black or African American**	**N/A**
Hispanic or Latino	**YES**	**Asian or Native Hawaiian/Other Pacific Islander**	**N/A**
White	**N/A**	**Multi-Racial**	**N/A**
Students with Disabilities	**YES**	**Limited English Proficient**	**YES**
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**		

15K136 School Information Sheet Key

School Configuration *(2014-15)*					
Grade Configuration	**06,07, 08**	**Total Enrollment**	**486**	**SIG Recipient**	**No**
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	**20**	**# SETSS**	**14**	**# Integrated Collaborative Teaching**	**14**
Types and Number of Special Classes *(2014-15)*					
# Visual Arts	**21**	**# Music**	**6**	**# Drama**	**N/A**
# Foreign Language	**N/A**	**# Dance**	**N/A**	**# CTE**	**N/A**

School Composition *(2013-14)*			
% Title I Population	**90.4%**	**% Attendance Rate**	**93.9%**
% Free Lunch	**93.2%**	**% Reduced Lunch**	**3.7%**
% Limited English Proficient	**43.9%**	**% Students with Disabilities**	**24.6%**
Racial/Ethnic Origin *(2013-14)*			
% American Indian or Alaska Native	**N/A**	**% Black or African American**	**1.8%**
% Hispanic or Latino	**86.2%**	**% Asian or Native Hawaiian/Pacific Islander**	**6.6%**
% White	**5.3%**	**% Multi-Racial**	**N/A**
Personnel *(2014-15)*			
Years Principal Assigned to School (2014-15)	**7.86**	**# of Assistant Principals (2014-15)**	**2**
# of Deans (2014-15)	**1**	**# of Counselors/Social Workers (2014-15)**	**1**
Personnel *(2013-14)*			
% of Teachers with No Valid Teaching Certificate (2013-14)	**N/A**	**% Teaching Out of Certification (2013-14)**	**11.8%**
% Teaching with Fewer Than 3 Years of Experience (2013-14)	**0.4%**	**Average Teacher Absences (2013-14)**	**6.56**
Student Performance for Elementary and Middle Schools *(2013-14)*			
ELA Performance at levels 3 & 4	**7.3%**	**Mathematics Performance at levels 3 & 4**	**6.4%**
Science Performance at levels 3 & 4 (4th Grade)	**N/A**	**Science Performance at levels 3 & 4 (8th Grade)**	**14.2%**
Student Performance for High Schools *(2012-13)*			
ELA Performance at levels 3 & 4	**N/A**	**Mathematics Performance at levels 3 & 4**	**59.3%**
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**	
Priority School	**X**		

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**	**N/A**
Hispanic or Latino	**NO**	**Asian or Native Hawaiian/Other Pacific Islander**	**N/A**
White	**N/A**	**Multi-Racial**	**N/A**
Students with Disabilities	**NO**	**Limited English Proficient**	**NO**
Economically Disadvantaged	**NO**		
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	**NO**	**Asian or Native Hawaiian/Other Pacific Islander**	**N/A**
White	**N/A**	**Multi-Racial**	**N/A**
Students with Disabilities	**NO**	**Limited English Proficient**	**NO**
Economically Disadvantaged	**NO**		
Met Adequate Yearly Progress (AYP) in Science *(2012-13)*			
American Indian or Alaska Native	**N/A**	**Black or African American**	**N/A**
Hispanic or Latino	**YES**	**Asian or Native Hawaiian/Other Pacific Islander**	**N/A**
White	**N/A**	**Multi-Racial**	**N/A**
Students with Disabilities	**YES**	**Limited English Proficient**	**YES**
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: Expanded Learning Time (ELT) Program Description

(Required for All Priority Schools)

Directions: Expanded Learning Time activities are enriching educational experiences that happen outside of the traditional classroom and blend skill acquisition, relationship-building and fun to foster academic and social-emotional growth in students. Summer learning, afterschool programming, and extended-day ELT models, when well-implemented, play a critical role in supporting students in all grades and ensuring that they graduate from high school, college and career ready. SED requires that Priority schools offer a minimum of 200 additional student contact hours as Expanded Learning Time in addition to the current mandated length of 900 hours of instruction per year (25 hours per week) in grades K-6 and 990 hours of instruction per year (27.5 hours per week) in grades 7-12. Complete the sections on this page to demonstrate how the school will meet these requirements.

Part 1 – ELT Program Goal(s)

Describe the identified goal(s) of the ELT program for the 2014-15 school year. Be sure to construct the goal to be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.
By June, 2015, all students who participate in the ELT program will demonstrate improvements in student work as evidenced by completion of CCLS task

Part 2 – ELT Program Description

Part 2a. Identify the target population(s) to be served by the ELT program.
All students who are not at proficiency level in the NYS ELA and Math assessment. Additionally, any student who is identified and recommended by a teacher as struggling in a core content area.
Part 2b. Describe how the school will meet the following SED requirements for an ELT program in a Priority School: Integrate academics, enrichment, and skill development through hands-on experiences that make learning relevant and engaging. Offer a range of activities that capture student interest and strengthen student engagement in learning so as to promote higher attendance, reduces risk for retention or drop out, and increases the likelihood of graduation. Actively address the unique learning needs and interests of all types of students, especially those who may benefit from approaches and experiences not offered in the traditional classroom setting. Contain components designed to improve student academic, social, and emotional outcomes, including opportunities for enrichment programs such as in music and art. Ensure instruction in any core academic subject offered in the program will be delivered under the supervision of a teacher who is NYS certified in that particular content area.
The proposed ELT program will increase the amount and quality of learning time, through before and after-school and summer programs and opportunities and through use of on-site CBO's trained in our various on-line programs and supported by school staff and PD. Additional instructional time will be available to students through various on-line programs provided to students by the school (TTM, MyOn) accessible during off school hours including but not limited to evenings and weekends. These systems can be monitored and analyzed by teachers and administrative staff to evaluate student usage and academic growth. The ELT program will focus on increasing student academic achievement through enrichment The ELT program's academic content aligns with CCLS and the Chancellor's city-wide expectations The ELT program will be delivered by staff who have the capacity to deliver high-quality academic content The ELT program will have a guidance component to address social/emotional needs of the students using the PBIS research-based model. All instruction will be provided by a NYS certified teacher in that particular content area and this will be ensured by through the supervision of the Principal and the Asst. Principal.

Part 2c. Is the ELT program voluntary or compulsory?	x	Voluntary		Compulsory

If the ELT program is voluntary, indicate how you will offer the program to all students and actively encourage their participation, with the goal of serving at least 50% of students.
Parental outreach by school staff, including parent coordinator, administration and teachers. Encourage and reward students who participate through celebrations and other acceptable means.

Part 3 – ELT Program Implementation and Oversight

Part 3a. Who will implement the ELT program? Who will oversee the program? 1. Indicate the key personnel that will be responsible for implementing and overseeing the ELT program, including school-based staff and any high-quality community partners that will be involved. **2.** If applicable, describe the scope of involvement of all community partners and how the joint ELT program is structured.
School Principal, Assistant Principals, Lead Teachers SLT, School Lighthouse team, CBO supervisory staff
Part 3b. Indicate resources needed including human resources, instructional resources, and schedule adjustments to implement the ELT program.
New UFT contract has limited the after school component by teachers to Wednesday through Friday. Compensate for loss of student ELT through our online programs and CBO's Receipt of various funding sources critical to ELT, i.e. priority focus funding for per session for SES. Key Personnel include: Principal, Asst. Principals, Lead Teachers, RTI Coordinator, Budget Manager, IEP teacher, Attendance team, External partnerships, Parent Coordinator, Guidance Counselors, Network Support
Part 3c. Timeline for implementation and completion, including start and end dates.
August – September2014 – Analyze data and identify target population September – October parental outreach September 2014- August 2015 program ongoing (dependent upon funding sources)

Part 4 – Budget and Resource Alignment

Indicate using an "X" the fund source(s) that will be utilized to support to support the ELT Program.											
	21st Century	x	**Tax Levy**	x	**Title I SWP**		**Title I TA**	x	**P/F Set-aside**		**C4E**
	Title I 1003(a)	x	**Title III**		**PTA Funded**		**Grants**		**School Success Grant**		**In Kind**
List below any additional fund sources that will be utilized to support achievement of the goal.											

Part 5 – Progress Monitoring

Part 5a. 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.				
January, 2015, Midyear assessment of student progress based on the Review of student work portfolios by school administrators and program teachers.				
Part 5b. Complete in **February 2015.**				
• Did the school meet the mid-point benchmark(s) in the timeframe specified?		Yes		No
• If the mid-point benchmark(s) was not met, describe any revisions made to the action plan to achieve the goal?				

Section 8: Title I Program Information

Directions:

- All schools must indicate their Title I status in Part 1
- All elements of the *All Title I Schools* section must be completed in Part 2
- All Targeted Assistance (TA) Schools must also complete the *TA Schools Only* section in part 3
- All Schoolwide Program (SWP) schools must also complete the *SWP Schools Only* section in Part 4
- If a required component is addressed elsewhere in this plan, you may refer to the page number(s) where the response can be found
- 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.
Recruitment: To recruit teachers, we work closely with our Network's human resources, traditional teacher education programs, and alternative licensure programs. We have attended hiring fairs to identify and recruit highly-qualified teachers. We continue to work closely with our Human Resources to ensure that all required documentation and assessment deadlines are met. Retention and Support: In our efforts to retain highly qualified teachers and ensure they have the supports and strategies to grow professionally, we are highly invested in professional development. We offer professional development to teachers provided by other teachers, administrators, as well as support staff from our PSO, CEI-PEA. Mentoring is implemented as per teacher requirements. Non-tenured teachers are given opportunities to learn about the tenure process and our network provides support in this area. Teachers are provided with PL in instruction, classroom management, parental involvement, and all areas of data use. We believe in individualized professional development plans that are designed to focus on each teacher's needs. Teachers are active participants in the process and collaborate with administrators to review their goals and monitor progress and development. Each teacher will develop an Individual Improvement Plan (IIP) mainly to move teachers toward highly-effective practice. The Danielson's Framework for Teacher Effectiveness (2007) will is used as at to track areas of need and progress. Teachers self-assess on a regular basis and confer with school leaders. All professional development is research and evidence based. Research Based Strategies (RBIs) are emphasized in our trainings. Inter-visitations are encouraged for all teachers as well as participation in external professional development opportunities. Our network specialists support teacher retention by providing on-site job-embedded trainings, modeling, and teacher team development. We are committed to developing a culture for learning and celebrating the success of our teachers. To this end, we encourage team events, opportunities for external learning, and highlighting exemplary work.

