

**2014-15
COMPREHENSIVE EDUCATIONAL PLAN
(CEP)**

DBN: (i.e. 01M001):

06M210

School Name:

TWENTY-FIRST CENTURY ACADEMY FOR COMMUNITY LEADERSHIP

Principal:

EVELYN LINARES

Comprehensive Educational Plan Outline

Section 1: School Information Page

Section 2: School Leadership Team (SLT) Signature Page

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

Section 4: CEP Overview

Section 5: Needs Assessment, Annual Goals and Action Plans

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

Section 6: Academic Intervention Services (AIS)

Section 7: Title I Program Information

Section 8: Parent Involvement Policy (PIP) and School Parent Compact (SPC)

Section 1: School Information Page

School Information

School Level: Prek-8 School Number (DBN): 06m210
School Type: Prek-8th Grades Served: Pre-K to 8th grade
School Address: 501-53-03 West 152 Street, New York, N.Y. 10031
Phone Number: 212-283-0012 Fax: 212-283-0017
School Contact Person: Evelyn Linares Email Address: elinare@schools.nyc.gov
Principal: Evelyn Linares
UFT Chapter Leader: Emilce Ortiz
Parents' Association President: Maria Garcia
SLT Chairperson: Elizabeth Silva
Student Representative(s): n/a

District Information

District: 6 Superintendent: Manuel Ramirez
Community Superintendent District 6
Superintendent's Office Address: 4360 Broadway, Manhattan, N.Y. 10033
Superintendent's Email Address: MRamire4@schools.nyc.gov
Phone Number: 917-521-3757 Fax: 917-521-3797

Cluster and Network Information

Cluster Number: 5 Cluster Leader: Deborah 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 Comprehensive Educational Plan (CEP) 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)
Evelyn Linares	*Principal or Designee	
Emilce Ortiz	*UFT Chapter Leader or Designee	
Maria Garcia	*PA/PTA President or Designated Co-President	
	DC 37 Representative, if applicable	
	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
Hector Cuevas	CBO Representative, if applicable	
Elizabeth Silva	Member/ Math Coach/ Chair of SLT	
Raquel Terrero	Member/ Parent Rep/PA	
Isabel Lobelo	Member/ ESL Teacher	
Anyelina Guzman	Member/ Parent Rep/ PA	
Rosa Garcia	Member/ Teacher 1 st grade ICT	
Wendy Hernandez	Member/ Teacher /Spanish	
Andrea Bacharach	Member/ Parent	
Adrianna Feliciano	Member/ Parent PA	
Andrea Reyes Mata	Member/ Parent	
	Member/	
	Member/	

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

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

The 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 CEP 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 Comprehensive Educational Plan (CEP) will reflect this focus and should serve as the blueprint that engages a school community in a systematic, ongoing review and analysis of student needs to identify and address root causes and implement strategies and activities that improve outcomes for students.



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

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

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

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

The Quality Review and the Capacity Framework

In order to address the six elements of the Capacity Framework, school communities should engage in improvement planning that is also informed by the NYCDOE's Quality Review Indicators and other quantitative and qualitative data.

NYCDOE's Quality Review (QR)

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

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

Next Steps for CEP Development

School Leadership Teams should engage in the following steps:

- **Step 1:** Conduct a comprehensive needs assessment informed by the school's updated NYSED accountability status and most current quantitative and qualitative data. Prioritize areas of focus for this school year.
- **Step 2:** Revisit your school's Initial Goals and Budget Alignment Form (IGBAF) and modify your goals, as needed, to align with the Capacity Framework. Ensure the annual goals are SMART – Specific, Measurable, Achievable, Relevant, and Time-bound.
- **Step 3:** Build consensus around strategies, activities, and programs to address students' needs in each action plan. Create action plans that translate into observable, effective strategies to improve student achievement.
- **Step 4:** Update your school's AIS section. All Title I schools update the Parent Involvement Policy (PIP) and School-Parent Compact (SPC).
- **Step 5:** 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: CEP Overview

Develop a narrative summary that includes:

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

The Twenty-first Century Academy for Community Leadership, P.S./I.S. 210, is a Pre-Kindergarten to Grade 8 dual language school, where high standards and multiple forms of assessments are used to evaluate the progress of children. In partnership with the Community Association of Progressive Dominicans, Inc. (ACDP), a local CBO, children and families are provided with the social/emotional, physical, and academic support that they need to be productive citizens. Our school is dedicated to achieving academic excellence for all its students, through standards-driven instruction, a nurturing environment and the development of the civic and social skills necessary to function productively. Our mission is to provide a dual language learning experience that will enable all students to become lifelong learners and leaders in their communities and in our global society.

Our current enrollment is 468 students. We have two classes per grade (K-8th) and one Pre-K. We target an average class size between 25-27 students at most. We are a screened school and seek to have a balance number of Spanish and English dominant students in our classrooms. 97% of our students are of Latino background and 3% are Black. While our Latino student population is 97% we have about a 50/50 split of students that are dominant in English and Spanish. 94% of students receive free lunch. We have a special education population of 20% which is comprised of 6 ICT classes and SETTS services. Our attendance rate for both students and teachers is 95%.

Our model for the instruction of language has changed this year. Our previous model was a 60% Spanish - 40% English, where students in Pre-k to fifth grade used Spanish all day 3 days a week (Mondays, Wednesdays and Fridays), and English all day 2 days a week (Tuesday and Thursdays). In order to ensure consistency and continuity in some of the essential curriculum areas, i.e. reading and writing, we decided as a school, with the help of our consultant Dr. Luisa Garro from Bank Street College of Education to reconfigure our model. Our current model is a 50% English and 50% Spanish model, where students receive three consecutive periods of instruction every day in each language. For example, in a cycle where Spanish is in the morning, the first three periods of instruction would be in Spanish and the next three periods of instruction would be in English, in this way students receive both Spanish and English instruction on the same day. We follow cycles of 4 weeks in order to give concentrated time to a particular curriculum area in one language.

Our school is located on 501-503 West 152 streets in Hamilton Heights and is housed in a new state of the art building where we have a gym/auditorium (gymatorium) in the cellar and fully equipped specialty rooms for Science, Art, Music, and Library. In spite of its recent construction there are many aspects of the building that need repair. It does not have proper heating and air conditioning. In addition, the design of the space was not properly thought out. The classrooms are small and have few storage spaces for materials. There are fewer offices for administrative space. In order to accommodate our growing school, our art studio had to be transformed into a 7th and 8th grade humanities classroom and the teacher lunchroom was transformed into the new art studio.

Our students on average do better than the city wide schools and we have been improving from year to year in both math and ELA. In ELA we had 16% of our students meet the ELA state standards with an average score of 2.4 of 4.5. The City average was 28% and the District was 17%. In math we showed great improvement and had 22% of the students meet State standards, with an average score at our school was 2.5 out of 4.5 in the math. The City average was 34% and the District average was 22%. So, while we can do more to improve our scores in both reading and math we have been able to maintain some of the progress from the previous year in ELA with just a 1% drop from last years ELA score. Our percentage of 4th graders passing the Science exam with 3s & 4s was 94%, which is far above the city average. A select number of 8th graders who take the Living Environment Regent pass. We also have 90% of the students that take the Spanish LOTE test passing with an average grade of 80 and above. However, only 42% of 8th graders received a

passing grade on the science test. While the average is lower than what we would like, it was much higher in comparison to our peer schools and not too far off from the citywide average

Our school provides a warm and nurturing environment where students and parents feel welcomed as evidence by our environmental survey. 94% of the students stated that they felt safe in their classes and 91% stated feeling safe in the hallways, bathrooms and cafeteria. Students feel they are being offered a varied and engaging program. 92% of the students feel satisfaction with the instructional core of our school, our systems for improvement and our school culture. We attribute this score to the fact that we offer students a variety of classes and give students a voice in selecting the specialty class they would like to participate. In addition, we have formed partnerships with many organizations in order to expose our students to a wide range of experiences before, during and after school. The programs include: an OST after school program; Champs Physical Education program after school; Zumba dance classes in the morning before school starts; Opus dance program for selected 5th, 6th, 7th and 8th grade students. Furthermore, we form advisory groups that allow students to form lasting relationships with a teacher and ten other students. One area of concern is that only 74% of student surveyed said that most adults and students were treated with respect. Although we did better than the city and the district in this area, I would like to continue to improve on this average. Students should treat and support each other both academically and socially, our goal is for students to grow both in achievement and respect for one another.

Our parents also feel that our school provides students with supportive environment in which to learn. 94% of the parents in our school are satisfied with the education that their child has received. Our parents volunteer and enthusiastically participate in classroom activities, workshops and meetings. Even if parents are unable to come to school, they are willing to support teachers by providing snacks and/or supplies for the classroom. In addition, we hold several school wide community events arranged by the parents, such as the school wide luncheon, where parents bring in a favorite dishes for lunch and we share it as a community. Their consistency and dedication are critical to the growth and school climate of our school.

Our teachers work collaboratively within and across grades and help foster a sense of community. 97% percent of the teachers would recommend this school to parents, (80% city /86% district). This percentage is significant because it reflects that teachers feel committed, valued and appreciated by the students, parents, peers, administration and other staff members. All of our teachers are licensed in the area they work in and received a rating of "effective" or better. The attendance rate for teachers is 95%.

Our school does a great job of supporting our special education students. Parents of students with IEPs appreciate the hard work that the teachers of their children extend and feel teachers go "the extra mile" to provide strategies and ideas to support students at home. In the environmental survey, 99% of the parents stated that students with disabilities are included in all activities. In addition, 88% of the parents have students with IEP stated there was enough variety of services and activities for their children. Evidence of our success with special education students can also be found on the "Quality Snapshot." On the state ELA test compared to other students who scored at the same level last year, we received a rating of "Excellent" for improvement of our students with special needs and a rating of "Good" for improvement of our lowest performing students in the bottom third. On our state math test compared to other students who scored at the same level last year, we received a rating of "Good" for improvement of students with special needs. Although we received a rating of "poor" for movement of students with special needs to the least restrictive environment, 97% of the teachers say that students with special needs are included in the appropriate least restrictive environment.

As a school we have fostered and developed many partnerships and collaborations with different organizations. We work closely with City College, Bank Street College, Boricua College and Teacher's College for support in academic development. We have received several grants to enhance our programing and offer students a variety of experiences including: CASA grant/Horticultural, OPUS, Artistic Dreams, Dance Theater of Harlem. We are also the beneficiaries of Reso 8 council grants that have helped to supply our school with laptops, computers, ELMOS and Smart-boards. We have also been able to get special councilmanic funding for a roof top playground that is at this time under construction.

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.

Part 1 – Needs Assessment

- Conduct a comprehensive assessment of your school’s academic program in response to this element of the Capacity Framework (Rigorous Instruction). This assessment should be informed by an analysis of student performance trends and any major findings from your Quality Review (QR) (and/or other relevant data).
- Summarize your school’s strengths and needs relative to this Capacity Framework element (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.

After analyzing the 2012 Quality Review we looked at our school’s “Areas of Celebration” and “Areas of Focus” as a jumping off point for what we have to do.

Our Areas of Strength as per our quality review:

- Our structures for positive learning environment, inclusive culture and student success.
- Our families regularly engaged in school decision making, activities, and open exchanges of information regarding students’ progress.
- Our strength in an aligned use of resources to support instructional goals that meet students’ needs.

Our Areas of Focus as per our quality review:

- To support and evaluate teachers through feedback using the Danielson framework and analysis of learning outcomes.
- Progress tracked at the school, teacher teams and classroom level and regularly communicated to ensure the achievement of
- Rigorous, engaging and coherent curricula aligned to the Common Core Learning Standards.

In looking at the data we saw that an area of strength and celebration was our ability to establish a positive learning environment, inclusive of culture and student success. Good communication and outreach with the parents and an alignment of school resources to support instructional goals that meet students’ needs.

In looking at our academic program as far as rigorous instruction we aligned curricular aligned assessment practices that inform instruction. Our teachers have designed performance tasks that align to the CCLS learning standards in both ELA and Mathematics. Teachers use the depth of knowledge framework to develop curricula aligned assessment practices that inform instruction. In addition, they include UDL strategies to align resources that support the instructional goals and meet the individual needs of both English Language Learners and Students with Special Education Needs.

An area of focus is our need to have consistency across classrooms and grades. Although we have developed strong performance tasks, we need to develop effective systems for tracking progress at the school, with teacher teams, and at a classroom level. In addition, we need to develop effective systems for regularly communicating progress to students and parents to ensure the achievement of learning goals. Furthermore, the quality review snapshot suggests that our school develop research-based, effective instruction that yields high quality student work.

