



2014-15
SCHOOL COMPREHENSIVE EDUCATIONAL PLAN
(SCEP)

DBN: (i.e. 01M001):

19K171

School Name:

ABRAHAM LINCOLN INTERMEDIATE SCHOOL

Principal:

MS. INDIRA MOTA

School Comprehensive Educational Plan (SCEP) Outline

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Section 1: School Information Page

School Information

School Name: Abraham Lincoln Intermediate School School Number (DBN): 19K171
School Level: Intermediate Grades Served: 6-8
School Address: 528 Ridgewood Avenue, Brooklyn, NY 11208
Phone Number: 718-647-0111 Fax: 718-827-5834
School Contact Person: Ms. Mota Email Address: IMota2@schools.nyc.gov
Principal: Ms. Mota
UFT Chapter Leader: Ms. Perez
Parents' Association President: Ms. Leiva
School Leadership Team
Chairperson: Ms. Perez
Student Representative(s): _____

District Information

District: 19 Superintendent: Ms. Stallings-Hart
Superintendent's Office Address: 557 Pennsylvania Avenue, Bk, NY 11207
Superintendent's Email Address: JStalli@schools.nyc.gov
Phone Number: 718-240-2700 Fax: 718-240-2751

Cluster and Network Information

Cluster Number: 5 Cluster Leader: Debra 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)
Indira Mota	*Principal or Designee	
Mercedes Perez	*UFT Chapter Leader or Designee	
Yady Leiva	*PA/PTA President or Designated Co-President	
Yvette Johnson	DC 37 Representative, if applicable	
	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
Larry Acosta	CBO Representative, if applicable	
Laura Pacheco	Member/ PTA	
Evelyn Reyes	Member/ PTA	
Magalie Coldros	Member/ UFT	
Deanna Riley	Member/ UFT	
Ismataria Cavaliere	Member/ UFT	
Karen Delgado	Member/ PTA	
Rodney Marshall	Member/ UFT	
Jo Ann Reyes	Member/ PTA	
Ms. Munoz	Member/ PTA	
	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	
•	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.
•	Supportive Environment: The school establishes a classroom and school culture where students feel safe, supported, and challenged by their teachers and peers.
•	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.
•	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.
•	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.
•	Trust: Everyone works toward the shared goal of improving student outcomes, preparing students for success in school and beyond. Across the school community, there is respect. School staff, parents, students and administrators value each other.

Accountability Tools and the Capacity Framework

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

NYSED's Six DTSDE Tenets

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

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

NYCDOE's Quality Review (QR)

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

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

Next Steps for SCEP Development

School Leadership Teams should engage in the following steps:

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

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

Section 4: SCEP Overview

Develop a narrative summary that includes:

- Contextual information about your school's community and its unique/important characteristics, including your school's mission statement and a description of strategic collaborations/ partnerships and/or special initiatives being implemented.
- School strengths, accomplishments, and challenges.
- The DTSDE Tenet(s) in which your school made the most growth during the previous year and the key areas of focus for this school year.

Abraham Lincoln Intermediate School 171 is a District 19 NYC Middle School where amazing things are taking place. Our Mission Statement is: We believe at Abraham Lincoln Intermediate School 171, that we are a community of educators dedicated to the idea that every child can learn and is entitled to a high quality education. We will instill in all children a sense of positive self-esteem motivation, and empowerment that will enable them to achieve academically as they move on to higher education. Vision Statement is: As educators, we will develop a learning community, in collaboration with parents, is committed to providing the highest quality of education to all of our students and become a beacon of excellence in the community. As a school community comprised of dedicated stakeholders, the following are our 2014-2015 Instructional Goals: Instructional Focus - Through the use of data from State Assessments, Skedula and Rubicon Atlas, all members of the professional community will develop ongoing rigorous instruction that will increase the number of students meeting grade level common core standards. Knowledge of Students - Through data analysis of student performance levels, students were strategically partnered with teachers based on two performance level ranges for the 2014-2015 school year. The first focus group range is from 1.85 to 1.99 (performance rating) and the second focus group was comprised of students who fell in the cusp between level 2 and 3. Collaborative Professional Learning - Through use of best practices, teachers will collaborate to assess implementation of academic services provided and revised to meet the needs of all of our students. Through inquiry PLC's, teachers will analyze, assess and reflect on strategies that will close the achievement gap within our two student focus groups. By having a shared vision of our instructional goals and how we will reach them, we will be able to have a uniform set of high expectations that we will strive for. The creation and sustainability of a positive learning environment is one of our strongest areas in our schools. High expectations across all paths of learning are paramount to our positive learning environment that has been set in place for 6th, 7th & 8th grade. As such, these are one of our most prized accomplishments this year.

19K171 School Information Sheet Key

School Configuration (2014-15)					
Grade Configuration	06,07,08	Total Enrollment	636	SIG Recipient	N/A
Types and Number of English Language Learner Classes (2014-15)					
# Transitional Bilingual	N/A	# Dual Language	N/A	# Self-Contained English as a Second Language	N/A
Types and Number of Special Education Classes (2014-15)					
# Special Classes	N/A	# SETSS	N/A	# Integrated Collaborative Teaching	12
Types and Number of Special Classes (2014-15)					
# Visual Arts	14	# Music	N/A	# Drama	N/A
# Foreign Language	28	# Dance	N/A	# CTE	N/A
School Composition (2013-14)					
% Title I Population	94.9%	% Attendance Rate		92.1%	
% Free Lunch	94.9%	% Reduced Lunch		3.5%	
% Limited English Proficient	22.8%	% Students with Disabilities		16.5%	
Racial/Ethnic Origin (2013-14)					
% American Indian or Alaska Native	2.6%	% Black or African American		16.2%	
% Hispanic or Latino	74.0%	% Asian or Native Hawaiian/Pacific Islander		6.0%	
% White	1.3%	% Multi-Racial		N/A	
Personnel (2014-15)					
Years Principal Assigned to School (2014-15)	0.83	# of Assistant Principals (2014-15)		3	
# of Deans (2014-15)	2	# of Counselors/Social Workers (2014-15)		3	
Personnel (2013-14)					
% of Teachers with No Valid Teaching Certificate (2013-14)	N/A	% Teaching Out of Certification (2013-14)		3.5%	
% Teaching with Fewer Than 3 Years of Experience (2013-14)	0.2%	Average Teacher Absences (2013-14)		8.11	
Student Performance for Elementary and Middle Schools (2013-14)					
ELA Performance at levels 3 & 4	11.8%	Mathematics Performance at levels 3 & 4		10.2%	
Science Performance at levels 3 & 4 (4th Grade)	N/A	Science Performance at levels 3 & 4 (8th Grade)		20.8%	
Student Performance for High Schools (2012-13)					
ELA Performance at levels 3 & 4	N/A	Mathematics Performance at levels 3 & 4		96.6%	
Credit Accumulation High Schools Only (2013-14)					
% of 1st year students who earned 10+ credits	N/A	% of 2nd year students who earned 10+ credits		N/A	
% of 3rd year students who earned 10+ credits	N/A	4 Year Graduation Rate		N/A	
6 Year Graduation Rate	N/A				
Overall NYSED Accountability Status (2014-15)					
Reward		Recognition			
In Good Standing		Local Assistance Plan			
Focus District	X	Focus School Identified by a Focus District		X	
Priority School					
Accountability Status – Elementary and Middle Schools					
Met Adequate Yearly Progress (AYP) in ELA (2012-13)					
American Indian or Alaska Native	N/A	Black or African American		YES	
Hispanic or Latino	NO	Asian or Native Hawaiian/Other Pacific Islander		YES	
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		YES	
Hispanic or Latino	YES	Asian or Native Hawaiian/Other Pacific Islander		YES	
White	N/A	Multi-Racial		N/A	
Students with Disabilities	NO	Limited English Proficient		YES	
Economically Disadvantaged	YES				
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	NO	Asian or Native Hawaiian/Other Pacific Islander		YES	
White	N/A	Multi-Racial		YES	
Students with Disabilities	N/A	Limited English Proficient		NO	
Economically Disadvantaged	NO				
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				

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# Special Classes	N/A	# SETSS	N/A	# Integrated Collaborative Teaching	12
Types and Number of Special Classes (2014-15)					
# Visual Arts	14	# Music	N/A	# Drama	N/A
# Foreign Language	28	# Dance	N/A	# CTE	N/A
School Composition (2013-14)					
% Title I Population	94.9%	% Attendance Rate			92.1%
% Free Lunch	94.9%	% Reduced Lunch			3.5%
% Limited English Proficient	22.8%	% Students with Disabilities			16.5%
Racial/Ethnic Origin (2013-14)					
% American Indian or Alaska Native	2.6%	% Black or African American			16.2%
% Hispanic or Latino	74.0%	% Asian or Native Hawaiian/Pacific Islander			6.0%
% White	1.3%	% Multi-Racial			N/A
Personnel (2014-15)					
Years Principal Assigned to School (2014-15)	0.83	# of Assistant Principals (2014-15)			3
# of Deans (2014-15)	2	# of Counselors/Social Workers (2014-15)			3
Personnel (2013-14)					
% of Teachers with No Valid Teaching Certificate (2013-14)	N/A	% Teaching Out of Certification (2013-14)			3.5%
% Teaching with Fewer Than 3 Years of Experience (2013-14)	0.2%	Average Teacher Absences (2013-14)			8.11
Student Performance for Elementary and Middle Schools (2013-14)					
ELA Performance at levels 3 & 4	11.8%	Mathematics Performance at levels 3 & 4			10.2%
Science Performance at levels 3 & 4 (4th Grade)	N/A	Science Performance at levels 3 & 4 (8th Grade)			20.8%
Student Performance for High Schools (2012-13)					
ELA Performance at levels 3 & 4	N/A	Mathematics Performance at levels 3 & 4			96.6%
Credit Accumulation High Schools Only (2013-14)					
% of 1st year students who earned 10+ credits	N/A	% of 2nd year students who earned 10+ credits			N/A
% of 3rd year students who earned 10+ credits	N/A	4 Year Graduation Rate			N/A
6 Year Graduation Rate	N/A				
Overall NYSED Accountability Status (2014-15)					
Reward		Recognition			
In Good Standing		Local Assistance Plan			
Focus District	X	Focus School Identified by a Focus District			X
Priority School					