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).
Our professional learning plan is guided by the NYC Chancellor's Handbook for Professional Learning and provides for whole school and individual teacher support (August thru June, ongoing). Although much of the training will be differentiated with to meet the specific needs of individual teachers as well as subjects, all staff members will receive

training and support in the use of data to inform instruction and understand the progress of all learners/subgroups

- September roll out of systematic analysis of data collection, monitoring and teacher conferencing, January check in for progress evaluation, June assessment, reflection and next steps. October thru June, on- going – teacher feedback sessions, October thru June ongoing Looking at Student Work protocol implementation
- Opportunities for differentiated professional development for staff members using the weekly allocated time as well as structured periods and events.
- Prepare teaching staff in NYC CIEs, CCLS and Instructional Expectations (on-going).
- Formal and informal cycles of observations will be conducted by school leaders using feedback and tracking progress September through June.
- Identification of point personnel, lead teachers, to support colleagues
- Principal and Assistant Principals provide workshops and teacher conferencing. Key personnel and other resources will include leadership, network support instructional leads and external consultants.
- Targets to evaluate our progress, effectiveness and impact will include: By November 2012 Our Network will complete a full day instructional walk with school leaders. Report will be generated and shared with teachers. Professional development will be designed based on needs assessment from the instructional walk-through.
- Visits from our network support group conducted as follow up in order to document progress.
- Frequent cycles of informal and formal observation
- Teacher mid-year, end-year evaluations and self-evaluation

Part 3: TA Schools Only

3a. Use of Program Resources

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

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).
N/A

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.).
N/A

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.
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. At least one period per week is built into all content area teachers schedules to meet in PLCs to determine the

use and selection of appropriate assessment measures. Some teams read educational literature/data to examine studies of what works to close achievement gap and chose appropriate solutions. Some of the sources of achievement data that are used to identify gaps: ELA/ESL use formative and summative assessments from EL modules, mosl writing component pre/post, current ELA Items Tool Analysis from ARIS , and NYSESLAT data. One period per week of classroom time is mandated for the use of I-Ready and MyOn. Both programs provide lessons and diagnostics related to student needs. Teachers designed rubrics to monitor academic language aligned with the WIDA Standards and Stanford University's CAT Tool. All content area teachers use various protocols(Tuning) to analyze student work and monitor academic language. Science Dept. created a rubric based on LAB reports utilizing a 5pt. scientific process that is examined weekly, Math teachers utilize data from EngageNY and CMP3 to inform instruction

PDs are provided by coaches of specific content areas within the allotted time. Whole staff PD is conducted as well, regarding the use of cited assessment measures to drive instruction.

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 codes[1]. 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 consolidated[2]. **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 Column A below to verify that the school has met the intent and purposes of each program whose funds are consolidated. Indicate in Column B, 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	$448,196	x	9-11, 13-15, 16-18, 20-23, 25-27, 29-31
Title I School Improvement 1003(a)	Federal			
Title I Priority and Focus School Improvement Funds	Federal	$117,940	x	9-11, 13-15, 16-18, 20-23, 25-27, 29-31
Title II, Part A	Federal			
Title III, Part A	Federal	$23,728	x	9-11, 13-15, 16-18, 20-23, 25-27, 29-31
Title III, Immigrant	Federal	$16,770	x	9-11, 13-15, 16-18, 20-23, 25-27, 29-31
Tax Levy (FSF)	Local	$3,545,977	x	9-11, 13-15, 16-18, 20-23, 25-27, 29-31

[1]Explanation/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:

1. 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.
2. 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.

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

3. **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).
4. **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.
5. **Title I Priority and Focus School Improvement Funding:** support implementation of school improvement plans that aims to improve instruction and address the identified needs
6. **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.
7. **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.
8. **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:

9. **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.

10. **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.
11. **IDEA:** To ensure that all children with disabilities have available to them a free appropriate public education designed to meet their individual needs.
12. **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. Charles O. Dewey, MS 136, 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. **Charles Dewey, MS 136** 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

Charles O. Dewey, MS 136, in compliance with the Section 1118 of Title I, Part A of the No Child Left Behind (NCLB) Act, is implementing a School-Parent Compact to strengthen the connection and support of student achievement between the school and the families. Staff and parents of students participating in activities and programs funded by Title I, agree that this Compact outlines how parents, the entire school staff and students will share responsibility for improved academic achievement and the means by which a school-parent partnership will be developed to ensure that all children achieve State Standards and Assessments.

I. School Responsibilities

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

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

Support home-school relationships and improve communication by:

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

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

Provide parents reasonable access to staff by:

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

Provide general support to parents by:

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

II. Parent/Guardian Responsibilities:

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

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

III. Student Responsibilities:

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

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

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

Part I: School ELL Profile

A. School Information ⓘ

District 15	Borough Brooklyn	School Number 136
School Name Charles O. Dewey		

B. Language Allocation Policy Team Composition ⓘ

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

Principal Eric Sackler	Assistant Principal Sarah Monteleone/Humberto Perd
Coach Harriet Hoffman	Coach Megan Blase
ESL Teacher Lindsey Smith	Guidance Counselor Carmen Castro
Teacher/Subject Area Concetta Ortiz/Math	Parent type here
Teacher/Subject Area Sheref Hagazi/Science	Parent Coordinator Damaris Garcia
Related Service Provider Jessica Lovinger	Other Xin Rong/ESL
Network Leader(Only if working with the LAP team) Ellen Padva	Other Danielle Levine/ESL

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.	6	Number of certified bilingual teachers not currently teaching in a bilingual program	1	Number of teachers who hold both content area and ESL certification	5
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 not currently teaching in the ESL program	2	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)	489	Total number of ELLs	214	ELLs as share of total student population (%)	43.76%

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☐	No☒	If yes, indicate language(s):
Dual language program	Yes☐	No☒	If yes, indicate language(s):

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

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

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	214	**Newcomers (ELLs receiving service 0-3 years)**	104	**ELL Students with Disabilities**	53
SIFE	25	**ELLs receiving service 4-6 years**	69	**Long-Term (completed 6+ years)**	41

Enter the number of ELLs by years of identification and program model in each box. Enter the number of ELLs within a subgroup who are also SIFE or SWD. ⓘ

	ELLs by Subgroups									
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			
	All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD	Total
TBE	0			0			0			0
Dual Language	0			0			0			0
ESL	104	15	10	69	10	23	41	0	22	214

	ELLs by Subgroups									
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			
	All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD	Total
Total	104	15	10	69	10	23	41	0	22	214
Number of ELLs who have an alternate placement paraprofessional: 2										

C. Home Language Breakdown and ELL Programs

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

*EP=English proficient student

Dual Language (ELLs/EPs*) K-8																				
Number of ELLs by Grade in Each Language Group																				
	K		1		2		3		4		5		6		7		8		TOTAL	
	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP	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	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							54	72	63					189
Chinese							4	7	3					14
Russian														0
Bengali														0
Urdu														0
Arabic							4	2	4					10
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other									1					1
TOTAL	0	0	0	0	0	0	62	81	71	0	0	0	0	214

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)							12	36	26					74
Intermediate(I)							7	14	23					44
Advanced (A)							43	31	22					96
Total	0	0	0	0	0	0	62	81	71	0	0	0	0	214

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

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

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3					0
4					0
5					0
6	46	8	0	0	54
7	48	4	0	0	52
8	45	6	0	0	51
NYSAA Bilingual (SWD)					0

NYS Math									
	Level 1		Level 2		Level 3		Level 4		Total
Grade	English	NL	English	NL	English	NL	English	NL	
3									0
4									0
5									0
6	14	32	3	2	2	1	0	1	55
7	13	35	9	6	1	1	0	0	65
8	17	41	1	1	0	1	0	0	61
NYSAA Bilingual (SWD)									0

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
4									0
8	17	41	1	1					60

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	1		1	
Physics				
Global History and				
Geography				
US History and				
Foreign Language				
Government				
Other _____				
Other _____				
NYSAA ELA				
NYSAA Mathematics				
NYSAA Social Studies				
NYSAA Science				

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

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

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

   Every student is assessed using a research based online program, SuccessMaker which uses Fountas and Pinnell along with a baseline from Visions. The data shows that many of our ELL students (despite their levels on the NYSESLAT-if applicable) on average are reading 3 to 4 grade levels below. This data is expected for our newcomer and SIFE population but not our Advanced/Intermediate

LTE students that come from an elementary dual or TBE setting. We are using this data, along with SIOP lesson plans in all content areas to support language acquisition, and the WIDA checklist aligned with ESL methodologies to scaffold their baseline skills in literacy. Therefore, further supporting them in navigating higher levels of text. We are doing the same for the advanced/intermediate(and recently proficient) students along with the CCLS grade level modules.
The Language Allocation Team evaluates the success of our programs for the ELLs by reviewing the data gathered from statewide testing. This data is reviewed throughout the school year (usually starting in September when NYSESLAT Data is available and in July when ELA-Reading data is available). However, this year our AMAO and NYS ELA data is inconsistent and the teams are unable to look at patterns or trends. For this year, anticipating that the exams will change again (new NYSESLAT scale, the introduction of the PARCC exam, and the citywide MOSL assessments) the Language Allocation Team has decided to include the Academic Intervention Specialist, the Reading Coach, the Math Coach, the ELL coordinator, the Parent Coordinator, the assistant principal supervising literacy/ESL, an ESL teacher, a Special Education Teacher, a Speech teacher, and a literacy teacher to evaluate the current baseline assessments that we administered in-house. Through our data findings so far, administration has created two separate professional learning communities to focus on specific data relevant to different ELL subgroups. We currently have one inquiry professional learning community focused on ELL learning. This group is comprised of an administrator, ELA Coach, ELL Coordinator, 2 ESL teachers, and a Math Coach. The focus lens from 2012-2013 school year was on navigating higher order texts and concepts in all content areas for ELLs. For true data research, the groups findings are null/void until there are three years of consistency on an exam. However, like stated before, until this happens, the team has decided that the target population will be tracked based on students reading on grade level (Fountas and Pinnell levels) and their progress on Pearson's Successmaker. The other group is focused on RTI and SWD ELLs with regard to ELAND. The group is looking at our target LTE subgroup that receives EngageNY Expeditionary Learning CCLS modules and/or Pearson's ilit online reading program. Each PLC turn-keys their findings with each other, administration and the staff to further drive academic achievement for our ELLs.

