



2014-15
SCHOOL COMPREHENSIVE EDUCATIONAL PLAN
(SCEP)

DBN: (i.e. 01M001):

04M013

School Name:

CENTRAL PARK EAST MIDDLE SCHOOL

Principal:

JACOB T. MICHELMAN

School Comprehensive Educational Plan (SCEP) Outline

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Section 1: School Information Page

School Information

School Name: Central Park East Middle School School Number (DBN): 04M013
School Level: Middle School Grades Served: 8
School Address: 1573 Madison Avenue – 3rd Floor
Phone Number: 212-860-8935 Fax: 212-860-5933
School Contact Person: Jacob T. Michelman Email Address: jmichelman@schools.nyc.gov
Principal: Jacob T. Michelman
UFT Chapter Leader: Rachel Cranston
Parents' Association President: Stacyann Fairclough
SLT Chairperson: Raymond Bolton
Student Representative(s): N/A

District Information

District: 4 Superintendent: Alex Estrella
Superintendent's Office Address: 160 East 120 Street, Room 401
Superintendent's Email Address: AEstel3@schools.nyc.gov
Phone Number: 212-348-2873 Fax: 212-348-4107

Cluster and Network Information

Cluster Number: 5 Cluster Leader: Debra Maldonado
Network Number: 511 Network Leader: Jorge Izquierdo

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)
Jacob T. Michelman	*Principal or Designee	
Rachel Cranston	*UFT Chapter Leader or Designee	
Stacyann Fairclough	*PA/PTA President or Designated Co-President	
Edgar Almodovar	DC 37 Representative, if applicable	
N/A	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
N/A	CBO Representative, if applicable	
Shirley McClean	UFT Member	
Jacob Scott	Staff Member	
Raymond Bolton	Parent	
Jessica Soto	Parent	
Sheina Collazo	Parent	
Indhira Perdomo	Parent	

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

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

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

The Capacity Framework and SCEP Development

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



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

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

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

The Six Elements of the Capacity Framework	
1.	Rigorous Instruction: Instruction is customized, inclusive, motivating, and aligned to the Common Core. High standards are set in every classroom. Students are actively engaged in ambitious intellectual activity and developing critical thinking skills.
2.	Supportive Environment: The school establishes a classroom and school culture where students feel safe, supported, and challenged by their teachers and peers.
3.	Collaborative Teachers: Teachers are committed to the success and improvement of their classrooms and schools. They have the opportunity to participate in professional development within a culture of respect and continuous improvement.
4.	Effective School Leadership: Principals lead by example and nurture the professional growth of teachers and staff, developing and delivering the instructional and social-emotional support that drives student achievement.
5.	Strong Family-Community Ties: School leadership brings resources from the community into the school building by welcoming, encouraging, and developing partnerships with families, businesses, and community-based organizations.
6.	Trust: Everyone works toward the shared goal of improving student outcomes, preparing students for success in school and beyond. Across the school community, there is respect. School staff, parents, students and administrators value each other.

Accountability Tools and the Capacity Framework

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

NYSED's Six DTSDE Tenets

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

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

NYCDOE's Quality Review (QR)

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

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

Next Steps for SCEP Development

School Leadership Teams should engage in the following steps:

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

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

Section 4: SCEP Overview

Develop a narrative summary that includes:

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

In the 2013-14 CEP, we placed special emphasis on providing data-based, research grounded interventions for our struggling students and set the goal of having high-needs students make significant ground in catching up to their peers (Tenet 4). In addition to seeing growth in student performance and teachers' use of data to inform instruction, we set the goal of improving classroom engagement school wide.

Conducting our initiatives in support of the use of data-based interventions, we engaged in two major strategies: A rigorous protocol of pre testing, post testing, and prescriptive reteaching students in Common Core Learning Standards. We redesigned units around the results of our testing program, grouped students, and provided small group tutoring based on the results of our pre and post-tests (Tenet 4). In turn, student Performance, particularly for high needs students improved markedly. – Our targeted interventions services yielded an average growth of two reading levels as measured by iReady. According to our annual school report card, our students generally grew at greater rates than those in city and peer schools. In ELA, our students performed in the 67th percentile for annual growth, and our lowest third performed in the 88th percentile. Measuring their growth in math, our students' growth measured in the 60th percentile, and our lowest third in the 84th percentile. We were able to move over 25% of our special education population into a less restrictive environment, which we believe led to a tremendous, positive impact for our lowest performing students.

Conducting our initiatives to improve teacher performance, our teacher feedback, and observation cycle resulted in teacher growth (Tenet 2 and 3). Teacher performance, from observation results, moved from an overall average of Developing rating to an Effective rating from September to June (2.1 to 3.2). As supporting evidence that our teacher effectiveness increased through the school year, our students' engagement increased by 30% as measured the Instructional Practices Inventory Protocol. Further evidence that our teachers became more effective over the course of the year is that our discipline referrals dropped by over 75% from the previous year.

In reflecting on our 2013-2014 SCEP we realized that we needed to further improve our communication systems both within our school and between us and the community (Tenet 6). Our two key strategies for improving our communication are to dedicate more focused effort to fewer initiatives and improve communication by creating more opportunities for reciprocal feedback. In addition, we have developed more efficient methods of collecting and presenting data such as being more selective in determining which data sets have the greatest potential leverage for guiding us toward a cycle of continuous improvement.

Once again, our first priority was to revise our mission and vision to align our final two years of the school's existence to what we wanted to achieve (Tenet 2). Our mission is to be a passionate, collaborative, community that inspires and empowers life-long learners through real-world application. Our vision is to see all of the members of the community committed to providing a supportive environment in which everyone takes pride and ownership in their learning and works together to bridge the gap between school and life to achieve higher standards,. We see students inspired by a personal purpose to connect to ideas, strive for higher education, pursue rewarding careers and be responsible leaders in the community (Tenet 5). We built a process where teachers

would investigate student data, brainstorm with their colleagues, and interview students and families to build engagement plans for students. We called these plans Student Improvement Plans (SIP's). In addition, we focused our efforts on revising curriculum, lesson planning, and differentiating instruction (Tenet 3). We had a difficult time teaching the common core standards with so many of our students lacking the basic skills and background knowledge to foundationally explore higher level concepts.

School Leadership practices and decisions was the area where we had the most growth (Tenet 2). We were able to develop a new cabinet, strategy plan, and measurable objectives after cutting our school in half. We built systems to monitor goals and ensure progress continued to happen. We dedicated at least two meetings per month to collecting and evaluating our sources of data and either create or adjust plans in meeting our school goals. We gathered feedback from the staff on our progress and communicated our products both through the SLT, weekly memos, morning meetings, and town halls.

04M013 School Information Sheet Key

School Configuration (2014-15)					
Grade Configuration	08	Total Enrollment	37	SIG Recipient	No
Types and Number of English Language Learner Classes (2014-15)					
# Transitional Bilingual	N/A	# Dual Language	N/A	# Self-Contained English as a Second Language	N/A
Types and Number of Special Education Classes (2014-15)					
# Special Classes	N/A	# SETSS	N/A	# Integrated Collaborative Teaching	N/A
Types and Number of Special Classes (2014-15)					
# Visual Arts	N/A	# Music	3	# Drama	N/A
# Foreign Language	N/A	# Dance	N/A	# CTE	N/A
School Composition (2013-14)					
% Title I Population		90.7%	% Attendance Rate		91.0%
% Free Lunch		90.7%	% Reduced Lunch		1.9%
% Limited English Proficient		14.0%	% Students with Disabilities		39.3%
Racial/Ethnic Origin (2013-14)					
% American Indian or Alaska Native		0.9%	% Black or African American		37.4%
% Hispanic or Latino		57.9%	% Asian or Native Hawaiian/Pacific Islander		0.9%
% White		1.9%	% Multi-Racial		0.9%
Personnel (2014-15)					
Years Principal Assigned to School (2014-15)		9.39	# of Assistant Principals (2014-15)		N/A
# of Deans (2014-15)		N/A	# of Counselors/Social Workers (2014-15)		N/A
Personnel (2013-14)					
% of Teachers with No Valid Teaching Certificate (2013-14)		N/A	% Teaching Out of Certification (2013-14)		28.6%
% Teaching with Fewer Than 3 Years of Experience (2013-14)		0.4%	Average Teacher Absences (2013-14)		10.34
Student Performance for Elementary and Middle Schools (2013-14)					
ELA Performance at levels 3 & 4		4.0%	Mathematics Performance at levels 3 & 4		4.1%
Science Performance at levels 3 & 4 (4th Grade)		N/A	Science Performance at levels 3 & 4 (8th Grade)		13.0%
Student Performance for High Schools (2012-13)					
ELA Performance at levels 3 & 4		N/A	Mathematics Performance at levels 3 & 4		N/A
Credit Accumulation High Schools Only (2013-14)					
% of 1st year students who earned 10+ credits		N/A	% of 2nd year students who earned 10+ credits		N/A
% of 3rd year students who earned 10+ credits		N/A	4 Year Graduation Rate		N/A
6 Year Graduation Rate		N/A			
Overall NYSED Accountability Status (2014-15)					
Reward			Recognition		
In Good Standing			Local Assistance Plan		
Focus District		X	Focus School Identified by a Focus District		
Priority School		X			
Accountability Status – Elementary and Middle Schools					
Met Adequate Yearly Progress (AYP) in ELA (2012-13)					
American Indian or Alaska Native		N/A	Black or African American		YES
Hispanic or Latino		NO	Asian or Native Hawaiian/Other Pacific Islander		N/A
White		N/A	Multi-Racial		N/A
Students with Disabilities		YES	Limited English Proficient		N/A
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		N/A
White		N/A	Multi-Racial		N/A
Students with Disabilities		NO	Limited English Proficient		N/A
Economically Disadvantaged		YES			
Met Adequate Yearly Progress (AYP) in 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		N/A
White		N/A	Multi-Racial		N/A
Students with Disabilities		N/A	Limited English Proficient		N/A
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			