Accountability Status – Elementary and Middle Schools

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

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		

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% of 3rd year students who earned 10+ credits	N/A	4 Year Graduation Rate		N/A
6 Year Graduation Rate	N/A			
Overall NYSED Accountability Status (2014-15)				
Reward		Recognition		
In Good Standing		Local Assistance Plan		
Focus District	X	Focus School Identified by a Focus District		X
Priority School				
Accountability Status – Elementary and Middle Schools				
Met Adequate Yearly Progress (AYP) in ELA (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		YES
Hispanic or Latino	NO	Asian or Native Hawaiian/Other Pacific Islander		YES
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		YES
Hispanic or Latino	YES	Asian or Native Hawaiian/Other Pacific Islander		YES
White	N/A	Multi-Racial		N/A
Students with Disabilities	NO	Limited English Proficient		YES
Economically Disadvantaged	YES			
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	NO	Asian or Native Hawaiian/Other Pacific Islander		YES
White	N/A	Multi-Racial		YES
Students with Disabilities	N/A	Limited English Proficient		NO
Economically Disadvantaged	NO			
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:

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

Tenet 3 Statement of Practice (SOP) Addressed		HEDI Rating
3.2	The school leader and staff support and facilitate the quality implementation of rigorous and coherent curricula appropriately aligned to the Common Core Learning Standards (CCLS) in Pre K-12.	E
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.	D

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.

In the area of 3.5, in order for the school to move to the Effective rating we have organized and implemented a plan to strengthen our analysis and evaluation of formative and summative assessments. This is critical to ensure consistency between curriculum and assessments across grades and departments and to allow teachers to provide targeted and data-based feedback to address all students’ next steps. We utilized our professional learning time to work with staff in using data to identify strategies that are successful with student groups. All students take a series of Baseline Assessments that provide both ELA and Math data, from which item analyses are created and analyzed by staff at department and grade meetings alike. By supporting the use of the baseline assessments and collection of data, teachers provide ongoing feedback to our students on both scale score results and amount of growth and improvement attained. By having students understand the significance of the results of the baseline assessments, we are instilling a culture of academic maturity, integrity and consistent self-evaluation. The data collected inform teacher planning and preparation in order to meet the needs of all of our learners. All administrators collectively have learning and observation walks in order to better ‘norm’ our observation protocols. As of result of component 3b, 3c and 3d being the lowest rated components among the staff from last year’s teacher rating evaluation, much focus has been placed on the development of these components with our staff. Professional learning time is allocated to the development and sharing out of best practices from highly effective teachers on questioning strategies, methods of engagement and different forms of assessment with the staff. There is a visible shift in teacher instruction as a result of higher learning expectations put forth in the school community.

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 curriculum across all grades and content areas will be adapted to meet the needs of all student subgroups as reflected in lessons, unit plans, maps, and assessments, using the Common Core Learning Standards.

Part 3 – Action Plan

Activities/Strategies: Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including: <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change • 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) <i>Who will be targeted?</i>	Timeline <i>What is the start and end date?</i>	Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i>
Our research-based systems and structures are based on the work of Bambrick-Santoyo (2010) and Love (20--). This research guided our data action plan that supports all learners with differentiated strategies and provided teachers with the professional learning that is needed to accomplish the outcomes for all students.	All students and all teachers	August, 2014 through June, 2015	Principal, Asst. Principals, Lead teachers
All teachers complete and implement a school-wide system for using data. A process has been developed to adapt curriculum that supports all student subgroups. An assessment calendar has been created and all teachers have been trained in understanding baseline data, and the creation of targets and goals as well analyzing item analysis charts with student results. Teachers use pre and post formative and summative assessments across grades and content areas assuring alignment between the curriculum and assessment tools.	All students	August, 2014 through June, 2015	All school leaders and all teachers
In addition to the SLT, all parents are given opportunities to receive trainings in the academic work of their children as well as ample celebrations and honor ceremonies. Every Tuesday from 2:30pm to 3:15pm, teachers have open office hours for parents, where they can come in and speak to the teachers about their child's performance. In addition, there are opportunities for parents to be trained and receive additional information on Pupil Path from Skedula which is the program we are using to track student performance and inform parents of student progress.	All parents and all care-givers	August, 2014 through June, 2015	Principal, APs, Parent Coor.
Trust is built through the continual collaboration and inclusion of all stakeholders. We have implemented a professional learning committee and include key staff in our leadership planning meetings. We have an open-door policy for all staff and families that allows for reciprocal communication, problem-solving, and respect for everyone's perspective.	All stakeholders	August, 2014 through June, 2015	Principal and APs

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

Part 6 – Progress Monitoring

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

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

Improved performance of identified subgroups as evidenced by interim assessments

Mid-point progress monitoring activities will take place in January, 2015

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:

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

Tenet 5 Statement of Practice (SOP) Addressed		HEDI Rating
5.2	The school cultivates the development of overarching systems and partnerships that support and sustain social and emotional developmental health.	E
5.3	The school articulates and systematically promotes a vision for social and emotional developmental health that is connected to learning experiences and results in building a safer and healthier environment for families, teachers and students.	HE
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.	HE
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.	HE

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.

As a result of the need for socio-emotional intervention with some of our students beyond what is already offered, teachers have begun to conduct academic/socio-emotional collegial inquiry groups. Thus, the school has developed a system to connect structures and systems currently in place so that key information on social and emotional developmental health for all students is collected and analyzed to promote academic success. The students identified for such intervention are then referred to our Brain Boosters program that is conducted by our licensed Social Worker and Psychologist after school twice a week. Additional members of the school community will also be invited to take part in the inquiry cycle, included but not limited to parents and members of our School Based Support Team. Our school community currently utilizes Datacation in order to collect and track our students’ social, emotional, and academic goals which will all lead to sustained academic achievement and improvements

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 every student will have been provided with individualized support by a teacher to ensure their progress and provide them with next steps and ongoing feedback that fosters ownership of their own learning, as measured by increases in student survey results.

Part 3 – Action Plan

Activities/Strategies: Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including: <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change • 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) <i>Who will be targeted?</i>	Timeline <i>What is the start and end date?</i>	Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i>
<p>The school leader has selected the research-based program Brain Boosters Program which promotes student social emotional health and wellness. The principal and assistant principal have developed a professional learning opportunity to collect and gather information and data of students that could possibly be referred to the program. for all staff to understand and implement the program.</p>	<p>All students/All Staff</p>	<p>August, 2014-June, 2015</p>	<p>Principal and APs</p>
<p>-The school uses differentiated instructional strategies in all classrooms to support the needs of all learners in all subgroups. -The school community has a plan in place to monitor student social and emotional health needs which is based on data. -All stakeholders have a role and responsibility that is connected to the development and progress of a specific group of students</p>	<p>All students</p>	<p>August, 2014-June, 2015</p>	<p>Principal and APs</p>
<p>Parents are informed of their child’s success through Pupil Path on Skedula which offers a 24 hour reporting system to parents. Teacher anecdotes and comments are uploaded onto the system for all members of the family to view. Parents are also being invited to our monthly PTA meetings so they can take part in our community events and activities that are planned for all of our families.</p>	<p>All parents</p>	<p>August, 2014-June, 2015</p>	<p>School leaders, Parent Coor.</p>
<p>Trust is built through the continual collaboration and inclusion of all stakeholders. We have implemented a professional learning committee, who also include key staff in our leadership planning meetings. We have an open-door policy for all staff and families that allows for reciprocal communication, problem-solving, and respect for everyone’s perspective.</p>	<p>All stakeholders</p>	<p>August, 2014-June, 2015</p>	<p>Principal and APs August, 2014-June, 2015</p>

Part 4 – Resources Needed

<p>Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc.</p>
<p>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</p> <p>Additionally we access Leadership support in the use curriculum planning programs and implementation of teacher team practices as well as:</p> <ul style="list-style-type: none"> - 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	X	Title I 1003(a)		Title IIA	X	Title III	X	P/F Set-aside		Grants
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List below any additional funding sources that will be utilized to support achievement of the goal.

Part 6 – Progress Monitoring

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

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

Every staff member has a student for whom they monitor their social and emotional progress using a data system. Every parent has received timely progress reports as well report cards that include all students’ levels on benchmarks as well as state exams.

Mid-point progress monitoring activities will take place in January, 2015.