From 2012-2013 data, on the RLAT in ATS and ARIS, we have found that our incoming LTE sixth graders had a significant drop in the listening modality (between grades 2-5). This problem was not present with our 7th and 8th graders. We have also found that our newcomers who score proficient in the Spanish Lab and test Beginner on the English Lab usually progress at a higher rate than those who are not proficient in their native language. The advanced ELLs who were approaching the LTE level, reached a plateau on the NYSESLAT and became our target subgroup for ELAND evaluation. All ELLs consistently perform on a low level on the writing portion. Since students score lower on the reading and writing portion of the NYSESLAT, it is determined that more instructional focus and rigor on reading and writing modalities must be provided in the classroom.

After reviewing the current 2013 data, we have found that students who normally perform low in reading and writing excelled because of the focus lens on questioning techniques, sample writings in all content areas and delivery of instruction. This problem was present in 7th and 8th more than 6th, which resulted in holdovers on NYS ELA and/or Math for the advanced or LTE ELLs. All Ells currently show low performance when it comes to reading and writing on the NYSESLAT. The focus is to continue to drive writing and vocabulary across all content areas with a focus on listening and speaking in ESL classes.

2. What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?
   Paste response to question here:
3. How will patterns across NYSESLAT modalities—reading/writing and listening/speaking—affect instructional decisions? How does your school use information about Annual Measurable Achievement Objectives? What does the data reveal? (see SED memo and AMAO tool)
   Paste response to question here:
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?

   Paste response 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?

Based on our Freestand model and the requirements of the common, we base line assess all students using a variety or research based tests. Then the certified ESL team, along with certified content specific teachers use the KUD and SIOP framework to scaffold each learning task from different entry points to support learning. Therefore, recognizing background knowledge of native language is important as per the understanding langaue initiative, the emphasis is on English academic language acquisition. The Assistant Principal and the ESL coordinator are also enrolled in the Stanford online course focusing on the Common Core State Standards for English ELA and Mathematics emphasize improving the quality of student-to-student discourse as a major feature of instruction. The Common Core State Standards for English ELA and Mathematics emphasize improving the quality of student-to-student discourse as a major feature of instruction. The new standards specifically describe the importance of students understanding the reasoning of others and engaging in meaningful conversations using evidence for claims. Yet this type of student-to-student discourse tends to be rare in classrooms. Common classroom activities such as whole class discussions, jigsaws, and think-pair-shares, can have the appearance of constructive interactions, but they often do not provide adequate opportunities for all students to engage in academically rich, back-and-forth dialogs. Therefore, pushing academic language development in English allows the student to develop in their native language as well.

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.).

The ESL inquiry Team monitors systems and structures within our freestanding program by:
1. Monitor curriculum maps, units, lessons plans and assessments for evidence of instructional focus during supervisory instructional rounds and provide feedback to school community and teacher teams.
2. Monitor teacher effectiveness implementation for evidence of instructional focus during supervisory instructional rounds focused on examining low inference notes, alignment of evidence to rubric, quality of feedback, support provided and it's impact on future practice with emphasis on power competencies (1e, 1f, 3b, 3c and 3d)
3. Reevaluate and adjust the instrctional plan during each unit module beyond the mid-year school wide goal progress check-in to ensure that all students are successful.

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.)

At enrollment, the initial screening is done by a trained pedagogue (Harriet Hoffman (ESL certified) who presents a Home Language Identification Survey (HLIS)—translated in nine languages—to parents to determine what language the child speaks at home. This process also includes an interview in the parents' home language. At this time, the pedagogue also determines if the child has had 2 or more years of interrupted education. Then a SIFE oral interview is administered for a newcomer who is new to the New York City school system. SIFE oral Interviews are conducted in the students native language as per DOE regulations through translators provided by the school(Chinese Translator,Mr. Rong, Arabic Translator, Mr. Hagazi) however, overseen by Harriet Hoffman .

- After the HLIS is collected, if Mrs. Hoffman determines that a language other than English is spoken in the child's home, a Language Assessment Battery- Revised (LAB-R) is administered if the child is eligible. Mr. Rong or Mr. Hagazi translate Chinese or Arabic HLIS with parents. This test establishes English proficiency . Students who score below proficiency on the LAB-R become eligible for state-mandated services for ELLs. Latino students are also administered the Spanish LAB-R. This information supports placement in the proper program. If a student is re-admitted to the New York City school system, both RESI and RLAT reports are generated to screen for prior testing history. If the child is determined SIFE then a trained pedagogue administers the Academic

Language and Literacy Diagnostic (ALLD). The results of the exam are then entered online using the W-SERS system.

- The parent coordinator (Damaris Garcia) invites parents of ELLs to attend a workshop within a 10 school day window of initial enrollment. At this workshop the parent coordinator shows the mandated EPIC DVD, distributes translated Departmental materials (found at https://schools.nyc.gov/Academic/ELL) and services offered by the Translation and Interpretation Unit. Included are document translation and interpretation services, if needed. The parent also fills out a parent survey and program selection form. If a child scores below proficiency on the LAB-R, the parent is given an Entitlement Letter, Parent Survey, Program Selection Form and Placement Letter. Parents of a child who scores at or above proficiency are given a Non Entitlement Letter. Then Ms. Garcia and Mrs. Hoffman send home the parent survey, letter of entitlement and/or transitional letter if a parent can not attend the workshop to ensure parent choice. Ms. Garcia, Mrs. Hoffman, Mr. Rong and Mr. Hagazi call homes as a follow up to ensure that the entitlement letters, Parent Surveys and Program Selection forms are returned. Parents then choose a program after initial workshop and/or orientation that are provided at the school level. All returned forms are filed in the child's cum as well as grade level ESL binders.

2. What structures are in place at your school to ensure that parents understand all three program choices (Transitional Bilingual, Dual Language, Freestanding ESL)? Please describe the process, outreach plan, and timelines.

The parent coordinator (Damaris Garcia) invites parents of ELLs to attend a workshop within a 10 school day window of initial enrollment. At this workshop the parent coordinator shows the mandated EPIC DVD, distributes translated Departmental materials (found at https://schools.nyc.gov/Academic/ELL) and services offered by the Translation and Interpretation Unit. Included are document translation and interpretation services, if needed. If a child who scores below proficiency on the LAB-R, the parent is given an Entitlement Letter, Parent Survey, Program Selection Form, and Placement Letter. Parents of a child who scores at or above proficiency are given a Non Entitlement Letter. As stated in question 1, Ms. Garcia, Mrs. Hoffman, Mr. Rong, and Mr. Hagazi send home the parent survey, letter of entitlement and/or transitional letter if a parent can not attend the workshop to ensure parent choice. Ms. Garcia, Mrs. Hoffman, Mr. Rong and Mr. Hagazi call homes as a follow up to ensure that the entitlement letters, Parent Surveys and Program Selection forms are returned. Parents then choose a program after initial workshop and/or orientation that are provided at the school level. All returned forms are filed in the child's cum as well as grade level ESL binders.

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].)

As stated in question 1 and 2, Ms. Garcia, Mrs. Hoffman, Mr. Rong, and Mr. Hagazi send home the parent survey, letter of entitlement and/or transitional letter if a parent can not attend the workshop to ensure parent choice. Ms. Garcia, Mrs. Hoffman, Mr. Rong, and Mr. Hagazi call homes as a follow up to ensure that the entitlement letters, Parent Surveys and Program Selection forms are returned. Parents then choose a program after initial workshop and/or orientation that are provided at the school level. All returned forms are filed in the child's cum as well as grade level ESL binders.

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.

After the HLIS are collected, Mrs. Hoffman determines that a language other than English is spoken in the child's home, administers a Language Assessment Battery- Revised (LAB-R) if the child is eligible, which is a test that establishes English proficiency level. Students that score below proficiency on the LAB-R become eligible for state-mandated services for ELLs. This information supports placement in the proper program. If the child is determined SIFE then a trained pedagogue administers the Academic Language and Literacy Diagnostic (ALLD). The results of the exam are then logged online using the W-SERS system. Students are then placed based on testing results, age, and IEP mandates. Furthermore, Ms. Garcia, Mrs. Hoffman, Mr. Rong, and Mr. Hagazi call homes to follow up to ensure that any questions are answered for parents in their native language . If the child was admitted to NYC schools, RLAT and RESI reports are generated.

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 administered the same way as the NYS ELA and Math exam as per the NYS testing memo. The speaking is administerd in a pull out manner, covering ESL certified staff to proctor and record each student in the mandated testing window adhereing to the NYS testing memo guidelines. Based on our large ELL population, we lock down a wing of the school and administer each part of the exam separately. Taking into account all testing accomondations, for example, students who need a scribe, ICT students, DQR and QRA students. Students that are absent take the portion they missed during the make up window of time. The exam is kept in a secure, administative location, packed and ready for pick up.

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.

Participation in ESL programs across all grades is made possible by over 90% parent choice. Upon review of the Parent Surveys,

we have noticed that the trend in program choice that parents have requested in the past have changed from a Transitional Bilingual (in our school) or Dual Program to a Free Standing ESL Program because of the Common Core Learning Standards. Therefore, the school has changed our programs to Free Standing ESL classes on each grade. At this time, they deem a Free Standing ESL program to be most appropriate for their children's academic success and preparation for the NYS ELA exam. However, they are informed that if 15 or more parents request for a Bilingual or Dual Language Program, then the school is required to comply with that request up to three continuious grades. We also understand that if parents do not return for the parent orientation and fill out the program request form, that the school would have to create a bilingual program by default if 15 students are of the same language on that grade.

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])?