04M013 School Information Sheet Key

School Configuration (2014-15)					
Grade Configuration	08	Total Enrollment	37	SIG Recipient	No
Types and Number of English Language Learner Classes (2014-15)					
# Transitional Bilingual	N/A	# Dual Language	N/A	# Self-Contained English as a Second Language	N/A
Types and Number of Special Education Classes (2014-15)					
# Special Classes	N/A	# SETSS	N/A	# Integrated Collaborative Teaching	N/A
Types and Number of Special Classes (2014-15)					
# Visual Arts	N/A	# Music	3	# Drama	N/A
# Foreign Language	N/A	# Dance	N/A	# CTE	N/A
School Composition (2013-14)					
% Title I Population		90.7%	% Attendance Rate		91.0%
% Free Lunch		90.7%	% Reduced Lunch		1.9%
% Limited English Proficient		14.0%	% Students with Disabilities		39.3%
Racial/Ethnic Origin (2013-14)					
% American Indian or Alaska Native		0.9%	% Black or African American		37.4%
% Hispanic or Latino		57.9%	% Asian or Native Hawaiian/Pacific Islander		0.9%
% White		1.9%	% Multi-Racial		0.9%
Personnel (2014-15)					
Years Principal Assigned to School (2014-15)		9.39	# of Assistant Principals (2014-15)		N/A
# of Deans (2014-15)		N/A	# of Counselors/Social Workers (2014-15)		N/A
Personnel (2013-14)					
% of Teachers with No Valid Teaching Certificate (2013-14)		N/A	% Teaching Out of Certification (2013-14)		28.6%
% Teaching with Fewer Than 3 Years of Experience (2013-14)		0.4%	Average Teacher Absences (2013-14)		10.34
Student Performance for Elementary and Middle Schools (2013-14)					
ELA Performance at levels 3 & 4		4.0%	Mathematics Performance at levels 3 & 4		4.1%
Science Performance at levels 3 & 4 (4th Grade)		N/A	Science Performance at levels 3 & 4 (8th Grade)		13.0%
Student Performance for High Schools (2012-13)					
ELA Performance at levels 3 & 4		N/A	Mathematics Performance at levels 3 & 4		N/A
Credit Accumulation High Schools Only (2013-14)					
% of 1st year students who earned 10+ credits		N/A	% of 2nd year students who earned 10+ credits		N/A
% of 3rd year students who earned 10+ credits		N/A	4 Year Graduation Rate		N/A
6 Year Graduation Rate		N/A			
Overall NYSED Accountability Status (2014-15)					
Reward			Recognition		
In Good Standing			Local Assistance Plan		
Focus District		X	Focus School Identified by a Focus District		
Priority School		X			

Accountability Status – Elementary and Middle Schools

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

04M013 School Information Sheet Key

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Types and Number of Special Classes (2014-15)					
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# Foreign Language	N/A	# Dance	N/A	# CTE	N/A
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Personnel (2014-15)					
Years Principal Assigned to School (2014-15)	9.39	# of Assistant Principals (2014-15)			N/A
# of Deans (2014-15)	N/A	# of Counselors/Social Workers (2014-15)			N/A
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ELA Performance at levels 3 & 4	4.0%	Mathematics Performance at levels 3 & 4			4.1%
Science Performance at levels 3 & 4 (4th Grade)	N/A	Science Performance at levels 3 & 4 (8th Grade)			13.0%
Student Performance for High Schools (2012-13)					
ELA Performance at levels 3 & 4	N/A	Mathematics Performance at levels 3 & 4			N/A
Credit Accumulation High Schools Only (2013-14)					
% of 1st year students who earned 10+ credits	N/A	% of 2nd year students who earned 10+ credits			N/A
% of 3rd year students who earned 10+ credits	N/A	4 Year Graduation Rate			N/A
6 Year Graduation Rate	N/A				
Overall NYSED Accountability Status (2014-15)					
Reward		Recognition			
In Good Standing		Local Assistance Plan			
Focus District	X	Focus School Identified by a Focus District			
Priority School	X				

Accountability Status – Elementary and Middle Schools

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

STRENGTHS

- bi-monthly Learning Labs to create methods to improve student engagement
- Using IPI quarterly to measure student engagement and using data to drive professional development
- Hosting SOLE’s in all subject areas to engage students in problem-based learning
- Professional development has devoted over 10 days to writing unit plans and lesson plans
- Hosted Professional development over the summer on instructional shifts. Teachers have been implementing on a daily basis

NEEDS

- Continue to improve our process for revising curriculum based on data collected from our quarterly assessments
- Develop additional methods to reteach content when data shows a need to revisit content
- Collect more methods to scaffold rigorous content for low level students.

Part 2 – Annual Goal

List your school’s 2014-15 goal for improving student outcomes and school performance that addresses Capacity Framework element – Rigorous Instruction. Your goal must be responsive to the identified priority need(s) indicated in

Part 1b, and should be written as SMART – Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 2015, teachers will collaboratively meet in inquiry teams at least 4 times a year to review unit assessment data and student work using rubrics aligned to Common Core Learning Standards and adjust units of study and teaching approaches as needed to promote higher order thinking and rigorous work.

Part 3 – Action Plan

Activities/Strategies: Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including: 1. Research-based instructional programs, professional development, and/or systems and structures needed to impact change 2. Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). 3. Strategies to increase parent involvement and engagement 4. Activities that address the Capacity Framework element of Trust	Target Group(s) <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>
6. Develop and modify the school’s professional development plan based on our analysis of data and adjust professional development plan and meeting agendas. Post minutes on the cloud for the principal to review and provide feedback.	Teachers and paraprofessionals	9/4/2014 – 6/30/2015	Principal
7. Use quarterly data to identify best practices and design organizational decisions such as after-school programs, tutoring, AIS, Saturday Academy, or Guidance Support.	Students most in need of improvement	9/4/2014 – 6/30/2015	Teachers
8. Conduct peer visits on a quarterly basis to provide feedback to colleagues on student engagement. Staff members present their findings to the staff	Teachers	10/1/2014 – 5/18/2015	Teachers
9. Conduct bi-monthly observations/visits of all teachers and provide written and verbal feedback	Teachers	9/4/2014 – 6/30/2015	Principal

Part 4 – Resources Needed

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

1. All teachers will meet weekly basis to review and analyze key data sets, identify key issues, and to plan how they will use their analyses to guide the enactment of the school’s CEP. The cabinet is the driver of school progress and assists the principal in developing and enacting school policy, culture, and systems. To monitor the school’s progress, the cabinet develops and maintains a data collection and analysis calendar and develops protocols for how to communicate findings.

Materials will be needed and per session for additional hours of preparation for Cabinet members using Tax Levy dollars.

2. All teachers both separately and together analyze quarterly assessment results, periodic assessments, reading levels, and exit slips. The results are discussed with the principal, within cabinet and 1-on-1 which are compared to the timeline and focus of the professional development plan. Adjustments are made according to whether or not the plan is addressing the needs gathered from the data. Materials will be needed and per session for additional hours of preparation for Cabinet members using Tax Levy dollars.
3. Cabinet members create and adjust the school's professional development calendar with the staff developer and principal. All members plan professional development sequences and sessions. Materials will be needed and per session for additional hours of preparation for teachers to plan using Tax Levy dollars.
4. Using the Danielson Framework, the principal conducts one informal observation cycle per teacher. During observation conferences, the principal and teacher set goals and monitor progress.
5. Teachers visit the classrooms of their peers. They use IPI to measure student engagement. The information is reviewed by the team. Per diem will be needed to cover substitute teachers to free up the teachers. We will use Tax Levy money to fund.
6. To monitor and adjust the school's professional development, the cabinet meets weekly to review artifacts and feedback from the teacher-led professional development and planning sessions (will review twice a month). We pay special attention to making sure that our professional development workshops are timely and relevant to the teacher's planning time and that work is focused and synergistic.