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

Our annual goal is that by June 2015 is to develop consistency across the classrooms and grades by creating uniform systems of instruction and assessment. That will inform us on what we need to focus on as we refine our curricula to align with CCLS instructional shifts; to promote higher order thinking skills; and, to engage all students, including English

language learners and students with disabilities. As measured by our unit test in math and by the development of writing assessments given before the Literacy unit starts and at the end of the unit as measured by our September-October benchmark assessments and February mid-point assessments. Our goal is to develop independent learners through the consistency of uniform system of instruction and ongoing formative assessments. (Danielson 3D, Assessment for Instruction and Assessment as Instruction)

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>
1.			
<p>ELA</p> <ul style="list-style-type: none"> • In ELA, teachers will continue to develop units by using Teachers College and Accelerated Learning as their core curriculums and supplementing with Core Knowledge, Ready Gen and Codex. • In ELA teachers will use writing rubrics aligned to the CCLS that inform their planning when it comes to the different writing genres. The rubrics will allow teachers and students to reflect on what students can do well, what they need to improve upon and single out any misconceptions that they may have. • Lit Life Professional Development: Teachers from various grade levels have the opportunity to visit peer schools to observe demo lessons and strategies to implement in their own classroom. Selected teachers will turn key information to colleagues and apply best practices observed. <p>Math</p> <ul style="list-style-type: none"> • In mathematics, teachers will integrate and continue to develop units by integrating the Engage NY, Go Math, and Investigations curriculum and develop uniform assessments across grade levels. • Network math lab sites with Lehman college Middle school mathematics teachers participate in groups to unpack the CMP3 curriculum and host lab site for teachers from other schools to observe demo lessons that facilitate the implementation of the curriculum. 	<p>All students</p> <p>All students</p> <p>Ana Lopez Rosa Garcia</p> <p>All Students</p> <p>Karina Reyes, Yolanda</p>	<p>Sept. 2014- June 2015</p> <p>Sept. 2014- June 2015</p> <p>Dec. 2014- June 2015</p> <p>Sept. 2014 - June 2015</p> <p>Jan. 2015- June 2015</p>	<p>Teachers</p> <p>Teachers</p> <p>Christina Cepero, Ana Lopez and Rosa Garcia</p> <p>All teachers</p> <p>Elizabeth Silva, Karina Reyes, Kathie Cedillo</p>

<p>Curriculum Development</p> <ul style="list-style-type: none"> • Develop 3b of the Danielson Framework by closely studying question and discussion techniques in order to engage students and promote student independence. • Integrating Depth of Knowledge Levels when developing lessons plans and facilitating class discussions where students are supporting opinions with evidence. 	All students		
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<p>ELLs and Students with Special Needs</p> <ul style="list-style-type: none"> • Through the use of DOK levels; and UDL strategies, the Estrellita program and Wilson Foundations program the teachers will be able to better plan for students based on their instructional need. By conferring with the students and looking at student work the teachers will have a better pulse on how students learn and what they need to do to develop individual and small group plans for the students in their class. • By using Language Structures and Language Functions the teachers scaffold student learning to meet their individual needs. Through the development of a rich vocabulary in both Spanish and English the students have the tools that they need to grow in knowledge and be successful. • Through the design of Early Learning Groups (ELG) students are able to receive small group instruction two to three times a week. In the fall 1st and 2nd grade students receive the extra support, in the spring K and 1st grade students receive the extra support. • After analyzing classroom data and identifying students in need of Academic Intervention Services, the AIS team can come up with a plan for of any additional help that students may need. • Teachers will engage in inquiry work to improve student performance. Teachers select two inquiry students per class. In mathematics teachers select two students with performance in the 1.8/1.9 bracket on the Math State Test. In ELA teachers select two ELL students who scored in the 1.8/1.9 brackets on the ELA State Test. • In the middle grades, teachers will do interventions as part of their professional assignments and in this way provide additional help to students during choice time, and electives by providing ESL and SSL intervention to students who are identified as being at risk. • Inclusion committee will meet to discuss UDL strategies for 			
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<p>differentiation in the classroom. Teachers will engage in inquiry work and descriptive reviews of students work to develop a deeper knowledge of best practices for ELLs and Students with Special Needs.</p>			
<p>. Strategies to increase parent involvement and engagement</p> <ul style="list-style-type: none"> Some of the strategies to increase parental involvement and engagement for this goal is to continue to have parent conferences and workshops where parents get information on how we work as a school through our annual Curriculum Evening where we welcome the parents to the school in late September to get them to meet the teachers and hear from them firsthand what are the Instructional Expectations for their child's grade and some of the rules, procedures and goal that the teachers have for that year. We also have parent workshops provided by the guidance counselor and SAPIS worker around middle school and high school selection process as well as workshop provided by the Parent Coordinator and the guidance counselor in the early part of the year welcoming the parents to the new grade Pre-K and kindergarten. And meeting with 5th grade parents who have children going into the MS grades. The teachers also do continual outreach with parents on the Tuesday parent outreach time. During the Tuesday Parent/ Teacher outreach time the teachers provide students' families with regular communication regarding student progress through progress reports and growth reports between beginning of the year, midyear and end of year results of interim assessments. Teachers develop parent newsletters and hold parent workshops to engage parents in the academic development of their students 	<p>All Parents and caregivers</p>	<p>Multiple times throughout the year.</p>	<p>Teachers</p>
<p>Activities that address the Capacity Framework element of Trust</p> <ul style="list-style-type: none"> Set a common meeting time, two periods a week, where teachers have the opportunity to participate in common planning in their grade/study group. Devote planning time to develop ELA and Math tasks aligned to the CCLS and Danielson Framework that increase the rigor of instruction by incorporating higher order thinking skills. Through participation in PLCs, teachers enhance their leadership capacity while they work as members of collaborative teams that focus on improving their teaching and student learning. Teachers will participate in inter-visitation to develop knowledge of the strategies and best practices for engaging and supporting students with special needs. 	<p>All teachers All teachers All teachers</p>	<p>Every week Every Monday Multiple times a year</p>	<p>All teachers All teachers Christina Cepero, Elizabeth Silva</p>

<ul style="list-style-type: none"> Lit Life Professional Development: Teachers from various grade levels have the opportunity to visit peer schools to observe demo lessons and strategies to implement in their own classroom. Selected teachers will turn key information 	Elementary students	Dec. 2014- June 2015	Christina Cepero, Ana Lopez and Rosa Garcia
<ul style="list-style-type: none"> Network math lab sites with Lehman College. Middle school mathematics teachers participate in groups to unpack the CMP3 curriculum and host lab site for teachers from other schools to observe demo lessons that facilitate the implementation of the curriculum. 	Middle school students	Jan. 2015- June 2015	Elizabeth Silva, Karina Reyes, Kathie Cedillo Yolanda Torres

Part 4 – Resources Needed

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

Human resources: Teachers, coaches, consultants and staff developers

Schedule adjustments: Creating times within the schedule for common planning periods

Instructional resources: Printing of curriculum units, per session opportunities, substitutes for teachers

Part 5 – Budget and Resource Alignment

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

X	Tax Levy	X	Title I Basic	X	Title IIA	X	Title III	X	Grants
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List below any additional funding sources that will be utilized to support achievement of the goal.

- Network 511- FHI 360 will fund the Lit Life professional development and Lehman Mathematic Project Lab sites at PS 210.

Part 6 – Progress Monitoring

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

- Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.
- Specify a timeframe for mid-point progress monitoring activities.
- Teachers develop, administer and reflect on at least two pre and post on demand performance tasks that are uniform by grade level. Teachers will use this information to reflect on the rigor of instruction of the particular curriculum unit. The mid-point progress will take place in February 2015.

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

<ul style="list-style-type: none"> Did the school meet the mid-point benchmark(s) in the timeframe specified? 	x	Yes		No
<ul style="list-style-type: none"> If the mid-point benchmark(s) was not met, describe any revisions made to the action plan to achieve the goal? 				

Section 5: Needs Assessment, Annual Goals and Action Plans

Section 5B – Capacity Framework Element - Supportive Environment: The school establishes a classroom and school culture where students feel safe, supported, and challenged by their teachers and peers.

Part 1 – Needs Assessment

<ul style="list-style-type: none"> Conduct a comprehensive assessment of your school’s academic program in response to this element of the Capacity Framework (Supportive Environment). This assessment should be informed by an analysis of student performance trends and any major findings from your Quality Review (QR) (and/or other relevant data). Summarize your school’s strengths and needs relative to this Capacity Framework element (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data sources.
<ul style="list-style-type: none"> According to the 2012 Quality Review our school is exceeding the target in terms of school environment. In the 2013-2014 Quality Snapshot 90% of students feel that their school offers a wide variety of programs, classes, and activities to keep them interested in school. 94% of parents are satisfied with the education their child has received. 91% of students feel safe in the hallways, bathrooms, locker rooms and cafeteria. 97% of teachers would recommend this school to parents. However, 74% of students say that most students at the school treat each other with respect. <p style="text-align: center;">Even though the school scored a 74%, which was higher than the District and the City, this is an area of priority.</p>

Part 2 – Annual Goal

<p>List your school’s 2014-15 goal for improving student outcomes and school performance that addresses Capacity Framework element – Supportive Environment. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and should be written as SMART – <u>S</u>pecific, <u>M</u>easurable, <u>A</u>chievable, <u>R</u>elevant, and <u>T</u>ime-bound.</p>
<p>By the end of June 2015 our goal is to develop a series of lessons and activities that helps to build a community of respect among middle school students as measures by an informal midpoint survey taken in March where at least 70% of the students respond positively towards a positive school climate and in June or July where at least 75-80% of student responding in the environmental survey that students treat each other with respect.</p>

Part 3 – Action Plan

Activities/Strategies: Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including:	Target Group(s) <i>Who will be targeted?</i>	Timeline <i>What is the start and end date?</i>	Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i>
<ul style="list-style-type: none"> Research-based instructional programs, professional development, and/or systems and structures needed to impact change Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). Strategies to increase parent involvement and engagement Activities that address the Capacity Framework element of Trust 			
<ul style="list-style-type: none"> Advisory and counseling sessions provide students with a place to discuss challenges they face with peers both in school and at home. 	All students	Sept.-June	Classroom teachers; Admin. Staff
<ul style="list-style-type: none"> Teachers develop culturally responsive curricula where 	All students	Sept.-June	Classroom

<p>students see themselves reflected in the curriculum and are engaged by the curriculum.</p> <ul style="list-style-type: none"> • “Choice time” allows a student to develop social skills with peers in different grades while developing areas of interest. • Town hall meetings allow students to celebrate accomplishments and discuss areas of concern in a structured environment. • Student Internet Safety classes and Gang Awareness classes are conducted with the grades 5 – 8. These classes are conducted by the NYPD Youth Division and allow students to develop an awareness of respect online and target cyber bullying. 	<p>All students</p> <p>All students</p> <p>All students</p>	<p>Sept.-June</p> <p>Sept.-June</p> <p>Sept.-June</p>	<p>teachers; Admin. Staff</p> <p>Classroom teachers; Admin. Staff</p> <p>Classroom teachers; Admin. Staff</p> <p>Classroom teachers; Admin. Staff</p>
<ul style="list-style-type: none"> • Teachers engage students in activities that help them to develop trust and social skills through morning meetings; town hall meetings; and school wide activities where we come together as a school. • Literacy celebrations develop a sense of community and allow students to celebrate their cultural backgrounds. • School wide activities such as field day and community sing along build students sense of community • Peer tutoring allows students to build trust with other peers by supporting each other in academic. • Buddy reading program between the elementary students and the middle school students helps establish a sense of community between the elementary and middle school. 	<p>All students</p>	<p>Sept.-June</p>	<p>Classroom teachers; Admin. Staff</p>
<ul style="list-style-type: none"> • Through invitations from the teachers to the parents for different activities at the school ie. Literacy celebration, school presentations, classroom visits and one on one meetings with parents on Tuesdays. The parents will be able to increase their involvement with the students and the school. 	<p>Parents</p>	<p>Sept.-June</p>	<p>Classroom teachers; Admin. Staff</p>
<p>By having the teachers invite the parents to class activities, trips, school events, parent conferences, PA meetings, workshops parents feel welcomed in the school and can help support the school environment and development of community among the teachers, students and parents.</p> <ul style="list-style-type: none"> • ACDP /Audubon Youth Partnership • Casa Grant / Horticultural • Reso 8 computer laptops • Artistic Dreams • SONYC210 OST after school program • OPUS dance program • K to 5th grade afterschool paid for by parents. 	<p>Parents</p>	<p>Sept.-June</p>	<p>Classroom teachers; Admin. Staff</p>

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Part 4 – Resources Needed

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

Human Resources: Counselor, Teachers, Coaches, Administration
 Instructional Resources: Advisory Program, Culturally Relevant Curriculum
 Schedule adjustments to allow presentations to classes.

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 IIA		Title III	X	Grants
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List below any additional funding sources that will be utilized to support achievement of the goal.

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Part 6 – Progress Monitoring

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

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

Monitoring for the program will be made through:

- visits and observations by SLT members
- through parent and student surveys.
- By having teachers in teams engage in a reflective process where they identify area of growth mid-way through the year.

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

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

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Section 5: Needs Assessment, Annual Goals and Action Plans

Section 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.

Part 1 – Needs Assessment

- Conduct a comprehensive assessment of your school’s academic program in response to this element of the Capacity Framework (Collaborative Teachers). This assessment should be informed by an analysis of student performance trends and any major findings from your Quality Review (QR) (and/or other relevant data).
- Summarize your school’s strengths and needs relative to this Capacity Framework element (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data sources.

Teachers collectively ensure that learning needs are met during study group. During bi-weekly study group, teachers are given the opportunity to collaborate and discuss student work through inquiry or descriptive review. Teachers have the option to be in an ELA or math group to plan for the year. The ELA coach and Math coach devise a plan together with the teachers based on the feedback on the quality review and data gathered from student work. As a result, instructional strategies targeting different groups of students are aligned across classrooms. Teachers evaluate the effectiveness of these discussions through ongoing reflective feedback. After several meetings on sharing best practices and analyzing student work through inquiry, teachers and coaches conduct learning walks to continue the planning and effectiveness of the implementation of strategies.

Learning walks at our school are conducted during study group time to give teachers the opportunity to visit other teachers on a particular target area. Last, year we had 3 cycles of inter-visits where teams of teachers observed other teachers in the area of 3b: questioning and discussion techniques. This decision was based on the analysis of the ELA and math scores. Teachers also gathered evidence from the predictive, Fountas and Pinnell and other interim assessments used in the classroom. This data showed that students had difficulties understanding open-ended questions; as a result intervention was required for groups of students who made little improvement. This year, our focus will continue to be on questioning and discussion, but through the lens on conferring 3d: using assessment in instruction. Teachers will observe each other during a conference AND also record low inference notes on the type of questions that are being asked from the teacher and students. Immediate actionable feedback is given through the lens of critical friends which are discussed during our bi-weekly study group meetings.

Also, in reviewing teachers survey during the beginning of the school year, specific areas have been identified based on the needs of the teachers. As a committee of teachers, coaches and administrators we discussed these areas and also identified other target areas that are aligned to the school wide goals and quality review feedback. Teachers also collaborate during the Monday PLC (professional Learning Communities) Teachers have the option to select an area that they would like to focus on. The work that the teachers do during this time has been planned out in cycles of 5 weeks. During these cycles teachers are creating an action plan, modeling best practices and providing each other with feedback and suggestions. During the last cycle of planning, all teachers meet together and share out the work they did and also discuss some of the success and challenges.