There are 9 freestanding ESL classes across three grades. Our Freestanding ESL classes are taught in English using the CCLS modules from engageny.org. All teachers providing ESL services are city and state certified and all content area teachers are trainned to use the SIOP model throughout the 2013-2014 school year. The teachers providing ESL services for our SIFE students are trained in second language acquisition theory, ESL and sheltered methods, based on need, some classes have a bilingual para in the classroom that uses a translation device during instruction in reading and writing and content domains, as well as, cross-cultural communication. Teachers continue to monitor ELL student progress (e.g., student work, formal and informal assessments, test results, journals, Leadership Notebooks, WIDA checklist, etc.), and systematically adjusts instructional planning based on a wide of the evidence and data gathered. Teacher Teams use the Tuning and ATLAS protocol when evaluating student work. Several content core teachers hold a QTEL and TOSEL certifcate as well. Students are in a co-teaching environment for English instruction with two certified ESL teachers. All ICT classes have a SPED and content area, along with an ESL certified teachers for English instruction. The ESL fresstanding ESL classes travel together as a groupfor the advanced and intermediate students. The beginners are homogeneously grouped based teacher monitoring and assesssments in their native langauge. Therefore, all the beginner classes on each grade level are programmed at the same time for lateral movement based on progress. Teacher teams meet weekly, during school hours, to discuss formal and informal

assessments, findings, and evaluate student work. They also meet weekly, during extended time, to then plan, add, or edit their lessons based on their findings. This also pertains to modifying the CCLS modules to meet the student's individual needs.

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)?

Students receive 450 minutes of ESL instruction on a weekly basis. Free Standing core curriculum classes receive The Leader in Me Program for successful teens (with a clear focus on the 7 Habits of Highly Effective Teens) as we also focus on each student's individual social needs for all LEPs. ESL instruction for advanced and Intermediate ELLs are aligned to state mandated ELA modules for CCLS with ESL methodologies which include WIDA, focusing on the development levels of all four language skills: listening, speaking, reading and writing. ESL instruction for the beginners is also aligned to CCLS. However, beginner instruction has more of a focus on building language acquisition using WIDA, ELD (English Language Development standards), Margarita Calderon's RIGOR program, Visions, and components of the state modules. Standard based lessons are consistenly adapted to cover NYS Standard Skill based information in a way that is accessible and age-appropriate for all LEPs. To address the different student proficiency levels, differentiated instruction is practiced in all content area classes. Teachers create their lessons and units during common planning time based on formal and infomal assessments of bi-weekly Fountas and Pinell reading levels from Pearson's SuccessMaker, along with RIGOR, Gates MacGinitie, Curriculum Associates i-Ready, an online curriculum creator called ATLAS, WikiSpaces, Evernote, and DropBox to drive differeniated instruction and keep the lines of communication open in all content areas. Teachers differentiate the lessons by rotating student groups, station learning, student centered, modified homeworks, modified tests, modified units, UBL in the classroom to maximize learning, and rubrics based on the preious days lessons and the performance of the students. The following instructional materials are being utilized: Visions, iXL, i-Ready, ExC-ELL Rigor (Benchmark Program), Keys to Learning, Rally, NY Ready, Passwords (vocabulary in social studies), Cicero (social studies software), Brainpop (science software), Wilson, WIDA, and Fountas Pinell reading baseline assessments. These materials utilize the simple five step process that improves vocabulary, comprehension, reading fluency as well as writing skills. These programs utilize the five step literacy routine which involves setting a schema, reading for information, demonstrating mastery, constructing meaning, and forming an opinion. Keys to Learning and Visions are textbooks that contain content based readings that incorporate scaffolding using a three pronged approach to meeting the standards: introduce, practice and assess. The student activity book reinforces state standards with practice and expansion of skills and content. In addition, each classroom contains a library that is culturally diverse, leveled and contains literature in different genres. Students have access to appropriate software aligned to standards-based core curriculum during the school day and at home for reinforcement. All programs are used to promote language development, content area instruction, and build on their depth of knowledge. Instruction is designed to accommodate newcomers, intermediate students and advanced students.

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.

As stated in question 2: Free Standing core curriculum classes receive The Leader in Me Program for successful teens (with a clear focus on the 7 Habits of Highly Effective Teens) as we also focus on each student's individual social needs for all LEPs. ESL instruction for advanced and Intermediate ELLs are aligned to state mandated ELA modules for CCLS with ESL methodologies which include WIDA, focusing on the development levels of all four language skills: listening, speaking, reading and writing. ESL instruction for the beginners is also aligned to CCLS. However, beginner instruction has more of a focus on building language acquisition using WIDA, ELD (English Language Development standards), Margarita Calderon's RIGOR program, Visions, and components of the state modules. Standard based lessons are consistenly adapted to cover NYS Standard Skill based information in a way that is accessible and age-appropriate for all LEPs. To address the different student proficiency levels, differentiated instruction is practiced in all content area classes. Teachers create their lessons and units during common planning time based on formal and infomal assessments of bi-weekly Fountas and Pinell reading levels from Pearson's SuccessMaker, along with RIGOR, Gates MacGinitie, Curriculum Associates i-Ready, an online curriculum creator called ATLAS, WikiSpaces, Evernote, and DropBox to drive differeniated instruction and keep the lines of communication open in all content areas. Teachers differentiate the lessons by rotating student groups, station learning, student centered, modified homeworks, modified tests, modified units, UBL in the classroom to maximize learning, and rubrics based on the preious days lessons and the performance of the students. The following instructional materials are being utilized: Visions, iXL, i-Ready, ExC-ELL Rigor (Benchmark Program), Keys to Learning, Rally, NY Ready, Passwords (vocabulary in social studies), Cicero (social studies software), Brainpop (science software), Wilson, WIDA, ANCHOR reading workshop and Fountas Pinell reading baseline assessments. These materials utilize the simple five step process that improves vocabulary, comprehension, reading fluency as well as writing skills. These programs utilize the five step literacy routine which involves setting a schema, reading for information, demonstrating mastery, constructing meaning, and forming an

opinion. Keys to Learning and Visions are textbooks that contain content based readings that incorporate scaffolding using a three pronged approach to meeting the standards: introduce, practice and assess. The student activity book reinforces state standards with practice and expansion of skills and content. In addition, each classroom contains a library that is culturally diverse, leveled and contains literature in different genres. Students have access to appropriate software aligned to standards-based core curriculum during the school day and at home for reinforcement. All programs are used to promote language development, content area instruction, and build on their depth of knowledge. Instruction is designed to accommodate newcomers, intermediate students and advanced students.

Our Freestanding component: Much like the breakdown for your SIFE instruction, teachers utilize ESL methodologies within the Fountas and Pinnell levels to meet the demands of the NYS ELA exam and CCLS modules. Current research-based ESL strategies of SIOP and WIDA checklist aling with ESL methodologies are used in the classrooms. Each student keeps a Leadership notebook (portfolio) which is a goal based data collection system using DataCation (Skedula), work from the classroom, and any online system that contains reading and writing samples that are assessed daily. This provides the teacher and student with necessary language developmental support to meet each individual student language proficiency levels. The teacher celebrates and modifies each student's work through out the year.

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

   Based on our Freestand model and the requirements of the common, we scaffold each learning task from different entry points to support learning. Therefore, recognizing background knowledge of native language is important as per the understanding langaue initiative, the emphasis is on English academic language acquisition as per the citywide instructional expectations. See questions 8 under analysis for further details.

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

   See question 3

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).

Through our data over the years, we have found a trend that most of our syudent population is not proficient or at a low level in their native language as well. Based on these findings, (using WIDA, Visions, RIGOR, NYSESLAT, ALLD, etc.) we use very similar ESL methodologies with differeniated strategies to reach each student. Whether they are a newcomer, labeled SIFE, 4 to 6 years, LTE, or proficient, we utlize the following steps to ensure that every child is learning:

1. Activate prior knowledge with a baseline assessment and a WIDA checklist. Once we analyize what prior information our students have, then we want to link the new information to what they already understand (build on their depth of knowledge). Not only can this stimulate student motivation, but it can also determine where to start instruction as well as lay out the next steps. Some strategies include: word associations, KWL charts, Frayer model, one-to-one conferencing using WIDA, and anticipation guides.

2. Provide a print rich environment. The walls are covered with lots of visuals that correspond to text (maps, charts, signs, posters with motivational phrases, the alphabet in print and script, etc.). Seek out appropriate lower-grade texts or texts that are written for a lower reading level, high interest, low ability books, native language materials, and bilingual glossaries.

3. Have the student write, illustrate, and record their own books, let them create their own picture dictionaries and flash cards, incorporate drama to act out events and stories, use interactive activities on a SMARTBoard, use manipulatives, reciprocal teaching, and teach to the multiple intelligences.

4. Direct Vocabulary instruction. When using new vocabulary or explaining new concepts, various graphic organizers are utiiized such the Frayer Model and the Pave Procedure (Prediction-Association-Verification-Evaluation). The teacher has the child illistrate, rephrase, define in context, and simplify the explanation so as not to confuse the student. The teacher uses intonation and pauses for emphasis, and read alouds to ensure that they are hearing academic language daily.

5. To ensure understanding, the teacher asks higher order (probing) questions by avoiding Yes/No answers. Instead, ask that students summarize what they understood. Increase your wait time, because the student will need extra time to process the question, think of the answer, they find the words they need in English. The teacher provides multiple opportunities to demonstrate understanding (instead of writing: explain, act out, discuss, defend, draw, compare, predict, etc.). Emphasize formative assessment versus evaluative assessment and individualize what we ask the student to do. Portable translator devices are also in a few rooms to ensure understanding.

6. The teacher stresses the importance of social skills through the Leader in Me process that the student needs in order to interact productively with others. Through the NYS ELA modules on engageny.org, the teacher stresses the importance of being able to work in groups, taking turns, and encouraging one another to provide the foundation for higher-order thinking in collaborative groups. The teacher also looks at Habit 6 (Synorgize) from the Leader in Me process to push social interactions.