Part 5 – Budget and Resource Alignment

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

Part 6 – Progress Monitoring

Part 6a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. In this part:				
1. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.				
2. Specify a timeframe for mid-point progress monitoring activities.				
February 1 st – Review the first two quarterly assessments to measure progress, review inquiry meeting initiatives to measure impact (2 inquiry sessions should be complete)				
March 30 th – Review the first three quarterly assessments to measure progress, review inquiry meeting initiatives to measure impact (3 inquiry sessions should be complete)				
June 1 st – Review the first three quarterly assessments to measure progress, review inquiry meeting initiatives to measure impact (4 inquiry sessions should be complete)				
Part 6b. Complete in February 2015.				
3. Did the school meet the mid-point benchmark(s) in the timeframe specified?	X	Yes		No
4. If the mid-point benchmark(s) was not met, describe any revisions made to the action plan to achieve the goal?				

Two quarterly assessments were complete (10/28 and 1/28). Both tests yielded progression. There have been over 8 meetings pertaining to inquiry. We are currently analyzing the 2nd quarterly assessment data. Test stamina and test taking skills have been the common issue among all subjects. AIS and STARS have proven to be effective in raising the lower level students' performance.

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:

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.

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

Tenet 5 Statement of Practice (SOP) Addressed		HEDI Rating
5.2	The school cultivates the development of overarching systems and partnerships that support and sustain social and emotional developmental health.	E
5.3	The school articulates and systematically promotes a vision for social and emotional developmental health that is connected to learning experiences and results in building a safer and healthier environment for families, teachers and students.	E
5.4	All school constituents are able to articulate how the school community is safe, conducive to learning and fosters a sense of ownership that leads to greater student outcomes.	D
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.	D

Part 1b. Needs/Areas for Improvement:

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

8. 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.

STRENGTHS

- Host advisory bi-monthly using the 7 Habits of Highly Effective Teens as our guide
- Review and produce engagement plans for all students during our weekly Child Study Meeting
- Conduct Academic Intervention Services at least four days a week to provide additional support for students based on quarterly assessment results.
- Match students with a buddy to check in with to lend support to
- Host daily meetings with students in the morning to share announcements, praises, and offer time to share concerns (supported by an e-mail system for students who do not like to speak publicly)
- Meet with the President’s council at least twice a month to collect concerns and answer Questions
- Refer students to our partner, Northside, for outside counseling
- Refer students to at-risk counseling based on academic needs and/or interaction with the community.

NEEDS

- Improve our Falcon Justice system to host all disciplinary incidents for both students and staff to strengthen the voice of our students
- Survey students to gather input on how the school can improve safety, support, and

academics

-Explore motivational techniques to engage withdrawn students (2% of our population) on track to be held over.

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, students will increase two levels (in a scale of 1 – 5, 5 being the highest) their self-perception of their knowledge and implementation of the 7 Habits of Highly Effective Teens measured by a pre and post survey. Results will display the impact of initiatives to improve student support, trust, student achievement, and strong family-community ties

Part 3 – Action Plan

Activities/Strategies: Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including: Research-based instructional programs, professional development, and/or systems and structures needed to impact change Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). Strategies to increase parent involvement and engagement Activities that address the Capacity Framework element of Trust	Target Group(s) <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>
Provide advisory on a regular basis to develop self-regulated learners, learn about our students, and provide an opportunity for our students to speak freely about the school for input	Students	9/4/2014 – 6/30/2015	Teachers
Facilitate Child Study team meetings once a week to discuss students' strengths and explore methods to engage them in the learning process.	Students	9/4/2014 – 6/30/2015	Staff
Meet with staff at least once a week to review whole school data to adjust or create initiatives to improve teacher performance and student engagement.	Teachers	9/4/2014 – 6/30/2015	Principal
Host monthly town hall meetings for parents in collaboration with the PTA to share academic and organizational developments at the school as well as collect feedback	Parents	11/20/2014 – 5/21/2015)	Parent Liaison

Part 4 – Resources Needed

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

1. The principal and the community associate will meet with the parents along with members of the SLT and PTA at least once a month. The time will be dedicated to identifying best methods of communication, problem solving ways to increase parent attendance, and devising incentives to

get more parents to reach out to the school. Materials will be needed for meetings and hourly funding for SLT members. This will be funded by Tax Levy monies.

2. The teachers and staff will collaborate together to set up four events to celebrate student performance and dedication. This will offer parents the chance to connect with staff and enjoy the achievements of their children. Materials will be used for supplying the events. We will use Tax Levy monies to fund.
3. The school will send an update on academic performance using Teacherease (printing out a progress report) at least once a month so parents are aware of their child's performance level and promotional path. The mailings will also communicate progress in meeting the school goals and upcoming events. Stamps and supplies will be funded using Tax Levy monies.
4. The school will regularly update an online website to communicate with all constituents the current academic status and behavior of all students so parents can be informed at all times. The website access and e-mail accounts will be funded by Tax Levy monies.
5. The school will host workshops on promotional criteria, CCLS, methods on improving children performance, and more (based on workshops requested by parents). These workshops will be purposeful in communicating the academic expectations for all students. Workshops and facilitators will be funded using the 21st Century Grant monies.
6. Teachers will regularly communicate home with parents to update them on their progress, behavior, and invite parents to visit the school for conferences or to attend events. Materials and mailing costs will be funded by Tax Levy dollars.
7. Work with a professional designer for schools to decorate and improve the school aesthetically so people feel welcomed and want to visit our school. Improvements will be funded by Tax Levy monies.

Part 5 – Budget and Resource Alignment

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

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:				
<ul style="list-style-type: none"> • 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. 				
Surveys will increase one level by March 13 th				
Part 6b. Complete in February 2015.				
<input type="radio"/>	Did the school meet the mid-point benchmark(s) in the timeframe specified?		Yes	X No
<input type="radio"/>	If the mid-point benchmark(s) was not met, describe any revisions made to the action plan to achieve the goal?			
Goal was recently adjusted. Survey will be administer in the next week.				

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:

9. 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.

10. 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.	D
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.	D

Part 1b. Needs/Areas for Improvement:

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

12. 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.

STRENGTHS

- Created quarterly assessments aligned to CCLS to measure student progress for all core subjects
- Meet regularly to review and analyze data to adjust curriculum and explore teaching strategies and how we can reteach the content
- Design action plans based on quarterly assessments to support students individually, in small groups, and as a whole class
- Use Learning Labs, observations, and teacher feedback to dictate our professional development plans both individually and as a whole school
- Utilize data to determine groupings and access through our daily lesson planning

WEAKNESSES

- Need to incorporate student goals into the learning process as a leverage of communication between teachers and students
- Must increase the number of strategies we use to create access for our students (regular ed, special ed, and ELL’s) as our current list needs to have more options
- Need to develop more routines for students to monitor their own learning through the goal setting process

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, teachers will participate in a learning lab (where they will watch their colleagues deliver lessons, provide feedback, and collaboratively discuss the lesson after) at least 8 times to improve rigorous instruction, build trust, expand student support, and raise student achievement.

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>
Collaboratively construct and administer a quarterly assessments for all core subjects	Students	9/4/2014 – 6/30/2015	Teachers
Meet with teachers to review student data and student work at least four times during the year to guide implementation of the use of data-analysis to inform instruction.	Teachers	9/4/2014 – 6/30/2015	Principal
Provide professional development in the use of data to inform instruction to teachers based on classroom observations, quarterly data, and student work conducted by staff, Replications, or administration.	Teachers	9/4/2014 – 6/30/2015	Principal/Teachers
Analyze quarterly assessment data to determine what to teach and re-teach and how to allocate intervention resources.	Teachers	9/4/2014 – 6/30/2015	Principal

Part 4 – Resources Needed

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

1. Teachers meet on a bimonthly basis to identify key standards and develop questions to assess for understanding. In addition, teachers gather needed skills for the focus of the pre-assessment. Questions are developed to assess these skills for the unit for planning can be adjusted. The data will be used to measure school goals and student learning. Materials will be needed and per session for additional hours of preparation for Cabinet members using Tax Levy dollars.
2. Teachers analyze quarterly results, periodic assessments, reading levels, student work, and exit slips. The results are discussed within planning, inquiry, and cabinet which are compared to the timeline and focus of the professional development plan. Adjustments are made according to whether or not the plan is addressing the needs gathered from the data. Materials will be needed and per session for additional hours of preparation for Cabinet members using Tax Levy dollars.
3. Teachers analyze quarterly results (both the previous and most recent assessment results) and

exit slip data. The results are discussed within our teacher team to identify the teachers' strengths, weaknesses, and gather best practices. The best practices are shared and implemented into the classroom. The following quarterly data and student work are used to determine the overall effectiveness of the best practices. Materials will be needed and per session for additional hours of preparation for teachers to plan using Tax Levy dollars.