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

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

Section 5: Needs Assessment, Annual Goals and Action Plans

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

Part 1 – Needs Assessment

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

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

Tenet 4 Statement of Practice (SOP) Addressed		HEDI Rating
4.2	Teachers use instructional practices and strategies organized around annual, unit and daily lesson plans to meet established student goals and promote high levels of student engagement and inquiry.	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.	D
4.4	Teachers create a safe environment that is responsive to students' varied experiences, tailored to the strengths and needs of all students, and leads to high levels of student engagement and inquiry.	E
4.5	Teachers use a variety of data sources including screening, interim measures and progress monitoring to inform lesson planning, develop explicit teacher plans and foster student participation in their own learning process.	E

Part 1b. Needs/Areas for Improvement:

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

We have developed a professional learning plan that is focused on developing the instructional practices that lead to high levels of student engagement which are aligned to the Common Core Learning Standards. Unit and lesson plans will include critical thinking skills and challenging learning tasks that are developed to meet the needs of all learners. Teachers have also been trained in using formative and summative assessments to inform instructional decision making. One area of improvement that will be of focus during professional learning sessions will be the creation of multiple entry points that will meet the needs of our different learners, incorporated into teacher planning and practice. Specifically, these students include those in special education, English language learners and those who have also been identified as in need of additional interventions and academic supports.

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 every teacher will demonstrate evidence of improvement in classroom practice that targets all learners as evidenced in improvements in student work that is aligned to CCLS.

Part 3 – Action Plan

Activities/Strategies: Detail below the actions, strategies, and activities your school will implement to achieve the identified goal	Target Group(s)	Timeline <i>What is the</i>	Key Personnel <i>Who is responsible</i>
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<p>for this Capacity Framework element, including:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Strategies to increase parent involvement and engagement • Activities that address the Capacity Framework element of Trust 	<i>Who will be targeted?</i>	<i>start and end date?</i>	<i>for implementing and overseeing the activity/strategy?</i>
<p>We utilize the Danielson Framework (2000) to measure teacher effectiveness.</p> <p>We have created and implemented a differentiated professional learning plan based on the NYC Chancellor’s Professional Learning Handbook (2014)</p> <p>The school leaders have developed a timely plan for cycles of observation and feedback to teachers.</p> <p>School leaders call upon the Network for support in intended learning for school leaders and staff including on-site support and job-embedded training.</p> <p>Teacher teams have been trained in Looking at Student Work Protocols.</p> <p>All teachers have been trained in Datacation which ensures that a data system to track the progress of all students is in place to guide student needs and keep parents informed.</p>	All teachers	August, 2014-June, 2015	Principal and APs
<p>The school uses differentiated instructional strategies in all classrooms to support the needs of all learners in all subgroups. Teachers receive trainings in creating multiple entry points in lessons, creating higher order questions and critical thinking tasks, and text complexity work.</p>	All teachers	August, 2014-June, 2015	Principal and APs
<p>Parents are given weekly opportunity to visit with their child’s teachers given the new time allotted by the NYC DOE. In addition, we communicate daily with parents in all matters of instruction that concern the academic progress of their child. We also send home newsletters, provide parental trainings, and give parents access to our student data system.</p>	All parents	September, 2014-June, 2015	Principal and school leaders, teachers, Parent Coor.
<p>The school provides multiple entry points for teachers to participate in learning opportunities to understand effective instructional practices. This respects the learning and wants and needs of all teachers. Further, we ground our work in research-based theory and practices that ensure professional coherence and build trust and professionalism among our faculty. We have a professional learning committee made up of teachers and school leaders</p>	All stakeholders	August, 2014-June, 2015	Principals and APs

Part 4 – Resources Needed

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

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

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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 review of student work will be conducted by school leaders with network support staff.

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

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

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Section 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:

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

Tenet 2 Statement of Practice (SOP) Addressed		HEDI Rating
2.2	Leaders ensure an articulated vision, understood and shared across the community, with a shared sense of urgency about achieving school-wide goals aligned with the vision as outlined in the School Comprehensive Educational Plan (SCEP).	E
2.3	Leaders effectively use evidence-based systems to examine and improve individual and school-wide practices in the critical areas (student achievement, curriculum & teacher practices; leadership development; community/family engagement; and student social and emotional developmental health) that make progress toward mission-critical goals.	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.	D
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:

- 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.

The present observation process had been strengthened through a collaborative approach between the Principal and Asst. Principals who now meet regularly to calibrate around the Danielson rubric. A professional learning plan has been developed based on the results in ADVANCE and the principal and school leaders monitor teacher effectiveness on a weekly basis to ensure that every teacher has a clear plan of support based on their classroom instructional practices.

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.

By June 2015, 80% of teachers will demonstrate progress in at least one area of observable teaching practices using the *Danielson Framework* (2012).

Part 3 – Action Plan

Activities/Strategies: Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including:	Target Group(s) <i>Who will be</i>	Timeline <i>What is the start and</i>	Key Personnel <i>Who is responsible for implementing</i>

<ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Strategies to increase parent involvement and engagement • Activities that address the Capacity Framework element of Trust 	<i>targeted?</i>	<i>end date?</i>	<i>and overseeing the activity/strategy?</i>
<p>We utilize the Danielson Framework (2000) to measure teacher effectiveness.</p> <p>Teachers meet with the Principal to develop goals and discuss their individualized professional learning plan.</p> <p>We have created and implemented a differentiated professional learning plan based on the NYC Chancellor’s Professional Learning Handbook (2014)</p> <p>The school leaders have developed a timely plan for cycles of observation and feedback to teachers.</p> <p>School leaders call upon the Network for support in intended learning for school leaders and staff including on-site support and job-embedded training.</p>	All teachers	September, 2014-June, 2015	Principals and APs
<p>The school uses differentiated instructional strategies in all classrooms to support the needs of all learners in all subgroups. Teachers receive trainings in creating multiple entry points in lessons, creating higher order questions and critical thinking tasks, and text complexity work</p>	All students	September, 2014-June, 2015	Principals and APs
<p>Parents are given weekly opportunity to visit with their child’s teachers given the new time allotted by the NYC DOE. In addition, we communicate daily with parents in all matters of instruction that concern the academic progress of their child. We also send home newsletters, provide parental trainings, and give parents access to our student data system.</p>	All parents	September, 2014-June, 2015	Principal, Parent Coor.
<p>The principal has a transparent process to engage all stakeholders in setting goals and making strategic decisions regarding human, fiscal, and program processes. , We ground our work in research-based theory and practices that ensure professional coherence and build trust and professionalism among our faculty. We have a professional learning committee made up of teachers and school leaders. All stakeholders are included in decision making, planning and creating opportunities for learning, and celebrations of our success. We continually use data to inform all stakeholders and this ensures a coherent method of clarity and accuracy.</p>	All stakeholders	Aug, 2014-June, 2015	Principal and APs

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
 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
 Additionally we access Leadership support in the use curriculum planning programs and implementation of teacher

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

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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.

Teachers will have received classroom observations and timely feedback by December,2014.
 By January 2015, all teachers will have completed midyear conversation with the principal focused on their instructional practices and progress.

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

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

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Section 5: Needs Assessment, Annual Goals and Action Plans

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

Part 1 – Needs Assessment

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

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

Tenet 6 Statement of Practice (SOP) Addressed		HEDI Rating
6.2	The school atmosphere is welcoming and fosters a feeling of belonging and trust, which encourages families to freely and frequently engage with the school, leading to increased student success.	HE
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.	HE
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.	HE

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.

During our academic school year we present many opportunities for our families to come and take part in our school wide events. Through ongoing collaboration and engagement, we will be able to continue the development of a shared vision of student learning and achievement at IS 171. In an effort to celebrate outstanding academic achievement, all families are invited for a Honor Roll Family Dinner. Families are also invited to our many school arts and cultural shows and assemblies as well learning opportunities put forth for the following: Parent IEP Informational Meetings, Title I School Parent Informational Meetings, Focus School Information Parent Meetings and Parent Meetings for Skedula and Pupil Path.

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 the school will have an increase in parent attendance at teacher conferences and school engagement events with a focus on informing them of their child’s progress, as evidenced by parent attendance and sign-in sheets.

Part 3 – Action Plan

Activities/Strategies: Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including: <ul style="list-style-type: none"> Research-based instructional programs, professional development, and/or systems and structures needed to impact change 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) <i>Who will be targeted?</i>	Timeline <i>What is the start and end date?</i>	Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i>
Parents are offered the opportunity to take part in adult and parenting workshops offered in collaboration with the Parent Coordinator and CBO's	All teachers	September, 2014–June, 2015	Principals and APs
There are open office hours for parents to come in every Tuesday from 2:30pm to 3:15pm to meet with their child's teachers	All parents and care-givers	September, 2014–June, 2015	Principal and APs
There are monthly calendars that are backpacked home with students announcing all workshops and activities in the school community for the month.	All parents	September, 2014–June, 2015	Principal, APs, and Parent Coor.
There is a culture of open communication and access instilled in our school community, where there is an open door policy for administrators, teachers and students.	All stakeholders	July, 2014- June, 2015	Principal and APS

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.

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

Examination of parent attendance totals from all conferences and events.
January, 2015.

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.