7. The teacher tries to build the native language content and literacy instruction in order to build on English. The teacher uses

LeapFrog, RIGOR, Visions, SuccessMaker (during the week) and the ELL coordinator uses Rosetta Stone (during Saturday school). The SIFE student works on pre-reading, during reading, and post-reading strategies from the 6 shifts in literacy, WIDA, and ELD. Use of graphic organizers, the SmartBoard, Elmos, laptops, ipads, and Promethian Tables are very helpful to make learning visual and incorporate thinking skills that can be done without any writing. The teachers also incorporate morphology strategies, contextual analysis, cognate charts, co-op group language models and knowledge of cross-linguistic relationships. Also, by using reading logs and journals to incorporate reading and writing.

8. The teaching uses strategies that weave together language and content instruction, such as the SIOP model (Sheltered Instruction Observation Protocol), read alouds, and components of the TCRWP workshop (Teacher's College Reading and Writring Project). Teachers start with the concrete (if applicable, then formally assess the student's reading level by using Fountas and Pinnell) then build to the abstract. Try to relate material to students' prior knowledge and experience. What they don't have you can try to create for them through visuals or by using technology.

9. The teachers hold the students to high, yet realistic, expectations at the beginning of the year. This is done through creating student SMART goals (for SWD) and through the their Leadership Notebooks for all students. The teacher than assists students in tracking their progress (or lack of) of their academic and personal goal. This is to empower each student to be responsible to reach their goals and to assess their effort to reach the goal. The student will strive to reach higer ones as the year goes on through celebrations (e.g., test grades, class shout outs, work on the "class fridge", featured gallery walks displaying the work, etc.). The teacher walks the student through the process of how to create the goal as to alliviate them to be too high that they give up. The teachers expect success for all students, supplies them with tools from the Leader in Me program, remains optimistic, and offers to help as needed. We know that through the Leader in Me process, language and academic scaffolding that every child will gain the self-confidence to be successful.

Supplemental programs for ELLs during the school week: Students who require extra help are mandated to stay for an extra 70 minutes a week for our period 9 (extended day program). Period 9 includes literacy and math tutoring, as well as homework help and additional instructional support in their native language if needed. Our LTEs and newly proficent ELLs will use Successmaker and i-Ready reading programs as an extension to the NYS CCLS modules. Vision, MyOn, and RIGOR program, for the newcomers/beginners and SIFE, will be administered for 5 hours and 30 minutes a week of reading intervention strategies and direct instruction targeting an ESL web-based individualized instructional solutions for langauge acquistion with reading and writing components that reach every student at his or her level. The activities address the WIDA, ELD, and Bloom's Taxonomy, as well as , the RTI model which monitors the levels of intellectual behavior important in learning and groups them in three target areas of intervention. Students can also receive Supplemental Education Services (SES) through Sports and Arts in mathematics and literacy support at an after school program during the week and weekend.

Starting in November, we also offer a Saturday SES program for support in mathematics for our level beginner ELL students, which is in addition to the Title III Saturday program for ELL language acquisition. This program will also provide students with sports and arts. Emphasis is based upon life skills, the Leader in Me Program, social interactions, navigating higher order text, and the language of examinations. Student assessments and teacher reflections are ongoing. They include baseline assessments, pretest, unit assessments, oral presentations, WIDA checklist, project evaluations, Rubrics, Skedula, Leadership Notebooks, Journals, teacher's observations, one-to-one conferencing, the Tuning and ATLAS protocol, and a post test. Newcomers who speak Arabic, Mandarin, and/or Cantonese are given a translator, dictionary, and/or translated versions of the exam for content area tests. Translators are obtained through the NYC DOE translation service if we require more assistance.

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?
   Each academic situation is different for our ELL-SWD population. Our special education classes are departmentalized and aligned as per NYS mandates. Many of the strategies that are used for our SIFE students is used with our IEP students that are ELLs as well. We have five ESL certified teachers, one SPED/ELA certified, and one F-status Literacy certified teacher teaching in all ESL environments. SETTS students receive supplemental services during extended time Monday and Wednesday for an extra 70 minutes. Students are also required to attend Saturdays for literacy enrichment to include support with reading and writing skills. Mrs. Hoffman will also sit on all annual EPCs for ELLS as per the ELAND to review individual cases. See question 6 for more information.

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?
   SAMPLE STUDENT SCHEDULE 2013-2014

   Indicate Proficiency Level: ___ Beginning __X_Intermediate __X_Advanced __X_____ICT

   School District: _____15_____ School Building: _____136_____

CLASS: 813	Monday	Tuesday	Wednesday	Thursday	Friday
HR: Mr. Marando					
Rm 114					
PERIOD 1	esl/ela rm201	esl/ela rm201	esl/ela rm201	math rm113	math rm113
PERIOD 2	esl/ela rm 201	sci rm213	soc rm 209	math rm113	math rm113
PERIOD 3	Soc rm209	health rm209	gym	tech rm107	esl/ela rm201
PERIOD 4	gym	leadership rm113	gym	Soc rm109	health rm205
PERIOD 5	L	U	N	C	H
PERIOD 6	math rm 113	math 113	tech rm107	esl/ela rm 201	sci rm213
PERIOD 7	health	math rm113	sci rm211	esl/ela rm201	soc rm209
PERIOD 8	sci rm213	esl/ela rm201	math rm113	sci rm211	sci rm213
Period 9	ETS		ETS		

All classes are generally heterogeneous [mixed proficiency], however, last year we homogeniously mixed our newcomer/beginner classes to drive instruction on 6th-8th grade (611, 711, 811 only). We used basline assessments using Visions and and RIGOR. Then we cross graded group students as per their levels. This year we may do this again. Our internal data shows growth in both langauge acquisition and academics. However, our baseline assessments and NYSITELL data shows that many of our newcomers/beginners are not proficient or on grade level in their native language which hinders their English academic language. The example program above is an intermediate/advanced ICT ESL class. The ESL instruction is provided by a state certified ESL/Foreign Language teacher, a SWD certified secondary English teacher, and a literacy certified specialists. Based on the structure and the citywide initiatives focused on language development, our ESL/ELA classes are a push-in, pull-out, ICT environment that is an organic process which changes based on the SLO, RTI, or SMART goals as per the IEP. There are 7 freestanding ESL classes. The students travel together as a group by class. The core content instruction is general in 90 minute blocks (we are a shared space building which effects programing) for ELA and Math using components of TC workshop model framework. Our Freestanding ESL classes are taught in English. All teachers providing ESL services are city and state certified, some of them holding more than one state certification. The teacher providing ESL services for our SIFE student is trained in second language acquisition theory, ESL and sheltered methods, instruction in reading and writing and content domains, as well as, cross-cultural communication.

Students receive 450 minutes of ESL instruction on a weekly basis. ESL instruction for the intermediate (emerging and transitioning) and advanced ELLs is aligned to ESL and ELA state standards using Expeditionary Learning Common Core Modules. These modules include the development of all four language skills: listening, speaking, reading and writing, as well as access to higher order text. Standard based lessons are consistenly modified to cover the most important information in a way that is accessible and age-appropriate for all LEPs. To address the different student proficiency levels, differentiated instruction is practiced. Teachers expand on the modules based on data from SuccessMaker, Gates Mac Ginitie, RIGOR, WIDA, i-Ready, Leadership Notebooks (SLO), and portfolio assessments to drive differeniated instruction. Teachers differentiate the lesson by rotating student groups, station learning, modified homeworks and/or rubrics reflecting on the preious days lessons and the preformance of the students. The following instructional materials are being utilized: EngageNY CCLS modules, Visions, ExC-ELL Rigor (Benchmark Program), Keys to Learning, Rally, NY Ready, ilit, Passwords (vocabulary in social studies), Leader in Me Program, i-Ready, WIDA, Brainpop (science software), and components of the TC workshop framework. These materials utilize the simple five step process that improves vocabulary, comprehension, reading fluency as well as writing skills. These programs utilize the five step literacy routine which involves setting a schema, reading for information, demonstrating mastery, constructing meaning, citing evidence, navigating higher order text, close reading protocols, and how to cite evidence to support a claim. Keys to Learning and Visions are textbooks that contain content based readings that incorporate scaffolding using a three pronged approach to meeting the standards: introduce, practice and assess. The student activity book reinforces state standards with practice and expansion of skills and content. In addition, each classroom contains a library that is culturally diverse, leveled and contains literature in different genres. Students have access to appropriate software aligned to standards-based core curriculum and used to promote language development and content area instruction. All levels of instruction are designed to accommodate newcomers, intermediate students and advanced students.

Our Freestanding component: Much like the breakdown for our SIFE instruction, teachers utilize ESL methodologies within the EngageNy Common Core Learning Standards and the Citywide Instructional Expectations to meet the demands of the NYS ELA exam and the furture PARCC exam. Language acquisition is harder to track. All content area teachers try to scaffold native language content and literacy instruction in order to build on English and academic language. Since there are two teachers per class, each one takes turns assessing and recording speaking responses during student centered work. This would be more appropriate to show progression than a standard set of speaking questions. The new NYSITEL is supposed to mimic NYSESLAT, which would be the basis for our new entrants regarding all modalities. The department then visually charts growth using new proficiency standards (WIDA) combined with forms of Visions assessment quarterly to record growth as well. The SIFE and SWD ELL population works under the same guidance but with more emphasis on read alouds, pre-reading, during reading, and post-reading strategies from the 6 shifts in literacy, WIDA, and ELD. Along with the use of graphic organizers, Frayer Model, Language Objectives, SmartBoard, Elmos, laptops, ipads, and Promethean Tables to ensure that learning is visual to support native language and incorporate thinking skills that can be done without any writing. Also, by using reading logs and journals to incorporate reading and writing. Current research-based ESL strategies, methodologies and SIOP are used in the classrooms. Each teacher keeps a portfolio and data-folio on Skedula that contains reading and writing samples that are assessed periodically. This provides necessary language developmental support to meet the individual student language proficiency levels.

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 *all* ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for *all* 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 *all* ELLs as required under CR Part 154	540 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for *all* 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.