4. Principal meets with the teachers individually to review report card grades, quarterly results, and action plans. The analysis is used to determine groupings, effective practices, and provide feedback on how the teacher can further understand their students. No additional resources or funding needed.
5. Teachers visit the classrooms of their peers. They use IPI to provide feedback to their colleagues. The information is delivered in a one-to-one conference. Per diem will be needed to cover substitute teachers to free up the teachers to assess students. We will use Tax Levy money to fund.
6. Teachers meet at least twice a week to analyze data, look at student work, and lesson plan. Teachers collaborate to share lesson plans and provide feedback to each other on how to improve the lesson plans to meet the needs of their students. Teachers use student work to determine what staff can do to get students to participate in a "Productive Struggle." Materials will be needed and per session for additional hours of preparation for teachers to plan using Tax Levy dollars.
7. With the assistance of the principal and staff developer (Replications who will be visiting each week every Wednesday and Thursday for at least 5 hours each day), the teacher-leaders plan and deliver professional development and coaching for teachers. This year we have chosen to focus on student engagement and using questioning to elicit higher order thinking. We will use Tax Levy money to fund to pay for per diem, per session, and materials.

Part 5 – Budget and Resource Alignment

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

Part 6 – Progress Monitoring

Part 6a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. In this part:				
1. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.				
2. Specify a timeframe for mid-point progress monitoring activities.				
At least 4 learning labs will be completed by February 1 st and at least two initiatives will be implemented by February 1 st				
Part 6b. Complete in February 2015.				
1.	Did the school meet the mid-point benchmark(s) in the timeframe specified?	X	Yes	No
2.	If the mid-point benchmark(s) was not met, describe any revisions made to the action plan to achieve the goal?			



Section 5: Needs Assessment, Annual Goals and Action Plans

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

Part 1 – Needs Assessment

Part 1a. HEDI Rating (Highly Effective, Effective, Developing, or Ineffective) for DTSDE Tenet 2:

13. 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.

14. 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).	D
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.	D
2.4	Leaders make strategic decisions to organize resources concerning human, programmatic and fiscal capital so that school improvement and student goals are achieved.	E
2.5	The school leader has a fully functional system in place to conduct targeted and frequent observations; track progress of teacher practices based on student data, feedback and professional development opportunities; and hold administrators and staff accountable for continuous improvement.	E

Part 1b. Needs/Areas for Improvement:

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

16. 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.

STRENGTHS

- Principal meets with the Cabinet weekly to review whole-school data to ensure school is going to reach its goals
- Systems have been set up to measure school goals to monitor progress
- Using Google Drive, we have done a tremendous job to document our progress

NEEDS

- Increase strategies when the school does not meet a benchmark
- With a small school, resources are limited so time needs to be allocated for staff to take on more responsibilities

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 of 2015, the principal will conduct 10 observations and/or visits with a pre and post conference to provide feedback and next steps to improve teacher instruction and student academic performance.

Part 3 – Action Plan

Activities/Strategies: Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including: 1. Research-based instructional programs, professional development, and/or systems and structures needed to impact change 2. Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). 3. Strategies to increase parent involvement and engagement 4. Activities that address the Capacity Framework element of Trust	Target Group(s) <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>
Work with a consultant to have the Cabinet work at full capacity to monitor school goals	Cabinet	9/4/2014 – 6/30/2015	Principal
Set up a two week cycle to ensure class visits and observations are conducted on a regular basis with feedback provided to teachers	Teachers	9/4/2014 – 6/30/2015	Principal
Collect and analyze school-wide data at least 3 to 4 times during the year to measure progress in reaching goals	Staff	9/4/2014 – 6/30/2015	Principal
Complete a whole school analysis of roles and responsibilities to ensure all systems are fully running. Meet with the different entities at least twice a month	Staff	9/4/2014 – 6/30/2015	Principal

Part 4 – Resources Needed

Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc.
4. Cabinet members receive formal and informal coaching on collecting and reviewing data. Materials will be needed and per session for additional hours of preparation for Cabinet members using Tax Levy dollars. 5. Cabinet members participate in a book study to improve the analysis of periodic and formative assessments along with school-wide data. Adjustments are made according to whether or not the plan is addressing the needs gathered from the data. Materials will be needed and per session for additional hours of preparation for Cabinet members using Tax Levy dollars. 6. Principal will attend at least 4 professional developments on how to improve teacher feedback in building an engaging learning environment. Cost for materials and the professional developments will be using Tax Levy dollars. 7. Principal meets with the teachers individually to review report card grades, unit results, and Schoolnet data. The analysis is used to determine groupings, effective practices, and provide feedback on how the teacher can further understand their students. No additional resources or funding needed. 8. Consultant will work with the principal in working with the cabinet to improve practices and getting staff to work to full capacity in getting the school to reach its goals. Consultant costs will be

charged on a daily rate. We will use Title 1 money to fund.

Part 5 – Budget and Resource Alignment

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

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

None

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.

Complete at least 5 informal observations and/or visits with pre and post discussions by January 20th. Complete at least two rounds of school data collections and analysis by February 13th.

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

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

We actually completed over 10 per teacher (excluding our new math teacher hired on February 2nd)

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:

17. 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.

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

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

Part 1b. Needs/Areas for Improvement:

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

20. 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.

STRENGTHS

- Communication is made to each student’s home on a weekly basis on progress along with two mailings per month.
- Community meetings take place on a daily basis to allow for acknowledgements to be made and concerns to be shared and addressed
- Monthly workshops are hosted for parents and the community including how to use Schoolnet

NEEDS

- Additional strategies such as family counseling for parents who are disengaged with their child(ren)’s education
- Increase parent participation to reach 100%
- Gather additional strategies to reduce lateness and improve attendance

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 March 2015, parents, teachers, and students will feel welcomed and encouraged to engage with the school resulting in a rating of the school as “above average” as measured by quarterly in-house surveys to measure strong family-community ties, trust, rigorous instruction, and the support of our environment

Part 3 – Action Plan

Activities/Strategies: Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including: 1. Research-based instructional programs, professional development, and/or systems and structures needed to impact change 2. Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). 3. Strategies to increase parent involvement and engagement 4. Activities that address the Capacity Framework element of Trust	Target Group(s) <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>
5. Collaboratively meet with the PTA to increase parent involvement and improve communication so parents have the comfort of knowing what is going on at the school to help them feel welcomed and comfortable.	Parents	9/4/2014 – 6/30/2015	PTA
6. Host at least four events this year with parents attending (two of which will be award ceremonies for students) to build familiarity with the staff and students.	Community	9/4/2014 – 6/30/2015	Staff
7. Provide online access to updated grades and behavior to all constituents so parents are fully aware of the status of their children so they can inquire at the school when its most convenient for them.	Community	9/4/2014 – 6/30/2015	Staff
8. Improve the appearance of the school to help parents feel welcomed and the school community feel appreciated.	Community	9/4/2014 – 6/30/2015	Staff

Part 4 – Resources Needed

Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc.
1. The principal will meet with the members of the SLT and PTA at least once a month. The time will be dedicated to identifying best methods of communication, problem solving ways to increase parent attendance, and devising incentives to get more parents to reach out to the school. Materials will be needed for meetings and hourly funding for SLT members. This will be funded by Tax Levy monies. 2. The teachers and staff will collaborate together to set up four events to celebrate student

performance and dedication. This will offer parents the chance to connect with staff and enjoy the achievements of their children. Materials will be used for supplying the events. We will use Tax Levy monies to fund.

3. The school will send an update on academic performance using Teacherease (printing out a progress report) at least once a month so parents are aware of their child's performance level and promotional path. The mailings will also communicate progress in meeting the school goals and upcoming events. Stamps and supplies will be funded using Tax Levy monies.
4. The school will regularly update an online website to communicate with all constituents the current academic status and behavior of all students so parents can be informed at all times. The website access and e-mail accounts will be funded by Tax Levy monies.
5. The school will host workshops on promotional criteria, CCLS, methods on improving children performance, and more (based on workshops requested by parents). These workshops will be purposeful in communicating the academic expectations for all students. Workshops and facilitators will be funded using the 21st Century Grant monies.
6. Teachers will regularly communicate home with parents to update them on their progress, behavior, and invite parents to visit the school for conferences or to attend events. Materials and mailing costs will be funded by Tax Levy dollars.
7. Work with a professional designer for schools to decorate and improve the school aesthetically so people feel welcomed and want to visit our school. Improvements will be funded by Tax Levy monies.

Part 5 – Budget and Resource Alignment

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

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

21st century grant will be used to fund parent workshops

Part 6 – Progress Monitoring

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

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

We will have hosted two events by February 1st inviting our entire community to attend
 We will have hosted 5 workshops for parents by February 1st
 Principal would the SLT and PTA at least 5 times by February 1st

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

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

We were only able to complete 4 of the 5 parent workshops. Because of weather conditions, we had to postpone a workshop to the following month. The same happened for our January SLT meeting. This meeting will be made up on March 9th. We did meet our 5 meetings on February 2nd.