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 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)	Focus Students between 1.85 and 1.99 Level Range	Skill/Needs Based Enrichment	Small group	During and After School Hours
Mathematics	Focus Students between 1.85 and 1.99 Level Range	Skill/Needs Based Enrichment	Small group	During and After School Hours
Science	Focus Students between 1.85 and 1.99 Level Range	Skill/Needs Based Enrichment	Small Group	During and After School Hours
Social Studies	Focus Students between 1.85 and 1.99 Level Range	Skill/Needs Based Enrichment	Small group	During and After School Hours
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	Focus Students between 1.85 and 1.99 Level Range	Skill/Needs Based Enrichment	Small group	During and After School Hours

Section 7: 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.
<p>Recruitment:</p> <p style="padding-left: 20px;">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.</p> <p>Retention and Support:</p> <p style="padding-left: 20px;">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.</p> <p style="padding-left: 20px;">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 be used as at to track areas of need and progress. Teachers self-assess on a regular basis and confer with school leaders.</p> <p style="padding-left: 20px;">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.</p> <p style="padding-left: 20px;">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.</p>

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 implementing the fo Preparing teachers 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.

3b. TA Coordination with the Regular Program

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

Part 4: SWP Schools Only

4a. Transition Plans to Assist Preschool Children (Elementary Schools Only)

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

4b. Measures to Include Teachers in Decisions Regarding Assessments

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

Our school has a MOSL committee where all teachers are represented and have a voice in the selection of appropriate multiple assessment measures. Our school also has a Professional Learning Committee that meets on a regular basis with the school leaders to plan, select, and assess the professional development needed to support assessment and improve 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 codes¹. To be eligible for the flexibility consolidation of Federal funds enables, a Schoolwide Program school must identify in its Schoolwide plan (SCEP) which programs are included in its consolidation and the amount each program contributes to the consolidated Schoolwide pool. Additionally, the school plan must document that it has met the intent and purposes of each program whose funds are consolidated². **On the chart below**, indicate which Federal, State, and/or local Tax Levy program funds that are consolidated in your school's Schoolwide Program, the amount each program contributes to the consolidated Schoolwide pool, and verification that the school has met the intent and purposes of each program whose funds are consolidated.

Program Name	Fund Source (i.e. Federal, State or Local)	Funding Amount: Indicate the amount contributed to Schoolwide pool. (Refer to Galaxy for FY '15 school allocation amounts.)	Place an (X) in <u>Column A</u> below to verify that the school has met the intent and purposes of each program whose funds are consolidated. Indicate in <u>Column B</u> , page # references where a related program activity has been described in this plan.	
			Column A Verify with an (X)	Column B Page # Reference(s)
Title I Part A (Basic)	Federal	\$743,221	X	8-12, 14-21
Title I School Improvement 1003(a)	Federal	\$16,961	X	8-12, 14-21
Title I Priority and Focus School Improvement Funds	Federal	\$190,043	X	8-12, 14-21
Title II, Part A	Federal			
Title III, Part A	Federal	\$21,176	X	8-12, 14-21
Title III, Immigrant	Federal			
Tax Levy (FSF)	Local	\$3,534,814	X	8-12, 14-21

¹Explanation/Background:

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

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

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

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

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

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

Important Note: The following funds may not be consolidated:

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

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

(Required for All Title I Schools)

Directions: All Title I schools are required to develop a **Parent Involvement Policy (PIP)** that meets the parental involvement requirements of Title I. The PIP should describe how your school will plan and implement effective parent involvement activities and/or strategies to improve student academic achievement and school performance. The **School-Parent Compact (SPC)** is a component of the PIP that outlines how parents, the entire school staff, and students will share this responsibility.

The activities and/or strategies included in your school's PIP should align with current SCEP goals for improving student achievement. Schools are encouraged to include feedback from the Parent Coordinator when updating the policy. In addition, if the school community will be engaged this year in central parent involvement initiatives, such as Parent Academy, which will provide training for school communities to help strengthen family-school partnerships, please be sure to include these activities in the school's policy.

Your school is encouraged to use the sample PIP and SPC templates below (which meet federal Title I parental involvement requirements) as guidance for updating the school's current policy.

Parent Involvement Policy

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. **IS 171, Abraham Lincoln** 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. **IS 171, Abraham Lincoln** 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)

IS 171, Abraham Lincoln in compliance with the Section 1118 of Title I, Part A of the No Child Left Behind (NCLB) Act, is implementing a School-Parent Compact to strengthen the connection and support of student achievement between the school and the families. Staff and parents of students participating in activities and programs funded by Title I, agree that this Compact outlines how parents, the entire school staff and students will share responsibility for improved academic achievement and the means by which a school-parent partnership will be developed to ensure that all children achieve State Standards and Assessments.

I. School Responsibilities

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

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

Support home-school relationships and improve communication by:

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

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

Provide parents reasonable access to staff by:

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

Provide general support to parents by:

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

II. Parent/Guardian Responsibilities:

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

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

III. Student Responsibilities:

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

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

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

Part I: School ELL Profile

A. School Information [i](#)

District 19	Borough Brooklyn	School Number 171
School Name Abraham Lincoln Intermediate School		

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

Principal B. Kendall	Assistant Principal K. Conlon
Coach Not Applicable	Coach Not Applicable
ESL Teacher S. Bhunut	Guidance Counselor Y. Vivas
Teacher/Subject Area O. Udo/ESL	Parent type here
Teacher/Subject Area type here	Parent Coordinator Z. Otero
Related Service Provider S. Murray	Other type here
Network Leader(Only if working with the LAP team) type here	Other type here

C. Teacher Qualifications

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

Number of certified ESL teachers currently teaching in the ESL program.	2	Number of certified bilingual teachers <u>not</u> currently teaching in a bilingual program	1	Number of teachers who hold both content area and ESL certification	0
Number of certified bilingual teachers currently teaching in a bilingual program	0	Number of certified NLA/foreign language teachers	2	Number of teachers who hold both a bilingual extension and ESL certification	0
Number of certified ESL teachers <u>not</u> currently teaching in the ESL program	1	Number of teachers currently teaching a self-contained ESL class who hold both a common branch license and ESL certification	1	Number of special education teachers with bilingual extensions	1

D. Student Demographics

Total number of students in school (Excluding Pre-K)	804	Total number of ELLs	179	ELLs as share of total student population (%)	22.26%
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Part II: ELL Demographics

A. ELL Programs

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

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

This school offers (check all that apply):

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

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

ELL Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Tot #
Transitional Bilingual Education (60%:40% → 50%:50% → 75%:25%)	0	0	0	0	0	0	1	2	39	0	0	0	0	42
Dual Language (50%:50%)	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Freestanding ESL														
Push-In	0	0	0	0	0	0	42	40	29	0	0	0	0	111
Pull-out	0	0	0	0	0	0	10	9	7	0	0	0	0	26
Total	0	0	0	0	0	0	53	51	75	0	0	0	0	179

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	179	Newcomers (ELLs receiving service 0-3 years)	108	ELL Students with Disabilities	24
SIFE	31	ELLs receiving service 4-6 years	38	Long-Term (completed 6+ years)	33

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

	ELLs by Subgroups									Total
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			
	All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD	
TBE	37	15	9	3	0	1	2	0	2	42
Dual Language	0	0	0	0	0	0	0	0	0	0

ELLs by Subgroups										
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			Total
	All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD	
ESL	71	3	2	35	0	5	31	0	7	137
Total	108	18	11	38	0	6	33	0	9	179

Number of ELLs who have an alternate placement paraprofessional: _____

C. Home Language Breakdown and ELL Programs

Transitional Bilingual Education														
Number of ELLs by Grade in Each Language Group														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish									42					42
SELECT ONE														0
SELECT ONE														0
TOTAL	0	42	0	0	0	0	42							

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

Dual Language (ELLs/EPs) 9-12										
Number of ELLs by Grade in Each Language Group										
	9		10		11		12		TOTAL	
	ELL	EP								
SELECT ONE									0	0
SELECT ONE									0	0
SELECT ONE									0	0
TOTAL	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							43	40	25					108
Chinese									1					1
Russian														0
Bengali							1	2	3					6
Urdu														0
Arabic							2	1						3
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other														0
TOTAL	0	0	0	0	0	0	46	43	29	0	0	0	0	118

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)														0
Intermediate(I)														0
Advanced (A)														0
Total	0	0	0	0	0	0	0	0	0	0	0	0	0	0

NYSESLAT Modality Analysis

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

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

NYS ELA

Grade	Level 1	Level 2	Level 3	Level 4	Total
3					0
4					0
5					0
6	25	11	0	0	36
7	27	3	0	0	30
8	49	3	1	0	53
NYSAA Bilingual (SWD)					0

NYS Math

Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
3									0
4									0
5									0
6	35	0	9	0	0	0	0	0	44
7	31	0	9	0	1	0	0	0	41
8	27	38	1	2	0	1	0	0	69
NYSAA Bilingual (SWD)									0

NYS Science

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

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

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
Comprehensive English				
Integrated Algebra				
Geometry				
Algebra 2/Trigonometry				
Math _____				
Biology				
Chemistry				
Earth Science				
Living Environment				
Physics				
Global History and				
Geography				
US History and				
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:

- 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.
 - Teachers assess emergent literacy skills after observations indicate a student shows a deficiency in one of these areas. Students entering the middle school either from another city school or from another country are expected to have basic phonemic awareness, understanding of the function of various prints, etc. When observations indicate a student may be lacking, teachers use running records

to assess the students' abilities, followed by a PIP (personal intervention plan) to indicate the appropriate interventions and to monitor progress. If a student is at a middle school grade level and is deficient in emergent literacy skills and the PIP interventions are not effective, then an evaluation may be recommended to provide the student with a smaller class setting and additional support to bring him/her to grade level. Results from individual assessments inform school leadership that additional support is necessary to help these students gain the literacy skills necessary to function in a middle school classroom. IS 171 has an F-Status teacher specifically designated to work with newcomers as well as student's lacking early literacy skills. In ELL classrooms, the Milestones program emphasizes phonemic awareness, and provides extensive examples of various text genres with specific features of each outlined prior to each reading. Students are also targeted for additional help using Successmaker and small group instruction with AIS classes. This year, teachers of ELLs will begin to use EdPerformance online to assess students' early literacy skills, identify reading levels and monitor and track progress. This is made possible with a computer lab that will allow for multiple students to be administered the test at the same time.

