



**2014-15**  
**SCHOOL COMPREHENSIVE EDUCATIONAL PLAN**  
**(SCEP)**

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

**06M528**

**School Name:**

**BEA FULLER RODGERS INTERMEDIATE SCHOOL**

**Principal:**

**KRISTY DE LA CRUZ**

## School Comprehensive Educational Plan (SCEP) Outline

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**Section 1: School Information Page**

**School Information**

School Name: Bea Fuller Rodgers School Number (DBN): 06M528  
School Level: Middle School Grades Served: 6-8  
School Address: 180 Wadsworth Avenue, New York, New York 10033  
Phone Number: 212-740-4900 Fax: 212-781-7302  
School Contact Person: Kristy Dela Cruz Email Address: kdelacr@schools.nyc.gov  
Principal: Kristy Dela Cruz  
UFT Chapter Leader: Luz Minaya  
Parents' Association President: Liliana Cordero  
School Leadership Team  
Chairperson: Margarita Modesto  
Student Representative(s): Elvis Abreu, Amanda Batista, Melannie Estrella, and Bryan Molina

**District Information**

District: 06 Superintendent: Manuel Ramirez  
Superintendent's Office Address: 4360 Broadway Room 526, NY, NY 10033  
Superintendent's Email Address: [Mramirez4@schools.nyc.gov](mailto:Mramirez4@schools.nyc.gov)  
Phone Number: 917-521-3757 Fax: 917-521-3797

**Cluster and Network Information**

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

## Section 2: School Leadership Team (SLT) Signature Page

All SLT members are expected to sign this page to confirm their participation in the development of this School Comprehensive Educational Plan (SCEP) and consultation regarding the alignment of funding to support this school's educational program, which includes annual goals and action plans, Academic Intervention Services (AIS), Parent Involvement Policy (PIP) and School-Parent Compact (SPC). The SLT must include an equal number of parents and staff and have a minimum of 10 and a maximum of 17 members, in accordance with [Chancellor's Regulation A-655](#), available on the [New York City Department of Education \(NYCDOE\)](#) website.

### Directions:

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

Name	Position and Constituent Group Represented	Signature (Blue Ink)
Kristy Dela Cruz	*Principal or Designee	
Luz Minaya	*UFT Chapter Leader or Designee	
Liliana Cordero	*PA/PTA President or Designated Co-President	
	DC 37 Representative, if applicable	
Elvis Abreu	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
	CBO Representative, if applicable	
Amanda Batista	Student Representative	
Melannie Estrella	Student Representative	
Bryan Molina	Student Representative	
Martha Rivera	Member/Parent	
Franklin Tavarez	Member/ Parent	
Daisy Goins	Member/ Parent	
Luisa Hernandez	Member/ Parent	
Daniel Matta	Member/ Teacher	
Lourdes Milian	Member/ Teacher	
Margarita Modesto	Member/ Teacher	
	Member/	

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

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

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

#### The Capacity Framework and SCEP Development

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



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

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

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

<b>The Six Elements of the Capacity Framework</b>	
<ul style="list-style-type: none"> <li>• <b>Rigorous Instruction:</b> 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.</li> </ul>	
<ul style="list-style-type: none"> <li>• <b>Supportive Environment:</b> The school establishes a classroom and school culture where students feel safe, supported, and challenged by their teachers and peers.</li> </ul>	
<ul style="list-style-type: none"> <li>• <b>Collaborative Teachers:</b> 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.</li> </ul>	
<ul style="list-style-type: none"> <li>• <b>Effective School Leadership:</b> 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.</li> </ul>	
<ul style="list-style-type: none"> <li>• <b>Strong Family-Community Ties:</b> School leadership brings resources from the community into the school building by welcoming, encouraging, and developing partnerships with families, businesses, and community-based organizations.</li> </ul>	
<ul style="list-style-type: none"> <li>• <b>Trust:</b> 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</li> </ul>	

administrators value each other.

## Accountability Tools and the Capacity Framework

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

### NYSED's Six DTSDE Tenets

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

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

### NYCDOE's Quality Review (QR)

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

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

### Next Steps for SCEP Development

School Leadership Teams should engage in the following steps:

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

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

## Section 4: SCEP Overview

Develop a narrative summary that includes:

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

School strengths, accomplishments, and challenges.

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

### **Contextual Information:**

The Bea Fuller Rodgers Intermediate School 528 opened its doors on September 2002 as the first intermediate school dedicated to the Arts in the Washington Heights community. Our school serves students in grades 6<sup>th</sup> through 8<sup>th</sup>; approximately 200 students primarily of Hispanic heritage. This community serves as a home to many new immigrants from the Dominican Republic, Puerto Rico, and various countries in Central America and South America. The school provides an education that allows the students, through the use of the new curriculum initiatives such as our collaboration with the Teachers College Reading and Writing Project, our Connected Math Project with Lehman College, as well as the Alvin Ailey Dance Program and Art programs, to develop the skills and knowledge necessary for all future endeavors. The school building is a well kept; modern building where pride in the student's accomplishments is evident in the prominently displayed student work.

### **Mission Statement:**

The school community is dedicated to preparing our children to become life-long learners. In our enriched environment we promote high-level academic achievement through standards based curriculum, while fostering love, respect, and appreciation for the Arts.

### **Vision:**

We envision the Intermediate School 528 community being the opportunity for our students to develop their talents and gifts in the performing arts resulting in every child graduating with the knowledge, skills, and social values to become successful citizens in the global community.

### **Special Programs/Initiatives:**

Intermediate School 528 enjoys collaborations with several community based organizations, including Alvin Ailey Dance Program, Urban Arts Partnership, Computers for Youth (CFY), Chess-In-Schools, Urban Arts Advantage with the Museum of Natural History, Asphalt Green, New York Road Runners Foundation, Soaring Words Inc., Lang Youth Medical Program, Mouse Squad, Teachers College Reading and Writing Project, Lehman Math Project, and Police Athletic League. These agencies provide ongoing services to our school community and are a vital component of our Special Academic Programs.

At IS 528, we recognize that families and other community members are a vital part of all students' academic and social success. We encourage parent/school collaboration at all levels, and offer numerous opportunities for family and school interactions by providing workshops and in school volunteer programs with the leadership of our Parent Coordinator. The PA empowers parents to become an integral part of the schools' decision-making process as evidenced by our School Leadership Team, active Parent Association, weekly workshops, and Learning Walks.

### **Strengths/Accomplishments:**

Our 21<sup>st</sup> Century Grant and our community partnerships are an integral part of our school community. Through our collaboration with Computers For Youth (CFY), our school and/or staff has been showcased in the New York Times, The Wallace Foundation, and PBS Series about "Preventing Dropouts" by Stone Phillips. This is our fourth consecutive year of providing every family with a desktop computer and/or home learning center. This includes free repairs for the three years of middle school, and the families never return the computer. Recently, our after school science program was showcased on PBS for utilizing the mentoring model in STEM Development. Channel 41 and/or Univision have shown coverage on our school's Mouse Squad. In addition, the Urban Arts Partnership has utilized our school to showcase "Story in the Studio." We are the only middle school in New York City to have a yearlong residency with Alvin Ailey for almost 13 consecutive years. Every year our dancers perform at the City's Dance Festival as well as local events such as the inaugurations of local Councilman. We have Fusion, a student-operated dance company, and an Alumni Dance Company, that consists of our alumni dancers from all over the city. Every June, we have an Annual Spring Performance

where every student, parent, and staff members have an opportunity to perform at a professional venue, which is an opportunity of a lifetime to perform on-stage at the United Palace Theater.

**Challenges:**

Our biggest challenge is helping our students to achieve on grade level or higher despite their recent arrival in the country and/or their disability. When analyzing our Middle School Quality Snapshot, our students are meeting and/or exceeding targets in the area of progress for both English Language Arts and Mathematics for all subgroups; however, we are “fair” when meeting the targets of student achievement. Of course, we strive as a community for ALL of our students to achieve grade level proficiency and/or higher on all examinations; however, this is a challenging task when considering that many of our students have been in the country for relatively few years. The majority of our student population consists of English Language Learners (ELLs) and/or former ELLs. Many of our newcomers arrive below grade level in their first language, which is problematic when it comes to the transfer of language skills. The majority of our students have acquired their Basic Interpersonal Communication Skills (BICS); however, they struggle with their Cognitive Academic Language Proficiency (CALP). This means that providing our students with a mathematics examination in Spanish does not equate to grade level proficiency especially since the current examination requires a great deal of reading comprehension. An additional challenge is providing resources with our limited budget. When having only 195 students, there are a limited amount of resources, which means that our school lacks a literacy and/or math coach to support classroom instruction and curriculum implementation as well as Title I Reading Specialists to support our diverse learners.

**DTSDE Tenets:**

Our biggest amount of growth has been in the area of Family and Community Engagement as evidenced by our attendance at workshops as well as our involvement in the community. For example, we hosted a series of weekly parent classes last year on the Teachers College Workshop Model. This year, we have a series of Word Generation Workshops that coincides with our Tier II Words. We have also started a dance class for parents, which resulted in the parents performing at the Annual Spring Performance. Our school community is active at all district and citywide conferences as well as being an active voice with our Local Council Representatives. This year, we have started to host monthly Learning Walks to have parents gain a better understanding of what is taking place in the classrooms. As a result of our community involvement, we have received RESO-A funding for technology and Capital Plan Funding for a new roof and new windows for the entire school.

This year our area of focus is in the curriculum development and support. With any new curriculum and/or initiative, instructional support must be provided. For literacy and social studies, we have staff developers from Teachers College. For mathematics, we have a staff developer from the Lehman Project. For science, we started a partnership with the Urban Arts Advantage, which provides professional development for teachers as well as opportunities for families and students to attend science-related field trips. For the arts integration, we collaborate with Urban Arts Partnership, which involves Arts Integration and Story in the Studio. All of our staff members have opportunity for professional development whether it is job-embedded and/or attending a National Conference and/or Convention.

### 06M528 School Information Sheet Key

School Configuration (2014-15)					
Grade Configuration	06,07,08	Total Enrollment	195	SIG Recipient	N/A
Types and Number of English Language Learner Classes (2014-15)					
# Transitional Bilingual	N/A	# Dual Language	N/A	# Self-Contained English as a Second Language	N/A
Types and Number of Special Education Classes (2014-15)					
# Special Classes	N/A	# SETSS	N/A	# Integrated Collaborative Teaching	13
Types and Number of Special Classes (2014-15)					
# Visual Arts	9	# Music	N/A	# Drama	N/A
# Foreign Language	9	# Dance	9	# CTE	N/A
School Composition (2013-14)					
% Title I Population	93.4%	% Attendance Rate		94.1%	
% Free Lunch	94.3%	% Reduced Lunch		3.5%	
% Limited English Proficient	18.6%	% Students with Disabilities		22.1%	
Racial/Ethnic Origin (2013-14)					
% American Indian or Alaska Native	N/A	% Black or African American		1.8%	
% Hispanic or Latino	97.3%	% Asian or Native Hawaiian/Pacific Islander		0.4%	
% White	0.4%	% Multi-Racial		N/A	
Personnel (2014-15)					
Years Principal Assigned to School (2014-15)	4.29	# of Assistant Principals (2014-15)		1	
# of Deans (2014-15)	N/A	# of Counselors/Social Workers (2014-15)		1	
Personnel (2013-14)					
% of Teachers with No Valid Teaching Certificate (2013-14)	N/A	% Teaching Out of Certification (2013-14)		N/A	
% Teaching with Fewer Than 3 Years of Experience (2013-14)	0.2%	Average Teacher Absences (2013-14)		6.01	
Student Performance for Elementary and Middle Schools (2013-14)					
ELA Performance at levels 3 & 4	8.2%	Mathematics Performance at levels 3 & 4		2.7%	
Science Performance at levels 3 & 4 (4th Grade)	N/A	Science Performance at levels 3 & 4 (8th Grade)		13.1%	
Student Performance for High Schools (2012-13)					
ELA Performance at levels 3 & 4	N/A	Mathematics Performance at levels 3 & 4		72.4%	
Credit Accumulation High Schools Only (2013-14)					
% of 1st year students who earned 10+ credits	N/A	% of 2nd year students who earned 10+ credits		N/A	
% of 3rd year students who earned 10+ credits	N/A	4 Year Graduation Rate		N/A	
6 Year Graduation Rate	N/A				
Overall NYSED Accountability Status (2014-15)					
Reward		Recognition			
In Good Standing		Local Assistance Plan			
Focus District	X	Focus School Identified by a Focus District		X	
Priority School					
Accountability Status – Elementary and Middle Schools					
Met Adequate Yearly Progress (AYP) in ELA (2012-13)					
American Indian or Alaska Native	N/A	Black or African American		N/A	
Hispanic or Latino	YES	Asian or Native Hawaiian/Other Pacific Islander		N/A	
White	N/A	Multi-Racial		N/A	
Students with Disabilities	YES	Limited English Proficient		YES	
Economically Disadvantaged	YES				
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)					
American Indian or Alaska Native	N/A	Black or African American		N/A	
Hispanic or Latino	NO	Asian or Native Hawaiian/Other Pacific Islander		N/A	
White	N/A	Multi-Racial		N/A	
Students with Disabilities	NO	Limited English Proficient		NO	
Economically Disadvantaged	NO				
Met Adequate Yearly Progress (AYP) in Science (2012-13)					
American Indian or Alaska Native	N/A	Black or African American		N/A	
Hispanic or Latino	YES	Asian or Native Hawaiian/Other Pacific Islander		N/A	
White	N/A	Multi-Racial		N/A	
Students with Disabilities	N/A	Limited English Proficient		N/A	
Economically Disadvantaged	YES				
Accountability Status – High Schools					
Met Adequate Yearly Progress (AYP) in ELA (2012-13)					
American Indian or Alaska Native	N/A	Black or African American		N/A	
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A	
White	N/A	Multi-Racial		N/A	
Students with Disabilities	N/A	Limited English Proficient		N/A	
Economically Disadvantaged	N/A				
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)					
American Indian or Alaska Native	N/A	Black or African American		N/A	
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A	
White	N/A	Multi-Racial		N/A	
Students with Disabilities	N/A	Limited English Proficient		N/A	
Economically Disadvantaged	N/A				
Met Adequate Yearly Progress (AYP) in Graduation Rate (2012-13)					
American Indian or Alaska Native	N/A	Black or African American		N/A	
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A	
White	N/A	Multi-Racial		N/A	
Students with Disabilities	N/A	Limited English Proficient		N/A	
Economically Disadvantaged	N/A				