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)	Lowest third	Waggle online program Code X	Small Group Computer 1-on-1 STARS tutoring	During and After School
Mathematics	Lowest third	Waggle online program Delta Math Connected Math	Small Group Computer 1-on-1 STARS tutoring	During and After School
Science	Lowest performing identified by sections completed	Aventa Learning and online instructor STARS	Computer 1-on-1 STARS tutoring	During and After School
Social Studies	Highest achieving and students behind on assignments	Apparitions Code X	Small Group STARS tutoring	During and After School
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	Failing two or more subjects	Counseling Goal Setting Support Monitoring Progress	1-on-1	During School

Section 7: Expanded Learning Time (ELT) Program Description

(Required for All Priority Schools)

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

Part 1 – ELT Program Goal(s)

Describe the identified goal(s) of the ELT program for the 2014-15 school year. Be sure to construct the goal to be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.

By June of 2015, students will increase at least two reading levels and improve by over 25% from the math diagnostic to the May quarterly assessment

Part 2 – ELT Program Description

Part 2a. Identify the target population(s) to be served by the ELT program.

Our ELT program will focus on all students especially the 70% of our school who scored a level one. The remainder of the students scored a level two or a low level 3. Our target population is our entire school. Any additional instructional time we can get with the students will benefit them for the state exams and for improving their skills in completing tasks requiring higher order thinking. The station work and additional staff will allow for instruction to be differentiated. Students will be divided according to their academic performance. The station work will be based specifically on the diagnostic results and the weekly progress of the students. By reducing the ratio of students to staff, the instruction can be catered to the needs of the students. The online program Waggle will also adjust activities based on the student performance as he or she progresses.

Part 2b. Describe how the school will meet the following SED requirements for an ELT program in a Priority School:

Integrate academics, enrichment, and skill development through hands-on experiences that make learning relevant and engaging.

Offer a range of activities that capture student interest and strengthen student engagement in learning so as to promote higher attendance, reduce risk for retention or drop out, and increase the likelihood of graduation.

Actively address the unique learning needs and interests of all types of students, especially those who may benefit from approaches and experiences not offered in the traditional classroom setting.

Contain components designed to improve student academic, social, and emotional outcomes, including opportunities for enrichment programs such as in music and art.

Ensure instruction in any core academic subject offered in the program will be delivered under the supervision of a teacher who is NYS certified in that particular content area.

In the last two years, we have done a vast amount of research in determining what engages our students. Much of what we discovered is aligned to Marzano's research. Student engagement increases when students have ownership through the goal-setting process and have regular communication about meeting their goals. Through our Extended Learning Time, we will set goals with the students to raise their achievement levels. Engagement also increases when the content is made relative to the students or are communicated through real-life application. The curriculum we will put together will be framed using a unit planning template which requires an overall frame for relating to the students' lives. Finally, technology (used correctly to promote higher-order thinking) increases engagement and will be offered throughout the Extended Learning Time. Activities will include an exploration of concepts where students will be asked to analyze and evaluate situations related to the concepts of ELA and Math. They will problem solve to arrive at answers. Students will

also be exposed to the expectations of the state exams. Students will be hosted during a Saturday Academy running from January to April.

Part 2c. Is the ELT program voluntary or compulsory?	X	Voluntary	X	Compulsory
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If the ELT program is voluntary, indicate how you will offer the program to all students and actively encourage their participation, with the goal of serving at least 50% of students.

Weekly phone calls will be made to encourage parents to send their children after school and on Saturdays. We will also run raffles, provide breakfast and lunch, and offer enrichment activities to motivate students to attend. We will also acknowledge the students attending during our morning meeting and our award ceremonies. A portion of the students will be mandated to attend based on grades and performance.

Part 3 – ELT Program Implementation and Oversight

Part 3a. Who will implement the ELT program? Who will oversee the program?

1. Indicate the key personnel that will be responsible for implementing and overseeing the ELT program, including school-based staff and any high-quality community partners that will be involved.
2. If applicable, describe the scope of involvement of all community partners and how the joint ELT program is structured.

Students participating in the Extended Learning Time will have instruction delivered in a station model. Students will move from station to station where different foci will be offered for each student. Activities will host exploration with hands-on opportunities. Students will also be offered skill work to support the learning and scaffold the content. By partnering with a Community Based Organization, we will be providing at least one staff member per station to support student learning. Ratios within each station will range from 3 to 8 students (depending on the level of the student, the higher the performance, the higher the ratio). Each classroom will have a classroom teacher and three assistants. There will be a total of three classrooms. The overall program will be run by a director who will support teachers with supplies, feedback, and discipline interventions. The assistants will be responsible for providing skill-based instruction from a carefully selected curriculum.

Part 3b. Indicate resources needed including human resources, instructional resources, and schedule adjustments to implement the ELT program.

Saturday Academy will be hosted by our partner FEETZ – They will provide a director of operation. The teaching staff and administrator on campus along with a community associate to monitor attendance. We will also reach out to local high schools for interns to provide tutors for both programs. Waggle and Coach Test Prep books will be the main resources. Finally, our enrichment programs will require a teacher.

Part 3c. Timeline for implementation and completion, including start and end dates.

Programming will begin on October 1st for after school (STARS program) and November 1st for our Saturday Academy. STARS program will end on June 3rd and the Saturday Academy will end on April 25th.

Part 4 – Budget and Resource Alignment

Indicate using an “X” the fund source(s) that will be utilized to support to support the ELT Program.

X	21 st Century	X	Tax Levy	X	Title I SWP		Title I TA		P/F Set-aside		C4E
	Title I 1003(a)		Title III		PTA Funded		Grants		School Success Grant		In Kind

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

None

Part 5 – Progress Monitoring

Part 5a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. In this part:

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

We will be evaluating the impact of our ELT program with a pre and post assessment. The students will be expected to progress from their diagnostic assessment to the end of the program assessment. The diagnostic will be targeted based off of the previous units covered in ELA and Math. For instance, context clues and citing evidence are two areas the students continue to struggle with in previous units. We will assess these standards more in-depth to target instruction. Goals will be set up on an individual basis to ensure students are improving in the targeted areas. This program contributes to our overall goals of improving the reading levels and performance on state exam. These assessments will also let us know how much of an impact the planning, organizing, and recruiting had on our students. The immediate feedback will be the overall pre to post unit assessment progress. We expect at least a 30% growth from the pre-assessment to the post.

Part 5b. Complete in **February 2015**.

21. 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?

In order to measure growth, we used an early summary of the students with our Waggle program. We monitor student progress on a weekly basis. Student time on task and procedures for solving or arriving at an answer was questioned in late November. The time on task revealed the students were either guessing or randomly picking answers until they got it right. We began providing feedback during AIS and Saturday Academy to let students know we were looking at their work. We also recruited tutors and paraprofessionals to work with students while on Waggle to provide support in thinking through the questions. The growth was significant. The Waggle program has been engaging but the support has taken the work to the next level.

Section 8: Title I Program Information

Directions:

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

Part 1: Title I Status

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

Part 2: All Title I Schools

2a. Highly Qualified Teachers (HQT)

Describe the strategies and activities including strategies for recruitment, retention, assignments, and support including high quality professional development that ensures staff is highly qualified.
<p>In order to ensure that our professional educators are and remain highly qualified, we have committed to:</p> <p>We will provide our teachers with opportunities to engage in looking at student work sessions through the use of a variety of protocols.</p> <p>We will showcase teachers' best practices in a variety of ways.</p> <p>We will provide teachers with an array of online professional development options</p> <p>We will provide teachers with opportunities to collaborate and reflect on teaching practices</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).
<ul style="list-style-type: none"> ○ Assigning Mentors – New teachers will be assigned mentors to support their lesson planning, classroom management, and exploration of content knowledge. ○ Staff Developments – Outside consultants will be brought in to provide professional development to teachers both individually and within departments. The support will be targeted based on student data from units and observations in the classroom. ○ Peer Evaluations - Teachers will be assessed using the peer observation process to determine the support they need individually and as a school. This data will be used to build a professional development plan to help teachers improve. ○ Weekly Professional Development – Time will be set aside per week to provide teachers professional development from their peers or network staff. The professional development plan will be derived from peer observations.

Part 3: TA Schools Only

3a. Use of Program Resources

Describe how the TA program resources will assist participating children to meet proficiency.
Not Applicable

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).

- Not Applicable

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.).

Not Applicable

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.

The staff met during the late summer to discuss the options that were available. A committee of teachers reviewed the options and presented out to the staff. All questions were fielded by the team of teachers and the principal. Teachers worked within their departments to finalize their decisions. Professional development was provided within departments to go over and teach the teachers who to utilize the different data points.