2. What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?
NY State has not released the spring 2013 NYSESLAT scores in combined modalities.

3. How will patterns across NYSESLAT modalities—reading/writing and listening/speaking—affect instructional decisions? How does your school use information about Annual Measurable Achievement Objectives? What does the data reveal? (see [SED memo](#) and [AMAQ tool](#))

Data currently unavailable

4. For each program, answer the following:
- What are the patterns across proficiencies and grades? How are ELLs faring in tests taken in English as compared to the native language?
 - Describe how the school leadership and teachers are using the results of the ELL Periodic Assessments.
 - What is the school learning about ELLs from the Periodic Assessments? How is the native language used?

Data Currently Unavailable

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](#).)

Not Applicable

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

Paste response to question here:

7. For dual language programs, answer the following:
- How are the English-proficient students (EPs) assessed in the second (target) language?
 - What is the level of language proficiency in the second (target) language for EPs?
 - How are EPs performing on State and City Assessments?

Not Applicable

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

ELL programs are constantly being monitored and improved as teachers and administration work closely to identify what works and what doesn't work. The team uses assessments (both formal and informal), as well as teacher anecdotes to evaluate the success of a particular ELL program. In the previous year, teacher's discussed a concern about newcomers having to read a novel, or write a full essay in English prior to even learning their colors. As a result the Milestones program was purchased, including abridged novels, and newcomer text. Teachers also worked together to differentiate portfolio piece expectations, allowing for more native language in portfolio essays as students acquire English. After reevaluating the TBE program, a team of teachers was also put in place to provide differentiated instruction for newcomers and intermediate/advanced students. The inquiry team and ELL teachers and staff are constantly working together to provide the best learning environment for the students. With the anticipated implementation of Myon.com as a formative assessment, teachers will be able to better assess and compare data across grades and ELL program, identifying needs and determining best means to address those needs.

Part IV: ELL Identification Process

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

1. Describe the steps followed for the initial identification of ELLs. These steps must include administering the Home Language Identification Survey (HLIS) which includes the informal oral interview in English and in the native language, and the formal initial assessment. Identify the person(s) responsible, including their qualifications, for conducting the initial screening, administering the HLIS, the LAB-R (if necessary), and the formal initial assessment. (Refer to [ELL Policy Brief](#) and [EPIC](#).)
 - 1.a. Identification begins with registration, during which the two certified ESL teachers (Ofonime Udo, TESOL license 0-Adult and Susan Bhunut, TESOL license k-12) work with a team to assist parents through the initial intake paperwork; helping complete Home Language Identification Survey (HLIS) in a language the parent understands. A copy of the HLIS is placed in the student's cumulative file and a copy is kept in a central location for monitoring purposes. Our staff includes pedagogues who are able to assist in translating the following languages: Spanish (M. Delacruz, SSL 6-12), Chinese (S. Bhunut, TESOL k-12 and M. Chen, Math 7-12), Ebo (O.Udo, TESOL 0-Adult), and Bengali (Cavaliere, Paraprofessional). When a parent speaks another language, the team utilizes the NYC Schools website to access paperwork, including the HLIS form, in the 9 major language translations available. Should we be unable to communicate with the parent in their native language, we can contact Translation Services for support.
 - 1.b. Once a student is identified as eligible for LAB-R, based on a home language other than English, O. Udo conducts one-on-one interviews in English and the Native Language (utilizing staff to translate as necessary). Within 10 days any student identified as eligible for LAB-R testing as per his/her HLIS, is administered LAB-R by O.Udo (TESOL license 0-Adult). The LAB-R is administered in a separate location away from noise and distractions. The Spanish LAB is administered by Martha DelaCruz (SSL, 6-12) in a separate location away from noise and distractions.
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.
 2. When parents enter, they are administered the HLIS with linguistic support in their native language. Based on their responses, the LAB-R is administered in English and the Spanish LAB is administered as necessary. When a student is determined to be eligible for ELL services, the family is invited to attend a parent orientation and The Entitlement Letter (in the native language) is sent home indicating dates and times for the parent orientation. The Parent Coordinator contacts all parents the week of the meeting to invite them to attend the orientation. The parent orientation is held formally once a month in the beginning of the school year to provide for the large number of new admits at that time. Orientation is then held as needed based on the influx of new admits. Orientation is held in the Parent Coordinator's office. At the orientation, parents are provided with the ELL Parent Brochure in their native language. A powerpoint translated into multiple languages is shown and parents are introduced to the NYC Public School system. The Principal, Dr. Barbara Kendall, and Assistant Principal, Kristen Conlon welcome parents and express their appreciation to the parents. ESL Teachers O. Udo and S. Bhunut, after explaining to parents that they are attending the meeting to make a choice about their child's ELL Program, present the Parent Orientation Video from the NYC Schools' website in their native language. When a language is not available we can contact Translation services for support. Parents are NOT informed of the available programs at our school prior to viewing the video. Once the video concludes, parents are provided time to discuss and ask questions regarding each of the programs. After parents' questions and concerns are addressed, parents complete the Parent Survey and Program Selection Form in their native language. When parents do not attend, the school makes every effort to bring them into the school to view the video and become informed about the available NYC ELL programs. Parents are contacted by the Parent Coordinator and are sent notices of any upcoming Parent Orientation. The default program for Spanish speakers is TBE (for 8th grade).
3. Describe how your school ensures that entitlement letters are distributed and Parent Survey and Program Selection forms are returned, and secured/stored. (If a form is not returned, the default program for ELLs is Transitional Bilingual Education as per CR Part 154 [\[see tool kit\]](#).)
 3. Letters are distributed to students in their native language to be given to their parents informing them of their entitlement to ELL services and informing them of the parent orientation. Copies of all letters are kept in binders with the ELL Supervisor, Kristen Conlon for monitoring. The parent coordinator assists in contacting parents to ensure receipt and attendance at the orientation meeting. Parent surveys and Program Selection forms are given, completed, and collected at the orientation. If a parent cannot attend we conduct phone conferences or set up alternate private meetings. If we are unable to reach the parent for program selection, Spanish-speaking students are placed in the TBE as per CR Part 154 (for 8th grade).
4. Describe the criteria used and the procedures followed to place identified ELL students in bilingual or ESL instructional programs; description must also include any consultation/communication activities with parents in their native language.
 4. Once a student has been tested for eligibility in an ELL program, has been determined to be eligible, and the parent has attended an orientation or been provided program information in their native language, the student is placed in the appropriate program, according to parent selection. Placement letters are offered in multiple languages to ensure parents are aware of their selection and the students's placement. Copies of all letters are kept in binders with the ELL Supervisor, Kristen Conlon for

monitoring. If the parent did not make a selection, Spanish-speaking students are placed in the TBE as per CR Part 154 (for 8th grade). The parent choice is entered in ELPC screen in ATS within 20 days.

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.

5. Once students have been deemed eligible to receive ESL services, they are then assessed annually in the Spring using the NYSESLAT until they reach proficiency. In conjunction with the Testing Coordinator, the ESL Teachers identify students eligible for NYSESLAT and to ensure all ELLs are administered the test using multiple ATS reports such as the RLER, RMNR, RYOS, RLAB, and RLAT. For the NYSESLAT test, the school is frozen for the first four periods of the day so that students throughout the school are in testing mode. As per the NYSESLAT instructions, the test is administered in a separate location with students receiving all necessary accommodations. Each modality is administered on a separate but consecutive day. The speaking test is administered individually in a quiet location. The NYSESLAT is the only way to test out.

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

6. The school utilizes a New Admit Tracking Form that allows us to more accurately track new admit placement, date of LAB-R, parent attendance at orientation, selections and program placement.

Home Language 2013	TBE	DL	ESL
Spanish	9	0	0
Arabic	0	0	1
Bengali	1	0	0

*Three parents have not been able to attend the Parent Orientation. Outreach has been made by the Parent Coordinator on two separate dates via phone. The next step is certified mailing of letter with return receipt.

Currently, programs offered at IS 171 are aligned with parent choice. Based on BESIS history and TBE selection numbers, our 6th and 7th grades do not offer a TBE program. Newcomers in these grades are supported in native language through the use of multi-lingual texts, after-school and during school for additional ESL instruction. This year, we are closely monitoring parent choice by maintaining our New Admit Tracker Form and charting results specifically to see if we reach a number of parents selecting a Spanish TBE program and any other trends that tend towards programs not currently offered at IS 171. If we begin to notice a misalignment of parent choice and current programs, we will begin inquiry to determine how best to align with parent selections.