### 06M528 School Information Sheet Key

School Configuration (2014-15)				
Grade Configuration	06,07,08	Total Enrollment	195	SIG Recipient
Types and Number of English Language Learner Classes (2014-15)				
# Transitional Bilingual	N/A	# Dual Language	N/A	# Self-Contained English as a Second Language
Types and Number of Special Education Classes (2014-15)				
# Special Classes	N/A	# SETSS	N/A	# Integrated Collaborative Teaching
Types and Number of Special Classes (2014-15)				
# Visual Arts	9	# Music	N/A	# Drama
# Foreign Language	9	# Dance	9	# CTE
School Composition (2013-14)				
% Title I Population	93.4%	% Attendance Rate		94.1%
% Free Lunch	94.3%	% Reduced Lunch		3.5%
% Limited English Proficient	18.6%	% Students with Disabilities		22.1%
Racial/Ethnic Origin (2013-14)				
% American Indian or Alaska Native	N/A	% Black or African American		1.8%
% Hispanic or Latino	97.3%	% Asian or Native Hawaiian/Pacific Islander		0.4%
% White	0.4%	% Multi-Racial		N/A
Personnel (2014-15)				
Years Principal Assigned to School (2014-15)	4.29	# of Assistant Principals (2014-15)		1
# of Deans (2014-15)	N/A	# of Counselors/Social Workers (2014-15)		1
Personnel (2013-14)				
% of Teachers with No Valid Teaching Certificate (2013-14)	N/A	% Teaching Out of Certification (2013-14)		N/A
% Teaching with Fewer Than 3 Years of Experience (2013-14)	0.2%	Average Teacher Absences (2013-14)		6.01
Student Performance for Elementary and Middle Schools (2013-14)				
ELA Performance at levels 3 & 4	8.2%	Mathematics Performance at levels 3 & 4		2.7%
Science Performance at levels 3 & 4 (4th Grade)	N/A	Science Performance at levels 3 & 4 (8th Grade)		13.1%
Student Performance for High Schools (2012-13)				
ELA Performance at levels 3 & 4	N/A	Mathematics Performance at levels 3 & 4		72.4%
Credit Accumulation High Schools Only (2013-14)				
% of 1st year students who earned 10+ credits	N/A	% of 2nd year students who earned 10+ credits		N/A
% of 3rd year students who earned 10+ credits	N/A	4 Year Graduation Rate		N/A
6 Year Graduation Rate	N/A			
Overall NYSED Accountability Status (2014-15)				
Reward		Recognition		
In Good Standing		Local Assistance Plan		
Focus District	X	Focus School Identified by a Focus District		X
Priority School				

#### Accountability Status – Elementary and Middle Schools

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

#### Accountability Status – High Schools

Met Adequate Yearly Progress (AYP) in ELA (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	N/A			
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	N/A			
Met Adequate Yearly Progress (AYP) in Graduation Rate (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	N/A			

### 06M528 School Information Sheet Key

School Configuration (2014-15)				
Grade Configuration	06,07,08	Total Enrollment	195	SIG Recipient

Types and Number of English Language Learner Classes (2014-15)					
# Transitional Bilingual	N/A	# Dual Language	N/A	# Self-Contained English as a Second Language	N/A
Types and Number of Special Education Classes (2014-15)					
# Special Classes	N/A	# SETSS	N/A	# Integrated Collaborative Teaching	13
Types and Number of Special Classes (2014-15)					
# Visual Arts	9	# Music	N/A	# Drama	N/A
# Foreign Language	9	# Dance	9	# CTE	N/A
School Composition (2013-14)					
% Title I Population	93.4%	% Attendance Rate		94.1%	
% Free Lunch	94.3%	% Reduced Lunch		3.5%	
% Limited English Proficient	18.6%	% Students with Disabilities		22.1%	
Racial/Ethnic Origin (2013-14)					
% American Indian or Alaska Native	N/A	% Black or African American		1.8%	
% Hispanic or Latino	97.3%	% Asian or Native Hawaiian/Pacific Islander		0.4%	
% White	0.4%	% Multi-Racial		N/A	
Personnel (2014-15)					
Years Principal Assigned to School (2014-15)	4.29	# of Assistant Principals (2014-15)		1	
# of Deans (2014-15)	N/A	# of Counselors/Social Workers (2014-15)		1	
Personnel (2013-14)					
% of Teachers with No Valid Teaching Certificate (2013-14)	N/A	% Teaching Out of Certification (2013-14)		N/A	
% Teaching with Fewer Than 3 Years of Experience (2013-14)	0.2%	Average Teacher Absences (2013-14)		6.01	
Student Performance for Elementary and Middle Schools (2013-14)					
ELA Performance at levels 3 & 4	8.2%	Mathematics Performance at levels 3 & 4		2.7%	
Science Performance at levels 3 & 4 (4th Grade)	N/A	Science Performance at levels 3 & 4 (8th Grade)		13.1%	
Student Performance for High Schools (2012-13)					
ELA Performance at levels 3 & 4	N/A	Mathematics Performance at levels 3 & 4		72.4%	
Credit Accumulation High Schools Only (2013-14)					
% of 1st year students who earned 10+ credits	N/A	% of 2nd year students who earned 10+ credits		N/A	
% of 3rd year students who earned 10+ credits	N/A	4 Year Graduation Rate		N/A	
6 Year Graduation Rate	N/A				
Overall NYSED Accountability Status (2014-15)					
Reward		Recognition			
In Good Standing		Local Assistance Plan			
Focus District	X	Focus School Identified by a Focus District		X	
Priority School					
Accountability Status – Elementary and Middle Schools					
Met Adequate Yearly Progress (AYP) in ELA (2012-13)					
American Indian or Alaska Native	N/A	Black or African American		N/A	
Hispanic or Latino	YES	Asian or Native Hawaiian/Other Pacific Islander		N/A	
White	N/A	Multi-Racial		N/A	
Students with Disabilities	YES	Limited English Proficient		YES	
Economically Disadvantaged	YES				
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)					
American Indian or Alaska Native	N/A	Black or African American		N/A	
Hispanic or Latino	NO	Asian or Native Hawaiian/Other Pacific Islander		N/A	
White	N/A	Multi-Racial		N/A	
Students with Disabilities	NO	Limited English Proficient		NO	
Economically Disadvantaged	NO				
Met Adequate Yearly Progress (AYP) in Science (2012-13)					
American Indian or Alaska Native	N/A	Black or African American		N/A	
Hispanic or Latino	YES	Asian or Native Hawaiian/Other Pacific Islander		N/A	
White	N/A	Multi-Racial		N/A	
Students with Disabilities	N/A	Limited English Proficient		N/A	
Economically Disadvantaged	YES				
Accountability Status – High Schools					
Met Adequate Yearly Progress (AYP) in ELA (2012-13)					
American Indian or Alaska Native	N/A	Black or African American		N/A	
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A	
White	N/A	Multi-Racial		N/A	
Students with Disabilities	N/A	Limited English Proficient		N/A	
Economically Disadvantaged	N/A				
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)					
American Indian or Alaska Native	N/A	Black or African American		N/A	
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A	
White	N/A	Multi-Racial		N/A	
Students with Disabilities	N/A	Limited English Proficient		N/A	
Economically Disadvantaged	N/A				
Met Adequate Yearly Progress (AYP) in Graduation Rate (2012-13)					
American Indian or Alaska Native	N/A	Black or African American		N/A	
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A	
White	N/A	Multi-Racial		N/A	
Students with Disabilities	N/A	Limited English Proficient		N/A	
Economically Disadvantaged	N/A				

## Section 5: Needs Assessment, Annual Goals and Action Plans

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

### Part 1 – Needs Assessment

**Part 1a. HEDI Rating (Highly Effective, Effective, Developing, or Ineffective) for DTSDE Tenet 3:**

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

Tenet 3 Statement of Practice (SOP) Addressed		HEDI Rating
3.2	The school leader and staff support and facilitate the quality implementation of rigorous and coherent curricula appropriately aligned to the Common Core Learning Standards (CCLS) in Pre K-12.	D
3.3	Teachers ensure that unit and lesson plans that are appropriately aligned to the CCLS coherent curriculum introduce complex materials that stimulate higher-order thinking and build deep conceptual understanding and knowledge around specific content.	E
3.4	The school leader and teachers ensure that teacher collaboration within and across grades and subjects exists to enable students to have access to a robust curriculum that incorporates the arts, technology and other enrichment opportunities.	E
3.5	The school leader and teachers develop a data-driven culture based on student needs, assessments and analysis, which leads to strategic action-planning that informs instruction and results in greater student achievement outcomes.	D

**Part 1b. Needs/Areas for Improvement:**

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

- In regard to the implementation of the curriculum, we have devoted more time and support to the literacy curriculum through our collaboration with Teachers College; however, we are beginning our second year with the Connected Math Curriculum. We lack resources to finance a literacy and/or mathematics coach, and our teams need more instructional support for effective implementation; therefore, we have collaborated with the Lehman Project and CFY.
- Our staff has a proficient understanding of writing lesson plans; however, they must stimulate more higher-order thinking based on our observations through our Quality Review and informal observations.
- Time is scheduled through professional periods, common planning periods, and our weekly professional development for teacher collaboration. We have a full-time Art and Dance teacher as well as Teaching Artists from our Urban Arts Partnership to collaborate with content area teachers; however, this collaboration could be developed to include more interdisciplinary projects.
- Teachers and the school community have access to data and item analysis; however, staff members still struggle with how to make meaning of the data to impact their instruction.

### Part 2 – Annual Goal

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

By June 2015, there will be a five percent increase in the number of students in grades 6-8 scoring a Level 3 or higher as evidenced on the Connected Math Benchmark assessment administered in December and the New York State Mathematics exam.

**Part 3 – Action Plan**

<b>Activities/Strategies:</b> Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including: 1. Research-based instructional programs, professional development, and/or systems and structures needed to impact change 2. Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). 3. Strategies to increase parent involvement and engagement 4. Activities that address the Capacity Framework element of Trust	<b>Target Group(s)</b> <i>Who will be targeted?</i>	<b>Timeline</b> <i>What is the start and end date?</i>	<b>Key Personnel</b> <i>Who is responsible for implementing and overseeing the activity/strategy?</i>
Computers For Youth (CFY), which is a Digital Learning Program that provides all families with a desktop computer equipped with math software as well as Kaplan software. Family Learning Workshop scheduled for the beginning of October 2014.	6 <sup>th</sup> grade families and new families	October 2014 – June 2015	Students, families, and staff  Parent Coordinator is the point person between our families and CFY.  Our 6 <sup>th</sup> grade math teacher is the point person for the math department.
Collaboration with the Lehman Math Project, which provides a staff developer to work with our math department on at least six occasions reinforcing the implementation of the Connect Math Curriculum, which is a research-based curriculum recommended by the DOE.	Math Team for 6 <sup>th</sup> - 8 <sup>th</sup>	October 2014-June 2015	Three math teachers, content special education specialist, and staff developer
Saturday Academy for mathematics utilizing the Massachusetts test samplers.	Lowest third	December 6 – June 2015	Math teachers, special education teachers, ESL teachers, & AP
Academic Support after school 1-2 days per week and Saturday Academy	Students with IEPs and ELLs	October 2014 – May 2015	Special education teachers, math teachers, and ELL teacher

**Part 4 – Resources Needed**

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

The family workshop and desktops for all of our students required \$5,400. We also scheduled for our math meetings to occur on Mondays because that was the original date for our CFY staff developer in the past. In addition, we have PD every Monday for 100 minutes.

**Part 5 – Budget and Resource Alignment**

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

X	Tax Levy	X	Title I Basic		Title I 1003(a)		Title IIA	X	Title III		P/F Set-aside	X	Grants
List below any additional funding sources that will be utilized to support achievement of the goal.													
21 <sup>st</sup> Century Funding provides additional funding for the academic support provided after school and on Saturdays. Title III funding is utilized for our ELLs. Our network, FHI360, supports our school community with funding the Lehman Project. CFY was made available through an initial pilot program that included three days of instructional support.													

**Part 6 – Progress Monitoring**

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

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

Targets to Evaluate Progress:

- Benchmark Assessment Results will be shared with students, parents, and analyzed by the staff.
- Analysis of student work as evidenced by conference logs, portfolio tasks, and journals.
- Evaluation and reflection forms from monthly department meetings.
- Conferences by the principal with students, staff, and parents.
- At least once a month all math classrooms will be visited and provided with teacher feedback.
- Informal and Formal Observations as well as assessment.
- Benchmark Math Assessments will be administered in December 2014.
- NYS State Mathematics Exam in April 2015

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

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

In order to assist our school community in achieving this goal, we have invested in IXL and iReady to support our students and their learning needs. Furthermore, we are hosting literacy and math camps during both breaks. Finally, we have one of math teachers supporting the Emergent Bilinguals in all three grades by providing small group instruction to all grades 6<sup>th</sup> grade (2 additional periods per week); 7<sup>th</sup> grade (2 additional periods); and 8<sup>th</sup> grade (4 additional periods per week).