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	72454	X	p. 11, p. 13, p. 17,p. 19,
Title I School Improvement 1003(a)	Federal	0		
Title I Priority and Focus School Improvement Funds	Federal	26962	X	p. 25-27
Title II, Part A	Federal	0		

Title III, Part A	Federal	0		
Title III, Immigrant	Federal	0		
Tax Levy (FSF)	Local			

¹**Explanation/Background:**

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

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

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

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

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

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

effectively teaching students with limited English proficiency. Title III, Part A is also designed to promote the participation of parents and communities of limited English proficient children in English language instruction programs.

8. **Title III Immigrant:** Supplementary and enhanced services to LEP/ELL immigrant students, in the areas of English language acquisition and content area achievement.

Important Note: The following funds may not be consolidated:

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

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

(Required for All Title I Schools)

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

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

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

Parent Involvement Policy (PIP)

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. **Central Park East Middle School – JHS 13**, in compliance with the Section 1118 of Title I, Part A of the No Child Left Behind (NCLB) Act, is responsible for creating and implementing a parent involvement policy to strengthen the connection and support of student achievement between the school and the families. The school's policy is designed to keep parents informed by actively involving them in planning and decision-making in support of the education of their children. Parents are encouraged to actively participate on the School Leadership Team, Parent Association, and Title I Parent Committee as trained volunteers and welcomed members of the school community. **[School name]** will support parents and families of Title I students by:

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

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

school's Title I program. This information will be maintained by the school.

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

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

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

- holding an annual Title I Parent Curriculum Conference;
- hosting educational family events/activities during Parent-Teacher Conferences and throughout the school year;
- encouraging meaningful parent participation on School Leadership Teams, Parent Association (or Parent-Teacher Association) and Title I Parent Committee;
- supporting or hosting Family Day events;

- establishing a Parent Resource Center/Area or lending library; instructional materials for parents;
- encouraging more parents to become trained school volunteers;
- providing written and verbal progress reports that are periodically given to keep parents informed of their children's progress;
- developing and distributing a school newsletter or web publication designed to keep parents informed about school activities and student progress;
- providing school planners/folders for regular written communication between /teacher and the home in a format, and to the extent practicable in the languages that parents can understand

School-Parent Compact (SPC)

Central Park East Middle School – JHS 13, 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 04	Borough Manhattan	School Number 013
School Name Central Park East Middle School J.H.S. 13		

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 Jacob Michelman	Assistant Principal type here
Coach type here	Coach type here
ESL Teacher Lauren Donnelly	Guidance Counselor Chinyere Emma-Iwuoha
Teacher/Subject Area Vivian Garcia/ELA	Parent Stacy Fairclough
Teacher/Subject Area Sandie Murphy/Math	Parent Coordinator Karen Smith
Related Service Provider Ilana Sitkoff	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.	1	Number of certified bilingual teachers <u>not</u> currently teaching in a bilingual program	0	Number of teachers who hold both content area and ESL certification	1
Number of certified bilingual teachers currently teaching in a bilingual program	0	Number of certified NLA/foreign language teachers	0	Number of teachers who hold both a bilingual extension and ESL certification	0
Number of certified ESL teachers <u>not</u> currently teaching in the ESL program	0	Number of teachers currently teaching a self-contained ESL class who hold both a common branch license and ESL certification	0	Number of special education teachers with bilingual extensions	0

D. Student Demographics

Total number of students in school (Excluding Pre-K)	106	Total number of ELLs	15	ELLs as share of total student population (%)	14.15%
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Part II: ELL Demographics

A. ELL Programs

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

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

This school offers (check all that apply):

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

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

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

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	15	Newcomers (ELLs receiving service 0-3 years)	5	ELL Students with Disabilities	3
SIFE	2	ELLs receiving service 4-6 years	6	Long-Term (completed 6+ years)	4

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

	ELLs by Subgroups									Total
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			
	All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD	
TBE										0
Dual Language										0
ESL	5	2	1	6	0	1	4	0	1	15

ELLs by Subgroups										
ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			Total	
All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD		
Total	5	2	1	6	0	1	4	0	1	15
Number of ELLs who have an alternate placement paraprofessional: <u>1</u>										

C. Home Language Breakdown and ELL Programs

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

*EP=English proficient student

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

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

This Section for Dual Language Programs Only

Number of Bilingual students (students fluent in both languages): ____	Number of third language speakers: ____	
Ethnic breakdown of EPs (Number):		
African-American: ____	Asian: ____	Hispanic/Latino: ____
Native American: ____	White (Non-Hispanic/Latino): ____	Other: ____

Freestanding English as a Second Language

Number of ELLs by Grade in Each Language Group

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish								5	8					13
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic									1					1
Haitian														0
French									1					1
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other														0
TOTAL	0	5	10	0	0	0	0	15						

Part III: Assessment Analysis

Assessment Breakdown

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

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

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Beginner(B)								1	1					2
Intermediate(I)									3					3
Advanced (A)								4	6					10
Total	0	5	10	0	0	0	0	15						

NYSESLAT Modality Analysis

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

NYSESLAT Modality Analysis

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

NYS ELA

Grade	Level 1	Level 2	Level 3	Level 4	Total
3					0
4					0
5					0
6					0
7	4				4
8	8	1			9
NYSAA Bilingual (SWD)					0

NYS Math

Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
3									0
4									0
5									0
6									0
7	3		1						4
8	9								9
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 Government				
Foreign Language				
Other _____				
Other _____				
NYSAA ELA				
NYSAA Mathematics				
NYSAA Social Studies				
NYSAA Science				

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

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

- Describe what assessment tool your school uses to assess the early literacy skills of your ELLs (e.g., ECLAS-2, EL SOL, Fountas and Pinnell, DRA, TCRWP). What insights do the data provide about your ELLs? How will this data help inform your school's instructional plan? Please provide any quantitative data available to support your response.
At Central Park East Middle School, Fountas and Pinnell running records are used to assess the early literacy skills of the ELLs. The Spanish LAB-R is used to assess the early literacy skills of ELLs in the native language. This data has helped to target areas of potential growth for ELLs. Overall, the ELLs need help improving their reading comprehension and retention skills. In addition, the

beginner and intermediate ELLs need help developing their reading fluency. This data has helped to inform the school's instructional plan by targeting areas for improvement and assisting in setting goals for the year.

2. What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?
Given the small ELL population at Central Park East Middle School, it is difficult to give a summation of data patterns across proficiency levels and grades. Of the fifteen ELLs, ten are in 8th grade and five are in 7th grade. Of the ten 8th grade students, there are six advanced students, three intermediate students, and one beginner student. Of the five 7th grade students, there are four advanced students and one beginner student. The ELL population at Central Park East Middle School is composed of primarily advanced students (ten students). The number of intermediate students accounts for the second largest group of ELLs (three) and the group of beginner students (two) is the smallest group.
3. How will patterns across NYSESLAT modalities—reading/writing and listening/speaking—affect instructional decisions? How does your school use information about Annual Measurable Achievement Objectives? What does the data reveal? (see [SED memo](#) and [AMAO tool](#))
At this time, the state did not provide this data. The NYSESLAT modality report, RNMR, is not available at this time.
4. For each program, answer the following:
 - a. What are the patterns across proficiencies and grades? How are ELLs faring in tests taken in English as compared to the native language?
 - b. Describe how the school leadership and teachers are using the results of the ELL Periodic Assessments.
 - c. What is the school learning about ELLs from the Periodic Assessments? How is the native language used?

a. Students have not opted to take tests in their native languages.
b. Central Park East Middle School has not opted to use the Periodic Assessments.
c. Central Park East Middle School has not opted to use the Periodic Assessments.
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: Central Park East Middle School is a middle school. There are no students in grades K-5.
6. How do you make sure that a child's second language development is considered in instructional decisions?
All teachers are aware of who the ELL students are. Teachers have been provided with a detailed list of the ELLs in their classes and the proficiency levels of these students. Teachers differentiate and scaffold the content area curriculum to ensure access to content area knowledge for ELLs as the students continue to develop English language skills. Teachers in all subject areas provide vocabulary instruction as a means of promoting academic language development for ELLs.
7. For dual language programs, answer the following:
 - a. How are the English-proficient students (EPs) assessed in the second (target) language?
 - b. What is the level of language proficiency in the second (target) language for EPs?
 - c. How are EPs performing on State and City Assessments?

Central Park East Middle School does not have a dual language program at this time.
8. Describe how you evaluate the success of your programs for ELLs (e.g. meeting AYP for ELLs, etc.).
The success of the programs for ELLs is evaluated through student progress. The Fountas and Pinnell running reading records are used as a means of tracking student progress throughout the year. Student performance on the NYSESLAT, NYS ELA and NYS Math exams are also used as a means of assessing the success of the programs for ELLs in helping them to accomplish grade level standards. Students are assessed in the beginning of the year and will be assessed at the end of the year to mark their progress and the success of the ELL program. The progress of ELL students is assessed throughout the year to monitor student achievement. Classroom observation and class work is used as a means of evaluating the success of the programs available for ELLs.