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])?
 - 1.a.1. Transitional Bilingual Education Model (Spanish). There is one TBE class and one special education bridge class (6/7/8) that are departmentalized.
 - 1.a.2. Freestanding ESL. There two ESL class on both grade 6 and 7.
 - 1.b.1. Transitional Bilingual Education Model (Spanish). The TBE class is placed by grade and heterogenously grouped. They travel as a class to their content area classes. The Special Education TBE class includes students from grades 6, 7, & 8 and is heterogenously grouped.
 - 1.b.2. Freestanding ESL. There are five blocked (the class travels together) ESL classes. They are placed by grade and heterogenously grouped. They travel as a class to their content area classes.
2. How does the organization of your staff ensure that the mandated number of instructional minutes is provided according to proficiency levels in each program model (TBE, Dual Language, ESL)?
 - a. How are explicit ESL, ELA, and NLA instructional minutes delivered in each program model as per CR Part 154 (see table below)?
 2. ESL Instruction in TBE & Freestanding ESL
 - 2.a Attached are six schedules reflecting the student schedule for each proficiency level in each of the two instructional programs.
 - 2.b.1. Transitional Bilingual Education Model: The staff is organized to provide the mandated instructional time to students. Additional time is provided for advanced, intermediate, and beginners as they receive 8 periods of ESL/ELA in their schedules as well as two periods of Writing Skills. Advanced students receive 180 minutes of explicit ESL and have an additional 4 periods that focus on following the ELA curriculum, as well as two additional periods for Writing Skills. Beginner/Intermediate students receive their mandated 360 minutes of ESL.
 - 2.b.2. Freestanding ESL Model: ESL classes are heterogenously grouped and function as a push-in program. Student schedules provide 8 periods of push-in ESL support in which advanced students receive 180 minutes of explicit ESL and additional 4 periods focus on following the grade-appropriate ELA curriculum. Beginner/Intermediate students receive their mandated 360 minutes of explicit ESL and have an additional two periods of Writing Skills per week to support their English language growth.
3. Describe how the content areas are delivered in each program model. Please specify language, and the instructional approaches and methods used to make content comprehensible to foster language development and meet the demands of the Common Core Learning Standards.
 3. Content Area Instruction
 - 3.a. Transitional Bilinugal Education Model: For all content areas regardless of proficiency level, teachers emphasize vocabulary development and reading fluency to help make content more comprehensible. Teachers use ESL methodologies, including TPR method. Teachers activate student's prior knowledge and then scaffold them from that knowledge to the next step, as well as integrate the use of graphic organizers and other visual materials. Students participate in hands-on group projects and respond in essay form to demonstrate their understanding of content topics covered. Summaries are always given in English. Content area teachers in the TBE classroom have engaged in professional development to learn and apply a research-based model for allocating language in their TBE classrooms. Students receive 3 periods of Native Language Arts which are taught in 100% Native Language. NLA classes reinforce skills and strategies used in ELA/ESL classes. In response to the CCSS shifts, teachers in content areas utilize the CCSS standards and stress evidence-based responses and non-fiction reading skills.
 - 3.b. Freestanding ESL: Beginners/Intermediates/Advanced receive content-area instruction in English using ESL methodologies with ESL support by a certified ESL teacher in various content areas. When possible or necessary teachers support student understanding using the student's native language. Teachers emphasize vocabulary development and non-fiction reading fluency to help make content more comprehensible. Students participate in hands-on group projects and respond in essay form to demonstrate their understanding of content topics covered. ESL support is given via content area instruction, either through literacy,

science, social studies or math. Teachers work together to differentiate instruction for varying proficiency levels and ESL teachers coach teachers of ELLs in ESL methodologies, such as scaffolding, activating prior knowledge, metacognition and use of visual materials and graphic organizers. Additional books will be purchased this year to develop our native language libraries as we have recently acquired new language groups of students. Providing books in the native language and allowing our students to provide some written responses in the native language is how we are able to support them in their native language without being able to speak it. In response to the CCSS shifts, teachers in content areas utilize the CCSS standards and stress evidence-based responses and non-fiction reading skills.

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

4.a. Students in the TBE program are assessed initially using the Spanish LAB. In order to better assess our students Native Language and monitor their growth, IS 171 purchased Achieve3000 which includes a Spanish diagnostic tool and materials in Spanish that teachers will use to assess and monitor NL skills. At the end of the year all ELLs in the TBE program take the ELE as a summative assessment.

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

Paste response to question here:

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).

5. Differentiation of Instruction for ELL groups:

5.a. Instructional plan for SIFE: Teachers of ELLs use The Milestones program Intervention component which includes easily decodable readings to help students adjust to both a new language and a formal school setting. The online remediation program, Successmaker, was purchased to support SIFE through AIS classes. An ELL Saturday Academy will target SIFE using materials targeted to their specific needs. The school is working with the Office of English Language Learners to identify additional resources and materials to support our SIFE population. The school is also determining the possibility of hiring an F-Status teacher to support our SIFE students throughout the school week.

5.b. Instructional plan for Newcomers: In addition to their weekly 360 minutes of ESL, Newcomers are offered an afterschool academy on Mondays and Fridays with a certified ESL teacher. An ELL Saturday Academy is also available to newcomers and newcomers are encouraged to participate in extracurricular activities. As we examined our data we noticed that for the first time, the majority of our ELLs fall into the newcomer category. Professional development through CEI-PEA will focus on how to prepare our newcomers to take the ELA and how to differentiate instruction within heterogeneous TBE classrooms.

5.c. Instructional plan for 4-6 Year ELLs: Students in this category are targeted for Saturday Academy and after school programs. The goal is to help them reach English proficiency before becoming a long-term ELL. They are exposed to grade-appropriate ELA aligned materials.

5.d. Instructional Plan for long-term ELLs: LTEs are offered an afterschool academy on Mondays and Fridays with a certified ESL teacher, focusing on writing skills and NYSESLAT prep. Our LTEs are overall scoring lower in reading/writing modality than in the listening/speaking modality with 24 of the 39 LTEs performing better on the listening/speaking section of the NYSESLAT.

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?

ELLs who are identified as having special needs are placed into one of two programs. The first option is a TBE special needs classroom (12:1:1 bridge class). In this class, additional instruction and support is provided before school in both reading and math. The class runs as any other TBE program in regards to the percentage of time spent in English and the students' Native Language; however, it also accommodates students with special needs by offering a smaller class size, as well as a highly differentiated curriculum to address each of their individual needs. The class combines the essentials of a TBE program and a special needs classroom. The second option is a monolingual special needs classroom with Freestanding ESL services. With this option, students are pulled-out either four or eight periods per week to receive ESL services in a small class setting. Milestones is used to support academic vocabulary and non-fiction content based readings.

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?

We meet the needs of our ELL-SWDs by adhering strictly to their IEPs and placing them in appropriate settings. Teachers use various strategies (manipulatives, foldables, etc.) to reach grade-appropriate curricular goals.

Courses Taught in Languages Other than English ⓘ

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

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

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

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

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

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

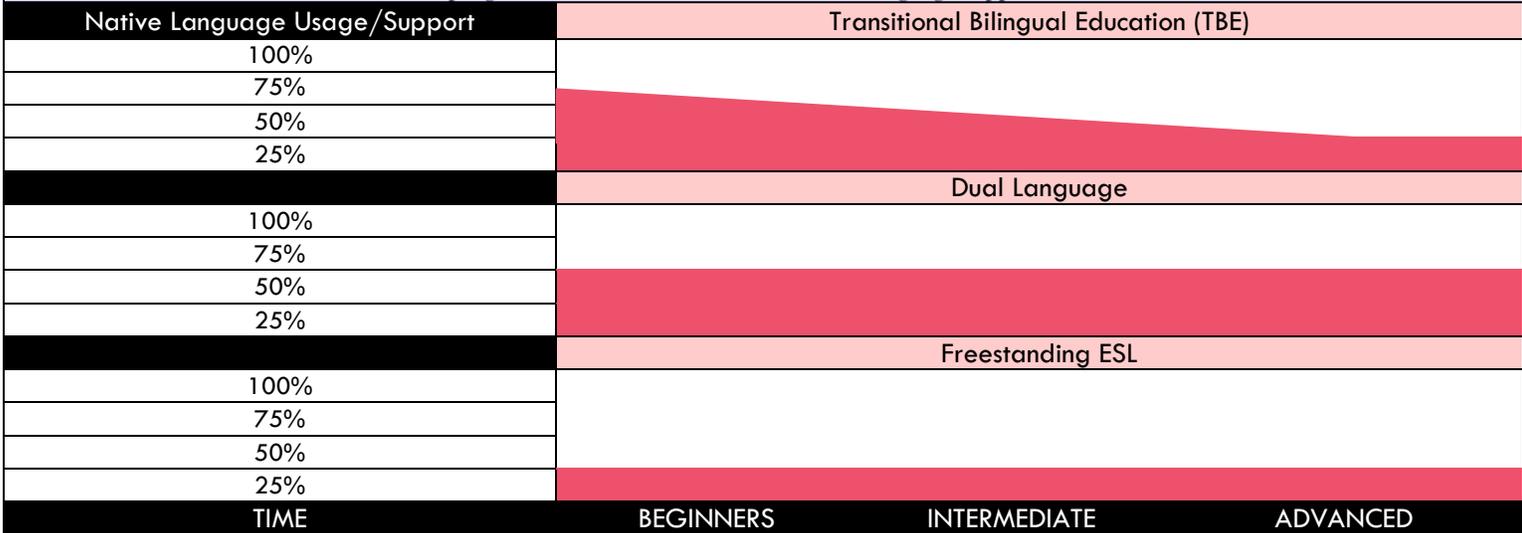
	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	540 minutes per week	360 minutes per week	180 minutes per week