Native Language Usage/Support	Transitional Bilingual Education (TBE)
100%	
75%	
50%	
25%	
	Dual Language
100%	
75%	
50%	
25%	
	Freestanding ESL
100%	
75%	
50%	
25%	
TIME	BEGINNERS INTERMEDIATE ADVANCED

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

B. Programming and Scheduling Information--Continued

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

Targeted Intervention

Literacy:

- For all SWD ELLs, ESL teachers work with the students that are not currently sitting in a free standing class to ensure that they receive the hours needed for ESL services. The teacher tracks student progress (calls in mandated hours of service if needed) and articulates with other ESL teachers, ELL coordinator, the Literacy coach and the classroom teachers of the child.
- Based on the recent NYS ELA exam and our student population, we have several after-school and Saturday programs focused on literacy and mathematics instruction targeting level 1 students. They work in groups no larger that 15 and will focus on developing basic math and literacy skills. Appropriate math and literacy games will be incorporated into the programs. Teachers and students will use supplemental materials and manipulatives to teach and learn.
- Students with interrupted formal education (SIFE) and long term ELLs are offered placement in an on-site ELL Saturday program, which provides extra enrichment in preparation for the NYSESLAT exam and extended ESL services after-school. Portable translation device if needed. ELLs with SWD are also reviewed by the SBST team and the ELL Coordinator, as per the ELAND, to decide if the student needs further RTI with regards to their language aquisition or learning deficiency.
- Upon reaching the proficiency level, students are then transitioned into a mainstream general education class but are still provided two years of continued ESL services with testing modifications.
- Content area teachers allow glossaries, thesaurus.com, dictyionary.com and translators for ELL students while instruction is being given and for formal testing to ensure that services are provided. This will help to reinforce fluency and ensure student learning.
- Freestanding ELLs keep journals and portfolios in ELA/ESL to further drive instruction.
- Differentiated instruction is in all Freestanding classrooms with supplemental materials. For example: Leap frog for listening, Brainpop for visual and listening, ilit and read alouds for reading, visions for comprehension and fluency, RIGOR for site and transition word development, shared text for fluency, Passwords for direct vocabulary instruction, stamina and guided lesson on reading/writing with the teacher.
- Students who have scored proficient on the NYSESLAT exam are still given two years of ESL services in extended day, including, but not limited to testing accommodations.

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

We are still in the beginning stages of evaluations as our advanced and intermediate students level of instruction is through the use of Expeditionary Learning modules as per the NYS CCLS. Although, teachers are further developing content and language objectives within the modules and WIDA checklists.

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

Based on the ESL inquiry Team monitoring system and structure on the following and the NYS exams will determine the upcoming school year improvements:

1. Monitor curriculum maps, units, lessons plans and assessments for evidence of instructional focus during supervisory instructional rounds and provide feedback to school community and teacher teams.
2. Monitor teacher effectiveness implementation for evidence of instructional focus during supervisory instructional rounds focused on examining low inference notes, alignment of evidence to rubric, quality of feedback, support provided and it's impact on future practice with emphasis on power competencies (1e, 1f, 3b, 3c and 3d)
3. Reevaluate and adjust the instrctional plan during each unit module beyond the mid-year school wide goal progress check-in to ensure that all students are successful.

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

The ESL inquiry team is looking at possibly discontuning the use of RIGOR for our newcomers. We are still in the evaluation stage as we want to compare last year's NYSESLAT data on those who used the RIGOR program against those that used the CC untis of study. This data may also change depending on this year's growth using the CCLS Expeditionary Learning modules.

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

All students at our school study hands-on, project based, cross-curriculum units using common core and career readiness standards. The arts and technology play an intrical role in this process. Studio arts classes are classical training that involves observational drawing from objects, to color theory in painting, sculpture, art history, and photography. Towards the end of the year, students

experiment with several forms of multimedia and are expected to design art based projects that are completely independent, with minimal direction. In technology art class, students utilize various technology systems (like: imovie, photoshop, Dell Movie maker, SideFX Houdini, ELMO, GoogleSketchUp, etc.) which will ensure that they are successful in any art form they choose. The Art Department's goal is to continue to present our students' work to the public and to promote professions in the arts. We now have a full time chorus teacher which allows the school to expand on the Art Department's goal. Over the years, Dewey students have been successful with several shows where they showcase mutlimedia artwork and perform. Many of which were through partnerships that were formed with NurtureArt, BRIC Rotunda Gallery, Chashama, Brooklyn Arts Council, Rock Band, Open Source and our in-house CBO Center for Family Life. Through these collaborations, students have participated in artist studio tours, art internships, art seminars, and workshops that connect them to artists in their community. Students that participated continue to show their work at Gala events in Chelsea, Downtown Brooklyn, Williamsburg, Park Slope and the Brooklyn Army Terminal.

See also question 6 under programming for academic supplements.

14. What instructional materials, including technology, are used to support ELLs (include content area as well as language materials; list ELL subgroups if necessary)?
    See question above.
15. How is native language support delivered in each program model (TBE, Dual Language, and ESL)?
    See question 6 under data
16. Explain how the required services support, and resources correspond to ELLs' ages and grade levels.
    See questions 1-6 under programming
17. Describe activities in your school that assist newly enrolled ELL students before the beginning of the school year. Please include activities for new ELLs who enroll throughout the school year.
    We hold a summer program for all new entrants to our school. However, our newly enrolled population comes within the first day of school or the first month. Therefore, they would only benfit from the afterschool, and Saturday programs. See programing for further details.
18. What language electives are offered to ELLs?
    As stated in question 13 we offer several elective courses. However, based on the number of mandated ESL and content core state requirements, the electives are more assigned than selected.
19. For schools with dual language programs:
    a. How much time (%) is the target language used for EPs and ELLs in each grade?
    b. How much of the instructional day are EPs and ELLs integrated? What content areas are taught separately?
    c. How is language separated for instruction (time, subject, teacher, theme)?
    d. What Dual Language model is used (side-by-side, self-contained, other)?
    e. Is emergent literacy taught in child's native language first (sequential), or are both languages taught at the same time (simultaneous)?

    Paste response to questions here:

C. Professional Development and Support for School Staff

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

We hold an orientation for parents and incoming 6th grade students during the summer months prior to the school year. We then try to match up incoming students with 7th and 8th graders or teacher mentors to alleviate the transition in middle school.

Our professional development plan is based upon the interpretation and analysis of ELL data which is based on Visons, NYS ELA, Successmaker, WIDA, Acuity, SIOP, ARIS reports, 2012-2013 blackline masters, Gates Macginitie, NYSESLAT, Expeditionary Learning modules, and RIGOR.

ESL/Literacy:

All ESL teachers are state certified

In addition, teachers will participate in professional development that focuses on

- incorporating ESL strategies into the EngageNY Expeditionary Learning modules.
- scaffolding instruction in literacy
- tracking language acquisition (WIDA)
- Implement RIGOR technology based programs to support language development four our newcomers.
- The Bilingual Common Core Framework
- New Language Initiatives
- CALLA

Mathematics:

Teachers will participate in professional development that focuses on

- scaffolding instruction in mathematics using CMP3 and EngageNy units of study
- the effective use of math strategy charts
- the effective use of word walls to support teaching and learning and SIOP lesson planning

The principal, assistant principals, SBST, RTI team, ELL Coordinator, Literacy Coach, Math Coach, and Parent Coordinator attend several ELL methodology focused meetings throughout the year. For example: the assistant principal, ELL coordinator, and Parent coordinator were an intrical part of the AAELL (Promoting Partnerships Among Families, Schools and Communities: Accelerating Achievement for English Language Learners) cohort research group that helped to provide data to the document. All staff members participate in weekly professional learning communities (using ATLAS and/or Tuning protocols for looking at student work, Skedula, SIOP, Leader in Me, ELAND, WIDA, and CCLS) focusing on student intervention needs regarding language academic, formal assessments and emotional deficits. A support model has been developed so that all teachers target a similar population for academic intervention; all teams consist of general, special, and ESL pedagogues.

Several teachers in all content areas have attended a series of professional development through the NYC Office of ELLs, QTEL, and TSOL. We have been in contact with the offices of ELLs to look into in-house professional development to ensure that all teachers have the mandated 7.5 hours of ESL methodologies and have sent out information on the Intensive Teaching Institute I.T.I to our staff that offers a bilingual extension from participating universities that would ensure that more members of our staff are highly qualified to service our current student population.

D. Parental Involvement

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

Middle School 136 has a wide range of parental involvement activities. We will start off the year with an open house for the community focusing on parent's legal and the school's legal responsibility with regard to NCLB and NYS mandates. The community will be allowed to walk around the school, meet teachers, meet important CBOs and free community outreach programs in the neighborhood. The night will wrap up with a community BBQ celebrating our diverse student community. Starting in November, we will provide Saturday morning parental programs that include parent workshops in technology (computer), art, math and ESL. Parents are afforded the opportunity to meet with school officials and teachers at least twice a year, as evidence by a schedule, parent notices, attendance sheets, logs, agenda and interviews. The school parent coordinator establishes a partnership in a positive and welcoming environment within the school to help parents support the instructional program and services. The parent coordinator is actively involved in providing parents with parent advocacy in negotiating school related issues, bilingual guidance services and linkages with social services and community based organizations. Parents are encouraged to attend orientation sessions that address the plans and needs for our ELL population. In order to ensure effective involvement of parents and to support a partnership among the CBO (Center for Family Life), and the community to improve student academic achievement, through the following activities specifically described below:

- The school provides assistance to parents of children served by the school, as appropriate, in understanding topics such as the following. Undertaking and integrating the state's academic content standards in conjunction with the state's student academic achievement standards in a rigorous academic setting. The school will work with parents to provide meaningful communication and involve parents served by Title I, Part A program(s). The school will send home quarterly progress reports. The school will log all students into Pupil Path (Skedula's parent and students access) to review grades, upcoming assignemnts, acedoctals and progress reports. As well as loggin in to ARIS Parent Link to access prior test scores and testing history.
- The parent component of our Saturday Program uses the From Home to School Series: Stories and Activities for Parents. This series takes into mind that the adult ESL learner is simultaneously leading the role of parent/family member. This program will help adult learners to develop reading fluency while inviting meaningful interaction related to everyday concerns parents have about school related topics.
- We are looking at adding supporting native language resource materials in our school libraries to add to the Saturday Program. This program will increase literacy skills for LEP/ELLs and support immigrant parents with materials on how to acculturate to school environment and access social support services.
- The school will provide materials and training to help parents work with their children to improve their children's academic achievement, such as literacy training, and using technology, as appropriate, to foster parental involvement by offering training session when appropriate for parents and providing and disseminating materials. M.S.136 will also build schedules for parent/teacher conferences that will enable parents to work with their children to achieve academic success. The school will provide a warm and supportive climate.