## Section 5: Needs Assessment, Annual Goals and Action Plans

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

### Part 1 – Needs Assessment

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

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

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

**Part 1b. Needs/Areas for Improvement:**

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

- Based on our Middle School Quality Snapshot, Quality Reviews, teacher Advance ratings, and Learning Environment Surveys we exceed the expectations and are effective and/or highly effective in all areas.
- We have a weekly Advisory, PBIS team, and a supportive learning environment as evidenced by our low number of suspensions (Online Occurrence Reporting System), climate surveys, and informal observations (PBIS School).
- In addition, the majority of our teachers achieve an “effective” or “higher” in the area of classroom environment using Charlotte Danielson’s Framework for Teaching (Advance Ratings).
- We organized orientations for students and their families in regard to high school and/or career planning. Our staff actually visits high schools with our students.

### Part 2 – Annual Goal

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

By June 2015, in order to meet the social and emotional needs of adolescents, all students will participate in an Advisory Program with a 15:1 student to teacher ratio as evidenced by attendance logs, advisory participation grades, and reflection forms.

### Part 3 – Action Plan

<b>Activities/Strategies:</b> Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including:	<b>Target Group(s)</b> <i>Who will be targeted?</i>	<b>Timeline</b> <i>What is the start and end date?</i>	<b>Key Personnel</b> <i>Who is responsible for implementing and overseeing the activity/strategy?</i>
<ol style="list-style-type: none"> <li>1. Research-based instructional programs, professional development, and/or systems and structures needed to impact change</li> <li>2. Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH).</li> <li>3. Strategies to increase parent involvement and engagement</li> <li>4. Activities that address the Capacity Framework element of Trust</li> </ol>			
One of our most promising practices is the collaboration among staff members to create an Advisory program for our all of students. As a first year principal, we discovered that only a handful of teachers had learned about adolescent development and/or received any training in how adolescents learn. As a staff, we read "What Every Middle School Teacher Should Know." Next, the staff requested that all students have the opportunity to participate in an Advisory Program.	Staff	Every June	Guidance Counselor, DOE Support, Network, and Administration
These Advisory Periods focus on meeting the emotional and social needs of our students by discussing topics such as bullying, conflict resolution, peer mediation, as well as college and career readiness. There are a maximum of 15 students to one teacher. Each class has two advisors. Advisory meet on Wednesday of each week during eighth period. All of the monthly units have been mapped out and written in great detail. Some of our resources have been "Overcoming Obstacles," TC piloted nutrition unit, and the DOE's health education plan.	Staff and students	September 2014- June 2015	Staff and Ms. Khan is the Advisory Point Person
By having advisors, we were able to organize Parent Teacher Conferences (PTC) by appointment only so that each parent had at least 15 minutes with their advisor. Last year, 235 parents out of 274 attended Parent Teacher Conferences by appointment only. This year, we had 200 parents out of 250, and Parent Teacher Conferences were conducted the Tuesday prior to Thanksgiving Break. The parents were thrilled that their time was valued and that they did not have to wait for hours to see just one teacher. In addition, our students' attendance has improved from 91-92% to hovering around 95%.	Staff	Every November & February	Advisors (Entire Staff) and PA Coordinators
Finally, we also utilize the Positive Based Interventions Systems to help promote positive behaviors. As a result, our number of school suspensions has been cut in almost half. Monthly PBIS Rallies	Students & Staff	October 2014-June 2015	Guidance Counselor is the Internal Coach; however, all staff members are involved

#### **Part 4 – Resources Needed**

Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc.
At least 18 advisors are needed to cover the nine classes. Funding is needed to provide rewards and incentives for PBIS. In regard to the schedule, all advisors must be available on Wednesdays.

#### **Part 5 – Budget and Resource Alignment**

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

PBIS support is provided to our internal coach via the DOE and Network.

**Part 6 – Progress Monitoring**

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

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

- Reflection forms, number of suspensions, attendance forms from Parent Teacher Conferences, and informal/formal feedback.
- Attendance for professional development and Parent Teacher Conferences.
- Reflection forms from students and staff.
- Climate Survey was administered in October 2014 and another survey will be administered in February 2015.

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

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

Although we have met the goal, we have strategically planned our Parent Engagement for each week for weekly workshops as well as parent meetings and opportunities for IEP meetings.

## Section 5: Needs Assessment, Annual Goals and Action Plans

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

### Part 1 – Needs Assessment

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

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

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

**Part 1b. Needs/Areas for Improvement:**

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

- All of our students with disabilities met the targets for progress in English Language Arts according to the Middle School Snapshot.
- All of our ELLs met and/or exceeded the targets for ELA and mathematics based on the Middle School Snapshot.
- According to our most recent Quality Review, we need to increase the level of academic rigor in the classrooms and increase the level of consistency across all content areas.

### Part 2 – Annual Goal

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

By June 2015, all administrators and teachers will share a common understanding and language for discussing and implementing effective pedagogical practices, as evidence by verbal interactions at meetings, the use of Danielson's Framework to analyze formal and informal classroom observations, and the delivery of actionable feedback, as documented in the Advance platform.

### 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</i>
1. Research-based instructional programs, professional			

<p>development, and/or systems and structures needed to impact change</p> <p>2. Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH).</p> <p>3. Strategies to increase parent involvement and engagement</p> <p>4. Activities that address the Capacity Framework element of Trust</p>			<i>activity/strategy?</i>
<ul style="list-style-type: none"> <li>• By June 2015, the principal and assistant principal will conduct a minimum of three informal walkthroughs for each teacher using selected components of our research-based rubric to provide meaningful feedback.</li> <li>• In September, all teachers were administered a self-assessment on the Four Domains of Teaching based on Danielson's <i>Framework for Teaching</i>. (QR indicators 4.1, 4.2, 4.3)</li> <li>• In October, teachers created SMART goals using their self-assessment and Framework for Teaching as a guide.</li> <li>• Lab sites will be used to provide teachers with opportunities to collaborate and to "practice" new techniques and strategies. Prep Period Coverage will be provided for teachers when working during their professional period. Training rate will be provided for professional development that occurs before and after school.</li> <li>• School leaders will set up and follow a teacher observation cycle and provide actionable feedback to teachers.</li> <li>• Individual professional development plans for each teacher with delineated steps for progress and movement to the next level within the continuum.</li> <li>• Intervisitations among the teachers</li> <li>• Teacher self-assessments and reflection forms on selected components of our research-based rubric,</li> </ul>	Teachers & Staff	September 2014 – June 2015	Talent Coach, TIF Team, DOE Personnel, Network, Administrators, Staff, and Staff Developers
<ul style="list-style-type: none"> <li>• Learning Walks that include students, staff, and families focusing on various components of the Danielson Framework.</li> <li>• October—Taking Low Inference Notes</li> <li>• November—Classroom Environment</li> <li>• December—Student Engagement</li> <li>• January—Academic Rigor</li> <li>• February/March—Questioning (Part One)</li> <li>• April/May—Questioning (Part Two)</li> </ul>	Parents & School Community	October 2014 –June 2015	Parent Coordinator, Principal, PA, and Staff
<p>1. Building a common language as well as consistency across all classrooms by utilizing Word Generation and Tier II words across all content areas for students in grades 6-8</p> <ul style="list-style-type: none"> <li>• Professional development for staff</li> <li>• Integrated into all content areas</li> <li>• Assessed during Advisory</li> <li>• Professional development for parents</li> </ul>	Students, Staff, & Families	October 2014-June 2015	Network Support, Staff, and Administration
<ul style="list-style-type: none"> <li>• From September through June, staff members will be provided PD by in-house staff members, Teachers College, our Network, and other community based organizations to support them in their teaching practices and professional goals. Professional development will be provided during and after school as well as Saturday/Sunday by various organizations.</li> </ul>	Staff	September 2014-June 2015	Network, Staff, TIF Team, UA Advantage, UA Partnership, CFY, TC Staff Developers, Lehman Project,

			and Administration
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**Part 4 – Resources Needed**

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

Teacher teams meet twice a week. The Teacher Incentive Fund (TIF) Team meets during their professional periods for the entire week. Our partnerships provide job-embedded professional development as well as professional development off-site as well as on the weekends. Funding from the 21<sup>st</sup> Century Grant and Teacher Incentive Fund (TIF), which are funded by the federal government support these endeavors. The Title I SWP Priority Focus Funding will support our collaboration with Teachers College. The majority of our fair student funding pays for the teacher salaries.

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

Teacher Incentive Fund (TIF) helps provide resources for coverage, peer instructional coaches, and the demonstration teachers because resources and professional development as well as monetary incentives are provided for staff members who wish to become leading learners in the school community. 21<sup>st</sup> Century Fund. Fair Student Funding pays for the staff. Title I funding supports our collaborations and/or instructional consultants.

**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:

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

- In regard to teacher feedback and/or observations, the mid-year conference and the informal observation process allow for monitoring progress.
- Reflection forms and/or informal conversations are utilized for teacher team meetings and all gatherings for students, staff, and families.
- PD Committee meetings occur once a month, and the committee reflects on the progress and/or impact of the PD.

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

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

Administration has almost completed all of the evaluations and ratings; however, they will continue to support the staff through informal visits as well as observations by outside personnel such as the Talent Coach and Achievement Coach.

## Section 5: Needs Assessment, Annual Goals and Action Plans

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

### Part 1 – Needs Assessment

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

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

	Tenet 2 Statement of Practice (SOP) Addressed	HEDI Rating
2.2	Leaders ensure an articulated vision, understood and shared across the community, with a shared sense of urgency about achieving school-wide goals aligned with the vision as outlined in the School Comprehensive Educational Plan (SCEP).	E
2.3	Leaders effectively use evidence-based systems to examine and improve individual and school-wide practices in the critical areas (student achievement, curriculum & teacher practices; leadership development; community/family engagement; and student social and emotional developmental health) that make progress toward mission-critical goals.	E
2.4	Leaders make strategic decisions to organize resources concerning human, programmatic and fiscal capital so that school improvement and student goals are achieved.	HE
2.5	The school leader has a fully functional system in place to conduct targeted and frequent observations; track progress of teacher practices based on student data, feedback and professional development opportunities; and hold administrators and staff accountable for continuous improvement.	E

**Part 1b. Needs/Areas for Improvement:**

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

- Based on our school’s Alternative Quality Review, all of these areas were “effective” and/or “highly effective.”
- The school leadership received a “Highly Effective” for utilizing resources in an effective manner as evidenced by our multiple programs and/or resources despite the register loss. The school leader excels at establishing partnerships and/or grants that allow the school to have access to the Arts and other areas such as technology, Flag Football, Soccer, Basketball, Chorus, Comic Book Design, Boys Fitness, and more.

### Part 2 – Annual Goal

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

By June 2015, all teachers will have received professional development and support on strategies for designing and implementing a curriculum that includes rigorous tasks and questions, as evidenced by signed attendance sheets at workshops, review of lesson plans that include these rigorous tasks and questions, classroom observation, using Charlotte Danielson’s Framework for Teaching, which is documented in Advance, and ongoing review of student work and Benchmark Assessment data to monitor student progress and growth.

### Part 3 – Action Plan

<b>Activities/Strategies:</b> Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including: <ol style="list-style-type: none"> <li>1. Research-based instructional programs, professional development, and/or systems and structures needed to impact change</li> <li>2. Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH).</li> <li>3. Strategies to increase parent involvement and engagement</li> <li>4. Activities that address the Capacity Framework element of Trust</li> </ol>	<b>Target Group(s)</b> <i>Who will be targeted?</i>	<b>Timeline</b> <i>What is the start and end date?</i>	<b>Key Personnel</b> <i>Who is responsible for implementing and overseeing the activity/strategy?</i>
<ul style="list-style-type: none"> <li>• Our school defines rigorous instruction as instruction that nurtures higher order thinking that appropriately challenges each student based on their ability level, next learning steps, and our curriculum. This occurs through our teachers' use of the Blooms revised taxonomy, which is Webb's Depths of Knowledge (DOK) when developing rigorous questions.</li> <li>• Evidence of rigor can be found in our curriculum maps and lesson plans that are aligned to CCLS and, influenced by Webb's DOK. Assessment practices school wide and at the teacher team and classroom level carefully monitors student progress to ensure that our current practices are rigorous with multiple entry points, so all students can have access to the information.</li> <li>• As a Teachers College Reading and Writing Project School. The following is a snapshot of what you will see and hear in each classroom. Teachers using a workshop approach for reading, writing and social studies. There is a mini-lesson, independent time and a whole class share. During independent time, the teacher is circulating the room and conducting conferences with small groups and/or individuals. Students have an opportunity to process learning and/or thinking through their accountable talk, which could be via partners, small group, and/or whole class discussions. The students are either writing and/or reading with a purpose. For example, students will respond to a piece of literature by making a claim and/or argument, providing textual evidence, and utilizing their critical thinking skills. All students in all content areas</li> <li>• 20 visits from Teachers College Staff Developers</li> <li>• Our literacy teachers also attended the Summer Institute in Reading and Writing to support our ELLs in their literacy classroom.</li> </ul>	Staff	September 2014 –June 2015	Teachers College Staff Developers, TIF Team, Network, Staff, and more...
<ul style="list-style-type: none"> <li>• The ESL teacher will also receive support from our Network's regular ESL training either through professional development and/or on-site consultation.</li> <li>• Providing at least five professional development sessions on ESL strategies and methodologies.</li> <li>• All ELLs will be invited to the Saturday Academy.</li> </ul> <p>ELLs will be the target population for one of the focus groups in the Teacher Inquiry Teams that meet on a weekly basis.</p>	ELLs and their families	September 2014 –June 2015	ELL Specialist, Network, Foreign Language Teacher, Principal, and Partnerships
<ul style="list-style-type: none"> <li>• Parent Workshops on various topics through the month. For example, Tuesdays are Word Generation Workshops for parents that focus on how to support your child with their literacy across the content areas. We also have Saturday Workshops as well.</li> </ul>	Parents	September 2014-June 2015	PA Coordinator, Network, CBO's, Staff, and more...