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

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

Native Language Usage and Supports

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



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

B. Programming and Scheduling Information--Continued

9. Describe your targeted intervention programs for ELLs in ELA, math, and other content areas (specify ELL subgroups targeted). Please list the range of intervention services offered in your school for the above areas as well as the language(s) in which they are offered.
8. Targeted intervention programs:
- 8.a. Three hours per week of after-school instruction will be provided for Long Term ELLs and Newcomers and instruction will be provided in English.
- 8.b. All level 1s and low-2s, including ELLs are targeted for 50 minute Tutorial period. Tutorial is provided in math and ELA and instruction is in Spanish and English.
- 8.c. Saturday Academy (English & Spanish) offering 1.5 hours of reading instruction and 1.5 hours of remedial math for 20 Saturdays throughout the year.
Extended day via our CBO (English & Spanish) offering reading clubs, chess, and theater.
- 8.d. Myon.com is used for all ELLs including LTEs and SIFE offering leveled readings and a diagnostic lexile tool
10. Describe the effectiveness of your current program and how it is meeting the needs of your ELLs in both content and language development.
- Our new program, push-in model, is in its infancy and therefore we have no data yet to measure the effectiveness of the new program and model. The belief is that push-in ESL teachers who work with multiple content area teachers, will have more opportunities to support the content-area teachers in developing their toolbox of ESL strategies that can be implemented even when an ESL teacher is not scheduled to be in the classroom.
11. What new programs or improvements will be considered for the upcoming school year?
- The school is again purchasing Achieve3000 for the 8th grade ESL class. Myon.com has been implemented for all ELA classes as a diagnostic and tracking tool. Codex is the new ELA curriculum utilized by all ELL classes. ESL teachers will provide push-in support for ELL classes. The school is considering hiring an f-status teacher or creating a newcomer class based on the size of our 8th grade bilingual class (41 students).
12. What programs/services for ELLs will be discontinued and why?
- Milestones has been discontinued as an ESL program as the school has implemented Scholastic Codex for all ELA/ESL classes. The school has moved to a push-in /pull-out program model as opposed to utilizing the ESL teachers as ELA teachers who modify the ELA curriculum. We no longer utilize Learning Village (which included Destination Reading and Math) a pilot program that was available two years ago.
13. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
- 12.a. All school programs are available to ELLs, including Saturday Academy, afternoon tutorial (students scoring level 1 and low 2), Cypress Hills Community Development Corporation (CBO) afterschool program, and any extracurricular activities throughout the year, such as yearbook, scrapbooking and sports. Students are invited in English and Native Language.
- 12.b. Supplemental activities under Title III include Monday & Friday Afterschool Program as well as Saturday Academy for ELLs. One section of the Mon/Fri Program targets new admits with a goal of acclimating students and developing their spoken language through TPR. The other section of the Mon/Fri Programs targets Long Term ELLs. The purpose of this class is to provide students rigorous, fun and engaging writing opportunities with a strong focus on the writing section of the NYSESLAT with a goal of helping students gain proficiency on their NYSESLAT on the spring 2012 test.
14. What instructional materials, including technology, are used to support ELLs (include content area as well as language materials; list ELL subgroups if necessary)?
- Teachers are instructed to utilize Codex common core program for all ELL classes. Newest versions of NYSESLAT preparation workbooks (by grade) were purchased for all ELLs. Newcomer materials include Lexia. ELLs 4-6 years are included in have access to Lexia. LTEs will have access to Achieve 3000 once purchased. Students have access to computers on each floor and in many classrooms. All classrooms have libraries in both English and Spanish and fully stocked shelves of resource materials geared specifically to ELLs, including picture and ELL targeted dictionaries. Most ELL classrooms now have interactive whiteboards (SMART board or Eno board). Achieve3000 will be provided for all subgroups in 8th grade and will allow students at various levels to interact around the same topics.
- 13.b. Math, Science and Social Studies in the TBE classrooms all have textbooks in Spanish and English. Support materials are provided in either English or Spanish. Content classrooms for the Freestanding ESL class have textbooks in English.
15. How is native language support delivered in each program model (TBE, Dual Language, and ESL)?

14. Native Language Support

14.a. TBE: Native language support is provided through bilingual teachers in Spanish as needed. Teachers are engaging in professional development to implement a program in which Native Language support will be provided through linguistic summaries and Spanish language days. Students are permitted to use native language to write and read. Currently the math teacher provides English and Spanish instruction according to CR Part 154, providing greater instruction in Spanish and transition to greater English instruction.

14.b. ESL: Native language support is provided minimally as instruction is 75% in English and neither ESL teacher speaks Spanish, Bengali or Arabic. We can provide support for our students through some of our staff who speak Spanish and Bengali and through the use of technology such as GoogleTranslate and through the translation services department. Additional books will be purchased this year to develop our native language libraries as we have recently acquired new language groups of students. Providing books in the native language and allowing our students to provide some written responses in the native language is how we are able to support them in their native language without being able to speak it.

14.c. Native language support is provided through our many bilingual staff members: the parent coordinator, guidance counselor, school psychologists and social workers, and several Spanish speaking teachers. In addition, we have teachers who speak Chinese, Arabic, Bengali and French.

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

All required services, support, and resources correspond to ELLs' ages and grade levels. ELLs are grouped by grade level and are responsible for the same ELA and math program as all general education students, however, with teacher designed modifications.

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.

Monthly "Cup of Coffee with the Principal" meetings are held to meet with parents of newcomers and previously enrolled students. There is a buddy system as well as ESL, computer and citizenship classes offered for parents of newly enrolled ELLs via our parent coordinator and CBO.

18. What language electives are offered to ELLs?

Students in Freestanding ESL receive Spanish Language Arts.

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)?

Not Applicable

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.

Topic of Workshop	Given By	Attending	Date
LAP Review	Mrs. Bhunut, Ms. Udo	ALL STAFF	Dates TBD
CODEX Training	Scholastic	ALL ELA Staff/ELL Teachers	Ongoing
In-School CODEX Training	Ms. Griffith	ALL ELA Teachers	Election Day
Teacher Effectiveness	Carmen Pinto	ALL Staff	Mondays - Ongoing
ELL Strategies for Content Instruction	ESL Content Area Classes	Area Instruction	Ms. Udo & Mrs. Bhunut
Tutorial Teachers of ELLs	Dates TBD		
Use of Academic Language and ESL Teachers	Teachers of Freestanding ESL Content Area Classes in Content Area Classrooms	Mrs. Bhunut Thursdays – Ongoing	
QTEL	OELL	ESL/ELA Teachers	Dates TBD
Preparing ELL Students for the ELA Examination	TBD	ESL/ELA Teachers/TBE Teachers	February 2014
Administering the NYSESLAT & Other Assessment	Testing Coordinator	All Staff Administering NYSESLAT March 2014	
Assessing Data	Testing Coordinator	TBE Staff, ESL/ELA Teachers	May 2014

2. All Teachers of ELLs receive the same Professional Development as non-teachers of ELLs in all areas of Common Core Learning Standards. All staff implementing new curriculums that are aligned with CCSS attend regular professional development trainings through CEI-PEA and publishers for the curriculums (e.g. Scholastic CODEX).
3. Students are supported, as all students at IS 171, in elementary to middle school transitions as well as middle to high school transitions. Sixth graders have additional support from a certified guidance counselor and teachers in the grade work closely together to help students adapt to the new school, through walk-arounds, library visits, and a thorough explanation of rules and expectations. Students in 7th and 8th grades receive support to prepare them for high school through guidance counselors, Cypress Hills Community Development Corporation, and our partnership with the CUNY Summer High School Transitions program. This year we have piloted a city program, Middle School Student Success Center (MSSSC), which aids students and their families with navigating the high-school choice program.
4. Logs of teacher PD hours in the area of ELL topics will be recorded using attendance and agendas, as well as “thank-you” letters for teachers cumulative files. The chart of teachers participation will be kept in the ELL compliance binder in AP Conlon’s office.

D. Parental Involvement

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

1. Our school has an active and functioning PTA, a consultation committee involving parents, and has several daytime student performances for parents to attend. Parents are encouraged to participate as chaperones on all school trips. The ELL Department offers two ELL Parent Conferences, one in the Fall and one in the Spring, to teach parents about the NYSESLAT and other tests their students will be taking, as well as teaching parents how they can support their ELL child in the home. We hold a ELL Parent Conference at the school in the Fall and in the Spring. The Parent Coordinator offers Spanish translation services. Topics covered in Fall include supporting your ELL at home, how ELLs acquire language (BICS/CALP), brief overview of NYSESLAT, and other assessments ELLs must take. Spring topics include detailed look at the NYSESLAT and preparing for it. Parents also have opportunities throughout the year to meet and speak with their child's teachers during Open House, and Parent-Teacher Conferences. School Messenger provides translation services for automated messages to be sent to parents' phones. The school's website communicates the school calendar and provides another avenue through which parents and teachers can communicate. In addition, the school marquis in front of the building announces school functions and other major announcements. Additionally, parent orientations are held for parents of new admits in the fall and spring and in between as necessary. All notices sent home are provided in English and Spanish.