Teachers also participate in different professional development opportunities that are offered by the network. Last year, our middle school teachers participated in a series of professional learning cycles at a hosting site. They were given the opportunity to tour another school’s classroom and team and learn that building’s culture. Teachers observed lessons delivered by the literacy consultant from Lit Life. Teachers commitment to these learning inquiry cycles require to share what they learned from the visit with the other teachers and also apply specific strategies in their own classroom.

that can help them further understand what they need to learn. Also through the use of periodic assessments, teachers can also pin point areas where they have to reteach to the whole class, small group or one on one.			
<ul style="list-style-type: none"> By inviting the parents to Tuesday parent meetings to explain how they can better help their child at home. Inviting them to school activities, events and workshops where the parents can see at the grade and across grades how it is that learning takes place. Teachers are encouraged to communicate regularly with families. Teachers communicate to families about supports needed to help their child advance in the class and areas of growth. By inviting parents to curriculum evening to discuss strategies that will be used in the classroom; through PA meetings where Instructional shifts are explained ; through workshop done by the teachers, staff developers and administrators explaining changes in the curriculum and instructional shifts, or just sharing study habits and strategies that they can do to help their child at home. Our parent coordinator has developed strong external relationships to support families. 	Parents	Sept. - June	Teachers
	Parents	Sept. - June	Teachers
	Parents	Sept. - June	Teachers
	Parents	Sept. - June	Teachers, Parent Coordinator, Coaches, PA council
<ul style="list-style-type: none"> By having the teachers study, work and plan together they develop community among each other where they can feel comfortable in sharing good practices, discussing concerns, and the modeling of good practices to one another through inter-visitations and learning walks. 	Parents	Sept. - June	Parent coordinator
	Teachers	Sept. - June	Administrator, Coaches

Part 4 – Resources Needed

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

Study group time; staff developers; Chris Coombs, Math Consultant, Dr. Jane Spielman, Educational Options. And FHI staff developers.

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 IIA	x	Title III		Grants
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List below any additional funding sources that will be utilized to support achievement of the goal.

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Part 6 – Progress Monitoring

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

planning. In this part:

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

Create a time frame and schedule of activities to be done from sept to June and monitor how it is going during monthly assessment meeting with the staff.

Part 6b. Complete in February 2015.

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

Section 5: Needs Assessment, Annual Goals and Action Plans

Section 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.

Part 1 – Needs Assessment

- Conduct a comprehensive assessment of your school’s academic program in response to this element of the Capacity Framework (Effective School Leadership). This assessment should be informed by an analysis of student performance trends and any major findings from your Quality Review (QR) (and/or other relevant data).
- Summarize your school’s strengths and needs relative to this Capacity Framework element (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data sources.

In looking at the 2011-2012 overview of our Quality Review we saw that we had things that we did well and things that we could improve upon:

What we do well

- The school has a safe, nurturing environment that supports adult and student learning in order to improve student outcomes. (1.4)
- The school has systems and structures to support families in understanding student progress, resulting in shared responsibility for student achievement. (2.4)
- School administrators and staff effectively communicate high expectations to families, resulting in wide support for achieving school learning goals. (3.4)
- The school collects and analyzes summative and interim data in order to make curriculum and instructional decisions that support student progress. (2.2)
- The principal’s use of resources and organizational decisions are well aligned to the school’s instructional goals to accelerate student learning. (1.3)
- The school regularly evaluates data gathering systems to assess and revise curricular and assessment practices to assure that they lead to improved academic outcomes. (5.1)

What we need to Improve:

- Increase the rigor of curricular units, tasks and questioning techniques to promote higher order thinking skills in all students. (1.1)
- Ensure that lessons are consistently differentiated across classrooms to challenge and engage all students, including English language learners and students with disabilities. (1.2)
- Improve the quality and consistency of feedback provided to students to deepen understanding of individual student performance and promote student independence towards achieving learning goals. (3.3)

Further refine feedback provided to teachers as a result of cycles of observations to improve teacher practice in order to increase student performance. (4.1)

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

Through ongoing distributive leadership, continue to support teachers and other administrative staff to develop as effective, reflective practitioners. By empowering teachers to take on leadership roles and see their roles as essential in both the academic and social/emotional growth of our students. To ensure the development of teachers’ leadership capacities as per the Danielson Framework. As measured by a mid-year teacher reflection survey and an end year summary of activities that reflect ongoing distributive leadership.

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>
<ul style="list-style-type: none"> • Collaborate with FHI achievement coaches, Chris Coombs, consultant from Generation Ready (math), Dr. Jane Spielman, consultant from Educational Options (ELA) to help Christina Cepero (ELA coach) and Elizabeth Silva (Math coach) to develop plans, strategies, and systems that empower teachers and encourage them to take on leadership roles. • Revise our Dual Language allocation policy to ensure parity of time spent in English and Spanish instruction through a collaborative effort between faculty, school leadership and Dr. Luisa Costa from Bank Street College. 	Teachers	Sept. - June	Administration, Coaches, Consultants
<ul style="list-style-type: none"> • By using a combination of curricula and strategies we are able to accommodate for those students who need targeted teaching instruction, while at the same time highlighting and developing teacher leaders. To this end, we are focusing on Danielson 3D, <i>Assessment for and as instruction</i>. In order to granularly identify specific needs we are training teachers to utilize multiple measures to help students become more independent learners. For example teachers are using base line assessments, individual conferences and student-friendly rubrics and goal setting to zero in on discrete skills. 	Teachers	Sept. - June	Administration, Coaches, Consultants
<ul style="list-style-type: none"> • Providing teachers with systems and structures that enable them to take leadership roles in communicating with parents and engage in initiatives such as the following: • Sending newsletters home indicating the work that is going to be done for the week and sharing a brief explanation to the parents as to what is going on. • Meeting with the parents to explain the Quality Review Snapshot. • Encouraging faculty to hold regular family workshops such as a recent 4th grade math parent workshop. • Collaborating with the family coordinator and the school librarian on inclusive family programs i.e. parent book clubs and student book fair with parent volunteers. 	Parents	Sept. - June	Teachers

<ul style="list-style-type: none"> As school leaders we look to celebrate what is working and improve what needs to be done better. All along the way we make sure that teachers are heard in terms of their needs, concerns and interests. We also look for talent in those teachers who have more strengths, knowledge and experience in one area who can share what they know during the Monday PD meetings and /or during study groups. The staff developers serve as facilitators and encourage teachers to share with each other strategies that work; materials that are effective for differentiation and time for a continued alignment of their lessons across the grades and on the grades. 	Teachers	Sept. - June	Administrators, Coaches, Consultants
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Part 4 – Resources Needed

Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc.
Study group time; Monday PD time; per session (if available) for curriculum planning.

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 IIA	x	Title III		Grants
List below any additional funding sources that will be utilized to support achievement of the goal.									

Part 6 – Progress Monitoring

Part 6a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. In this part:				
<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. 				
<ul style="list-style-type: none"> To visit all classrooms at least once and provide feedback to teachers through the Measure of Teacher Practice. To attend Monday PD sessions for 5 to 6 weeks led by teachers and have a school wide congress where teachers can present what has been learned in the different groups, and reflect on the learning cycle before moving on to another cluster where once again leadership roles are divided by staff for the next cycle. 				
Part 6b. Complete in February 2015.				
<ul style="list-style-type: none"> Did the school meet the mid-point benchmark(s) in the timeframe specified? 	x	Yes		No
<ul style="list-style-type: none"> If the mid-point benchmark(s) was not met, describe any revisions made to the action plan to achieve the goal? 				

Section 5: Needs Assessment, Annual Goals and Action Plans

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

Part 1 – Needs Assessment

- Conduct a comprehensive assessment of your school’s academic program in response to this element of the Capacity Framework (Strong Family and Community Ties). This assessment should be informed by an analysis of student performance trends and any major findings from your Quality Review (QR) (and/or other relevant data).
- Summarize your school’s strengths and needs relative to this Capacity Framework element (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data sources.

Our parents feel that our school provides students with a supportive environment in which to learn. 94% of the parents in our school are satisfied with the education that their child has received. Our parents volunteer and enthusiastically participate in classroom activities, workshops and meetings. Even if parents are unable to come to school, they are willing to support teachers by providing snacks and/or supplies for the classroom. In addition, we hold several school wide community events arranged by the parents, such as the school wide luncheon, where parents bring in a favorite dishes for lunch and we share it as a community. Their consistency and dedication are critical to the growth and school climate of our school.

In our 2012 Quality Review, one of the areas of celebration was around our parent involvement. The superintendent found that “families regularly engaged in school decision making, activities, and an open exchange of information regarding students’ progress toward school and class expectations.”

Although we traditionally do a good job of communicating with parents, we would like to make sure we are consistently communicating with parents both about strengths and struggles students face and tracking our interactions with parents to ensure we are reaching out to all parents.

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

By June 2015 all teachers will have had communicated with the parents of each student at least 5 times a year. Through school events, parent workshops and meetings, newsletters, through Tuesday parent engagement meetings, and through emails and robo calls in order to keep the lines of communication open with the parents at all times. As measured through summary of ongoing communication both in February and in June.

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

Target Group(s)

Who will be targeted?

Timeline

What is the start and end date?

Key Personnel

Who is responsible for implementing and overseeing the activity/strategy?

<ul style="list-style-type: none"> Activities that address the Capacity Framework element of Trust 			
<p>In the beginning of the year we have an orientation with the parents that are new to our school, Pre-k and Kindergarten and we discuss with the parents the transition into elementary school.</p>	Pre- K and Kindergarten parents	Sept.	Concepcion Quezada, Parent Coordinator
<p>In September we have meetings with the 5th grade students and parents & 8th grade students and parents to discuss the shift to middle school and high school.</p>	5 th and 8 th grade parents	Sept.	Concepcion Quezada, Parent Coordinator, Monica Benavides, Counselor
<p>We hold parent meetings throughout the year where parents have the opportunity to speak with teachers and ask questions about activities, expectations and policies items.</p>	Parents	Sept. - June	Teachers
<p>Teachers also meet with parents in small groups or one on one to discuss students' needs and strategies that they can use at home to help their children.</p>	Parents	Monthly	Teachers
<p>We invite parents to school activities and events where they can see what we are doing in school. I.e. Literacy Celebrations; parent book clubs; Science presentations etc.</p>	Parents	Jan. - June	SLT members, coaches, teachers
<p>We also invite parents to do learning walks in our school as part of the SLT activities. We invite parents to participate in activities where they can learn how to use technology to access important information on their children.</p>	Parents and students	Sept. - June	Teachers
<p>We have community building activities. I.e. December Holiday luncheon; end of the year field day trip; trips to the museum with parents and students; cooking classes; exercise classes with parent and children.</p>	Parents	Sept. - June	Dulce Marti, SAPIS counselor
<p>And many informative workshops on cyber bullying; domestic violence; gangs; internet responsibility and fire prevention.</p>	Parents	Sept. - June	Concepcion Quezada, PA coordinator
<p>Parents are reached out to by email; robo calls; letters, fliers and newsletters to ensure they are aware of the many activities in our school.</p>	Parents	Sept. - June	
<p>All parents get invited to the different workshops that help parents to better understand how their students are doing in school and how they can help their children do better in school.</p>	Parents	Sept. - June	Inclusion Committee
<p>See above</p>			
<p>See above</p>			

Part 4 – Resources Needed

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

Human resources: Coaches, Teachers, SLT members, Parent Coordinator, SAPIS counselor, Guidance Counselor, Teachers
 Instructional resources: Computers
 Schedule adjustments: Time for meetings with parents or coverage for meetings

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 IIA	x	Title III		Grants
List below any additional funding sources that will be utilized to support achievement of the goal.									

Part 6 – Progress Monitoring

<p>Part 6a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. In this part:</p> <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. 				
<p>In February, we will hold a parent survey to uncover how parents feel about the various ways that school has communicated with them.</p>				
<p>Part 6b. Complete in February 2015.</p>				
<ul style="list-style-type: none"> Did the school meet the mid-point benchmark(s) in the timeframe specified? 	x	Yes		No
<ul style="list-style-type: none"> If the mid-point benchmark(s) was not met, describe any revisions made to the action plan to achieve the goal? 				

Section 6: Academic Intervention Services (AIS)

(Required for All Schools)

Directions: Schools need to maintain accurate records of students who are receiving Academic Intervention Services (AIS) to ensure that students who are not achieving at proficiency receive effective and timely assistance. These records need to be made available upon request and indicate the total number of students receiving AIS in each subject area listed below and for each applicable grade in your school.

Type of Academic Intervention Service (AIS)	Criteria for determining AIS services	Type of Program or strategy (e.g. repeated readings, interactive writings, etc.)	Method for delivery of service (e.g. small group, one-to-one, tutoring, etc.)	When the service is provided (e.g. during the school day, before or after school, etc.)
English Language Arts (ELA)	<p>Students are identified academically at risk by their classroom teacher who implements intervention. Teachers are given opportunities during study group to analyze the data from June. They use this information to form small groups. We use the Benchmark Fountas and Pinnell Reading System to identify students reading level. We also use the Common Core Learning Standard Rubric to evaluate the narrative, informational and the opinion and argument writing. We use this information to group students who are struggling, students who are performing on grade level and students who are accelerating.</p>	<p>ELG (Early Literacy Groups) for grades K-2</p> <ul style="list-style-type: none"> • Classroom teachers, coach and ESL teachers work with 5-6 students 3 times a week at the same time. • During this time teachers pick up their group and work on guided reading, word study, or specific writing skills based on classroom interim assessments provided by the classroom teachers. • In grades 3-5 teachers have guided reading scheduled in every day. They confer with students on an ongoing basis to identify students who need the most support and also students who need to be challenged. <p>In grades 6-8 we have a specific time carved out in the schedule to have intervention/</p>	<p>All students receive small group instruction during ELG (early literacy group) time. Intervention and enrichment support are in place for each group which consists of 5-6 students.</p>	<p>These services are happening during the school day. ELG and LG time has been added in the schedule as a time for teachers to work with a small group, meet with same grade teacher to plan and reflect on best practices, and also regroup on a monthly basis depending on the growth the students made.</p>

		<p>enrichment. During LG (literacy groups) two middle school teachers push in three times a week and work with a small group of students on a specific skill. Our focus this year has been on opinion and argument based on the results from the baseline writing in September.</p>		
<p>Mathematics</p>	<p>Students are identified academically at risk by their classroom teacher who implements intervention. Teachers are given opportunities during study group to analyze the data from June. They use this information to form small groups. Teachers group students by skill/strand that needs mastery and create problems of the day that help students</p>	<ol style="list-style-type: none"> 1. Teachers review material that needs mastery through differentiated problems of the day. 2. Peer tutoring during choice time for grades 6, 7, and 8 graders at week. 3. Additional Math/Science /Technology Class given as problem solving strategies. 4. Math coach pushes into classes once a week to provide additional support and facilitate small group instruction of at risk students during the class period. 5. Math teachers have one period of math intervention to work with at risk students. <p>ELG (Early Literacy Groups) for grades K-2</p> <ul style="list-style-type: none"> • Classroom teachers, coach and ESL teachers work with 5-6 students 3 times a week at the 	<ol style="list-style-type: none"> 1. One- to -one peer tutoring 2. Small group instruction (push/in or pull/out) 	<p>These services are happening during the school day. Intervention time is added in the schedule as a time for teachers to work with small groups. Common preparation periods are scheduled so teachers can meet with same grade teachers to plan and reflect on best practices, and also regroup on a monthly basis depending on the growth the students made.</p>