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. The secretary gives the parents the HLIS in their language of preference. The secretary calls the trained pedagogue in charge of the administration of the HLIS. 2. The trained pedagogue administers the HLIS. The trained pedagogue carries out parent and student interview. The trained pedagogue then screens the HLIS to determine home language and eligibility for LAB-R testing. 3. The secretary enters the home language code and other important information into ATS screens. 4. The trained pedagogue follows the identification and placement process as per CR Part 154 mandates.

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.

Within ten days of a new admit student enrollment at Central Park East Middle School, parents watch the Orientation Video in their preferred language. Parent Orientation is an ongoing process for new admits throughout the school year. The Parent Choice Program is explained to parents and parents make their decision after they are given the opportunity to view the DVD and read brochure. The meeting is documented and this documentation is put into the student's cumulative file recording their attendance at this meeting.

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

Central Park East Middle School ensures that entitlement letters are distributed and parent Survey and Program selection forms are returned, and secured/stored by beginning the process in a timely manner. All letters and forms are documented and filed in the students cumulative folders. If a form is not returned, the default program placement is Transitional Bilingual Education. The child is temporarily placed in our freestanding ESL program until a placement in a neighboring school's TBE program can be arranged.

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.

Central Park East Middle School only offers a freestanding ESL program at this time. If the parents select an ESL program, the child is placed in the ESL program at the school. If the parent chooses a bilingual program, we temporarily place the student in our ESL program. During this time, the parents and ESL department will work together to find a placement for the student in a bilingual program in a neighboring school. As per the ASPERA consent decree, if we have 15 students of a shared language in two contiguous grades, then a bilingual program will be established. If a parent does not return a form, the child is added to the list of students who have chosen a bilingual program (bilingual education is the default program). The student will be temporarily placed in the ESL program at our school until a suitable alternative is found. This communication with parents during this process is always in the preferred language. If a translator is not available on site the particular preferred language of the parent, the translation department will be called and arrangements will be made.

5. Describe the steps taken to administer all sections of the New York State English as a Second Language Achievement Test (NYSESLAT) to all ELLs each year.

The RLER is checked frequently to monitor which students are eligible for the NYSESLAT tests. A list is kept and updated frequently to monitor student completion of each section. The process of testing students begins on the first possible day of NYSESLAT testing to ensure that multiple opportunities are available to test the students if a student is absent on the day of testing one or more of the modalities.

6. After reviewing the Parent Survey and Program Selection forms for the past few years, what is the trend in program choices that parents have requested? (Please provide numbers.) Are the program models offered at your school aligned with parent requests? If no, why not? How will you build alignment between parent choice and program offerings? Describe specific steps underway. [①](#)

The Parent Survey and Program Selection forms for the last few years indicate a 100% parent choice consensus for an ESL program at the school. At this time, parents have not requested a dual language or transitional bilingual program. Central Park East Middle School offers a freestanding ESL program which aligns with the requests of parents.

Part V: ELL Programming

A. Programming and Scheduling Information

1. How is instruction delivered? (see [*The Practitioners' Work Group for Accelerating English Language Learner Student Achievement: Nine Common Features of Successful Programs for ELLs*](#))
 - a. What are the organizational models (e.g., departmentalized, push-in [co-teaching], pull-out, collaborative, self-contained)?
 - b. What are the program models (e.g., block [class travels together as a group], ungraded [all students regardless of grade are in one class], heterogeneous [mixed proficiency levels], homogeneous [proficiency level is the same in one class])?

a. Central Park East Middle School utilizes a pull-out organizational model for the ESL program.

b. The school is organized in a block schedule where classes of students travel together as a group. For the school's ESL program, classes are ungraded; the 7th and 8th grade students are together in one class. The ESL program is heterogenous; beginner, intermediate, and advanced students are in ESL classes together.

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)?

Given the size of the school, there is one ESL teacher providing ESL services to the fifteen ELLs at the school. Beginner, intermediate, and advanced students receive at least the minimum of state mandated ESL services per week. Beginners receive at least 180 minutes, intermediate students receive at least 360 minutes, and advanced students receive at least 360 minutes per week. Students are not provided NLA instruction as the school has a freestanding ESL program. All ESL students at all levels receive ELA instruction in an ELA class with their non ESL peers. All ESL students receive at least 260 minutes of ELA per week.

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

Content area instruction is delivered in English as the school utilizes a freestanding ESL program model. Content is made comprehensible to ELLs while fostering language development and meeting the demands of the Common Core Learning Standards through translation, scaffolding, and differentiation as utilized by the teachers of the content area classes. Teachers utilize realia, pictures, visuals, and graphic organizers to help the ELLs learn content as well as develop language skills. Teachers focus on teaching vocabulary to help strengthen the language skills and content area knowledge of ELLs. Teachers use their knowledge of and adherence to the Common Core Learning Standards to prepare ELLs. Content area teachers work with the ESL teacher to make Common Core level material accessible to ELLs. Content knowledge is reinforced in ESL classes.

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

ELLs are appropriately evaluated in their native languages throughout the year by speaking their native language with teachers, staff, and other professionals in the school to informally assess their native language skills. Students have opportunities to interact with other students who speak their native languages through opportunities to interact with their ELL and non ELL peers. ELLs have the opportunity to take state assessments in their native language.
5. How do you ensure that ELLs are appropriately evaluated in all four modalities of English acquisition throughout the year?

ELLs are appropriately evaluated in all four modalities of English acquisition throughout the school year. The four modalities (reading, writing, speaking, and listening) are incorporated into each ESL lesson and are addressed in content area lessons as well. Students are evaluated in each modality throughout the year and many assessments include the four modalities for ELLs. Student performance on language assessments is documented so that progress can be monitored. Students are evaluated in the four

modalities both formally and informally as well as formatively and summatively. Anecdotal logs are kept and updated. The anecdotal logs outline student performance, progress, and goals.

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

a. SIFE students are given at least the minimum amount of hours and services that are mandated. SIFE students who qualify receive AIS to support their growing academic knowledge and language skills. A SETSS teacher works with SIFE students to further support them in their academics.

b. ELLs who have been in US schools for less than three years are focused on communicating through content area academics. ELLs who are newcomers are focused less on perfecting communication and more on the content of what they are communicating to help foster language development.

c. ELLs receiving service for 4 to 6 years are focused on building academic language skills, building confidence in their growing language ability, and correcting grammar and pronunciation to achieve fluency in English.

d. Long term ELLs are focused on progressing in academic language skills and perfecting grammar and pronunciation skills to achieve a native-like fluency in English.

e. After achieving a “proficient” level on the NYSESLAT, former ELLs are given two years of transitional support and testing modifications to help them to continue being successful.
7. What instructional strategies and grade-level materials do teachers of ELL-SWDs use that both provide access to academic content areas and accelerate English language development?

To provide access to academic content areas and accelerate English language development, teachers of ELL-SWDs use Spanish/English videos, videos on content area topics with English subtitles, graphic organizers, small groups, and one-on-one teacher conferences with the students. The ESL and SWD teachers also collaborate to use the same successful strategies (scaffolding, differentiation, and UDL) in the students' classes.
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?

To ensure that students are placed in the least restrictive environment while simultaneously ensuring that students achieve their IEP goals and attain English proficiency, Central Park East Middle School utilizes push-in and self-contained models. The push-in model helps to have ELLs with learning disabilities mainstreamed with their non SWD peers. Students are placed in the setting that is the least restrictive dependent upon the needs of the student.