<ul style="list-style-type: none"> <li>Professional development for mathematics and science through the New York Hall of Science, the Lehman Project, and the Urban Arts Advantage. Professional development provided at the school and various facilities in the City.</li> </ul>	Staff	August 2014-June 2015	Outside Personnel (UA, NY Hall of Science, Lehman Project) and Network Support
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#### Part 4 – Resources Needed

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

- Teacher Incentive Fund (TIF); Teachers College Project School, and CUNY NYSEIB support.
- Teachers College Consultants visit our school primarily on Mondays and/or Fridays, when our teacher teams meet.
- Our TIF Team meets M-F during their professional periods. This team consists of staff members who have assumed additional leadership roles of being a peer instructional coach and/or demonstration teacher.

#### Part 5 – Budget and Resource Alignment

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

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

- Teacher Incentive Fund (TIF); Teachers College Project School, and CUNY NYSEIB support.
- Teachers College Consultants visit our school primarily on Mondays and/or Fridays, when our teacher teams meet.
- Our TIF Team meets M-F during their professional periods.

Title III funding as well as SINI money will support our Saturday Academy and additional tutoring for our ELLs.

#### 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.

- Informal and formal observations as well as conversations; reflection forms; interim assessments; and professional development attendance sheets.
- Attendance sheets are utilized for all “formal” professional development sessions as well as the teacher team meetings.
- Informal and formal observations are recorded through the Advance Platform.
- Reflection forms are used for professional development sessions.
- Periodic assessments and the assessment of reading levels are used to assess the reading proficiency of our students...
- Benchmark assessments were administered in December; however, reading levels are assessed four times a year.

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

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

We continue to support the staff through professional development and support from our outside consultants (Teachers College, Talent Coach, and Network).

**Section 5: Needs Assessment, Annual Goals and Action Plans**

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

**Part 1 – Needs Assessment**

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

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

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

**Part 1b. Needs/Areas for Improvement:**

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

- Our Parent Coordinator is one of the most effective coordinators in the city because she is able to gather the entire community and create an environment that all families feel welcome. Parents whose students have graduated and moved on to high school will still return to our school for support and/or guidance because we are a community school.
- Based on our Learning Environment Surveys, our parents are satisfied with the school and communication taking place.
- Based on the NYC Learning Environment Surveys, the parents feel that professional development opportunities are provided.
- Our school provides weekly workshops during the week and Saturday programs for all parents beginning in October and throughout the entire school year as evidenced by our monthly calendars and attendance.
- Our parents are present at the majority of the events at our district as well as the city. In addition, our parents attend workshops at Teachers College.
- Our parents even performed at our Annual Spring Performance at the United Palace Theater (see EOY video and invitations sent to the Chancellor’s Office).
- Our parental involvement is one of school’s strengths, and our goal is for our parents to take a more active role in their child’s education.

**Part 2 – Annual Goal**

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

By June 2015, in order to increase the parental involvement and school performance, additional school-wide family events and activities will be planned and promoted, as evidenced by attendance sheets at all workshops and an increased participation in the school's Datacation, which is an online platform that promotes communication with parents and staff as well as staff with their students. Finally, this software program allows for teachers to collaborate and analyze students' academic success.

**Part 3 – Action Plan**

<b>Activities/Strategies:</b> Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including:	<b>Target Group(s)</b> <i>Who will be targeted?</i>	<b>Timeline</b> <i>What is the start and end date?</i>	<b>Key Personnel</b> <i>Who is responsible for implementing and overseeing the activity/strategy?</i>
3. Research-based instructional programs, professional development, and/or systems and structures needed to impact change 4. 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). 5. Strategies to increase parent involvement and engagement 6. Activities that address the Capacity Framework element of Trust			
<ul style="list-style-type: none"> <li>Weekly Word Generation workshops to promote Tier II words and academic language. Students and their parents are invited.</li> </ul>	Parents and students	October 2014-June 2015	ESL Coordinator/Teacher & PA Coordinator
<ul style="list-style-type: none"> <li>Monthly workshops on various topics selected by the parents</li> </ul>	Families	September – June	Parent Coordinator
<ul style="list-style-type: none"> <li>Saturday Academy</li> </ul>	Parents/families	December –June	Parent Coordinator & Urban Arts Teaching Artists
<ul style="list-style-type: none"> <li>Technology Support (Datacation, an online digital platform, CFY, and more)</li> </ul>	Families	November & February (ongoing)	Parent Coordinator, CFY, and Mouse Squad

**Part 4 – Resources Needed**

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

Most of our resources are provided through our 21<sup>st</sup> Century Grant and our Title I Funding for Parental Involvement. Through our grant, we are provided with UA Teaching Artists and additional outside organizations and/or collaborations.

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

Fair student funding allows for our Parent Coordinator’s funding. We also use Title I funding for translation services as needed. Title III funding is utilized for our Saturday Academy Program and/or workshops.

**Part 6 – Progress Monitoring**

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

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

In November, we had Parent Teacher Conferences. We also have monthly Learning Walks and coffee talks to make adjustments in the Saturday Academy and/or the workshops. Our SLT also meets on a monthly basis, and the parents have an opportunity to share concerns. In January, we will check the attendance and parent interests to make adjustments.

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

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

We are always striving to improve parent outreach, and this year we will provide various options for Saturday Parent Classes.

**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.

<b>Type of Academic Intervention Service (AIS)</b>	<b>Criteria for determining AIS services</b>	<b>Type of Program or strategy (e.g. repeated readings, interactive writings, etc.)</b>	<b>Method for delivery of service (e.g. small group, one-to-one, tutoring, etc.)</b>	<b>When the service is provided (e.g. during the school day, before or after school, etc.)</b>
<b>English Language Arts (ELA)</b>	Reading levels; conferences; benchmark assessments; analysis of student work; state assessment scores	Repeated readings; interactive writings; additional academic support and/or intervention	Small group	During the school day; after school; Saturday Academy
<b>Mathematics</b>	Portfolio Entries, Formal/informal assessments; conferences; state assessment scores; progress reports	Additional academic support; reinforcement of foundational skills	Small group	During the school day; after school; Saturday Academy
<b>Science</b>	Diagnostic exam (baseline); informal and/or formal assessment; progress reports	Additional support with technical language; interactive writing of lab reports	Small group	During the school day
<b>Social Studies</b>	Diagnostic exam (baseline); informal/formal assessments; progress reports	Embedded into literacy; repeated readings; interactive writing	Small group	During the school day; after school; Saturday Academy
<b>At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)</b>	Attendance issues; informal and formal recommendations; parental request; crisis management	iConnect Mentoring program; Conflict resolution; peer mediation; overcoming obstacles; self-management	Small group and/or one-to-one as needed	During the school day

## Section 7: Title I Program Information

**Directions:**

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

**Part 1: Title I Status**

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

**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>All of our teachers are fully certified, licensed, and considered highly qualified according to the NCLB. According to the Advance rating system, all of our teachers are classified as "effective" or higher with the exception of one new science teacher. All of our teachers are considered "effective" except for one based on the New York State's growth reports. All of our teachers are tenured except for one in their content area. Therefore, all of our teachers are considered highly qualified. In order for our teachers to achieve this goal, we provide professional development both in-house, through our Network, and higher organizations such as Teachers College and so forth.</p> <p>For recruitment, we seldom have openings unless someone moves to another state and/or receives a promotion. If there is an opening, then we utilize our Hiring Committee as well as our collaborations with higher organizations such as Teachers College. For example, we can post a "job opening" if needed on the TCWRP Board. Another way to recruit is through recommendations among colleagues and/or networking.</p> <p>At our school, we have a high level of teacher retention with most teachers having at least five years or more teaching experience. We promote teacher retention by developing leadership capacity and leadership opportunities within our school community through the Teacher Incentive Fund and presenting at conferences. Teachers are a part of the decision-making process, and it shows in the activities and the curriculum provided.</p>

**2b. High Quality and Ongoing Professional Development**

Describe the strategies and activities for high quality professional development for teachers, principals, and paraprofessionals, and staff that enable all students to meet Common Core State Standards (CCSS).
<p>All of our staff members participate in weekly professional development that operates in four week cycle of analysis of student work, vertical curriculum alignment, horizontal curriculum alignment, and collaboration. We also provide job-embedded professional development through our on-site staff developers from Teachers College, Lehman College, and CFY. In addition, we have Network and Citywide professional development opportunities for our staff. Teachers College also provides professional development for paraprofessionals, literacy, and content area teachers as well as administrators. Finally, our dance teacher and foreign language teachers attend national conferences each year. Each professional development plan is personalized through the initial planning conference, the mid-year conference, and the end-of-the-year conference. We also have a PD Committee that meets monthly to reflect and to make adjustments on our professional development. For administrators, our principal is part of the Urban Education Leadership Program and the TC Project. Our AP participates in the superintendent's Focus Group as well as Network opportunities. In the spring, we host a Staff Retreat for all staff members. These are some of the ways that our school community promotes professional development.</p>

**Part 3: TA Schools Only**

**3a. Use of Program Resources**

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

**3b. TA Coordination with the Regular Program**

Describe the planning, coordination and support of the TA program with the regular educational program (i.e., providing ELT, accelerated, high-quality curriculum, including applied learning; and minimize removing children from the regular classroom during regular school day).
Not applicable

**Part 4: SWP Schools Only**

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

Describe the transition plans used to assist preschool children from early childhood programs to the elementary school program (e.g. aligned curriculum, joint PD & parent involvement activities, sharing of records/info, early intervention services, etc.).
Not applicable

**4b. Measures to Include Teachers in Decisions Regarding Assessments**

Describe the decision making process that teachers participate in regarding the use and selection of appropriate multiple assessment measures and the professional development provided regarding the use of assessment results to improve instruction.
Teacher teams formally meet at least twice a week; however, teams of teachers collaborate on an ongoing basis during their professional and preparation periods. For professional development, we have a committee that meets on a monthly basis. All staff members were invited to become a member of the PD Committee with the goal of having all of the departments represented. For our Measures of Student Learning Committee, we have at least one person from each department. Prior to making the MOSL decisions, each department met with their members to make a consensus decision. At the end of each year, each department provides input on the curriculum as well as the assessment measures. For example, our Math Department requested to implement Connected Math because they were not pleased with the students’ test scores, the scope and sequence of Impact, and the Impact curriculum was not aligned to the Common Core Standards. As a result, we selected Connected Math and the benchmark assessments that were aligned to the Common Core Standards as well as the suggested units of study.

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

**Directions:** All Schoolwide Program (SWP) schools in NYC are conceptually consolidating their Federal, State, and Local funds, even though the Galaxy system reports the allocations in separate accounting codes<sup>1</sup>. To be eligible for the flexibility consolidation of Federal funds enables, a Schoolwide Program school must identify in its Schoolwide plan (SCEP) which programs are included in its consolidation and the amount each program contributes to the consolidated Schoolwide pool. Additionally, the school plan must document that it has met the intent and purposes of each program whose funds are consolidated<sup>2</sup>. **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	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

		Schoolwide pool. (Refer to Galaxy for FY '15 school allocation amounts.)	consolidated. Indicate in <u>Column B</u> , page # references where a related program activity has been described in this plan.	
			<b>Column A</b> Verify with an (X)	<b>Column B</b> Page # Reference(s)
Title I Part A (Basic)	Federal	\$157,605	X	10-14, 19-21, 23-26
Title I School Improvement 1003(a)	Federal	n/a		
Title I Priority and Focus School Improvement Funds	Federal	\$58,650	X	10-14, 19-21, 23-26
Title II, Part A	Federal	n/a		
Title III, Part A	Federal	\$11,200	X	10-12, 19-21, 23-26
Title III, Immigrant	Federal	n/a		
Tax Levy (FSF)	Local	\$1,301,779	X	10-26 for the staffing

**<sup>1</sup>Explanation/Background:**

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

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

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

- 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.

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

- **Title I, Part A – Schoolwide Programs:** To upgrade the entire educational program in the school in order to improve the academic achievement of all students, particularly the lowest-achieving students. This includes provision of services for Students in Temporary Housing (STH).