		<p>same time.</p> <ul style="list-style-type: none"> • During this time teachers pick up their group and work on guided reading, word study, or specific writing skills based on classroom interim assessments provided by the classroom teachers. • In grades 3-5 teachers have guided reading scheduled in every day. They confer with students on an ongoing basis to identify students who need the most support and also students who need to be challenged. <p>In grades 6-8 we have a specific time carved out in the schedule to have intervention/enrichment. During LG (literacy groups) two middle school teachers push in three times a week and work with a small group of students on a specific skill. Our focus this year has been on opinion and argument based on the results from the baseline writing in September.</p>		
Science	During electives one teacher pushes in to the living environment class to work with a specific group of students.	<p>Middle school teacher push in two times a week and works with a small group of students on specific skills.</p> <p>1. Teachers review</p>	Push in/ small group	During the school day

		<p>material that needs mastery through differentiated problems of the day.</p> <p>2. Peer tutoring during choice time for grades 6, 7, and 8 graders at week.</p> <p>3. Additional Math/Science /Technology Class given as problem solving strategies.</p> <p>4. Math coach pushes into classes once a week to provide additional support and facilitate small group instruction of at risk students during the class period.</p> <p>5. Math teachers have one period of math intervention to work with at risk students.</p>		
Social Studies	ELA/Social studies small group instruction with teacher push in.	Middle school teacher push in two times a week and works with a small group of students on specific skills.	Push in/ small group	During the school day
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	Students are identified at risk by their classroom teachers who implement graduated intervention strategies including small group and differentiated instruction At risk students may also be referred to the Pupil Personnel Team for possible	The school's guidance department is staffed by a full-time bilingual school counselor, a part-time school counselor, and a full-time SAPIS (Substance Abuse Prevention and Intervention Services) counselor. They provide individual counseling, small	Individual counseling and small group counseling	During the school day

	<p>psycho-educational evaluation and special education services.</p> <p>We also provide at risk counseling and academic tutoring to our at risk students through services offered by our local CBO, The Community Association of Progressive Dominicans, Inc.</p>	<p>group counseling and crisis intervention to students and families at risk, including referrals for community based supports and mental health services as needed. The full-time counselor supervises the Middle School Advisory Program in which small groups of students are paired with a faculty advisor who they meet with on a weekly basis to receive academic and social support with an emphasis on career, high school and college readiness training.</p>		
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Section 7: Title I Program Information

Directions:

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

Part 1: Title I Status

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

Part 2: All Title I Schools

2a. Highly Qualified Teachers (HQT)

Describe the strategies and activities including strategies for recruitment, retention, assignments, and support including high quality professional development that ensures staff is highly qualified.
<p>Some of the strategies and activities that we have in place to ensure that we hired the most highly qualified teachers are as follows:</p> <p>Recruitment:</p> <ul style="list-style-type: none"> • Notices and letters of recommendations are sent to our local institutions of higher education i.e. City College, Bank Street College of Education, Teachers College, Boricua College and more. • We look in house to the teachers that come to us from Colleges for student teaching • We look at our Bilingual Pupil Services interns for possible candidates • Word of mouth and in house teacher recommendation • We also look at the open market for possible candidates. <p>Once teachers are recruited we have them come in for an extensive interview where a team of teachers, parents and myself interview them for their knowledge on teaching strategies, behavioral management; and parent/community involvement. If we like them we have them come in to do a demo lesson and then as a team we choose the most highly qualified person for the job.</p> <p>Retention:</p> <ul style="list-style-type: none"> • As a school we always look to retain effective teachers in our school. Part of what we do to retain them is to be as supportive of possible in the helping them with issues in their classrooms; we encourage them to continue growing as practitioners and encourage them to take on leadership roles in their study groups; in their grade cohort we provide them with coaches to help them to carry out and make sense of what the goals for the year are and support them in aligning the new curriculum to the Instructional Shifts and the CCLS, • We provide teachers with opportunities to take on leadership roles in our curriculum planning; we treat our teachers with respect and support them in taking on leadership roles in the school. I.e. Inclusion committee, curriculum planning. We have them share their knowledge and expertise with the school community and encourage inter and intra- visitations among each other and outside the school. <p>Assignments:</p> <ul style="list-style-type: none"> • We assign teachers based on their interest, seniority and strengths; <p>Professional Development:</p> <ul style="list-style-type: none"> • We view professional development opportunities as an integral part of teacher development. Where teachers are allowed to

reflect on practice, solidify their understanding on what is effective instruction. And do inter and intra-visitation on what effective practice should look like

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).

- Teachers engage in biweekly study groups centered on inquiry work around student progress. Teachers have a choice of participating in either the ELA or Mathematics study group. The groups are divided into cohorts in grades K-2; 3-5; and, 6-8. Within the cohorts the teachers are allowed to choose an area of interest between literacy and Math. Planning for the year's PD is made based on study of our student achievement levels and what is recommended by the Quality Review. During our PD meetings teachers discuss strategies for the vertical alignment of the curricula.
- In the early part of the year the study group participants analyze student baseline data to identify class gaps and specific- student gaps. They used the data to improve teacher practice and for lesson sequence. Teachers who administer and grade MOSL assessments use the information gather data that will inform their instruction. They created student groups focusing on skills or standards that need to be reinforced. Teachers also integrated the various Core Curriculum programs into their existing units and discussed how to use the new resources to best fit the needs of their diverse students. This year time is being devoted to 3d of the Danielson Framework which is to look at student work an assessment to see what students know, and to look for possible gaps and misconceptions that they may have in their learning.
- We also engage in Inquiry work that focuses on students that are high level 2s and those that are in the lowest third of the performance list in ELA and Math.
- Teachers participate in professional development programs offered by the New York City Department of Education, Teacher's College. All teachers attend the Common Core professional development sessions offered by the DOE.
- Our school serves as a middle school lab site for Lit Life. Middle school teachers work with Lit Life staff developer who models good practices and assist teachers in the development of lessons.
- Our school also serves as a site that host teachers visiting from other schools in our Network.
- Lit Life Professional Development: Teachers from various grade levels have the opportunity to visit peer schools to observe demo lessons and strategies to implement in their own classroom.
- Learning walks- Teachers engage in inter-visitations to observe teachers practice.
- Generation Next Consultants - Middle school mathematics teachers' work with Chris Coombes to develop and implement units and assessment tasks aligned to the Common Core.

Network Math Lab Sites with Lehman College: Middle school mathematics teachers participated in groups to unpack the CMP3 curriculum and have the opportunity to visit peer schools to observe demo lessons that facilitate the implementation of the curriculum.

Part 3: TA Schools Only

3a. Use of Program Resources

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

n/a

3b. TA Coordination with the Regular Program

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

n/a

Part 4: SWP Schools Only

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

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

Our school does orientation meeting with parents that have an interest in our school to let them know; what our school is about; what are our expectations; what are our rules for attendance and lateness; uniform policy; homework policy and snack policy.

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.

For Math the K-2 teachers created and revised baseline assessments that they use 3 times a year; for grades 3-8 teachers administered the baseline exam introduced by the Bd. Of Education known as the MOSL; We also integrate the ELA and Math Core Curriculum introduced by the Bd. Of Ed.; In ELA we use the 6+1 Traits Rubrics to evaluate student writing in the beginning and at the end of the year; introduce the Benchmark assessment program by Fountas & Pinnell in English for grades Kg. 8 in English; and we use the WRAP (Writing Reading Assessment Profile in Spanish in grades 3 to 8 We use the Estrellita program as our RTI program in Spanish and Foundations in English. In the case of both the Estrellita and the Foundations program we have sent teachers and their paras out for training in the use of Estrellita. We have also put in place many RTI strategies that have been turn keyed by our ELA coach and AP, who attended the training for RTI. Parts of our strategies have been to look at creative ways to give extra support to our targeted students.

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 (CEP) 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	\$ 295,790	X	p.13, 16,19,23 ,26
Title I School Improvement 1003(a)	Federal	\$		
Title I Priority and Focus School Improvement Funds	Federal	\$		
Title II, Part A	Federal	\$ 36,713	X	p.13,
Title III, Part A	Federal	\$ 18,740	X	p.13, 16, 19,23 ,26
Title III, Immigrant	Federal	\$		
Tax Levy (FSF)	Local	\$ 2,500,665	X	p.13, 16, 19,23 ,26

¹Explanation/Background:

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

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

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

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

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

- **Title I, Part A – Schoolwide Programs:** To upgrade the entire educational program in the school in order to improve the academic achievement of all students, particularly the lowest-achieving students. This includes provision of services for Students in Temporary Housing (STH).
- **Title I School Improvement 1003(a)** - support implementation of school improvement activities identified through the Diagnostic Tool for School and District Effectiveness (DTSDE) reviews or a school review with district oversight and included in the DCIP/SCEP.
- **Title I Priority and Focus School Improvement Funding:** support implementation of school improvement plans that aims to improve instruction and address the identified needs
- **Title II, Part A:** Supplementary funding to improve student academic achievement by reducing class size in grades K, 1, 2, and 3, with an emphasis on grades with average register greater than 20.

If space is not available to form additional classes, funds may support push-in teacher(s) to supplement the instructional program.

- **Title III, Part A:** To help ensure that children with limited English proficiency become proficient in English, develop high academic attainment in English, and meet the same challenging State academic content and achievement standards in the core academic subjects that all other children are expected to meet. Another purpose of this program is to increase the capacity of schools to establish, implement and sustain high-quality language instruction programs and English language development programs that assist schools in effectively teaching students with limited English proficiency. Title III, Part A is also designed to promote the participation of parents and communities of limited English proficient children in English language instruction programs.
- **Title III Immigrant:** Supplementary and enhanced services to LEP/ELL immigrant students, in the areas of English language acquisition and content area achievement.

Important Note: The following funds may not be consolidated:

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

Section 8: 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 CEP 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. **[Twenty-first Century Academy for Community Leadership]**, 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. **Twenty-first Century Academy for Community Leadership** 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)

Twenty-first Century Academy for Community Leadership, 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 promptly 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 06	Borough Manhattan	School Number 210
School Name Twenty-first Century Academy for Communi		

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 Evelyn Linares	Assistant Principal Camilo Mejia
Coach Elizabeth Silva /Math	Coach Christina Cepero / Literacy
ESL Teacher Isabel Lobelo, ESL /MS	Guidance Counselor Monica Benavides
Teacher/Subject Area Soledad De Leon, ESL/Elem.	Parent Maria Garcia
Teacher/Subject Area type here	Parent Coordinator Concepcion Quezada
Related Service Provider Berta Sanchez Martin	Other Josefina Baez, NLA/SS MS
Network Leader(Only if working with the LAP team) Dr. Jorge Izquierdo	Other Wendy Hernandez NLA/SS MS

C. Teacher Qualifications

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

Number of certified ESL teachers currently teaching in the ESL program.	2	Number of certified bilingual teachers <u>not</u> currently teaching in a bilingual program	0	Number of teachers who hold both content area and ESL certification	0
Number of certified bilingual teachers currently teaching in a bilingual program	24	Number of certified NLA/foreign language teachers	2	Number of teachers who hold both a bilingual extension and ESL certification	1
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	6

D. Student Demographics

Total number of students in school (Excluding Pre-K)	468	Total number of ELLs	163	ELLs as share of total student population (%)	34.83%
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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 checked="" type="checkbox"/>	No <input type="checkbox"/>	If yes, indicate language(s): Spanish

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

ELL Program Breakdown														Tot #
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Transitional Bilingual Education <small>(60%:40% → 50%:50% → 75%:25%)</small>														0
Dual Language <small>(50%:50%)</small>	2	2	2	2	2	2	2	2	2					18
Freestanding ESL														
Push-In				1				1	1					3
SELECT ONE														0
Total	2	2	2	3	2	2	2	3	3	0	0	0	0	21

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	163	Newcomers (ELLs receiving service 0-3 years)	99	ELL Students with Disabilities	46
SIFE	10	ELLs receiving service 4-6 years	30	Long-Term (completed 6+ years)	26

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

	ELLs by Subgroups									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	99	9	9	14	1	26	26	0	21	139
ESL										0

ELLs by Subgroups										
ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			Total	
	All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD	
Total	99	9	9	14	1	26	26	0	21	139
Number of ELLs who have an alternate placement paraprofessional: <u>0</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													

*EP=English proficient student

Dual Language (ELLs/EPs*)																				
K-8																				
Number of ELLs by Grade in Each Language Group																				
	K		1		2		3		4		5		6		7		8		TOTAL	
	ELL	EP	ELL	EP	ELL	EP														
Spanish	22	25	24	26	21	29	11	23	23	28	15	29	22	32	13	41	12	2	163	235
SELECT ONE																			0	0
SELECT ONE																			0	0
TOTAL	22	25	24	26	21	29	11	23	23	28	15	29	22	32	13	41	12	2	163	235

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

This Section for Dual Language Programs Only

Number of Bilingual students (students fluent in both languages): 370

Number of third language speakers:

Ethnic breakdown of EPs (Number):

African-American: 14

Asian: 0

Hispanic/Latino: 453

Native American: 0

White (Non-Hispanic/Latino): 1

Other: 1

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														0
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic														0
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other														0
TOTAL	0													

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)	9	1	1	8	2	2	3	2	2					30
Intermediate(I)	11	6	9	0	3	4	5	3	3					44
Advanced (A)	11	15	10	1	14	9	15	10	7					92
Total	31	22	20	9	19	15	23	15	12	0	0	0	0	166

NYSESLAT Modality Analysis

Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
LISTENING/	B				0	0	0	1	1	0				

NYSESLAT Modality Analysis

Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
SPEAKING	I				0	0	0	0	0	0				
	A				7	6	10	9	6	8				
	P				14	10	7	6	7	11				
READING/ WRITING	B				1	1	0	1	0	0				
	I				9	5	6	2	0	5				
	A				10	10	11	12	10	12				
	P				0	0	0	0	3	1				

NYS ELA

Grade	Level 1	Level 2	Level 3	Level 4	Total
3	16	21	7	0	44
4	16	19	5	0	40
5	15	3	0	0	18
6	11	1	0	0	12
7	7	3	0	0	10
8					0
NYSAA Bilingual (SWD)					0

NYS Math

Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
3	12	2	24	1	8		4		51
4	12	1	17		11		1		42
5	11	5	8	2	1	1			28
6	10	3	4	2		0	0		19
7	10	1	1	1	0		0		13
8									0
NYSAA Bilingual (SWD)									0

NYS Science

	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
4	0		2	1	24		14		41
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	4		4	
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)	11	20	32	178	8	36	45	73
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.
We use the Benchmark assessment tool kit in English for grades K through 8, and the Benchmark tool kit for grades Kg.-2nd in Spanish. For Spanish in grades 3 to 8 we use the WRAP (Writing, Reading Assessment Profile). Because of our dual language status our school does an annual DYO assessment plan that includes an assessment tool for English and Spanish. We have used throughout the years the

WRAP assessment tool in both Spanish and English. We use the June endline test as September's baseline assessment to have a starting off point with the majority of the students in the beginning of the year. We also administer the assessment tool to those kids that are new to the school and to those students that the teacher feels are not working in line with the results of their benchmark test. A concern that we had with the WRAP assessment tool kit was with Comprehension and Understanding part of the test. The tool measured student fluency, but did not give us enough information on their critical thinking and understanding. It was good at measuring fluency in reading/decoding as opposed to reading comprehension. The results were varied in consistency and by teacher. We realized that we need an assessment that would be more rigorous and accurate in assessing the students reading comprehension in a deeper manner. Therefore we chose the Guy Su and Pinnel Benchmark Assessment kit for grades k-3 which were the only grade assessment being offered at the time, and continued with the WRAP assessment tool kit in the grades that the Benchmark kit did not have assessment for. We also decided to use the non fiction books of the assessment tool kit so that the assessments would be more in line with the actual test that the students would be taking. This was also very revealing, because we saw that while our student were ok at making an argument by using prior knowledge and the formulation of an opinion, the opinion or argument was not based on their experience and prior knowledge and not evidence cited by the text.