2. IS 171 has partnered with Cypress Hills Community Development Corporation (CHCDC). In addition to providing extensive after-school activities for students, CHCDC offers adult ESL classes in the evenings.

3. We introduced a needs assessment survey this year to identify parent needs and determine whether or not we were meeting those needs as a school community. Our parent coordinator provided translations of the surveys and the results were as follows:

ESL	4
Immigration	1
Discipline	1
Houseing	2
Childcare	1

In addition to the survey, our bilingual (Spanish-English) parent coordinator communicates regularly with parents to identify parent needs. The PTA also helps us evaluate the needs of our parents. The principal meets regularly with parents via the PTA and monthly PTA meetings to inform them of the state of I.S. 171 as well as respond to their concerns or questions.

E. Additional Information

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

Paste response to question here:

Part VI: LAP Assurances

School Name: _____

School DBN: _____

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

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

LANGUAGE TRANSLATION AND INTERPRETATION 2013-2014 TO 2014-2015

Requirement under Chancellor's Regulations – for all schools

DBN: **19K171** School Name: **IS 171**

Cluster: **5** Network: **535**

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.

In collaboration with the parent coordinator in the building, all information and materials that are sent home to our families is translated to Spanish by the parent coordinator.

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.

Parents in our school community benefit from the translation services provided by the parent coordinator. Additional inquiry has found that additional language translation services are needed for students and families from countries such as Bangladesh, who have now had a slight increase in enrollment numbers.

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.

One of the translation services that will be provided will be in collaboration with the PTA and the parent coordinator. These two entities will work together to create language groups where group of parents will come together as a group to provide families with limited english language translation of all school written material and communication that is sent home.

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.

One of the translation services that will be provided will be in collaboration with the PTA and the parent coordinator. These two entities will work together to create language groups where groups of parents will come together as a group to provide families with limited english language oral translation of all school materials and communication that is sent home.

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>.

Upon registration and commencement of new academic school years, all parents with english language limitations will be issued a copy of the Bill of Parent Rights and Responsibilities to inform them of the services that are available to them. A intake survey will collected to identify any other specific needs for the family and household in regard to necessary translation services.



Department of English Language Learners and Student Support

Milady Baez, Senior Executive Director
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 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: IS 171	DBN: 19K171
This school is (check one):	
<input checked="" type="checkbox"/> conceptually consolidated (skip part E below) <input type="checkbox"/> NOT conceptually consolidated (must complete part E below)	

Part B: Direct Instruction Supplemental Program Information
The direct instruction component of the program will consist of (check all that apply):
<input type="checkbox"/> Before school <input checked="" type="checkbox"/> After school <input checked="" type="checkbox"/> Saturday academy
Total # of ELLs to be served: 146
Grades to be served by this program (check all that apply):
<input type="checkbox"/> K <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5

Part B: Direct Instruction Supplemental Program Information

6 7 8 9 10 11 12

Total # of teachers in this program: 5
of certified ESL/Bilingual teachers: 3
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: ESL teachers will utilize a variety of data and assessments to identify areas of focus for the ELL students in our school community. ELL students that are identified through this data will work with their grade ESL teacher to increase proficiency levels in 6th, 7th & 8th grades. Milestones and other English-Spanish content specific texts will be utilized throughout the duration of the program.

We service an ELL population, which comprises 23% of our student enrollment. We have freestanding ESL program as well as a TBE program. Through these programs, all of our ELLs receive the mandated hours of instruction.

In addition, support for newcomer ELLs, as well as SIFE students, grades 6-8 is provided on Wednesdays and Thursdays from 2:30-4:30 pm by a certified ESL Teacher. The teacher utilizes in-house materials as well as teacher-created materials to provide basic ESL instruction. Long Term ELLs grades 6-8 are provided additional support on Wednesdays and Thursdays from 2:30-4:30 by a certified ESL Teacher with an instructional focus on writing and reading modalities as identified by the NYSESLAT results. The teacher uses in-house materials as well as teacher created materials. Instruction in these classes is provided in English. The program will last throughout the 2014-2015 school year.

ELLs also receive additional support in Saturday Academy programs which are offered to all ELLs grades 6-8. The program includes 2 teachers with bilingual extensions. During Saturday Academy, which runs from 8:30 am to 12:00 pm there are three ELL groups: Newcomers, Intermediate/Advanced, and Special Needs.

The newcomer is taught by a TESOL certified teacher. The class engages in activities in reading and math and utilizes Skill Sharpeners workbooks. The intermediate/advanced ELL group engages in activities to prepare students for their NYSELAT, ELA and math exams and utilizes Annatansio and Associates NYSESLAT Prep books as well as Comprehension Plus workbooks. The group rotates between two teachers, one who provides math instruction, and the other who provides reading instruction. ELL students with special needs receive instruction from a certified special education teacher with a bilingual extension. Students use the Progress Coach reading and math workbooks. The Saturday

Part B: Direct Instruction Supplemental Program Information

Academy program will last throughout the 2014-2015 school year.

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:

The school's professional development plan that will support our Title III program teachers will include but are not limited to SIOP model instructional planning and implementation, DOE and Network ongoing professional development that will target ELL Instruction and use of resources and strategies gathered by Principal at ELL Literacy and Language Workshop hosted by Harvard University presenters in collaboration with the English Language Learners and Student Support office.

Professional Development is aligned with the Title III program that we are offering. All of our teachers working with ELLs receive professional development. In house professional development will be available to the Bilingual teachers, ESL teachers as well as teachers of ELLs. They will participate in study groups, which are provided weekly, and Grade conferences, which are provided monthly. Additionally, they will attend workshops that meet their needs, given by the CEI-PEA. The following is a tentative schedule of Professional Development activities. Working with our UFT-TC and CEI-PEA, we are additionally providing ongoing in-house professional development based on teacher Needs Assessments and Needs identified during the LAP development process.

TBE Program Model Training; Given By: CEI-PEA; For: TBE Content Area Teachers; Dates TBD – Ongoing

ELL Strategies for Content; Given By: Ms. Udo & Mrs. Bhunut; For: Teachers of Freestanding ESL, Content Area Tutorial Teachers of ELLs; Dates TBD

Use of Academic Language in Content Area Classrooms; Given By: Mrs. Bhunut and ESL Teachers; For: Teachers of Freestanding ESL Content Area Classes; Mondays – Ongoing

QTEL; Given By: OELL; For: ESL/ELA Teachers; Dates TBD

Preparing ELL Students for the ELA Exam; Given By: ELA Department; For: ESL/ELA Teachers/TBE Teachers; Spring 2015

Administering the NYSESLAT & Other Assessments; Given By: Ms. Pena, Testing Coordinator; For: All

Part C: Professional Development

Staff Administering NYSESLAT; Spring 2015

Assessing Data; Given By: Ms. Pena, Testing Coordinator, ESL Teachers and UFT Coach; For: TBE Staff, ESL/ELA Teachers; September, 2014 - April 2015.

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:

The ELL students in our school community will receive additional supports through ELL Family nights and Open Houses that will provide opportunities for students to showcase their work to their parents and families. The family engagement sessions will take part every marking period. All families will receive special invitations through SchoolMessenger, Pupil Path and notifications sent home

Current research on ELL achievement and parent involvement notes a high correlation between the two. It is imperative that we are able to work with parents to improve our school culture, tone, and academic success. The following is a breakdown of parent involvement activities that foster this school-home relationship.

Nutrition Workshops

Provided By: Parent Coordinator (Spanish-English)

For: All IS 171 Parents (Including ELLs)

Dates: Ongoing through 2014-2015 school year

Notification: Translated Flyers, School Messenger, Marquis Announcement, Monthly School Calendar

ARIS & Pupil Path Parent Link Workshop

Provided By: Parent Corrdinator (Spanish-English)

Part D: Parental Engagement Activities

For: All IS 171 Parents (Including ELLs)

Dates: September 18th, 2014

Notification: Translated Flyers, School Messenger, Marquis Announcement, Monthly School Calendar

Parent Monthly Workshops

Provided By: Principal and Parent Coordinator

For: All IS 171 Parents (Including ELLs)

Dates: One per month

Notification: Translated Flyers, School Messenger, Marquis Announcement, Monthly School Calendar

Parent Volunteer Program

Parents were trained and finger-printed in order to be part of our volunteer program. Parents assist during lunch, dances, during Parent Conferences, school trips and additional activities as deemed necessary by the parents and school.

Organized By: Parent Coordinator

Dates: Ongoing

Notification: Flyers, School Messenger, Monthly School Calendar

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)	_____	_____

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.
<ul style="list-style-type: none"> • Per session • Per diem 		
Purchased services <ul style="list-style-type: none"> • High quality staff and curriculum development contracts. 	_____	_____
Supplies and materials <ul style="list-style-type: none"> • Must be supplemental. • Additional curricula, instructional materials. • Must be clearly listed. 	_____	_____
Educational Software (Object Code 199)	_____	_____
Travel	_____	_____
Other	_____	_____
TOTAL	_____	_____