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

**Important Note:** The following funds may not be consolidated:

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

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

*(Required for All Title I Schools)*

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

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

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

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### Parent Involvement Policy (PIP) Template

Educational research shows a positive correlation between effective parental involvement and student achievement. The overall aim of this policy is to develop a parent involvement program that will ensure effective involvement of parents and community in the school. **Bea Fuller Rodgers Intermediate School**, 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. **Bea Fuller Rodgers Intermediate School** 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 1<sup>st</sup> of each school year to advise parents of children participating in the Title I program about the school's Title I funded program(s), their right to be involved in the program and the parent involvement requirements under Title I, Part A, Section 1118 and other applicable sections under the No Child Left Behind Act;
- schedule additional parent meetings, e.g., quarterly meetings, with flexible times, such as meetings in the morning or evening, to share information about the school's educational program and other initiatives of the Chancellor and allow parents to provide suggestions;
- translate all critical school documents and provide interpretation during meetings and events as needed;
- conduct an Annual Title I Parent Fair/Event where all parents are invited to attend formal presentations and workshops that address their student academic skill needs and what parents can do to help;

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

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

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

### School-Parent Compact (SPC) Template

**Bea Fuller Rodgers Intermediate School**, 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 1<sup>st</sup> of each school year for parents of students participating in the Title I program to inform them of the school's Title I status and funded programs and their right to be involved;
- arranging additional meetings at other flexible times, e.g., morning, evening and providing (if necessary and funds are available) transportation or child care for those parents who cannot attend a regular meeting;
- respecting the rights of limited English proficient families to receive translated documents and interpretation services in order to ensure participation in the child's education;
- providing information related to school and parent programs, meetings and other activities is sent to parents of participating children in a format and to the extent practicable in a language that parents can understand;
- involving parents in the planning process to review, evaluate and improve the existing Title I programs, Parent Involvement Policy and this Compact;

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

*Provide parents reasonable access to staff by:*

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

*Provide general support to parents by:*

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

**II. Parent/Guardian Responsibilities:**

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

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

### **III. Student Responsibilities:**

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

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

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

**Part I: School ELL Profile**

**A. School Information [i](#)**

District <b>06</b>	Borough <b>Manhattan</b>	School Number <b>528</b>
School Name <b>Bea Fuller Rodgers Intermediate School</b>		

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

Principal <b>Kristy De la Cruz</b>	Assistant Principal <b>Annette Rufino</b>
Coach <b>type here</b>	Coach <b>type here</b>
ESL Teacher <b>Melisa Stoller</b>	Guidance Counselor <b>type here</b>
Teacher/Subject Area <b>type here</b>	Parent <b>Franklin Tavaréz</b>
Teacher/Subject Area <b>type here</b>	Parent Coordinator <b>Noemi Brito</b>
Related Service Provider <b>type here</b>	Other <b>type here</b>
Network Leader(Only if working with the LAP team) <b>type here</b>	Other <b>type here</b>

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

**D. Student Demographics**

Total number of students in school (Excluding Pre-K)	<b>226</b>	Total number of ELLs	<b>43</b>	ELLs as share of total student population (%)	<b>19.03%</b>
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# Part II: ELL Demographics

## A. ELL Programs

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

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

This school offers (check all that apply):

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

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

ELL Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Tot #
<b>Transitional Bilingual Education</b> <small>(60%:40% → 50%:50% → 75%:25%)</small>														0
<b>Dual Language</b> <small>(50%:50%)</small>														0
<b>Freestanding ESL</b>														
Pull-out							9	8	8					25
self-contained							8	8	8					24
<b>Total</b>	0	0	0	0	0	0	17	16	16	0	0	0	0	49

## B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	43	Newcomers (ELLs receiving service 0-3 years)	20	ELL Students with Disabilities	10
SIFE	0	ELLs receiving service 4-6 years	9	Long-Term (completed 6+ years)	14

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

	ELLs by Subgroups									Total
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			
	All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD	
TBE										0
Dual Language										0
ESL	20	0	1	9		1	14		8	43

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		
<b>Total</b>	<b>20</b>	<b>0</b>	<b>1</b>	<b>9</b>	<b>0</b>	<b>1</b>	<b>14</b>	<b>0</b>	<b>8</b>	<b>43</b>
Number of ELLs who have an alternate placement paraprofessional: <u>5</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 <u>Spanish</u>														<b>0</b>
SELECT ONE _____														<b>0</b>
SELECT ONE _____														<b>0</b>
<b>TOTAL</b>	<b>0</b>													

\*EP=English proficient student

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

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

**This Section for Dual Language Programs Only**

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

**Freestanding English as a Second Language**

**Number of ELLs by Grade in Each Language Group**

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish							19	16	8					43
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic														0
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other														0
<b>TOTAL</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>19</b>	<b>16</b>	<b>8</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>43</b>

## 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)							8	6	3					17
Intermediate(I)							2	1	2					5
Advanced (A)							9	9	3					21
Total	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>19</b>	<b>16</b>	<b>8</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>43</b>

**NYSESLAT Modality Analysis**

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

**NYSESLAT Modality Analysis**

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

**NYS ELA**

Grade	Level 1	Level 2	Level 3	Level 4	Total
3					0
4					0
5					0
6					0
7					0
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									0
4									0
5									0
6									0
7									0
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
8									0

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

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
Comprehensive English				
Integrated Algebra				
Geometry				
Algebra 2/Trigonometry				
Math _____				
Biology				
Chemistry				
Earth Science				
Living Environment				
Physics				
Global History and Geography				
US History and Government				
Foreign Language				
Other _____				
Other _____				
NYSAA ELA				
NYSAA Mathematics				
NYSAA Social Studies				
NYSAA Science				

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

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

- Describe what assessment tool your school uses to assess the early literacy skills of your ELLs (e.g., ECLAS-2, EL SOL, Fountas and Pinnell, DRA, TCRWP). What insights do the data provide about your ELLs? How will this data help inform your school's instructional plan? Please provide any quantitative data available to support your response.  
As a Teachers College Reading and Writing Project School, we utilize the Fountas and Pinnell assessment to provide the students reading levels in grades 6-8. This year, we have 20 students who have been in the country for less than three years, and many of these students are newcomers. Our ESL teacher also assesses these students for their Spanish proficiency. There is a strong correlation

between students who have greater levels of Spanish proficiency and their English Proficiency. For our students who are struggling in their academic Spanish, they tend to struggle with transferring their language skills to English. This data has informed our additional classes for our newcomers. For example, all of the newcomers participate in the Extended Day Program before school. Furthermore, these students will participate in our Saturday Academy.

2. What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?  
In our school, we have 14 students who have had at least 6 years of ESL instruction. The majority of these students scored at the Advanced Level of Proficiency with the exception of some students with IEPS. Most of our newcomers and students with less than 3 years of ESL instruction score at the Beginner or Intermediate Level. In some cases, students with strong academic skills in Spanish will score a proficient score within a couple of years.
3. How will patterns across NYSESLAT modalities—reading/writing and listening/speaking—affect instructional decisions? How does your school use information about Annual Measurable Achievement Objectives? What does the data reveal? (see [SED memo](#) and [AMAQ tool](#))

Our findings are similar to most research in that it takes students 5-7 years to acquire the academic language. That is to say, students acquire the listening and speaking within the first two years of English instruction. We have a few students who remain in the "Silent Period" a little longer, but that is their own learning style. These students tend to be "shy" in their home languages as well. We use this information in our planning of classes as well as providing students with additional support in their content classes. Since the majority of our school consists of ELLs or former ELLs we have more students receiving extended time than not, so for all of our periodic assessments, citywide exams, classroom assessments, and so forth, we always provide our students with their additional time. Our students are making progress, and this past year we had two ELL's who scored some of the highest scores in Mathematics which earned them a spot in our Integrated Algebra Regents. Of course, our data reveals that our ELLs still struggle with their academic language in their content areas; however, they are making progress.

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?

We do not have standardized assessments in their native language unless it is for the students' state Mathematics exam. Since the mathematics test involves higher levels of literacy skills, our students continue to struggle with these examinations even if they are provided in Spanish. Furthermore, our students lack the academic vocabulary in their native language to support them. This means that although the test is provided in Spanish it does not necessarily mean that they will score at a higher level. Our school leadership attempts to have all assessments available in Spanish as much as possible. If it is available in Spanish, then we will provide it to our students.

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](#).)

Our classroom teachers provide RTI through classroom instruction by providing graphic organizers, visual aids, and conferencing with the students. Individual conferences as well as small group conferences are provided to meet our students' needs. All of our students receive small group instruction at least three times a week provided by our librarian, ESL teacher, and/or literacy teacher. For Extended Learning Time, our students are also grouped to best serve our students' needs. Furthermore, our ESL teacher has provided all content area teachers as well as literacy teachers spanish cognates and glossaries to support our students. Finally, our RTI team meets on weekly basis to analyze our students' progress.

6. How do you make sure that a child's second language development is considered in instructional decisions?  
Different supports are provided in the classrooms such as peer tutors, glossaries, visuals, and graphic organizers. Our ESL teacher ensures that all of our staff is familiar with our ELLs as well as provides them with training and resources on how to support our students. In fact, she is mirroring the literacy units in her classroom. The ESL teacher is an integral member of our literacy team that meets at least twice a week.
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?

This is not applicable, because we do not have a dual language program.

8. Describe how you evaluate the success of your programs for ELLs (e.g. meeting AYP for ELLs, etc.).  
We monitor our students' success through their interim assessments, Datacation, conference logs, progress reports, and additional informal and formal assessments such as in-class activities. Students self-reflect for every unit of study. Reflection We meet with parents in November and February about their progress; however, we have weekly meetings for all parents.

## 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](#).)

Once any new student registers at IS 528, a licensed pedagogogue administers the Home Language Identification Survey (HLIS). At that time, the licensed pedagogogue trained in the intake process conducts an informal oral interview in English and/or in the parent's native language. During the intake process, we accommodate the parents and students in their native language by providing a translator. If there is not a translator available in the building, then we schedule for a translator to assist the parents and students through the Language Interpretation Services offered by the Department of Education. Based on the results of the HLIS and the parent interview, it is determined whether or not the student will be given the Language Assessment Battery-Revised (LAB-R) in English, and Spanish, where applicable. A fully certified ESL pedagogogue administers the English LAB-R exam within the first ten days of student registration. Parent Orientations are ongoing based on student registration and eligibility based on the HLIS. The LAB-R is hand scored by the trained fully certified pedagogogue before being delivered to the Scan Center. For students whose home language is Spanish and do not pass the English LAB-R, the ESL teacher, whose native language is Spanish administers the Spanish LAB. According to the LAB-R (English) results, students identified as English Language Learners (ELLs) are properly placed into the correct program classes. In order, to ensure that all students are administered the NYSESLAT each spring Ms. Stoller will print out ATS reports such as RLAT and the RLAB to verify an accurate list of students taking the exam. Our Assessment Team of Ms. Rufino, our Testing Coordinator, Ms. Stoller, our ESL teacher, and Ms. De la Cruz, the principal develop a schedule to ensure that all students are administered the exam within the required time frame. Ms. Stoller sends out letters to the staff as well as parents informing parents of the dates for all modalities of the exam. Ms. Stoller administers all four modalities of the exam in Room 406, because this is where there ESL instruction takes place. Ms. Stoller also administers the make-up sessions. Ms. Stoller also attends the NYSESLAT training provided by our Network. If a student is absent on a testing date, then the parents are called and students are required to take the exam on a make-up date.

Every school year, we have ongoing Parent Orientation Meetings for the parents of our ESL students. The fully certified ESL pedagogogue, who is also the ESL coordinator, conducts these meetings within the first 10 days of student registration based on the HLIS, along with the help of other staff members such as the Parent Coordinator and provides an agenda and sign-in sheet for the parents.

The Assistant Principal, ESL service provider, Parent Coordinator and parent volunteers are also present at the orientation to assist and

to provide translation services for school documents such as the Parent Survey and Program Selection forms. At this meeting, we show

the parents the Parent Choice Video from the New York City Department of Education. This video is viewed in all the languages that represent our population. These languages include English, Spanish, and Arabic. Once the video is viewed, parents receive the Program Selection letters in their native languages. We have many staff members and parent volunteers present to translate questions

that parents who are less proficient in English may have. The ESL Coordinator informs parents at the meeting that research shows the best program for ELLs is Dual Language, which facilitates Language 1 skills to transfer to Language 2 skills.

After reviewing the Program Selection forms, the children are then placed in an appropriate setting. We hold make-up orientation meetings for those parents who were unable to attend the initial meeting. Parents who do not attend the meeting are notified again via back-packed letter and/or telephone call (translated when appropriate) to another meeting within the time frame, and documentation of such contact is kept on record. Students whose parents do not attend are placed in the default program in the school, in our case, free standing ESL. For the past few years, we have noticed that the trend for our parents is to request ESL programs,

Currently and in the past, parents overwhelmingly opt for freestanding ESL. If 15 or more parent choice surveys of the same home

language group, and on the same or within two contiguous grades request the TBE program, we will, in compliance with the Aspira Consent Decree, create such a bilingual class or bilingual bridge class. Our ESL Orientation Team which also includes the Parent Coordinator is well versed on all three programs that we do and do not currently offer. The ESL Orientation team informs parents what options they have if they want their child in a program that is not taking place at our school. The Team also ensures that the correct forms are used and that systems comply as mandated by CR154. For those parents who do not attend the orientation, we follow up with individual phone calls and hold meetings to ensure that they understand the nature of all available programs. At this time, they complete the program selection form after viewing the video in their preferred language. The students who are receiving continued ESL support receive entitlement letters explaining the need for continued service and parent options. Second and third notices are sent home with students, if needed, to ensure that all parents are informed about their child's educational services and that 100% of the Parent Survey and Program Selection forms are returned.

Each year, the principal and the ESL teacher analyze the English Proficiency of the ELLs as evidenced on the New York State English as a Second Language Achievement Test (NYSESLAT). These two licensed individuals determine the proficiencies of each individual modality as well as grouping the Listening & Speaking and the Reading & Writing. The ESL teacher collaborates with classroom teachers by providing them with a list of the ELLs and their NYSESLAT scores. During departmental meetings, the ESL teacher and assistant principal explain to the classroom teachers how the NYSESLAT scores impact their teaching. When students remain eligible for ESL services, these parents receive letters of continuation. To ensure that these letters are returned, our ESL teacher makes copies of these letters and places them in the ELL binder. If the forms are not returned, then phone calls are made to contact the parents. Since our school provides only a Freestanding ESL program, the parents are always given the opportunity to transfer to another school in order to receive bilingual or dual language instruction. These are the structures in place at our school to ensure that parents are notified of the three program choices.