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

Similar information is revealed when we look at the modalities section of the NYSESLAT. We see that the students are far more proficient in listening and speaking than they are in reading and writing. One of the patterns that we identified when using the WRAP, was that it tested their pronunciation and decoding better than it assessed their reading comprehension and writing. Because of this we have switched our English DYO assessment tool to Benchmarks, which does a more comprehensive job in measuring reading and writing. We are hoping to find a similar assessment in Spanish to replace the WRAP Spanish assessment test. We have also incorporated the 6 Traits strategy rubric which allow for the teacher as well as the student to focus in on their writing where they can go more in dept with the writing strategies that focus them on expressing ideas, organization, word choice, sentence fluency, voice and conventions. Because conventions has proven to be an area of critical need for our second language learners, we have decided that it will be an on going area of focus for all the students especially the ELLs. Another pattern that we noticed when looking at the NYSESLAT modalities section of the test is that our students are far more fluent in the Listening / Speaking parts of the test and not as fluent in the Reading / Writing part of the test. This is an important noticing because teachers can assume that a student can actually do more than what they can and think that they're not doing their best, but in reality do need more time and scaffolds to have the academic part of the language catch up with the Social part of the language. It is for this reason that we take many opportunities to have the students turn and talk, do book clubs, work in pairs and in teams to allow them to further develop in the growth and understanding of the languages.

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](#))

The modalities portion of the NYSESLAT is very important because we realized that although the students were able to talk and read more fluently in English, in fact their comprehension was far behind in reading and writing. This was significant difference in that often time their lack of experiences in the language did not allow them to fully grasp a concept let alone be able to write about with distinction. It is for this reason that we have opted to focus on vocabulary development and conventions of grammar. We have also looked at using more nonfiction books in the classrooms where the students can get more experience in the content as they read. We also use some of the strategies put in place by the common core where they can read with understanding and cite evidence from the text that can back up their responses. We also give them more rigorous materials, but understand that we need to put scaffold in place to insure that they are challenged, but not frustrated by the material.

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) Some of the patterns across proficiency and grades are that they can speak quicker than they can understand and write. Which they are able to use social language much quicker, and show a preference for speaking English early on in their language development; in fact they still need a lot more time to be able to get a deeper understanding of a text and to be able to write. While early on in the grades we see that it is easier for the students to write as opposed to reading comprehension, we see that throughout the grades, their lack of vocabulary and deep understanding in reading does not allow them to show with distinction what they understood. Today the test is all about being able to cite evidence and explain in detail what they understand. So across the grades and among the proficiencies we find that student that are behind in their native language cannot transfer understanding as readily in English if they are lacking language development in their first language. We also so that those student who can better prepared in their first language were able to transfer many skills from their first language to the second, although they still needed additional help in simple syntax, incorrect use of prepositions, the formation of a good paragraph and the conventions of writing

b) The school leadership and teachers are using the results to inform

their planning and practice. In addition to putting in more scaffolds for student to do writing, we also adopted the 6 traits solutions in writing where the teachers focus on ideas, organization, word choice, sentence fluency, voice and conventions. We focus on vocabulary development through greater use of the content and the thought that student read to learn. We put scaffold and language structures in place that help the students in discussion, debates and arguments by having language structures and sentence starters that can help them in developing fluency in the new language. We also focus on having them do more writing being mindful of going back into the text to assist them in expanding in their explanations by citing text references that back up their thinking; and, by providing details to expand on their writing. c) What have we learned from ELLs from the Periodic Assessments. One thing we've learned is that they pick up the speaking part quicker than the reading comprehension and writing. While students can be fluent in their decoding of reading in English, their comprehension was not aligned with their ability to decode. For this reason we switched our assessment instrument from WRAP to Benchmarks. We are hoping to do a similar switch with the Spanish Wrap, but Benchmarks has not completed their assessments tool in Spanish for all the grades. As for their native language, we are a dual language school so we recognize the importance of continueing to develop the student in the two languages. In the lower grades, we also use Spanish on three days and English on two. For students that are SIFE we focus on the development of their first language for reading and writing, and give the students ESL for the development of English. All content areas are taught in both languages and literacy strategies are used when teaching the content areas.

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](#).)

The instruction of literacy and writing in both languages is done with the support of a teacher who helps the student scaffold the learning of the new language, and reinforces and develops their first language (Spanish or English). For those students designated by the LAB-R as an ELL, the NYSESLAT is given until he or she has tested out. In English the students need a score of 41% in the LAB-R in order to determine their proficiency. The LAB-R is also given in Spanish to determine a benchmark entry point, for those students that only speak English and we administer the ELE annual assessment to measure their proficiency and growth and to guide next steps for teacher planning.

As for instruction the teachers use many different forms of representation and entry points to plan for the students. And while the teacher may be planning a curriculum unit in one particular area she is expected to include a variety of ways and material that she or he can use to teach a particular unit. ESL strategies such as rebus or TPR can help make materials comprehensible to a second language learner. Focus on Vocabulary, language structures, and sentence starters can help a child be mindful of the spelling and conventions of grammar so that they can learn the language while also learning the curriculum content. We use balance literacy to develop independent writing skills, and this is done by units in the elementary school, i.e., one unit selected in Spanish and one unit selected in English, thus taking care of both languages. Furthermore, the literacy skills in the elementary level are being taught by the language of the day: three days in Spanish and two days in English. In the middle level students read and write in both languages every day and the languages are determined by teacher assignments.

In the beginning students are encouraged to develop academic skills in his or her first language, in order to make the transition to the new language less traumatizing. Studies show that the students transfer learned skills from L1 to L2. Throughout the progression of the program, the students will be exposed to all the academic activities (reading, writing, math, etc.) through development of curriculum objectives and language objectives.

That students performed better in speaking and listening but they did not fare as well in reading writing. This data indicated to us that we must modify our lessons to include more Read Aloud, book clubs and guided reading to provide opportunity to develop better reading and writing skills through constant exposure to the language and practice. Continued focus will be given to the reading and writing skills of the students in order to help them improve their receptive and expressive skills but use it for their reading and writing development. In addition, the implementation of literacy modifications using ESL methodology, language functions, language structures, academic vocabulary development and the 6 traits help the students improve in their reading and writing in a structured way and does not taking for granted that they are still in the process of learning a new language.

Part of our RTI strategies is to look at the assessment data to plan our interventions with students. We recognize that that there are certain grades that are more in need than other and so we flood the class with teachers and other support staff at least 3x a week for additional small group instruction. In our plan we recognize that 1st grade has a great need because it is the place where students transition from socialization to reading and writing. So that grade we work with all year around. Then we work with 2nd grade flooding the class with additional teachers and support staff to have them work with small groups of students to help them catch up. We start out with second grade at the start of the year and switch mid way to Kindergarten, and work with Kindergarten for the rest of the year. We also divide the middle school students into ela, math and science groups and have all middle school teachers work in groups of 10 students or less twice and week.

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

Because we are a dual language Spanish and English school our instruction in the native language plays an important role in the learning and development of the students' social and academic language. We divide the courses evenly by the two languages and we have the students produce projects and assignments in both. In additions when we do our periodic assessments we make sure that the Spanish language is given equal importance by the students and the teachers. When we look at the students' work we look at their development in the two languages. One thing we have noticed is that a good majority of our students that take the ELE exam actually perform well on it. And even our non Hispanic student show some proficiency and growth in the language. Where we see some difference is in the performance of our ELLs who still struggle somewhat with the test itself and do not always get the grade that is representative of what they do know, and some of the students with IEPs who struggle in literacy regardless of the language. In some instances their level of test anxiety does not allow them to perform to their capacity. Another group is the one that does not see Spanish as a language that they feel is important or that they want to learn. In those cases their attitude gets in the way of what they can do also.

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?

In looking at the data of how well the ELL's and the EP students performed on the ELA, ELE, Math, Science and Social Studies test, we see that the students are all ELL's or Former ELL did not perform as well as the EP students. Last year our student did better on the ELA than on the math. And on the Math it was a particular grade that did poorly on the test. With a lot of focus and attention we were able to do better this year, but then we dropped our progress in the 6th grade ELA. We have noticed that in 6th grade we often get more students that are ELLs that enter through our middle school process and so there is a drop in performance and we believe that there is a disconnect between the academic vocabulary of the test in Spanish and the test.

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

In the past we were able to measure the success of our program for ELL through AYP. This last year we did not meet our AYP scores of Safe harbor scores, because it was almost equivalent to the score that we had to reach for our general school population. As in the past, the gap between the English proficient students and the English Language Learners has been big and as they pass from grade to grade the gap gets bigger. What we did notice was that there once students became proficient in the English and passed the NYSESLAT exam they were able to bridge that gap considerable as former ELLs. Also, the program proved to be successful for our black student who showed growth and performance in a positive way when it came to standardize testing. This last year we had many more ell's score proficient on the NYSESLAT. Many more students than in the past.

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](#).)

As a dual language school, we recruit families that believe in a Spanish/English bilingual education for their children. The initial recruitment of students begins with the Parent Coordinator, Concepción Quezada sending flyers to the Family Advocate Representative (FAR) in District 6 inviting parents to our Open House and announcing the dates for our school orientation and walk throughs to show the parents what our school has to offer. The FAR then sends the flyers to schools in D6. These orientations continue on a regular basis throughout the year.

The parent orientation meetings are held from December to March, and out reach is done to ensure that parents know of the offerings. Up until 2012, if the number of students interested exceeded the number of seats available, we would have a lottery in April and students were selected for Pre-K, K, and First grade. In 2013 the rules changed; parents apply on-line for Pre-K and K, and these students are sent to us by the DOE, as well as walk-ins.

When parents come to the orientation meeting, they are shown the DVD provided by the DOE, which explains all three NYC program choices for English language learners. Once parents finish viewing the video, we advise them that they are entitled to select whichever program they feel would be most suitable for their child; however, we emphasize that we only offer a Spanish/English Dual Language program. Those parents that are interested in our dual language program are then given a packet

that includes an ATS application form, Parent Survey and Program Selection form, HLIS form, Emergency Contact Card, Parent/Guardian Ethnic ID form, as well as a list of documents required to complete enrollment of the student, i.e., proof of address, birth certificate, vaccinations, etc.

When parents of K students begin the registration process of their child, our two ESL licensed teachers, Ms. Isabel Lobelo and Ms. Soledad De Leon, assist them in filling out the Home Language Information Survey (HLIS). In addition to the HLIS, the ESL teachers also conduct an informal interview with the student in English and Spanish to identify if in fact the student is eligible to take the English LAB-R. If it is determined that a student is eligible, either by the HLSI or the informal assessment, then an English and Spanish LAB-R (NYSITELL starting 2014) are given to that student. ARIS and the Exam History file is checked for students from grade 1 to grade 8 to determine if the child is an ELL, when the student is a transfer from an out-of-state, NYC parochial or DOE school. These files tell us if the student is an ELL and if he was given an English and Spanish LAB-R, as well as the child's language proficiency, i.e., beginner, intermediate or advanced. At the end of the interviews, all the documents are collected. The names of the students are then submitted to the department of education using ATS.

From grades 2 through 8, students are given an entrance exam to determine their proficiency in Spanish and English, for both math and literacy. From grades 3 to 8, students that show an interest in our program must also have a proficiency in Spanish because we are a Spanish/English Dual Language school. In the process of student enrollment, special consideration is given to children that have other siblings in our school and live in the immediate area. Moreover, throughout the school year we continue to accept students that are Spanish dominant because we believe that the English dominant students will strive towards bilingualism. Again, students are selected based on language dominance in order to ensure a 50/50 balance of students that can speak in Spanish and English. Thus, the Spanish dominant students serve as role models for those students that need a balance of both language structures.

Within the first ten days of the school year, the newly enrolled student is administered the LAB-R to identify his English Proficiency status. If the student fails the English LAB-R, he is entitled to ESL services. In the Spring of the school year all ESL students are given the NYSESLAT exam, which measures and rates the student's level of proficiency in English, i.e. beginner, intermediate, or advanced. The NYSESLAT also shows their year to year progress in Listening, Speaking, Reading and Writing in English. The NYSESLAT results are used to identify ELL's progress, and to group students by levels of English proficiency, and for on-going planning for instruction.

The school reviews parent choice forms for patterns and trends, and we see a trend in newly arrived children that are SIFE, as well as more students coming in with special needs. In general the majority of students continue to be Latino, with more knowledge of English, but not enough to pass the LAB-R assessment. Many of these students have older siblings in school already and this appears to be a determining factor in developing their social, receptive skills in English, more than in Spanish, even though at home the parents still only speak Spanish. It also shows why in the data there are many more students that score well in the Listening and Speaking part of the NYSESLAT, but still need more time to show proficiency in the Reading and Writing part of the exam.