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:	0		0	0
Social Studies:	0		0	0
Math:	0		0	0
Science:	0		0	0

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

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

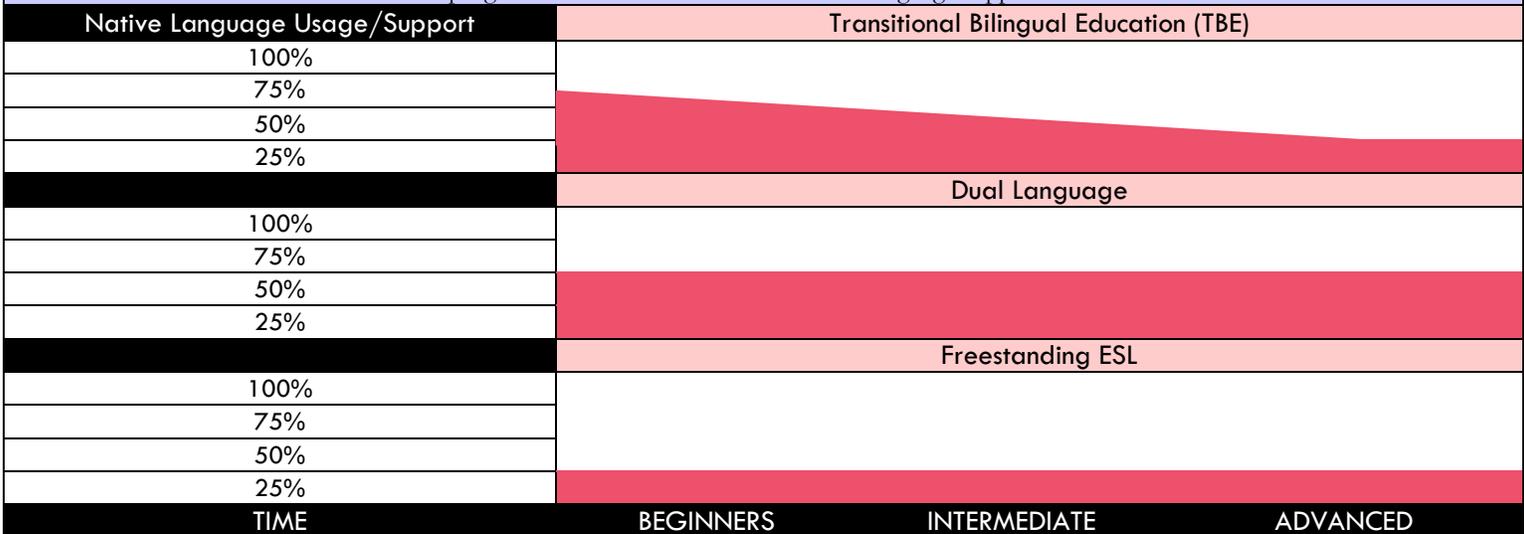
	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS: Native Language Arts	45 minutes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

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

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

Native Language Usage and Supports

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



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

B. Programming and Scheduling Information--Continued

9. Describe your targeted intervention programs for ELLs in ELA, math, and other content areas (specify ELL subgroups targeted). Please list the range of intervention services offered in your school for the above areas as well as the language(s) in which they are offered.
- Central Park East Middle School offers an Academic Intervention Services program for students struggling to reach grade level. ELLs who are below grade level on ELA and/or mathematics are put into the AIS program. The ELA and mathematics AIS programs target student needs, support content classes, and teach learning strategies to help these students reach grade level. These services are offered in English.
10. Describe the effectiveness of your current program and how it is meeting the needs of your ELLs in both content and language development.
- The current program works to foster the basic interpersonal communication skills of students as well as the cognitive academic language proficiency of students. The program is effective in meeting the needs of ELLs in both content and language development as these are the major goals of the program and both of these areas are addressed during ESL class.
11. What new programs or improvements will be considered for the upcoming school year?
- New programs are not being considered at this time.
12. What programs/services for ELLs will be discontinued and why?
- Programs and services for ELLs are not being discontinued at this time.
13. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
- ELLs are afforded equal access to all school programs. Posters with information regarding all school programs are posted in English as well as in Spanish and ELLs are encouraged to participate in all school programs. ELLs are offered the opportunity to participate in after school sports programs, an after school homework and academic support program, and a dance program.
14. What instructional materials, including technology, are used to support ELLs (include content area as well as language materials; list ELL subgroups if necessary)?
- Spanish textbooks in content areas, google translate, smartnotebook, smartboards and bilingual dictionaries are used to support ELLs in the content areas.
15. How is native language support delivered in each program model (TBE, Dual Language, and ESL)?
- Native language support is delivered in the ESL model at Central Park East Middle School through translating directions, phrases, and words into the students' native languages and the availability of bilingual dictionaries, online translation websites, and Spanish textbooks for the content area classes.
16. Explain how the required services support, and resources correspond to ELLs' ages and grade levels.
- Students receive content area support by grade level that corresponds to topics and vocabulary being used in students' grade level content area classes. Students are given age and level appropriate materials to foster language development and content area mastery. Students are given opportunities in ESL class to work with peers of similar ability and grade level.
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.
- New ELLs at the school are paired with an ELL that is at a more advanced level and is an acclimated and integrated participant in the school community. This peer helps introduce the new ELL to the daily routines and protocol at the school and acts as a guide and resource for the new ELL.
18. What language electives are offered to ELLs?
- ELLs are offered a Spanish elective program
19. For schools with dual language programs:
- How much time (%) is the target language used for EPs and ELLs in each grade?
 - How much of the instructional day are EPs and ELLs integrated? What content areas are taught separately?
 - How is language separated for instruction (time, subject, teacher, theme)?
 - What Dual Language model is used (side-by-side, self-contained, other)?
 - Is emergent literacy taught in child's native language first (sequential), or are both languages taught at the same time (simultaneous)?
- Not applicable: Central Park East Middle School does not have dual language programs at this time.

C. Professional Development and Support for School Staff

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

1. Professional development workshops that focus on meeting the needs of ELLs are attended by ELL personnel at Central Park East Middle School. ELL personnel at the school attend workshops offered by the Office of English Language Learners to explore areas such as scaffolding and differentiation to meet the needs of ELL personnel in effective teaching practice for ELLs.

2. Professional development opportunities focused on scaffolding, information chunking, and differentiations are offered to teachers of ELLs to support ELLs as they engage in the Common Core Learning Standards. Teachers of ELLs also attend professional development workshops offered by the Office of English Language Learners as well as workshops focused on the Common Core learning Standards to give teachers the tools to support ELLs as they engage in the Common Core learning Standards.

3. Prior to the 8th grade students entering high school, contact is made to the high schools to ease this transition for the ELLs. Translation services and a buddy systems are provided so that ELLs from Central Park East Middle School will be successful in their future academic pursuits. Guidance counselors are informed of the needs of ELLs and work with ELLs to prepare them for high school so that they know what to expect in their new academic settings.

4. All teachers receive training for working with ELLs. Weekly house meetings are held during which time staff may breach questions regarding working with ELLs. All teachers and staff attend professional development workshops related to working with ELLs and how to best meet the needs of ELLs.

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. In addition to parent teacher conferences, the parent orientation, and regular contact with parents, parental involvement of the parents of ELLs is fostered through the availability of monthly English classes for parents. Translation services are provided to ensure successful communication.
 2. The English language classes offered at Central Park East Middle School are provided through a partnership with The Leadership Program. Translation services are provided to ensure successful communication.
 3. The needs of the parents are evaluated based on the results of the administered Parent Needs Survey. The parent coordinator acts a liaison and communicates the needs of the parents to the school. Translation services are provided to ensure successful communication.
 4. A parent survey is administered to gather parent feedback. This survey determines if the needs of the parents of ELLs are met through the parental activities offered or if additional services are required to meet the needs of the parents. The parents of ELLs have expressed their need for English language classes which are currently being offered through the school. Translation services are provided to ensure successful communication.

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: **CPEMS JHS 13**

School DBN: _____

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Jacob Michelman	Principal		1/1/01
	Assistant Principal		1/1/01
	Parent Coordinator		1/1/01
Lauren Donnelly	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
Ilana Sitkoff	Other <u>School Psychologist</u>		11/14/01
	Other _____		1/1/01
	Other _____		1/1/01
	Other _____		1/1/01

LANGUAGE TRANSLATION AND INTERPRETATION 2013-2014 TO 2014-2015

Requirement under Chancellor's Regulations – for all schools

DBN: **04M013** School Name: **Central Park East Middle School**

Cluster: **6** Network: **613**

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.

All incoming students are interviewed by our family worker, parent coordinator, guidance counselor, and substance abuse counselor. The interviews are used to orient the parent to our systems, expectations, and to assess any support that is needed. The assessment for needs includes a thorough exploration of any language barriers that may be encountered for both the parent and the student. We also administer the language survey so the proper services can be set up. These services and translation needs are communicated to staff through memo and during our morning meetings.

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.

As mentioned in question 1, the translation needs of our students are communicated to staff through our weekly memo. We also share any supports set up or services being administered through our morning meeting when all staff are present. In addition, teachers meet twice a month to discuss students and debrief any new findings. Additional interventions are put in place as per the needs of the student through a written plan called Student Improvement Plans.

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.

All documents will either be translated and provided in the mailing or directions will be provided on how to access or retrieve translations for all documents mailed or backpacked home. We currently have staff for all translation needs for the variety of languages of our community. Staff will be available to translate for parents so communication can be established. If any new translation needs are required, outside of our current resources, we will reach out to vendors to provide translation for our parents and students.

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.

For all events or visitations, interpreters for parents and students will be offered. We currently have staff that speak all the languages gathered from our parent language surveys. If we encounter a student or parent who speaks a language beyond my staff's capability of translation, we will seek an outside vendor to offer translation services.

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>.

All documents provided to parents through a mailing, e-mail, or backpacking will be translated to the needed languages assessed from our language surveys or we will provide directions in the native language to access the documents translated in their preferred language. Translators will also be available for all school events.