According to the Parent Survey and Program Selection forms as well as using HIBE in ATS, thirty-five parents of the ELLs in our building have requested the Freestanding ESL program; therefore, the trend is that the parents want a freestanding ESL program and it is aligned to their preferences. The forms are available in the ELL binder in the Principal's office. If the parents were to request a bilingual program and there were 15 students who have the same first language in the same and/or consecutive grades, then we would be mandated to open a bilingual program. In order to open a bilingual program, we would have to either add another story to our building or move to an entire new building due to our limited amount of space. At this time, the Freestanding ESL program is aligned with the parent requests.

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.  
After reviewing the Program Selection forms, the children are then placed in an appropriate setting. We hold make-up orientation meetings for those parents who were unable to attend the initial meeting. Parents who do not attend the meeting are notified again via back-packed letter and/or telephone call (translated when appropriate) to another meeting within the time frame, and documentation of such contact is kept on record. Students whose parents do not attend are placed in the default program in the school, in our case, free standing ESL. For the past few years, we have noticed that the trend for our parents is to request ESL programs. Currently and in the past, parents overwhelmingly opt for freestanding ESL. If 15 or more parent choice surveys of the same home language group, and on the same or within two contiguous grades request the TBE program, we will, in compliance with the Aspira Consent Decree, create such a bilingual class or bilingual bridge class. Our ESL Orientation Team which also includes the Parent Coordinator is well versed on all three programs that we do and do not currently offer. The ESL Orientation team informs parents what options they have if they want their child in a program that is not taking place at our school. The Team also ensures that the correct forms are used and that systems comply as mandated by CR154. For those parents who do not attend the orientation, we follow up with individual phone calls and hold meetings to ensure that they understand the nature of all available programs. At this time, they complete the program selection form after viewing the video in their preferred language. The students who are receiving continued ESL support receive entitlement letters explaining the need for continued service and parent options. Second and third notices are sent home with students, if needed, to ensure that all parents are informed about their child's educational services and that 100% of the Parent Survey and Program Selection forms are returned. If parents prefer to have their children in another ESL model such as TBE or DL, we offer assistance to help them find such a program by supplying a list of city schools and the programs available. This information is obtained from the OELL website. As per the Aspira Consent decree, if 15 or more parents of the same Home Language and whose students are in the same or two contiguous grades choose the TBE program we will create such a program. Our District has special programs designed for Newcomers and SIFE students, so our building always gives the parents the opportunity and choice to transfer. If the parents were to request a bilingual program and there were 15 students who have the same first language in the same and/or consecutive grades, then we would be mandated to open a bilingual program. In order to open a bilingual program, we would have to either add another story to our building or move to an entire new building due to our limited amount of space. Our school building has only 10 classrooms, one dance studio, a

library, and a cafeteria for 227 students. Currently, we have five classroom teachers who are fluent in Spanish. Out of these five teachers, three are certified to teach a bilingual classroom. So, these are the changes that would be made in order to implement a bilingual program if the parents requested one. In addition, our school maintains an open communication with parents about options that would best benefit their children.

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

In question two, you will find the process of the ELL identification process. Copies of the entitlement letters and program selection forms are secured and stored in the ELL binder located in the Principal's Office. Furthermore, the originals should be found in the students' cumulative folders located in the Main Office.

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.  
If 15 or more parent choice surveys of the same home language group, and on the same or within two contiguous grades request the TBE program, we will, in compliance with the Aspira Consent Decree, create such a bilingual class or bilingual bridge class. Our ESL Orientation Team which also includes the Parent Coordinator is well versed on all three programs that we do and do not currently offer. The ESL Orientation team informs parents what options they have if they want their child in a program that is not taking place at our school. The Team also ensures that the correct forms are used and that systems comply as mandated by CR154. For those parents who do not attend the orientation, we follow up with individual phone calls and hold meetings to ensure that they understand the nature of all available programs. At this time, they complete the program selection form after viewing the video in their preferred language. The students who are receiving continued ESL support receive entitlement letters explaining the need for continued service and parent options. Second and third notices are sent home with students, if needed, to ensure that all parents are informed about their child's educational services and that 100% of the Parent Survey and Program Selection forms are returned. If parents prefer to have their children in another ESL model such as TBE or DL, we offer assistance to help them find such a program by supplying a list of city schools and the programs available. This information is obtained from the OELL website. As per the Aspira Consent decree, if 15 or more parents of the same Home Language and whose students are in the same or two contiguous grades choose the TBE program we will create such a program. Our District has special programs designed for Newcomers and SIFE students, so our building always gives the parents the opportunity and choice to transfer. If the parents were to request a bilingual program and there were 15 students who have the same first language in the same and/or consecutive grades, then we would be mandated to open a bilingual program. In order to open a bilingual program, we would have to either add another story to our building or move to an entire new building due to our limited amount of space. Our school building has only 10 classrooms, one dance studio, a library, and a cafeteria for 227 students. Currently, we have five classroom teachers who are fluent in Spanish. Out of these five teachers, three are certified to teach a bilingual classroom. So, these are the changes that would be made in order to implement a bilingual program if the parents requested one. In addition, our school maintains an open communication with parents about options that would best benefit their children. Paste response to question here:

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.

In the spring, our ESL teacher assesses all of the students. When assessing and/or scoring the test, we collaborate with other schools in the Network and/or train teachers to assist in the scoring. Our ESL teacher is our liaison and attends all training opportunities for the scoring and implementation of the NYSESLAT.

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.   
If 15 or more parent choice surveys of the same home language group, and on the same or within two contiguous grades request the TBE program, we will, in compliance with the Aspira Consent Decree, create such a bilingual class or bilingual bridge class. Our ESL Orientation Team which also includes the Parent Coordinator is well versed on all three programs that we do and do not currently offer. The ESL Orientation team informs parents what options they have if they want their child in a program that is not taking place at our school. The Team also ensures that the correct forms are used and that systems comply as mandated by CR154. For those parents who do not attend the orientation, we follow up with individual phone calls and hold meetings to ensure that they understand the nature of all available programs. At this time, they complete the program selection form after viewing the video in their preferred language. The students who are receiving continued ESL support receive entitlement letters explaining the need for continued service and parent options. Second and third notices are sent home with students, if needed, to ensure that all parents are informed about their child's educational services and that 100% of the Parent Survey and Program Selection forms are returned. If parents prefer to have their children in another ESL model such as TBE or DL, we offer assistance to help them find such a program by supplying a list of city schools and the programs available. This information is obtained from the OELL website. As

per the Aspira Consent decree, if 15 or more parents of the same Home Language and whose students are in the same or two contiguous grades choose the TBE program we will create such a program. Our District has special programs designed for Newcomers and SIFE students, so our building always gives the parents the opportunity and choice to transfer. If the parents were to request a bilingual program and there were 15 students who have the same first language in the same and/or consecutive grades, then we would be mandated to open a bilingual program. In order to open a bilingual program, we would have to either add another story to our building or move to an entire new building due to our limited amount of space. Our school building has only 10 classrooms, one dance studio, a library, and a cafeteria for 273 students. Currently, we have five classroom teachers who are fluent in Spanish. Out of these five teachers, three are certified to teach a bilingual classroom. So, these are the changes that would be made in order to implement a bilingual program if the parents requested one. In addition, our school maintains an open communication with parents about options that would best benefit their children. Paste response to question here:

## 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])?

Currently, the ESL teacher utilizes the push-in/pull-out freestanding ESL model with the ELL population Monday through Friday. The principal, who is ESL certified as well as National Board Certified in ESL, uses the push-in/pull-out model for 14 periods per week. The ESL teacher meets with the Beginner ELLs for two periods which are approximately 45 minutes each that equals 90 minutes per day. Hence, all of the Beginner ELLs receive 450 minutes of ESL instruction per week, which is more than the CR Part 154's mandated number of units. The ESL teacher also uses the push-in and pull-out model for the ELLs in the 6th grade classrooms as well as the ELLs in the self-contained special education classroom during both 4th and 8th period Monday through Friday. All of these groups are heterogeneously mixed with little variation in English proficiency levels. The principal values the ESL program; so all the ELLs receive more than their mandated services. In addition, the ESL teacher works with ELLs in the eighth grade during the additional 37.5 minutes of instruction, which is now being incorporated into the regular school day for all students.

In order for all of our students to receive all of the mandated hours, we have to carefully schedule the students. For example, the majority of the sixth grade ELLs are in Class 601 or 602. Since there are some students who are at the Beginner or

Intermediate level of proficiency, Ms. Stoller services these students eight periods of the week. Since some of these students are at the advanced level of English Proficiency, they are only required to have 180 minutes of ESL instruction, which is approximately five periods a week. Our ESL students for the seventh grade are predominately in Class 701. We also have ELLs in Class 801 and Class 803. Most of the 8th grade ELLs are at the Advanced Level of Proficiency, so they require five periods of ESL instruction. For Class 803, Ms. De la Cruz uses the push in model for four periods of their science instruction. We also have students in our bridged self-contained special education classroom in which Ms. De La Cruz pushes in for three periods of week and Ms. Stoller uses the pull-out model for the remaining five periods a week. All of our ELLs receive their mandated ESL instruction, and many of our Advanced Level students receive more than the 180 minutes of ESL instruction.

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)?

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

As educators, our goal is to make content and language instruction comprehensible. Explicit teaching does not mean to return to the teaching of traditional grammar and to meaningless drills and exercises in which there is no functional and communicative purpose. Explicit teaching means students are encouraged to reflect on how language is used for a range of purposes with a range of audiences and the ESL teacher focuses on the aspects of language that will enable the students to do this. Explicit teaching is related to real-life use. The goal of explicit teaching in the ESL program is to promote active involvement in learning, independence, and to analyze the ways language is used in authentic contexts.

For example, a persuasive essay or editorial is a type of text, which is a New York State English Language Standard for middle school students. The purpose is to persuade others. In order to write a persuasive essay, the students take a position and justify it. After the students have researched their positions and gathered supportive evidence, they learn the organization of a persuasive essay (personal statement of position/argument, supporting evidence, possible counterargument and evidence, and conclusion). When writing a persuasive essay, there are connectives or linking words that are typically used such as first, second, therefore, on the other hand, however, and in addition. Our ESL teacher explicitly teaches all of the language features to reach this goal of writing a persuasive essay. Since our school follows the Readers/Writers Workshop Model or the Balanced Literacy Approach, we also study a genre or unit of study each month. Each student has an ESL notebook for their literacy skills. Therefore, the ESL teacher identifies and teaches the language features for each genre of study. In order to explicitly teach the language features, the instruction must be scaffolded.

Scaffolding instruction is not another word for help. Instead, it is the type of support that assists ELLs to move toward new skills, concepts, or levels of understanding. Scaffolding instruction is the temporary assistance in which the teacher assists the students learning how to do something, so that they will be able to do accomplish a similar task alone. According to Lev Vygotsky, scaffolding instruction is future-oriented because what a student or child can do with support today, he or she can do alone tomorrow.

The ESL teacher uses ESL methodologies to follow the ELA curriculum as designed by the school and Region. All ELLs are held accountability for meeting the same high expectations. Therefore, the ESL takes the curriculum and identifies the language features for each genre of study. Then, she explicit teaches the language features for each genre using semantic mapping, visual aids, graphic organizers, templates, modeling the text, and text reconstruction. Here are some ways the ESL teacher addresses each language modality:

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

All of the interim assessments and standardized assessments are provided in Spanish. Many teachers use google translate and/or our ESL teacher as a resource for translating assessments.

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

For the modality of listening, the students are introduced to how to listen, because some of them are unused to quiet, and have never learned to listen perceptively to specific sounds. Students are introduced to various activities such as Sound Bingo, Interviews, Jigsaw Listening, Sound Stories, and Minimal Pair exercises.

For the modality of speaking, Group Work has a number of advantages of language learning. When working in a small group, learners hear more language, so it increases the amount of input. Next, the learners interact more with other speakers; therefore, there is more output. The ELLs take turns and negotiate their own meaning. Finally, the learning is contextualized. The learning is heard and used in an authentic context.

For the modality of writing, the ESL teacher identifies the language features used for each specific unit of study or genre. First, the teacher builds on the field or activates the schemata or prior knowledge of each student. Some ways to activate schemata is to brainstorm ideas, create a semantic web, develop a word wall, or interview another student. Next, the teacher models the text. Students should be immersed in the genre of study. The ESL teacher explicitly teaches the language features of each context. Then, the ESL teacher works and guides the students. The ELLs give suggestions and contributes ideas while the teacher is the scribe. Hence, the students and class create a literary piece together. Finally, the students write their own texts, independently.

When planning for the modality of reading, the ESL teacher remembers that ELLs should understand the text they are reading and they help develop good reading strategies for reading other texts in various contexts. The planning is divided into three sections: before reading strategies, during reading strategies, and after reading strategies. Some before reading strategies are predicting from words, titles, pictures, or the first sentence of the text. Again, the teacher is activating the students' prior knowledge. Once the ESL teacher becomes aware of the ELLs' knowledge, then he/she build upon their prior knowledge. Some during reading strategies include modeling reading aloud, skimming and scanning the text, rereading for details, and summarizing the text. Finally, the after reading strategies include writing a new ending to the story, completing a story map that is a representation of the main elements of a story, creating a timeline, and retelling the story.

Overall, the ESL teacher makes the content comprehensible for ELLs by identifying language objectives and content objectives for each lesson. She still adheres to the Readers/Writers Workshop Model, but she adapts the model to meet the needs of her students. ELLs need explicit teaching of the language features to assist them in being able to comprehend the overall content.