As for parent choice and satisfaction, for the most part parents are happy to have their children in a dual language program. In the case where there is a concern that teaching them in the two languages is challenging we do our best to relocate them to a neighboring school that best fits their needs. We also take steps to give additional AIS, and lessons scaffolded with ESL or SSL strategies to those students that are struggling considerably in one of the two languages. We have a pull-out and push-in model, and some students receive further AIS with SETSS and speech therapy. At the elementary level grades K, 1, 2, and 4 groups are formed by levels of literacy skills to further help the students in literacy in both languages. Programs like the Title III After School Program is one example of additional help that is provided to students in need of improvement in the four modalities of literacy skills in English and in Spanish. The program is divided in three components: ESL, SSL, and SIFE. The students are placed in each group by their academic needs, in order to help them better compete with other classmates that are more advanced. SIFE students receive basic literacy instruction in Spanish because they need the academic and literacy support in L1, in order to attain proficiency in L2. SSL (Spanish as a Second Language) is also provided so that the students can become fully bilingual, and proficient in Spanish. Moreover, in order to give ELLs a better chance at succeeding in their own language, and to help students that speak no Spanish at home be more immersed in the language, we provide in the Pre-K to 4th grade classes Spanish three days a week Mondays, Wednesdays and Fridays.

The more we do our program the more parents are convinced that their children are in a more advantageous position by being provided instruction in two languages. Our school offers a better program than a Transitional Bilingual Education program (TBE), because instruction continues in a rigorous manner in the two languages throughout their school experience. Before the parents are given the parent choice form, they are shown the DVD explaining the three bilingual programs which include Transitional Bilingual program, English as a Second Language program and Dual Language program. The Dual Language program is the only program our school offers, and we clearly explain this to parents.

The LAB-R exam is not used for placement, since all the classes in our school follow the Dual Language (DL) model. If a parent does not want the (DL) model as a choice, we recommend other schools that have the model that they are looking for. We also

look at the forms to determine the trend of the program choices that parents are making. For the most part they are looking for a program that recognizes the importance of learning the two languages. For parents that are Spanish dominant, a DL school is the opportunity for their child to maintain the first language, in this case Spanish. For students that are not Spanish speaking, it is the opportunity to learn another language. For the most part the trends do show that we are working to further align our model with the parents' request.

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.

When parents come to the orientation meeting, they are shown the DVD provided by the DOE, which explains all three NYC program choices for English language learners. Once parents finish viewing the video, we advise them that they are entitled to select whichever program they feel would be most suitable for their child; however, we emphasize that we only offer a Spanish/English Dual Language program. Those parents that are interested in our dual language program are then given a packet that includes an ATS application form, Parent Survey and Program Selection form, HLIS form, Emergency Contact Card, Parent/Guardian Ethnic ID form, as well as a list of documents required to complete enrollment of the student, i.e., proof of address, birth certificate, vaccinations, etc.

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

When parents come to the orientation meeting, they are shown the DVD provided by the DOE, which explains all three NYC program choices for English language learners. Once parents finish viewing the video, we advise them that they are entitled to select whichever program they feel would be most suitable for their child; however, we emphasize that we only offer a Spanish/English Dual Language program. Those parents that are interested in our dual language program are then given a packet that includes an ATS application form, Parent Survey and Program Selection form, HLIS form, Emergency Contact Card, Parent/Guardian Ethnic ID form, as well as a list of documents required to complete enrollment of the student, i.e., proof of address, birth certificate, vaccinations, etc.

As for parent choice and satisfaction, for the most part parents are happy to have their children in a dual language program. The more we do our program the more parents are convinced that their children are in a more advantageous position by being provided instruction in two languages. Our school offers a better program than a Transitional Bilingual Education program (TBE), because instruction continues in a rigorous manner in the two languages throughout their school experience. Before the parents are given the parent choice form, they are shown the DVD explaining the three bilingual programs which include Transitional Bilingual program, English as a Second Language program and Dual Language program. The Dual Language program is the only program our school offers.

Within the first ten days of the school year, the newly enrolled student is administered the LAB-R to identify his English Proficiency status. If the student fails the English LAB-R, he is entitled to ESL services. In the Spring of the school year all ESL students are given the NYSESLAT exam, which measures and rates the student's level of proficiency in English, i.e. beginner, intermediate, or advanced. The NYSESLAT also shows their year to year progress in Listening, Speaking, Reading and Writing in English. The NYSESLAT results are used to identify ELL's progress, and to group students by levels of English proficiency, and for on-going planning for instruction.

The school reviews parent choice forms for patterns and trends, and we see a trend in newly arrived children that are SIFE, as well as more students coming in with special needs. In general the majority of students continue to be Latino, with more knowledge of English, but not enough to pass the LAB-R assessment. Many of these students have older siblings in school already and this

appears to be a determining factor in developing their social, receptive skills in English, more than in Spanish, even though at home the parents still only speak Spanish. It also shows why in the data there are many more students that score well in the Listening and Speaking part of the NYSESLAT, but still need more time to show proficiency in the Reading and Writing part of the exam.

As for parent choice and satisfaction, for the most part parents are happy to have their children in a dual language program. In the case where there is a concern that teaching them in the two languages is challenging we do our best to relocate them to a neighboring school that best fits their needs. We also take steps to give additional AIS, and lessons scaffolded with ESL or SSL strategies to those students that are struggling considerably in one of the two languages. We have a pull-out and push-in model, and some students receive further AIS with SETSS and speech therapy. At the elementary level grades K, 1, 2, and 4 groups are formed by levels of literacy skills to further help the students in literacy in both languages.

Programs like the Title III After School Program is one example of additional help that is provided to students in need of improvement in the four modalities of literacy skills in English and in Spanish. The program is divided in three components: ESL, SSL, and SIFE. The students are placed in each group by their academic needs, in order to help them better compete with other classmates that are more advanced. SIFE students receive basic literacy instruction in Spanish because they need the academic and literacy support in L1, in order to attain proficiency in L2. SSL (Spanish as a Second Language) is also provided so that the students can become fully bilingual, and proficient in Spanish. Moreover, in order to give ELLs a better chance at succeeding in their own language, and to help students that speak no Spanish at home be more immersed in the language, we provide in the Pre-K to 4th grade classes Spanish three days a week Mondays, Wednesdays and Fridays.

The more we do our program the more parents are convinced that their children are in a more advantageous position by being provided instruction in two languages. Our school offers a better program than a Transitional Bilingual Education program (TBE), because instruction continues in a rigorous manner in the two languages throughout their school experience. Before the parents

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.

Those parents that are interested in our dual language program are then given a packet that includes an ATS application form, Parent Survey and Program Selection form, HLIS form, Emergency Contact Card, Parent/Guardian Ethnic ID form, as well as a list of documents required to complete enrollment of the student, i.e., proof of address, birth certificate, vaccinations, etc.

When parents of Kg. students begin the registration process of their child, our two ESL licensed teachers, Ms. Isabel Lobelo and Ms. Soledad De Leon, assist them in filling out the Home Language Information Survey (HLIS). In addition to the HLIS, the ESL teachers also conduct an informal interview with the student in English and Spanish to identify if in fact the student is eligible to take the English LAB-R.

Within the first ten days of the school year, the newly enrolled student is administered the LAB-R to identify his English Proficiency status. If the student fails the English LAB-R, he is entitled to ESL services. For students coming the first time to the NYC Public School system, we look for additional information ARIS and the History Exam can give us regarding the English language proficiency of the students.

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.

When the NYSESLAT is to be taken by ELL students, we send a letter home to the parents of ELLs advising them of the impending test, and to ensure that the child is not absent on those days, has a good night sleep, a strong breakfast, be in school on time. Secondly, the entire school is informed that we are on test mode, proctors are placed on each floor, and teachers are given a schedule the prior day to report to the appropriate rooms, and time. Students that are not taking the NYSESLAT are escorted to another room, or are scheduled for a class trip. Students with an IEP are escorted to the appropriate room, and the rest of the ELL population remain in the different classroom. For the speaking part of the NYSESLAT, testing begins on the date that the State mandates, and this test is given by an out-of-classroom pedagogue, one student at a time. For the Listening part of the NYSESLAT we prepare the technical equipment for each classroom and group of students, and it is given per the test directions and instruction booklet; the students then follow the audio. For the Reading and the Writing parts the teachers follow the instructions to the letter. If a student is absent for any of the four modes of the test, those students are tested next day. The Listening, Reading and Writing parts are each given in different days in the morning of each day.

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. 

The trends that we see in terms of the demographics is that more children are coming that are not newly arrived. We have seen a slight shift of more students coming in with special needs and SIFE needs. In general the majority of students continue to be Latino, with more knowledge of English, but not enough to pass the LAB-R assessment. Many of these students have older siblings in school already and this appears to be a determining factor in their social knowledge in English, even when the parents still speak only

Spanish. It also shows why in the data there are many more students that score well in the Listening and Speaking parts of the exam, but still need more time to show proficiency in the reading and writing part of the exam.

As for parent choice and satisfaction, for the most part parents are happy to have their children in a dual language program. In the case where there is a concern that teaching them in the two languages is challenging we do our best to relocate them to a neighboring school that best fits their needs. We also take steps to give additional AIS and lesson scaffolded with ESL or SSL strategies to those students that are struggling considerably in one of the two languages. Programs like the Title III after school program is one example of additional help that is given to students who are ELLs. The program focuses on getting the students that are ELLs additional instruction in reading and writing in order to help them better compete with other classmates that are more advanced. It also provides additional service for students that are SIFE that need to learn English, but that also have many challenges and interruptions in their own language as well as providing additional instruction in Spanish for those students at risk. There are additional ESL, and SSL intervention programs provided to further help students and ensure their success in their academic performance. In addition in order to give ELL a better chance at succeeding in their own language and to help student that speak no Spanish at home be more immersed in the language, we provide in the Prek to 4th grade classes in Spanish three days a week Mondays, Wednesdays and Fridays.

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])?

The Instructional delivery model of our content area is delivered in two languages. We use a 60% /40% Spanish and English model for the students in Pre -k to 4, where the students are with one assigned teacher that is bilingual and provides instruction in the language of the day. Spanish is taught on Mondays, Wednesdays and Fridays to the students in the early grades (pre-k to 4th). This structure gives additional support to students who do not speak the English language and reaffirm skills and instruction for reading and writing to students that enter school speaking only Spanish. On Tuesdays and Thursdays instruction is given in English. This model gives more instructional support to the students that are Spanish dominate learning English as well as provide additional support to English dominant students that are learning Spanish as a new language. In 5th grade we have a side by side model, where one fifth grade teacher teaches Science and Math and the other fifth grade teacher teaches Literacy and Social Studies. In grades 6-8 the language model is then structured by teacher assignment, time and curriculum in a 50% / 50% Spanish/English model, where teachers are scheduled to give their content in an assigned language. I.e. Humanities (Literacy/Social Studies) Spanish and Humanities (Literacy and Social Studies teacher in English).
2. How does the organization of your staff ensure that the mandated number of instructional minutes is provided according to proficiency levels in each program model (TBE, Dual Language, ESL)?
 - a. How are explicit ESL, ELA, and NLA instructional minutes delivered in each program model as per CR Part 154 (see table below)?

Students that are new to the language are given additional ESL services by a licensed ESL teachers. Instruction is provided in some instances as a pull out program where students get more one on one small group instruction. In other instances instruction is provided as a push in model, where the teacher pushes in with the classroom teacher and provided scaffolded support in the language and content. Students with special needs are primarily in ICT classes where the teachers are licensed in Bilingual Education and Special Education. This is our first year with ICT in the middle school. In the middle grade ICT class, the Special Education licensed teacher travel with her class to provide support to students that have special needs. This is our first year with an ICT class in middle school, in future years we hope to have ICT teachers that are specialized in Special Education and a given content area i.e. Math / Science or Literacy / Social Studies. For students with an individualized education plan (IEP) we have a setts teacher, Bilingual speech teacher and more. Similar to the ESL program, students could be pulled out or the ESL teachers can push in.
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.

: In all the grades teachers plan for students who are below, at or above level. Instruction is provided with language functions that assist the student to work at a level where they can be immersed in the language in a rigorous manner, while provided with language structures and scaffolds that can help make the lesson more comprehensible. Teachers give the students periodic assessments where their progress in both English and in Spanish is measured. Assessments are also given in Math where we measure students' growth through out the year by giving them baseline, midline and endline assessments to measure their progress this is also done in both languages. We use a balance literacy model to teach literacy in both English and Spanish with special focus in reading comprehension; vocabulary development and writing. We have a special time set aside where the whole school reads for 20 to 30 minutes on their own to help them develop an appreciation of reading ie Dear time (Drop Everything And Read). We also look to using more non fiction literacy books to assist students in gaining more rigor, vocabulary and content understanding through the use of non fiction books that provides new information and learning experiences in a scaffolded but sophisticated manner. We also use rubrics and the 6 traits reading and writing program to provide teachers and students with strategies that help them to gain a better understanding of how to tackle more rigorous materials by focusing in a deeper way on those strategies and questioning structures that can help them observe and record what they can do and be given strategies or observation samples of how they can do it better.
4. How do you ensure that ELLs are appropriately evaluated in their native languages throughout the year?

Students are given the WRAP reading assessments at the beginning of the school year, and once again at the end, Mid year we give them a writing sample to check for their improvement in writing according to the Six traits design.
5. How do you ensure that ELLs are appropriately evaluated in all four modalities of English acquisition throughout the year?

We do initial assessment, mid assessment, and end of year assessment for reading and writing for English and Spanish for grades K to 8. In math and science students are given the assessment in either English or Spanish depending on the language preference of the student.

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) For SIFE students we make sure they get the basic literacy skills they need for reading, writing, including grammar, spelling, sentence structure, vocabulary, and punctuation in Spanish. They also receive instruction in the Title III after school program.

(b) For newcomers students are pulled-out for ESL instruction everyday, and also throughout the day the student receives ESL instruction throughout the content area with the subject teacher.

© Students are pulled-out three times a week for ESL instruction, and ESL teachers also push-in during the day. Some students are enrolled in a small groups for early literacy instruction. They also receive instruction in the Title III after school program.

(e) Long term ELLs are given English instruction throughout the day in the content areas, using ESL strategies. In addition, 37.5 minutes are dedicated to help these students improve their academic reading, writing, and math skills, in both English and Spanish.