- The school will, through the Leader in Me process empower its teachers, pupil services personnel, and other staff, on how to reach out to, communicate and work with parents as equal partners, in the value and utility of contribution of parents, and in how to implement and coordinate parent programs and build ties between parents and schools by providing professional learning opportunities on communicating with parents. As well as analyzing parental involvement evaluations with school personnel and setting goals related to the feedback provided by the parents through the evaluation process. This includes an ongoing dialogue with the PTA committee and other pertinent personnel.

- The school may provide an interpreter to provide information that needs to be communicated orally to parents.
- The school will put into operation programs, activities and procedures for the involvement of all parents of Title I eligible student consistent with section 1118-parental involvement of the elementary and secondary education act (ESEA). The programs, activities and procedures will be planned and operated with meaningful consultation with parents of participating children then displayed on Pupil Path's school calendar for all to access.
- In carrying out the Title I, Part A parental involvement requirements, to the extent practicable, the school will provide full opportunities for the participation of parents with limited English proficiency (LEP), parents with disabilities, and parents of migratory children. This will include providing information and school report required under section 111- state plans of the ESEA in an understandable and uniform format and, including alternative formats upon request and, to the extent practicable, in a language the parent understands.
- The school will involve the parents of children served in Title I, Part A program(s) in decisions about how the Title I, Part A,

1% set aside funds, are reserved for parental involvement .

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.

Planning in advance is always a problem as we are unable to access the NYS ELA scores on Acuity for incoming 6th graders because they were not a part of our 2012-2013 testing population. Therefore, it is difficult to ensure proper placement across the grade for an ESL class based purely on NYSESLAT and ELA level alone. Beginning of the year with a baseline assessment on reading and writing allows the school to use all forms of data to place the student properly. However, many students are shifted during the first month of school due to online systems not have accessible or incorrect data (ie. SESIS, ARIS, ATS, Acuity, Cap, etc.). The PLCs also determined that data from the ELL periodic is not a true indication of how the ELLs will preform on the NYSESLAT because there is no writing component. Through our data collection, we have found that our ELL population are the weakest on inferencing, navigating text, research and data collection as per the Common Core.

Part VI: LAP Assurances

School Name: Charles O. Dewey			**School DBN:** 15k136
Signatures of LAP team members certify that the information provided is accurate.			
Name (PRINT)	Title	Signature	Date (mm/dd/yy)
	Principal		1/1/01
	Assistant Principal		1/1/01
	Parent Coordinator		1/1/01
	ESL Teacher		1/1/01
	Parent		1/1/01
	Teacher/Subject Area		1/1/01
	Teacher/Subject Area		1/1/01
	Coach		1/1/01
	Coach		1/1/01
	Guidance Counselor		1/1/01
	Network Leader		1/1/01
	Other _____		1/1/01
	Other _____		1/1/01
	Other _____		1/1/01
	Other _____		1/1/01

LANGUAGE TRANSLATION AND INTERPRETATION 2013-2014 TO 2014-2015

Requirement under Chancellor's Regulations – for all schools

DBN: 15 **School Name:** 136

Cluster: 535 **Network:** cei-pea

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

Part A: Needs Assessment Findings

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

Our school retrieves data from the HILS, Emergency Contact Card, and an interview in the parents' home language to determine the language parent prefers to be contacted. Methodologies used: Translators from the DOE Language Translation and Interpretation Unit for Parent-Teacher Conferences as well as school personnel; School Messenger with translation capacity; phone translation with the DOE Language Translation and Interpretation Unit; letters are translated by Parent Coordinator, school personnel or/and Google Translate.

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.

One major finding is a deficient number of native language Arabic NYC DOE certified staff. Based on this, our school utilizes many of the DOE translation resources for Parent/Teacher conferences, create memos, progress reports or celebration documents in Arabic as we are unable to find a certified DOE staff member that can interpret or write documents. We recently hired a teacher who is proficient in speaking Arabic which supports the main office with oral translation. Unlike last year, we have an NYC DOE certified staff member who is proficient in Mandarin and Cantonese. Also, when we use online sources for either translation the words that are really hard to translate are frequently the small, common words, whose precise meaning depends heavily on context. As some words are untranslatable when one wishes to remain in the same grammatical category or sentence structure. The variety of online and phone services that we use also scramble the grammatical meanings much like Google translate. Therefore, we have found causes confusion on the parent or communities end when they receive any documents. Also, that the computer systems (DataCation, ARIS, ACUITY, etc) are only available in English. The school has reached out to the community through various organizations (Lutheran Medical, Center for Family Life, etc.), the Brooklyn Chinese-American Association and the Al Noor school to establish a relationship to assist with further translation services.

Part B: Strategies and Activities

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

The school has reached out to the community through various organizations (Lutheran Medical, Center for Family Life, etc.), the Brooklyn Chinese-American Association and the Al Noor school to establish a relationship to assist with further translation services. Along with two in-house certified DOE staff member that are fluent in Arabic, Mandarin, and Cantonese. Like stated before in part A, our school uses translators from the DOE Language Translation and Interpretation Unit for Parent-Teacher Conferences as well as school personnel; School Messenger with translation capacity; phone translation with the DOE Language Translation and Interpretation Unit; letters are translated by Parent Coordinator, school personnel or/and Google Translate.

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.

Continued use of translators, parent coordinator, and DOE services to meet our diverse population.

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.

At enrollment, the initial screening is done by a trained pedagogue (Harriet Hoffman (ESL certified) who presents a Home Language Identification Survey (HLIS)—translated in nine languages—to parents to determine what language the child speaks at home. This process also includes an interview in the parents' home language. Then a SIFE oral interview is administered for a newcomer who is new to the New York City school system. SIFE oral Interviews are conducted in the students native language as per DOE regulations through translators provided by the school(Chinese Translator,Mr. Rong, Arabic Translator, Mr. Hagazi) however, overseen by Harriet Hoffman .
Mr. Rong or Mr. Hagazi translate Chinese or Arabic HLIS with parents. This information supports placement in the proper program.
The parent coordinator (Damaris Garcia) invites parents of ELLs to attend a workshop within a 10 school day window of initial enrollment. At this workshop the parent coordinator shows the mandated EPIC DVD, distributes translated Departmental materials (found at https://schools.nyc.gov/Academic/ELL) and services offered by the Translation and Interpretation Unit. Included are document translation and interpretation services, if needed. The parent also fills out a parent survey and program selection form. If a child scores below proficiency on the LAB-R, the parent is given an Entitlement Letter, Parent Survey, Program Selection Form and Placement Letter. Parents of a child who scores at or above proficiency are given a Non Entitlement Letter. Then Ms. Garcia and Mrs. Hoffman send home the parent survey, letter of entitlement and/or transitional letter if a parent can not attend the workshop to ensure parent choice. Ms. Garcia, Mrs. Hoffman, Mr. Rong and Mr. Hagazi call homes as a follow up to ensure that the entitlement letters, Parent Surveys and Program Selection forms are returned. Parents then choose a program after initial workshop and/or orientation that are provided at the school level.
The parent coordinator (Damaris Garcia) invites parents of ELLs to attend a workshop within a 10 school day window of initial enrollment. At this workshop the parent coordinator shows the mandated EPIC DVD, distributes translated Departmental materials (found at https://schools.nyc.gov/Academic/ELL) and services offered by the Translation and Interpretation Unit. Included are document translation and interpretation services, if needed. If a child who scores below proficiency on the LAB-R, the parent is given an Entitlement Letter, Parent Survey, Program Selection Form, and Placement Letter. Parents of a child who scores at or above proficiency are given a Non Entitlement Letter. As stated in question 1, Ms. Garcia, Mrs. Hoffman, Mr. Rong, and Mr. Hagazi send home the parent survey, letter of entitlement and/or transitional letter if a parent can not attend the workshop to ensure parent choice.

Department of Education
Carmen Fariña, Chancellor

Department of English Language Learners and Student Support
Milady Baez, Senior Executive Director
52 Chambers Street, Room 209
New York, New York 10007
Phone: 212-374-6072
http://schools.nyc.gov/Academics/ELL/default.htm

Title III Supplemental Program for ELLs for the 2014-15 and 2015-16 SY

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

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

NOTE: The Title III program planning ratio is as follows: 60% direct to instruction, 10% to parental involvement, 10% to professional development, and 20% to OTPS.

For more information on Title III requirements, please see the School Allocation Memo or contact your Senior ELL Compliance and Performance Specialist. Submit this form to your Senior ELL Compliance and Performance Specialist by October 31, 2014.

Part A: School Information	
Name of School: 136	DBN: 15K136
This school is (check one):	☒conceptually consolidated (skip part E below) ☐NOT conceptually consolidated (must complete part E below)

Part B: Direct Instruction Supplemental Program Information
The direct instruction component of the program will consist of (check all that apply): ☐Before school ☐After school ☒Saturday academy
Total # of ELLs to be served: _____ Grades to be served by this program (check all that apply): ☐K ☐1 ☐2 ☐3 ☐4 ☐5

Part B: Direct Instruction Supplemental Program Information

☒6 ☒7 ☒8 ☐9 ☐10 ☐11 ☐12

Total # of teachers in this program: 3
# of certified ESL/Bilingual teachers: 2
# of content area teachers: 2

Describe the direct instruction supplemental program here and include the

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

Begin description here: The rationale for using our title III funding is to provide academic activities that promote conceptual and linguistic support for our newcomers (0-3 years) and potential long term ELLs (4-6years). We are increasing language acquisition and expansion of newcomers to improve academic achievement to prevent them from becoming LTEs. Our population for the Saturday Program is comprised of Freestanding ESL students. We currently have 87% Hispanic, 9% traditional Chinese and 4% Arabic. We opened this program to all of our ELL students based on data analysis from the in take process along with NYSITELL, students that were deemed SIFE on the Lens report, teacher assessment, findings from the ELL PLC Inquiry group, and RLAT report. Upon reviewing the data we found that the LTEs in our program increased in modalities, moved a level in proficiency on the NYSESLAT. We also noticed that the newcomers showed growth in writing on the NYC performance exam in the spring juxtaposed to the fall baseline. We have also noticed, that in disseminating the NYSESLAT modalities, we've noticed in the listening stimuli feature, that our newcomers conversational discourse and response to authentic task-based questions by expanding on Stanford's conversation analysis too in all ESL classrooms. We are still finding that in our analysis of the NYSESLAT, baseline writing sample, and Pearson's i-Ready baseline that we have found that the informational and functional mode in the reading component confuses our potential LTEs and all of our ELLs are weak in topic based writing.