Paste response to question here:

6. How do you differentiate instruction for ELL subgroups?

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

At this time, there are no SIFE students. Our SIFE students receive the minimal 360 minutes of ESL instruction per week. All SIFE students receive an English/Spanish Picture Dictionary. The ESL teacher assesses the language proficiency of the student's native language. SIFE students learn vocabulary that will assist them in communicating in the school building and outside of the school. When writing, the students are encouraged to write in their first language, so they will feel more comfortable in the classroom setting. Students are able to use picture sequencing for simple narratives. SIFE students use a dialogue journal between them and me. The dialogue begins as pictures and/or simple sentences depending on the level of language proficiency; however, it will be an ongoing written conversation. SIFE students are expected to complete monthly projects that focus on a genre of study; however, the rubric will be modified to meet the needs of each level of proficiency. Instructional materials and books are purchased for this subgroup of students. For this subgroup, the materials focus on the basic literacy skills. Professional Development for all teachers is provided. Finally, these students are encouraged to attend all Afterschool and Saturday programs provided by the school, Region, and community. Furthermore, SIFE students are given the opportunity to transfer to one of the Regional programs such as Academic Universe.

Newcomers receive at least 360 minutes of ESL instruction per week. In the classroom, the teacher focuses on developing BICS. Newcomers learn vocabulary that assists them in communicating in the school building and outside of the school. When writing, the students are encouraged to write in their first language, so they feel more comfortable in the classroom setting. Students are able to use picture sequencing for simple narratives. Newcomers use a dialogue journal between the teacher and them. The dialogue begins as simple sentences; however, it is an ongoing written conversation. Additional books and instructional materials for newcomers are purchased. Each student is provided with a Bilingual Spanish/English Picture Dictionary. Newcomers have monthly projects. However, the rubrics for each project specify the level of language proficiency. When studying the memoir genre, newcomers who are at the beginner level of language proficiency create a picture book with simple sentences whereas a student at the advanced level of proficiency writes a vignette using a narrative form. Professional Development for all school personnel would be provided to teachers after school and during some of the monthly Faculty Conferences. Teachers are encouraged to use visual aids in classroom instruction and to have the newcomers placed with a "buddy" who speaks the first language of the newcomer and is at the Advanced Level or Proficient Level of English Language Proficiency. This subgroup of students are encouraged to attend all after school and Saturday programs provided by the school, building, and Region.

Finally, the students are given the option to transfer to our Region's program for newcomers, Harbor Heights, or any other school in the region.

All of the students who have received 4-6 years of ESL services and the long-term ELLs receive ESL instruction based upon their proficiency level. In our school, approximately half of the ELL population are considered long-term. Since most of the long-term ELLs have acquired their BICS, the classroom instruction focuses on developing academic vocabulary and learning the language features of various genres. In their literacy class, the ELLs are expected to complete monthly projects, which focus on a particular genre. For example, the ELLs created memoirs in October, Poetry Anthologies in November, literary essays for December, and feature articles for the month of February. The ESL teacher follows the curriculum as outlined by Teachers College's Balanced Literacy Program; however, she modifies and scaffolds instruction to meet the needs of the ELLs. Assessment includes weekly quizzes, monthly projects, midterms, journal entries, and exit portfolios. Each week a progress report is sent and signed by the parents of these ELLs. In addition, long-term ELLs are encouraged to attend all after school and Saturday programs available at our school, community, and Region. Instructional materials, books, and software will be purchased to meet the needs of these students. Professional Development on topics such as Differentiated Instruction, Finding the Language Features: SIOP Model, and Making Content Comprehensible will be provided for all school personnel.

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?

There are many instructional strategies that are used with ELLs with SWDs that help provide access to the content as well as accelerate the English language development such as glossaries, the use of graphic organizers, and teaching students mnemonic devices when possible. For example, when writing density equal mass divided volume it looks like a D = a heart if the "m" is directly over the "v."  $D = m/v$  can look like a heart. Another instructional strategy is for all content area teachers to utilize their word wall with key vocabulary for each unit. Teachers are also encouraged to use manipulatives when possible.

Our school uses curricular, instructional, and scheduling flexibility for our ELLs with SWDs by having the students work and learn with other ELLs who are in the general education program. Depending on the students' needs, the ESL teacher both pushes in and pulls out. For three periods of the week, an ESL teacher pushes into the self-contained classroom. For the remaining five periods, the students with disabilities are pulled out and work with ELLs in the general education program.

Currently, the ESL teacher and principal use the push-in model for the one multilevel self-contained classroom. For students in general education, the ESL teacher provides the students with the mandated amount of minutes using the push-in or pullout model. In addition, the hearing specialist, speech therapist, and other support services collaborate with the ESL teacher on a monthly basis. These teachers plan lessons together and discuss the progress of the ELLs in the special education program. The ESL teacher is aware and well informed of each child's needs. Our building's guidance counselor, Special Education Supervisor, and Academic Intervention Specialist notifies all personnel of the students who have special needs and how to accommodate their needs in the classroom. Finally, the Academic Intervention Team meets every Tuesday and Friday to assess and reflect on the progress of these students. The ESL teacher participates on the AIS team on an as-needed basis, so she represents the ELL population.

There are several intervention services offered in our school for all ELLs. First, all ELLs are invited to participate in the school's 37.5 minute Extended Day program, which is incorporated into the regular school day for all students. During this time, students receive small group instruction that will help reinforce their literacy skills in all four modalities. Next, students are invited to participate in our after school program, which is the Urban Arts Program. Again, this is a program to strengthen and develop their literacy skills through the Arts. The classes offered this year are Visual Arts, Music Production, Drumming, and Video Production. Finally, all ELLs will be given the opportunity to participate in our Saturday Academy sessions for both Math and ELA, which will take place this spring.

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?

Our school uses curricular, instructional, and scheduling flexibility for our ELLs with SWDs by having the students work and learn with other ELLs who are in the general education program. Depending on the students' needs, the ESL teacher both pushes in and pulls out. For three periods of the week, an ESL teacher pushes into the self-contained classroom. For the remaining five periods, the students with disabilities are pulled out and work with ELLs in the general education program.

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**Courses Taught in Languages Other than English **

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

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

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

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

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

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

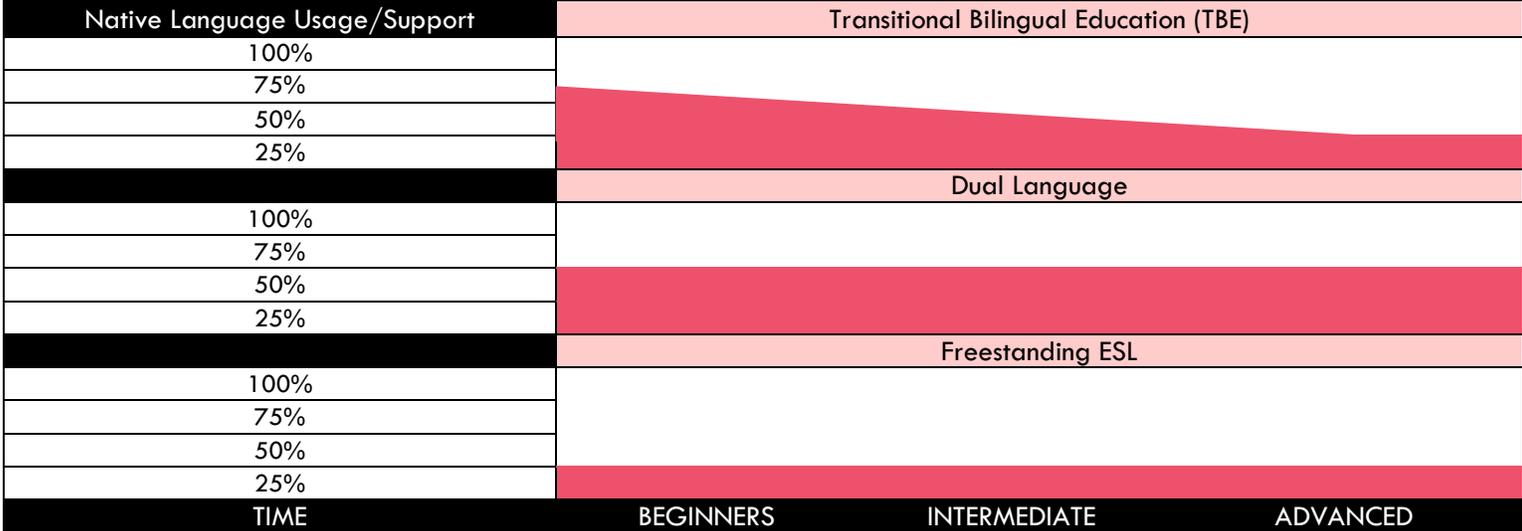
	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	540 minutes per week	360 minutes per week	180 minutes per week

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

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

**Native Language Usage and Supports**

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



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

## B. Programming and Scheduling Information--Continued

9. Describe your targeted intervention programs for ELLs in ELA, math, and other content areas (specify ELL subgroups targeted). Please list the range of intervention services offered in your school for the above areas as well as the language(s) in which they are offered.
- For our newcomers, the students are provided with additional Spanish support via small group instruction before and after school. In Mathematics, we use Power My Learning as a platform to support our students. For literacy, we use the Teachers College Reading and Writing Project's website as a resource. There are glossaries provided for all content areas. All ELLs participate in the Extended Learning Time before and after school, depending on the students' language proficiency the instruction is provided in English or Spanish. However, all students receive at least three periods of Spanish instruction per week. For 8<sup>th</sup> graders, we also have an Achievers Enrichment programs that will support them in a 10 week test preparation programs.
10. Describe the effectiveness of your current program and how it is meeting the needs of your ELLs in both content and language development.
- We continue to make progress; however, time is an issue. We are providing our students with additional support this year through our Extended Learning Time both before and after school. Our students still struggle with their academic language; however, progress is being made. Every year we have students earn proficiency in English; however, we need for our students to excel in all of their content areas as well.
11. What new programs or improvements will be considered for the upcoming school year?
- This year we are improving our parent workshops by tailoring it to meet their needs. Last year, we focused on literacy in the Balanced Literacy Workshop Model. This year we will continue to support them with literacy skills; however, we will extend literacy to across the content areas. We are also providing additional support in Spanish to help build both languages for our students, especially the newcomers who lack basic proficiency in their native language.
12. What programs/services for ELLs will be discontinued and why?
- Nothing has been discontinued at this time. Our ELLs remain a constant priority.
13. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
- All ELLs have equal opportunities to participate in our Extended Learning Time as well as our 21<sup>st</sup> Century grant that occurs after school from 3-5 pm. This means that students can participate in Alvin Ailey, one of our residencies, and any service that is provided for the mainstream population. We have ELLs in the Integrated Algebra Regents, our Basketball and Football teams, as well as our Achievers Enrichment.
14. What instructional materials, including technology, are used to support ELLs (include content area as well as language materials; list ELL subgroups if necessary)?
- As recipients of the New York State Emergent Bilingual Initiative Grant, our Spanish teacher has a ipad cart of 30 ipads in which students have their spanish curriculum via online through En Espanol, a Common Core aligned curriculum. Our ESL teacher is a recipient of another grant, in which we have 10 ipads and three desktop computers to support our students. The ELL students have their classroom in Room 406 which is equipped with a working Smart Board and/or interactive white board.
15. How is native language support delivered in each program model (TBE, Dual Language, and ESL)?
- Although we are a free-standing ESL program, we support the students' native language by providing all ELLs with Spanish at least three times a week. Also, our ESL teacher provides additional support by translating the units of study into Spanish for our newcomers as well as supporting our content area teachers with glossaries and additional support.
16. Explain how the required services support, and resources correspond to ELLs' ages and grade levels.
- Our ELLs range in age from 10 to 15 years old in grades 6-8. Most of our students struggle in their academic language for both English and Spanish. We are constantly using technology as a resource for our students by providing visuals, audiobooks, movies, and platforms such as Power My Learning to support our students and their needs. For older students, we must constantly search for content level work that is appropriate for them. For example, our ESL teacher has created a blog so students can share and post discussions about their literature work.
17. Describe activities in your school that assist newly enrolled ELL students before the beginning of the school year. Please include activities for new ELLs who enroll throughout the school year.
- We have an Parent and Student Orientation for all incoming ELLs in August. We also have a Parent/Student Orientation in September. We also provide ELLs with additional academic support during the Extended Day Program (before school) and after school from 3-5:30. We have weekly meetings for parents to help them support their students with their academics. In September, we have our Family Learning Workshop, in which all incoming ELLs receive a home learning center (desktop computer) that is equipped with software as well as 24/7 bilingual support for the computer's life. These are some of the activities provided.
18. What language electives are offered to ELLs?
- All ELLs have Spanish as a language elective.

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)?

**We do not have a dual language program.**

### 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.

Professional Development is provided for our building on a regular basis as well as for the ESL teacher. This summer, our ESL teacher attended both the Summer Reading and Writing Institute at Teachers College to reinforce the Balanced Literacy model in her classroom. In addition, the ESL teacher facilitates ELL professional development for our school. Our network provides monthly meetings for staff members in regard to ELL topics. By analyzing the data from the NYSESLAT scores and other standardized exams, most students need to improve their reading and writing skills or their CALP. In the classroom, instruction needs to focus on developing academic vocabulary in order for the ELLs to be successful in the classroom and on standardized exams. Each year our school provides at least five Professional Development sessions for ALL staff members which equals the 7.5 mandated hours. As a school we focus on topics that are applicable to all content areas such as Second Language Acquisition, Making Content Comprehensible, Differentiated Instruction, and Building Academic Vocabulary. In addition, the ESL teacher collaborates with various content teachers to discuss the progress of the ELLs and to assist them in meeting their needs. Our main goal is for the ELLs to be successful both in and outside the classroom. The Principal and the certified ESL teacher facilitate most of the workshops. In addition, the administrators distribute questionnaires and interest surveys about potential topics for Professional Development. Overall, the teachers have a voice in determining the topics for Professional Development.