(d) Former ELLs in years 1 and 2 after becoming proficient, they are pulled out twice a week for ESL instruction, they continue to have time-and-a-half during state exams. They also receive ESL instruction during extended day, and in the Title III after school program.

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?

Reading: With beginner students we modify our speech, i.e., reading slowly, pausing, gesturing, repeating, and TPR. We use visuals and realia and non-verbal cues to get them to understand what we are doing. We also use pattern books with high frequency words that gives them a hand full of words that they can depend on in any given situation. With intermediate and advanced students in addition to all the strategies mentioned we build on students' vocabulary through the use of graphic organizers, hands-on activities, paraphrasing, use of context clues and clarifying for meaning and understanding, as well as displays and referential questions. Before reading a text we go over some of the more important terms and vocabulary words, we preview the text by looking at picture clues and titles to predict what the book is about. We also do book walks that offer the students a preview of what is coming and a chance to hear and ask question that can help with the text. We have the student do accountable talk of a text by have them take time out to talk with a partner what they understood this last activity is also a prerequisite to having them do book clubs in the upper grades. To build students' vocabulary and content understanding, we ask higher order thinking questions, we model the thinking aloud, and use the Accelerated Literacy Learning workshop (Balanced literacy) model applying the ESL strategies that can make the activity more comprehensible.

Writing: With the beginner students we scaffold the writing line by line, providing sentence starters and rubrics for the students to follow. We also provide and encourage the students to use the rich print environment in the classroom as a resource to help them with words that are difficult to spell. In interactive writing we teach pattern sentences, punctuation, spelling, and vocabulary. We also provide language structures and sentence starters to help students along with their thinking as they develop language and writing. With the intermediate and advanced students we model the writing process with sentence structures, and scaffold paragraph development using L1 to increase vocabulary using cognates. We use interactive writing to increase students' participation, enhancing their oral skills in the process. Students are also grouped and paired to work together cooperatively. We use the students' own experience to develop their personal stories and polish their sentences by rephrasing correctly. We use L1 to enhance and improve students' vocabulary. We also use literacy games that build on grammar, spelling and vocabulary development. We also provide the students with student friendly rubrics that they can use to measure their own progress in writing by following the criteria in a rubric that shows them where they are at in their level of fluency.

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?

Content area teachers developed a curriculum aligned with the CCSS, using the DOK, the Danielson's Framework for Teaching. CMP3 is used for Math in the MS, and Investigation Math and Go Math for the elementary school. In addition, we have Code X for the MS, and Ready Gen for the elementary; as well as the 6 traits for writing.

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:	Spanish		
Social Studies:	Spanish		
Math:	Spanish		
Science:	Spanish		

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

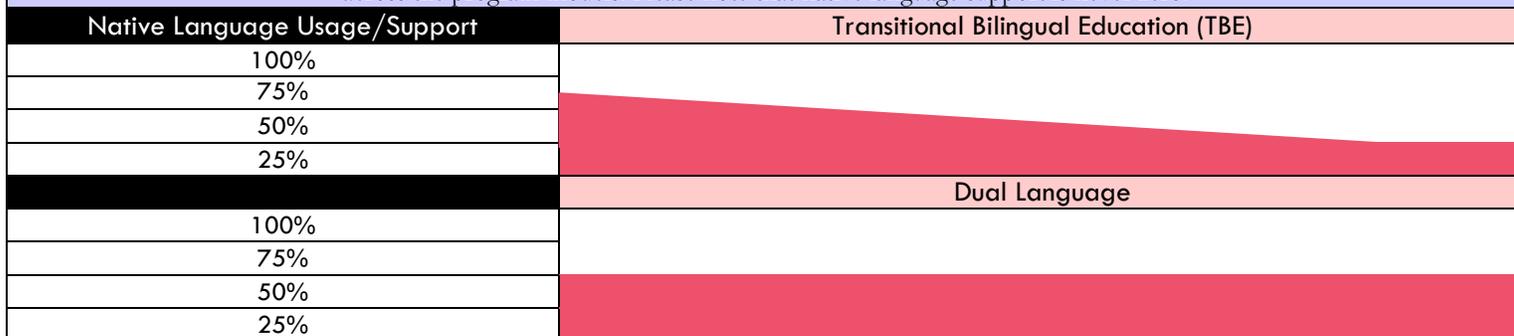
	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS: Native Language Arts	45 minutes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



	Freestanding ESL		
100%			
75%			
50%			
25%			
TIME	BEGINNERS	INTERMEDIATE	ADVANCED
TBE and dual language programs have both native language arts and subject areas taught in the native language; ESL has native language supports.			

B. Programming and Scheduling Information--Continued

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

Name of Academic Intervention Services (AIS)

In the description of our AIS program which is provided to all our students at risk we do the one or a combination of the following:

ELA: In addition to our Balanced literacy program provided in both English and Spanish, we use for students identified in need of AIS, some of the following programs and strategies:

- Simple Solutions- a conventions skills fluency program that is fun fast and researched based.

-Words their way Program designed to increase knowledge of phonetic element.

6 Traits Rubric - a writing rubric program designed in both Spanish and English that focus on writing with special attention given to ideas, organization, word choice, sentence fluency, voice and conventions. The Rubric focuses attention on students strength and area of need. By being aware of what the student can and cannot do the teachers can zero in on the individual needs of the student. The teachers also provide the students with a child friendly rubric that also allows the student to set his own goals on how to improve his or her writing. It is also used for conferencing with the students in an organized manner where priority can be given to those traits that are in greater need.

Guided Reading

-Collaborative Strategic Reading-focuses on specific comprehensive strategies. We have the student do reading in a varitey of forms, and then site in the text what the author meant by his or her question. Also with the use of more non fiction text to do guided reading, students have a better chance to develop content vocabulary as well as more content. NLA: Estrellita (RTI) The Estrellita program focuses on phonimic awareness of the students in Spanish. Given in a methodical manner, the estrellita program teaches the students phonimic strategies for how to break words down into syllables and sounds in order to be able to attack new and unknown words. The program is also designed to return to student who need more help in any given area and provides for lessons that can be given in small groups and in an individual manner. They stress fidelity to the program in how it should be implemented. This program is for the early grades and is ended once the students have graduated to knowing all their letters and letter sounds.

Mathematics:

-By using base-line, mid-line and end- line assessments lessons are created that target students strengths and needs; through the use of conferencing the teacher can observe the strategies that the students use to tackle problems, do problem solving and check for misconcepcions.

-By focusing on extended response questions the student can explain their understanding of a concept and argue why an answer is correct. we are meeting the instructional expectation set forth by the Chancellor. We also look to aligning our curriculum ot the CCLS and weave them into all the different content areas.

In addition to the different assessments offered throughout the year, conferencing and Math strategies are aligned to the new CCLS and the new curriculum, with special focus on the new chancellors expectations that encourages multiples ways of representing a problem. Strategies for problem solving and a detailed written argument to explain your work.

Through the use of Univesal Design for Learning (UDL) strategies are also encourage in all the different content areas with the thought of showing that there are different ways that a student can show understanding of a concept. It also encourages different entry points for students who learn in different ways.

Science: In Science the teachers use both Spanish an English text books to do their lessons. The teachers use a variety of materials to teache Science in order to allow for different entry points with the students. As much as possible teacher use technology, smartboards, Elmos, overhead projectors to demonstrate or show the students the curriculum. They also use a project base approach to teach the student how to delve deep into the study of a project. All this is done through UDL lessons that provide for different entry points into a project. It also develops languge in that at time students also have to present their findings to the school through an annual Science fair. For Students that are learning one of the two languages, it offers the student to make a presentation by providing scaffolds, vocabulary development and quality time to learn one particular area of study. The teachers use non-fiction Science passages to teach literacy. Additional Health and Science is given throughout the grades by the classroom teachers and the cluster Science teachers. This year we were not able to afford the the 3 day F status cluster teachers but we have identified an additional teacher to assist in the middle school assigned to teach Science in the 6th grade. Science is also an area that is given Study Group planning time by the coaches in order to continue to align the Science Curriculum to the CCLS.

Social Studies: Similar to the plan described in Science, the teachers use non-fiction Social Studies passages to teach literacy. AIS push in and pull out teachers also use non-fiction and realistic fiction to teach literacy strategies through Social Studies.

At-risk Services Provided by the Guidance Counselor: Individual counseling sessions provided during the school day addressing study skills, stress/anger management, relaxation techniques, conflict resolution and goal setting. In the Middle grades more stress is given to the HS selection process where students are encouraged sooner rather than later to look at schools that are in line with what they want to do and seek out the criteria for entrance to those schools. Students that are selected to go to the DREAM project are highly encouraged to do so in order to be competitive with other students who will be taking the entrance exams for Specialized HS. Our Guidance counselor also provides Advisory lesson for the student in a small group weekly bases to discuss organizing skills, HW; problems and how to handle them and community service.

At-risk Services Provided by the School Psychologist: For students identified in need of services we have the mandated psychologist who pull out at risk and mandated students; our guidance counselor also pulls out at risk students and recommend them for outside services when more is needed. We also have a SAPIS worker and advisors for students that start working with them as early as 6th grade. Unfortunately, we are not able to fund a RCCP teacher but our AP and guidance counselors continues to work with students in teaching them strategies for dealing with difficult situations and works with them on how to resolve conflicts creatively.

At-risk Health-related Services: We have a nurse that tends to student with serious medical needs. We also have a health teacher that gives the students health related classes once a week, and we have PT and OT teachers that work with students with IEP.

AIS services provided by teachers in different grade and subject areas: We have a Setts teachers that provides services to students with IEP not in ICT classes. This teachers is licensed in Special needs and offers different strategies to students who are at risk.

Two new areas of focus for us are the ELG groups and the AIS groups in middle grades.

The scheduled service is provided as follows:

In the beginning of the academic school year we identify literacy teachers Spanish/English with free periods to push into grade 2 to give additional small group instruction to students identified in need of further services. The purpose is to get them strong in what they need to do in the early part of second grade so that the students can develop independence in what they need to do. In January we then switch the available teachers to Kindergarten and 1st grade classes where at this time start showing who is in need of more individualize or small group services.

Subject area of focus

Christina Cepero;	K – 8	Literacy
Elizabeth Silva	K-8	Math/Science
Soledad De León	K – 5	Using literary to teach ESL, SS, Science
Isabel Lobelo	6 - 8grade	Using literary to teach ESL, SS
Wendy Hernandez	7 - 8 grade intervention in Spanish/Spanish Regent.	
Entire Staff	1st – 8th (at 37.5 mins)	Math/ ELA

* See attached schedules and list of students for each AIS teacher.

** This service by the AIS teacher had to be discontinued due to budget reduction.

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

In looking at the NYSESLAT data we noticed that students performed better in listening and speaking and not as well in reading and writing and although we know that the listening and reading does come sooner than the reading and writing we realized that we had to do more work on modifying our lessons to include more Read Aloud and guided reading. We also do book talks and turn in talk to provide opportunity to develop better listening skills, as well as writing skills. Continued focus will be given to the speaking and reading skills to help the students improve the receptive and expressive skills. In addition, the implementation of literacy modifications using ESL methodology allow students to successfully progress from one level to another without having them get stuck on one level, because it is too difficult to understand and the student is lost.

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

We have introduced the Estellita program for student in grades Kg-2. We have also adopted the Core Knowledge reading program for grades Kg.-2; Ready Gen for grades 3-5 and Code X for the middle school. The purpose of this is to help fill in the curriculum gaps that we had in our skill development area. But we have adopted them as a resource that supplements what we do but does not supplant it. We have also put the go math as a supplement to our Investigations math program, recognizing the need for more fluency in skills practice for the students, but again recognizing that the test is geared more towards reading, writing and explaining a problem in addition to solving it.

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

We are not discontinuing any programs.

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

We provide our ELLs with additional help during the day and after school. As much as possible we offer our student different programs that are of interest to them at different times of the day and different days of the week. We have electives, choice time for the art, tutoring and Champs afterschool programs. It may be that they cannot take all the classes but they will have some choices to have equal access to many of the other programs.

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

EELA: In addition to our balanced literacy program provided in both English and Spanish, we use for students identified in need of AIS, some of the following programs and strategies:

- Simple Solutions- a conventions skills fluency program that is fun fast and researched based.

-Words their way Program designed to increase knowledge of phonetic element.

6 Traits Rubric - a writing rubric program designed in both Spanish and English that focus on writing with special attention given to ideas, organization, word choice, sentence fluency, voice and conventions. The Rubric focuses attention on student's strength and area of need. By being aware of what the student can and cannot do the teachers can zero in on the individual needs of the student. The teachers also provide the students with a child friendly rubric that also allows the student to set his own goals on how to improve his or her writing. It is also used for conferencing with the students in an organized manner where priority can be given to those traits that are in greater need.

Guided Reading

-Collaborative Strategic Reading-focuses on specific comprehensive strategies. We have the student do reading in a variety of forms, and then site in the text what the author meant by his or her question. Also with the use of more nonfiction text to do guided reading, students have a better chance to develop content vocabulary as well as more content.

DEAR time independent reading. Where the teacher carves out 20 minutes in the day to have the students drop everything and read.

Read alouds that develops their ear for listening and pronunciation and essential questions that helps develop their thinking through discussion techniques.

-We also use Imagine Learning for those students that need development in English. The computer program provides the students with an individualized program for learning English that get more difficult and they improve from one level to another.

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

The instruction of literacy and writing in both languages is done with the support of a teacher who helps the student scaffold the learning of the new language, and reinforces and develops their first language (Spanish or English). For those students designated by the LAB-R as an ELL, the NYSESLAT is given until he or she has tested out. In English the students need a score of 41% in the LAB-R in order to determine their proficiency. The LAB-R is also given in Spanish to all the students to create a baseline assessment of where the students was when he started attending our dual language school. These assessments are then used to guide instruction, form groups and measure for growth, proficiency and progress. Teacher assessments are also used in L1. We use balance literacy to develop independent reading and writing skills by developing writing units that are scheduled throughout the year in both languages. In the early grades we start students writing in their native language and slowly bring them in to the scheduled writing activities as they gain fluency in L2. We also take the opportunity to do writing on the assigned Spanish days in order to create a routine of thing that you do on English days and things that you do on Spanish days (three days in Spanish and two days in English). In the middle grades students read and write in both languages every day depending on the schedule, curriculum area and teacher assignment.