The primary focus of the Title III literacy Saturday program to further develop English literacy and acquisition skills by increasing academic discourse, language, and proficiency expansion as outlined in the Framework for English Language Proficiency Development Standards (Corresponds to CCSS and NGSS and CALLA Handbook) on discipline specific content knowledge to deepen understanding . During the school day, all teachers use sheltered English strategies in order to assure the acquisition of English which supports the Saturday teacher's supplemental methods. To ensure that all teachers are promoting active and generative processing for all our ELL student population we use target academic words (justify, evaluate, evidence) that are reinforced during the school week and in the Saturday Program. To align the Saturday program to the schoolwide goals, the teacher uses a form of data driven instruction with on-going feedback to the classroom teachers. The Literacy program will use research based ESL programs (Steck Vaughn (grammar), English is Fun, Vocabulary Connections) that offer standards based instruction with specialized strategies for Ell's and Attanasio's Getting Ready for the NYSESLAT , will also be used to build upon the lack of academic skills that we noticed in our data analysis and provide opportunity for test-taking skills mastery. We strive to have our classroom and Saturday

Part B: Direct Instruction Supplemental Program Information

program libraries rich in informational text that according to ccss serve as a platform for anchoring instruction about words and structured conversations (a form of the CAT tool). These libraries include Oxford dictionaries in Simple Chinese, Arabic and Spanish.

Student assessments will be ongoing and include a baseline, unit assessments, oral presentations, modified CAT, student goal setting, one-on one conferencing with students, project evaluation, teacher's observations and a post test. In addition to the text that are utilized in the proposed program, the teacher will incorporate the use of data driven technological programs like Rosetta Stone software, Sussessman MYon reading program, and Pearson's i-Ready to close the global achievement gap. Each program individualized where each student will work at his or her own pace to maximize multiple entry points. School outings will provide cross-cultural connections as well as language building and life skills. Students will be able to apply new skills to prior knowledge in order to assess and reflect on English language acquisition.

The Saturday Morning Program is designed as described below:

I. 2 teachers licensed in ESL/bilingual will provide instruction to 45 freestanding ELL students in grades 6-8, some of whom have scored a Level I in ELA

II. Each class will be composed of 15 students in a rotating model

III. The session will begin on October 18, 2014 and end on April 18, 2015.

Part C: Professional Development

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

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

Begin description here: We hold an orientation for parents and incoming 6th grade students during the summer months prior to the school year. We then try to match up incoming students with 7th and 8th graders or teacher mentors to alleviate the transition in middle school.

Our professional development plan is based upon the interpretation and analysis of ELL data which is based on NYSESLAT (if available), NYSITELL, Spanish Lab, ARIS reports, 2013-2014 Leadership notebooks, Informal reading inventories, ELA Exam (if available), Pearson i-Ready baseline diagnostic, and schoolwide baseline writing assessment off of the 2013-2014 NYC performance exam.

ESL/Literacy:

All ESL/bilingual teachers are state certified

Part C: Professional Development

In addition, teachers will participate in professional development that focuses on

- incorporating ESL strategies utilizing SIOP/CALLA/WIDA/IES (national center for education evaluation -institute of educational sciences)/descriptors on engageny (bilingual framework)

  language Proficiency descriptors- English language learners can do booklet

- scaffolding instruction in literacy- differentiated for beginners, intermediate and advanced

  learners.

- language acquisition - Stanford Framework for language using the CAT rubric

- Implement Critical thinking based programs to support language development for our newcomers. Reading workshop technology based program grant to support language development for our long term Ells.

Mathematics:

Teachers will participate in professional development that focuses on

- scaffolding instruction in mathematics (engageny bilingual framework)

- the effective use of math strategy charts (Stanford CAT rubrics on constructive conversation skill starters)

- the effective use of word walls to support teaching and learning

The principal, assistant principals, SBST, RTI team, ELL Coordinator, Literacy Coach and Parent Coordinator attend several Harvard ELL methodology action focused meetings throughout 2013-2014 year. For example: the assistant principal, ELL coordinator, and Parent coordinator are an integral part of the Harvard and Stanford (boosting ELL achievement through teacher practice) cohort research group. All staff members participate in weekly professional learning communities (using student leadership portfolios, data portfolios, Skedula, ATLAS, google classroom, and tuning protocol review of student work process, SIOP and CCLS) focusing on student intervention needs regarding academic language, formal assessments and cognitive disabilities. A strong support model has been developed due to the fact that all teachers choose the NYSESLAT for their local MOSL as a school target population for academic intervention; all teams consist of general, special, and ESL pedagogues. All staff members have attended numerous PD's on the SIOP model and many content area teachers have participated in Professional Development workshops through the NYC office of ELLS and DELLSS.

Part D: Parental Engagement Activities

Part D: Parental Engagement Activities
Describe the parent engagement activities targeted toward parents of ELLs that will impact higher achievement for ELLs. NOTE: These are in addition to mandated activities, such as parent orientation during ELL identification process. • rationale • schedule and duration • topics to be covered • name of provider • how parents will be notified of these activities
Begin description here: Middle School 136 has a wide range of parental involvement activities. We started the school year off with large parent turn out for curriculum night with a focus on the Franklin Covey Leader in Me Program. To continue that momentum and cultural connections the school wide population is involved in an international night with PTA volunteers. We currently have over 50 PTA members in place that will hold meetings and school leadership meetings monthly to create sustainability. Starting in October, we will provide Saturday morning parental programs that include parent workshops in technology (computer), art, math, Leader in Me parenting guide, and ESL. Parents are afforded the opportunity to meet with school officials and teachers at least four a year, as evidence by a schedule, parent notices, attendance sheets, logs, agenda and interviews. The school parent coordinator establishes a partnership in a positive and welcoming environment within the school to help parents support the instructional program and services. The parent coordinator is actively involved in providing parents with parent advocacy in negotiating school related issues, bilingual guidance services and linkages with social services and community based organizations. Parents are encouraged to attend orientation sessions that address the plans and needs for our ELL population. In order to ensure effective involvement of parents and to support a partnership among the CBO (Center for Family Life), and SASF (sports and Arts Foundation) to educate the whole child, through the following activities specifically described below: • The school provides assistance to parents of children served by the school, as appropriate, in understanding topics such as the following. Undertaking and integrating the state's academic content standards in conjunction with the state's student academic achievement standards in a rigorous academic setting. The school will work with parents to provide meaningful communication and involve parents served by Title I, Part A program(s). The school will send home quarterly progress reports. The school will log all students into Pupil Path (Skedula's parent and students access) to review grades, upcoming assignments, acedoctal and progress reports. As well as login in to ARIS Parent Link to access prior test scores and testing history. • The parent component of our Saturday Program uses the Real Life English Grammar Series, Rosetta Stone, smartboard and laptops. This series takes into mind that the adult ESL learner is simultaneously leading the role of parent/family member. This program will help adult learners to develop reading fluency while inviting meaningful interaction related to everyday concerns parents have about school related topics. • The librarian is supporting native language resource materials by having them available in our school libraries to add to the Saturday Program. This program will increase literacy skills for LEP/ELLs and support immigrant parents with materials on how to acculturate to school environment and access

Part D: Parental Engagement Activities
social support services. • The common core guide and Leader in Me packets were handed out (which were grade and language specific) to provide materials and training to help parents work with their children to improve their children's academic achievement, such as literacy training, and using technology, as appropriate, to foster parental involvement by offering training session when appropriate for parents and providing and disseminating materials. M.S.136 uses every Tuesday to contact and schedule for parent/teacher conferences to ensure lines of communication about their children academic achievement. The school will provide a warm and supportive climate • The school will, with the assistance of the CBO, EPO and CFN to educate its teachers, pupil services personnel, principals and other staff, in how to reach out to, communicate and work with parents as equal partners, in the value and utility of contribution of parents, and in how to implement and coordinate parent programs and build ties between parents and schools by providing professional learning opportunities on communicating with parents. As well as analyzing parental involvement evaluations with school personnel and setting goals related to the feedback provided by the parents through the evaluation process. This includes an ongoing dialogue with the PTA committee and other pertinent personnel • The school may provide an interpreter to provide information that needs to be communicated orally to parents. • The school will put into operation programs, activities and procedures for the involvement of all parents of Title I eligible student consistent with section 1118-parental involvement of the elementary and secondary education act (ESEA). The programs, activities and procedures will be planned and operated with meaningful consultation with parents of participating children then displayed on Pupil Path's school calendar for all to access. • In carrying out the Title I, Part A parental involvement requirements, to the extent practicable, the school will provide full opportunities for the participation of parents with limited English proficiency (LEP), parents with disabilities, and parents of migratory children. This will include providing information and school report required under section 111- state plans of the ESEA in an understandable and uniform format and, including alternative formats upon request and, to the extent practicable, in a language the parent understands. • The school will involve the parents of children served in Title I, Part A program(s) in decisions about how the Title I, Part A, 1% set aside funds, are reserved for parental involvement .

Part E: Budget
FOR SCHOOLS NOT CONCEPTUALLY CONSOLIDATED ONLY. Ensure that your Title III budget matches your Title III Plan.
Allocation Amount: $_____

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Professional salaries (schools must account for fringe benefits) • Per session • Per diem	_____	_____
Purchased services • High quality staff and curriculum development contracts.	_____	_____
Supplies and materials • Must be supplemental. • Additional curricula, instructional materials. • Must be clearly listed.	_____	_____
Educational Software (Object Code 199)	_____	_____
Travel	_____	_____
Other	_____	_____
TOTAL	_____	_____