In the early grades students identified as beginning students are encouraged to develop academic skills in his or her first language, in order to make the transition to the new language less traumatizing. Studies show that students transfer learned skills from L1 to L2. Throughout the progression of the program, the students will be exposed to all the academic activities (reading, writing, math,

etc.) through development of curriculum objectives and language objectives.

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

In the early grades we have an ESL teacher that gives additional ESL and literacy resources to students that are ELLs in grades 1-5. The teacher also pushes in during the times that we flood the classrooms to provide more small group experiences. This teacher also takes out a small group of SIFE students that can benefit from more one-to-one/small group instruction. In the middle school we also have a middle school ESL teacher that works with the students that are beginners, intermediate and advanced. They are taken out for small group instruction at different times during the day and also use the Imagine Learning program. They also benefit from the after school program that looks at the needs of students that are ELLs, SIFE or in need of more native language instruction.

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.

Before students come to the school we provide the parents with an orientation of how we will be working with their children and the different options they have. Once enrolled in the school they are entitled to all the different programs that the ELLs are entitled to.

18. What language electives are offered to ELLs?

We only offer the Spanish LOTE to our 8th grade students.

19. For schools with dual language programs:

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

The instructional delivery model of our content area is delivered in two languages. We use a 60% /40% Spanish and English model for the students in Pre-k to 4, where the students are with one assigned teacher that is bilingual and provides instruction in the language of the day. Spanish is taught on Mondays, Wednesdays and Fridays to the students in the early grades (pre-k to 4th). This structure gives additional support to students who do not speak the English language and reaffirm skills and instruction for reading and writing to students that enter school speaking only Spanish. On Tuesdays and Thursdays instruction is given in English. This model gives more instructional support to the students that are Spanish dominant learning English as well as provide additional support to English dominant students that are learning Spanish as a new language. In 5th grade we have a side by side model, where one fifth grade teacher teaches Science and Math and the other fifth grade teacher teaches Literacy and Social Studies. In grades 6-8 the language model is then structured by teacher assignment, time and curriculum in a 50% / 50% Spanish/English model, where teachers are scheduled to give their content in an assigned language. I.e. Humanities (Literacy/Social Studies) Spanish and Humanities (Literacy and Social Studies teacher in English).

Students that are new to the language are given additional ESL services by licensed ESL teachers. Instruction is provided in some instances as a pull out program where students get more one-on-one small group instruction. In other instances instruction is provided as a push in model, where the teacher pushes in with the classroom teacher and provides scaffold support in the language and content.

Students with special needs are primarily in ICT classes where the teachers are licensed in Bilingual Education and Special Education. This is our first year with ICT in the middle school. In the middle grade ICT class, the Special Education licensed teacher travels with her class to provide support to students that have special needs. This is our first year with an ICT class in middle school, in future years we hope to have ICT teachers that are specialized in Special Education and a given content area i.e. Math / Science or Literacy / Social Studies. For students with an individualized education plan (IEP) we have a sets teacher, Bilingual speech teacher and more. Similar to the ESL program, students could be pulled out or the ESL teachers can push in.

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.

Provide a detailed description of professional development program and activities.

Through weekly study groups meetings and workshops that teachers attend. Professional development is provided to all staff on a bi-weekly bases throughout the year and on the two Chancellor Professional Development days. Also when the budget permits we provide the teachers with Summer institutes where they can come in a week earlier to do planning. We also provide teachers with Study Group and planning time for two periods every week where they work with a ELA or Math coach in aligning curriculum with the standards, looking at student work and discussing individual student with the group to identify the students' strengths and needs and develop next steps. These child study exercises help us to tweak our curriculum to better fit our school needs. The staff is divided by grades as early childhood, elementary and middle school. This year we have differentiated the Study Group time a little further by having the teachers choose to focus on literacy, Science or Math on a weekly bases during Study Group Time. Teachers work as a team to discuss day to day activities that conform to what is going on in the classrooms. They share their in sites on students work and strategies for working with students. The teachers are also encouraged to attend workshop and institutes that can be of help to them in developing in their different areas of need as well as responding to their different interest. (I.e. Bank Street Language Series; BETAC language series or workshops, Math weekend workshops.)

The teachers work together to address student needs as far as Learning a second language, working with students that have special needs and moving all our students from one level to another. By aligning the curriculum to the New State Common Core Standards where we look to incorporate reading and writing throughout all the curriculum areas, we work to have a more rigorous curriculum that includes the development of language funtions with Blooms taxonomy in mind; and, language structures that assist the students in scaffolding the writing in either languages.

Teachers focus their Study group time on how to plan for students with the Common core standards in mind, and on how to group students to better meet their individual needs by grouping them by achievement levels, language proficiency and interest. Students are identify and assessed for performance in order to determine if they are below, at or above grade level. By doing this the teachers are able to plan differentiated lessons for them. The teachers also develop lessons with language functions and structures that scaffold learning for the students.

Calendar of events. November & June Chancellor's professional development day. We provide weekly Study Group meetings with teachers where student work is looked at and discussed, teaching strategies are demonstrated and next steps for student achievement are planned. Teachers also participate in walk throughs of each other classrooms. They are video taped for sharing of best practices and for self reflection. Last June our school attended the Teachers College Inclusion Professional Development Conference Day at TC. At that conference 8 of our teachers represented our school in presenting their year long study of what they studied through out the year.

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?

Describe Parent involvement

We also include parents in a more meaningful way by having them participate in parent meeting and classroom activities that can better describe the mission and vision of our school in a more meaningful way. And by providing more transparency with the day to day practices of our teachers and our school.

By conducting workshops and parent book clubs where they can see for themselves how our school develops strategies for the appreciation of literacy, math, science and social studies. And how these strategies can assist them in helping their children at home.

By providing workshops on how to access their children's ARIS files on line as well as the Datacation parent file being introduced this year.

By setting up book clubs sessions where students can come and visit their parents during their Fridays book club meeting, where the students can see first hand their parents showing their appreciation of books, and their love of reading.

By include parents in annual events that are important to the students and school. Events like Character Day, Tiger day, Book Fairs etc. that are activities that allows them to participate in activities that are meaningful to them and their children.

By inviting parents to special literacy celebrations; annual school events where they are at the center of the activity

By informing parents of important conferences and events where they can learn more about Bilingual Education programs and other strategies that can better help them help their children.

By receiving parent news letters from the school, the district and parent organizations like insideschools.org.

our school also partners with local CBO like the Community Association of Progressive Dominicans. This organization offers much needed assistance with our parents and youngsters in mental health services and in our afterschool program. This year because of a loss of OST funds to the organization the afterschool program is being offered to parents for a fee.

Another agency that we are partnering with this year is the Presbyterian Hospital CHALK program, Choosing healthy and active lifestyles for kids. Through Karen Ozuna, the program coordinator we have been able to form a school wellness committee that involves the participation of parents, teachers and students in choosing healthy choices in food and activity. As a school wellness committee we have set up a snack policy that keep sugary sweet and drink out of our snack list and encourages healthy lifestyles and eating. We have visited farmers markets and have had Literacy Celebrations with food, carrots and juice as opposed to cookies and soda.

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: Twenty-first Century Academy

School DBN: 06m210

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Evelyn Linares	Principal		11/27/13
Camilo Mejia	Assistant Principal		11/27/13
Concepcion Quezada	Parent Coordinator		11/27/13
Isabel Lobelo	ESL Teacher		11/27/13
Maria Garcia	Parent		11/27/13
Soledad De Leon/ESL	Teacher/Subject Area		11/27/13
Wendy Hernandez/Spanish	Teacher/Subject Area		11/27/13
Elizabeth Silva	Coach		11/27/13
Christina Cepero	Coach		11/27/13
Monica Benavides	Guidance Counselor		11/27/13
Jorge Izquierdo	Network Leader		11/27/13
	Other _____		1/1/01

LANGUAGE TRANSLATION AND INTERPRETATION 2013-2014 TO 2014-2015

Requirement under Chancellor's Regulations – for all schools

DBN: 06m210 School Name: Twenty-first Century Academy for Co

Cluster: 05 Network: 511

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.

Through the study of our school environmental survey and informal pass review and assessments of parents and staff needs in language translation and interpretation was conducted.

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 a dual language school, every communication with student, staff and parents is provided in both languages, Spanish and English. This can be costly especially when producing a lengthy document in both languages and/or holding a meeting in the evening and needing oral translation. Fortunately, the majority of the staff is bilingual and often volunteer to provide language translation and interpretation. Meetings are held in both languages to accommodate everyone who attends.

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.

Translation and interpretation is always provided in house by school staff or parent volunteer. When a lengthy document needs to be translated, such as the LAP or CEP or translations of the New Instructional Shifts these are done by an outside vendor or through per session services provided by a staff member.

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.

All oral interpretations are provided in house by the bilingual staff.

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>.

As a dual language school all communication with parents both oral and written is done in both English and Spanish. When needed a translator is assigned to assist parents or staff member.



Department of English Language Learners and Student Support

Milady Baez, Senior Executive Director
 52 Chambers Street, Room 209
 New York, New York 10007
 Phone: 212-374-6072

<http://schools.nyc.gov/Academics/ELL/default.htm>

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

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

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

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

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

Part A: School Information	
Name of School: PS/IS 210-Twenty-first Century	DBN: 06m210
This school is (check one):	
<input checked="" type="checkbox"/> conceptually consolidated (skip part E below) <input type="checkbox"/> NOT conceptually consolidated (must complete part E below)	

Part B: Direct Instruction Supplemental Program Information
The direct instruction component of the program will consist of (check all that apply):
<input type="checkbox"/> Before school <input checked="" type="checkbox"/> After school <input type="checkbox"/> Saturday academy
Total # of ELLs to be served: 45
Grades to be served by this program (check all that apply):
<input type="checkbox"/> K <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input checked="" type="checkbox"/> 4 <input checked="" type="checkbox"/> 5

Part B: Direct Instruction Supplemental Program Information

6 7 8 9 10 11 12

Total # of teachers in this program: 4
of certified ESL/Bilingual teachers: 4
of content area teachers: _____

Describe the direct instruction supplemental program here and include the

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

Begin description here: The rationale of the PS/IS 210 Title III afterschool program is to address the academic and language skills of students from grades 4 through 8. The program provides ESL and SSL instruction to 45 students that are new arrival ELLs; long term ELLs; as well as ELLs that are also SIFE and deficient in their native Spanish, and students that are English proficient that need additional help in Spanish as their second language. The program is scheduled to run approximately for 24 weeks, from 3 to 5 pm on Wednesdays and Thursdays. The program began on October 16, 2014, and is scheduled to end on Thursday, May 7, 2014. The language of instruction will be in English with the exception of those SIFE students who are in dire need of becoming literate in their native language Spanish, and those students that are English proficient but need additional help in Spanish. The ESL component is taught by Isabel Lobelo and Soledad DeLeon, both licensed in ESL; the instructional focus is to advance the students' reading, writing, listening and speaking skills through student-initiated project-based research. The Spanish component is taught by Josefina Baez, licensed bilingual teacher, who will be providing instruction in Spanish to students who are SIFE, and those in need of more instruction in Spanish. These teachers will be using materials chosen on the various needs of their groups, and on the topic we have chosen as a group. Per the CCSS, the topic chosen for this year is Immigration, which is connected to Social Studies and History. Students will research the history of immigration in the U.S., with a focus in NYC, and the social issues affecting immigrant children and children of immigrant parents, such as peer pressure, abuse of technology, and social media. We know that immigration is a huge component of the American thread, yet it is not studied in depth. In addition, it is becoming a stigma among the youth to say you are an immigrant. Our purpose for teaching this topic is not only to educate the student in the four skills of language acquisition, but also to politicize and empower the students through their own experience as immigrants themselves, and additionally debunk any stigma or negative connotation about being an immigrant.

Part C: Professional Development

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

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

Part C: Professional Development

Begin description here: As a Dual Language school our professional development program focuses on differentiating learning for the students through the 6 Traits for Writing Plus One. The teachers are being provided with support on how to further breakdown instruction in order to have the students focus on reading and writing through conferencing, mini lesson, and group discussion. The focus for all students is the development of ideas; the organization of ideas, word choice, sentence fluency and voice. The writing also focuses on different genra studies where the students use personal narratives, non -fiction paragraphs; opinion and argument; realistic fiction and poetry to develop students' thinking and writing. Throughout the program the Title III teachers will be trained on how to use language functions and language structures in their planning in order to address the different needs of the students. The teachers will also be trained on how to focus on vocabulary development for all students using first hand experiences; TPR; cognates and by breaking things down in a comprehensible manner without watering down the curriculum of CCLS.

Part D: Parental Engagement Activities

Describe the parent engagement activities targeted toward parents of ELLs that will impact higher achievement for ELLs. NOTE: These are in addition to mandated activities, such as parent orientation during ELL identification process.

- rationale
- schedule and duration
- topics to be covered
- name of provider
- how parents will be notified of these activities

Begin description here:

In addition to the mandated activities for parents to attend throughout the year, such as orientation meetings, monthly workshops, and parent-teacher conference meeting, parents of ELLs who are enrolled in the Title III after school program will be invited to additional workshops once or twice a month, via phone call or letter. The workshops will be from 3:00 pm - 5:00 pm, on Wednesday or Thursday of the last week of the month. These workshops will be provided by Ms. Angela Silverio, a fully certified Bilingual Common Branch teacher, who will be giving valuable information to parents to further their understanding on the CCLS, the new instructional expectations and how parents might help their children at home. Furthermore, they will also be given some basic social and survival English language instruction. For example, parents will be learning how to understand and fill out job applications, welfare forms, housing and or Section 8; how to ask for directions if they get lost in the subway, or expressing their needs when they go to the doctor or the emergency room, etc.

On the last day of the program parents, teachers and the principal and assistant principal will be invited to the culminating ceremony where students present their final projects.

Part E: Budget

FOR SCHOOLS NOT CONCEPTUALLY CONSOLIDATED ONLY. Ensure that your Title III budget matches your Title III Plan.

Allocation Amount: \$_____

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Professional salaries (schools must account for fringe benefits) <ul style="list-style-type: none"> • Per session • Per diem 	_____	_____
Purchased services <ul style="list-style-type: none"> • High quality staff and curriculum development contracts. 	_____	_____
Supplies and materials <ul style="list-style-type: none"> • Must be supplemental. • Additional curricula, instructional materials. • Must be clearly listed. 	_____	_____
Educational Software (Object Code 199)	_____	_____
Travel	_____	_____
Other	_____	_____
TOTAL	_____	_____