In order to ensure that our Special Education teacher as well as special education paraprofessional receive their mandated hours by attending the workshop series provided by our school as well as attending monthly department meetings and citywide workshops. The ESL teacher utilizes the push-in model in providing services to the ELLs in the self-contained classroom. The ESL teacher also collaborates with the special education teacher on a weekly basis. Both assistant principals facilitate workshops and PD addressing the needs of ELLs.

Our school provides only a freestanding ESL program; however, all of the students take Spanish as their Foreign Language Course in grades six through eight. Spanish is an available course for all students. In fact, eighth graders are able to take the Spanish Regents Exam. In addition, all students are allowed to read books in Spanish for the 40 Book Campaign. Instructional materials and library books are available in Spanish for all students in grades 6-8.

As ELLs transition from one school level to another, teachers are provided with additional support. Our ESL teacher collaborates with classroom teachers about the individual needs of each student. In addition, the principal conducts ELL training about the students and their individual needs as well as how to modify and adapt classroom lessons during monthly department meetings. Furthermore, our Principal who is National Board Certified in ESL schedules meetings with teachers on an as-needed basis. The staff are supported by the school leadership by meeting with the administrators on a weekly basis as well as they are encouraged to attend professional development on a regular basis. All staff members attend at least two hours of professional development per week and are encouraged to attend more professional development. The Principal, the Parent Coordinator, the Assistant Principal, the Guidance Counselor and the ESL teacher meet with parents and students to assist them in the high school application process by holding individual and group conferences. In some of the conferences, interest surveys are used and articles for discussion.

## 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?

Parents are a crucial part of our school community. In September, there is a Parent Orientation for each grade for various topics. In the fall, there is a Parent Orientation for the eighth graders explaining 8th grade expectations, the high school application process, and other 8th grade events such as prom, cap and gowns, and so forth. Parents attend field trips, cultural experiences, and performances. Each month, our Parent Coordinator, distributes a monthly newsletter in both English and Spanish. Also, there are monthly parent workshops as well as PA meetings. Parents are invited to class celebrations as well as performances. Parents assume an active role in many of our school committees such as the School Leadership Team, School Safety Committee, and Building Response Team.

Every year our Parent Coordinator sends conducts an interest survey to gain information on the needs of the parents and to evaluate their needs. Then, the topics of the workshops will be based on the data received from these surveys. Again, these surveys are provided in all native languages. If a parent is unable to read, then a translator is provided for an oral translation. Depending on the year, parents have wanted Literature Circles and/or Book Clubs or more technology training. Depending on the needs of the parents, our school has had ESL workshops for parents as well as what is to be expected on the statewide examinations. Again, all documents and presentations are provided in the native languages represented by our parent body. Our Parent Coordinator collaborates with outside Community Based Organizations such as TASC and ENACT to conduct workshops for parents. These workshops are provided in English and Spanish. Some of the topics have included: bullying, censoring technology, improving relationships with our teenagers, and so much more. Right now, we are affiliated with the Urban Arts Program in which parents will be encouraged to attend performances and culminating events. Each year, our parents have different needs and areas of concern. To address this issue, we have a monthly Coffee Talk with the principal where there is no agenda, but the parents can voice their ideas, concerns, and suggestions for the school. For all parent activities, we ensure that translators are available for all native languages. Currently, we have a Spanish translator available at all times. In the case of parent who speaks a different language, we contact the DOE's Language and Translation Unit. In addition, we have a staff member who speaks English, Spanish, Italian, and French.

Paste response to questions here:

## E. Additional Information

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

Paste response to question here:

## Part VI: LAP Assurances

School Name: \_\_\_\_\_

School DBN: \_\_\_\_\_

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Kristy De la Cruz	Principal		11/11/13
Annette Rufino	Assistant Principal		11/11/13
Noemi Brito	Parent Coordinator		11/13/13
Melisa Stoller	ESL Teacher		11/11/13
Franklin Tavarez	Parent		11/11/13
	Teacher/Subject Area		1/1/01
	Teacher/Subject Area		1/1/01
	Coach		1/1/01
	Coach		1/1/01
	Guidance Counselor		1/1/01
	Network Leader		1/1/01
	Other _____		1/1/01

## LANGUAGE TRANSLATION AND INTERPRETATION 2013-2014 TO 2014-2015

*Requirement under Chancellor's Regulations – for all schools*

DBN: 06M528 School Name: Bea Fuller Rodgers Intermediate

Cluster: 2 Network: 203

**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**

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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.

When students enter the New York City Public School system, they are given a Home Language Survey. While completing this survey, translations are immediately made available. An ESL licensed pedagogue who is bilingual in both English and Spanish will either conduct the interview or call someone who speaks the home language of the parent. Parent Orientation Meetings in selecting the educational options are made available in the home language of the parent. These orientations occur within ten business days. The Parent Coordinator and ESL teacher collaborate in scheduling these Parent Orientation sessions on an as needed basis. All letters and other documents distributed to parents are made available in the home languages represented in our student population. Since Spanish is the only other language needed besides English, all written documents are provided in both languages. Finally, we also utilize the RPOB report as a tool to analyze and calculate the number of percentages of home languages. For example, the home languages other than English represented in our school community are either English or Spanish.

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.

According the ATS system and our records of home languages, Spanish and English as the home languages needed for our school community. These findings were reported to the school community in a timely manner. Since this middle school has opened in 2002, the predominate languages spoken are English and Spanish. Currently, we have 226 students with a high stability rate from sixth through eighth grade. Each year we might have one or two students transfer to our school, but that is it. We know all of our students on a first-name basis, and are aware of any new arrivals. Since the school building has opened its doors as a middle school in 2002, English and Spanish have been the home languages represented in our school building. At every single school-wide event, we make sure that all home languages are represented. Information is shared through monthly newsletters, parent orientations, Datacation, and school-wide meetings.

## Part B: Strategies and Activities

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

The Parent Coordinator or a designated, qualified paraprofessional in our school building provides all written translation services. All documents are translated within a one-week time frame. Most services are provided during the school day; however, these individuals are paid per session for certain projects. In the event there are no personnel available, we utilize the Translation and Interpretation Unit. We contact them in a timely manner to ensure that documents are received on time and as needed. If there are no personnel available, then we use the Translation and Interpretation Unit. We contact them in a timely manner to ensure that the documents are received on time and as needed.

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.

Oral interpretation services are provided in-house. The Parent Coordinator, Secretary, School Aides, Paraprofessional, Assistant Principal, PA Association and other bilingual teachers in the building provide these interpretation services. In the event there are no personnel available, we utilize the Translation and Interpretation Unit. We contact them in a timely manner to ensure that documents are received on time and as needed..

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>.

According to Section VII of the Chancellor's Regulations A-663 regarding parental notification requirements for translation and interpretation services, we will ensure as a school community that all parents receive translations in their native language in a timely manner with the guideline. We will ensure that translation and interpretation services are fulfilled in a timely manner. If translation and/or interpretation is unavailable in-house, then we will contact the Language Interpretation and Translation Unit to schedule services. Finally, we also have signs posted in the foyer and main lobby indicating the availability of translation and interpretation services. Our goal is that all parents know they have a right to an interpreter or translator to promote parental involvement in our school.



**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.

<b>Part A: School Information</b>	
Name of School: <u>Bea Fuller Rodgers</u>	DBN: <u>06M528</u>
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)	

<b>Part B: Direct Instruction Supplemental Program Information</b>
The direct instruction component of the program will consist of (check all that apply):
<input type="checkbox"/> Before school <input checked="" type="checkbox"/> After school <input checked="" type="checkbox"/> Saturday academy
Total # of ELLs to be served: <u>33</u>
Grades to be served by this program (check all that apply):
<input type="checkbox"/> K <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5

**Part B: Direct Instruction Supplemental Program Information**

6   7   8   9   10   11   12

Total # of teachers in this program: 6  
# of certified ESL/Bilingual teachers: 3  
# of content area teachers: 3

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: IS 528 is a middle school in Washington Heights that serves approximately 195 students in grades six through eight. Over 95% of the students are from the Dominican Republic and the remaining is from Hispanic heritage and African American. One fully certified English as a Second Language (ESL) teacher instructs a freestanding pullout and push-in ESL Program in this building. The Principal is a fully certified ESL teacher as well as National Board Certified in ESL. There is also a certified bilingual special education teacher. The ESL teacher's schedule includes 54 classes per week, which services 43 English Language Learners (ELLs) in grades six through eight. The language of instruction is English.

Our school provides a freestanding ESL push-in and pullout model for the 43 ELLs to meet all requirements. All of the Beginner ELLs receive 450 minutes of ESL instruction through the pullout model. The entire 8th grade ELLs at the advanced level of English Proficiency based on the NYSESLAT results receives 225 minutes of ESL instruction. The eight ELLs in the self-contained Special Education classroom receive their mandated ESL instruction utilizing the push-in model. Students are organized in classes by levels determined by the LAB-R and/or NYSESLAT results. Beginning and intermediate students receive at least 2 units or 360 minutes of ESL per week and advanced level students receive 1 unit or 180 minutes or more of ESL per week, which is aligned with our CR-Part 154 and Language Allocation Policy.

The ESL instruction is aligned to the NYS Learning Standards for English as a Second Language: The Teaching of Language Arts to Limited English Proficient/English Language Learners. Most of the instructional strategies utilized in this program are based on the Cognitive Academic Language Learning Approach (CALLA) and the Sheltered Instruction Observation Protocol (SIOP) Model, which both models focus on building language through content or the academic area. In this building, the ESL teacher develops language through the academic area of English Language Arts. While using Balanced Literacy in the classroom, the ESL teacher creates objectives both for the ELA content area and language objectives, which are the linguistic features for each genre of study. Some of the instructional strategies utilized to assist in making content comprehensible are the use of graphic organizers, visual aids, realia, role playing, vocabulary development activities such as word maps and learning common prefixes and suffixes, pre-reading strategies to activate schemata by building on previous knowledge, during and post-reading strategies to check for understanding and comprehension.

Title III After school Program

An after school program will be provided for all ELLs in grades 6-8 from 2:20 p.m. until 5:00 p.m for two - three days per week depending on the learners' needs. This program will begin in October and continue through April. Fully certified ESL teachers and/or teachers with special education experience will provide these services. During this after school program, instructional materials from Teachers College

### Part B: Direct Instruction Supplemental Program Information

as well as technology resources will be used to provide the students with additional educational support to help them attain English Proficiency as well as meet NYS State learning standards across all content areas.

#### Title III Saturday School

From February through April, there will be at least six Saturday Academies from 9:00 am to 12:00 pm to assist the ELLs in making progress on the Common Core aligned state assessments. All ELLs in grades 6-8 will be invited to participate in this program. Three ESL teachers and three content area teachers will provide these services. The ESL teachers will support the content area teachers. During these sessions, the students will utilize NYS examinations from previous years to review and prepare for the examination. Students are also taught test-taking strategies such as the reading the question first, underlining key information, vocabulary strategies, and how to utilize resources such as glossaries to support their needs.

### Part C: Professional Development

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

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

Begin description here: Our school provides ongoing professional development to the six teachers who are participating in the Title III Program. The facilitators of this professional development is the fully certified ESL teacher, the certified principal, and the Network. All of the professional development focuses on how to make the content comprehensible to the ELLs. One topic is on scaffolding instruction and introducing various strategies that can support language learning such as graphic organizers, reading strategies, and different types of journal writing. Another workshop is on differentiating instruction in which each content area collaborates and generates ideas of how they can differentiate instruction for the needs of the students in that particular content area. Furthermore, the ESL teacher and the administrators hold conferences with teachers in various content areas to assist them in teaching the ELL population. In addition, the administrators share ELL best practices in her monthly departmental meetings. The professional development sessions will be devoted to ELLs services:

- Reinforcing Academic Vocabulary through Word Generation--October 2014
- Scaffolding and Strategies for Struggling Students--October 2014
- Reinforcing Academic Vocabulary to ELLs-November 2014
- Ongoing Professional Development for meeting our ELL needs (at least once a month) - December - March 2015

The principal will present about writing circles at the NYSTESOL Conference in Albany, New York on November 15, 2014. The Spanish Teacher will also attend a Foreign Language Conference.

ESL Teacher: Melisa Stoller

Principal: Kristy De la Cruz

Spanish Teacher: Luz Minaya

## Part C: Professional Development

## 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: Parents are a crucial part of our school community. In addition to all the mandated services, we provide weekly family engagement opportunities. Each fall, there is a Parent Orientation for each grade for various topics. For example, the Parent Orientation for the eighth graders explains 8th grade expectations, the high school application process, and other 8th grade events such as prom, cap and gowns, and so forth. The sixth grade orientation welcomes the parents and families to our school. The seventh grade orientation focuses on the importance of the attendance and the grades and how they are used for the high school application process. Parents attend field trips, cultural experiences, and performances. Each month, our Parent Coordinator, distributes a monthly newsletter in both English and Spanish. Also, there are monthly parent workshops as well as PA meetings. Parents are invited to class celebrations as well as performances. Parents assume an active role in many of our school committees such as the School Leadership Team, School Safety Committee, and Building Response Team. At all school events, translators are available for English, Spanish, and any other language that is needed.

Every year our Parent Coordinator sends conducts an interest survey to gain information on the needs of the parents and to evaluate their needs. This survey is available in both English and Spanish. Then, the topics of the workshops are based on the data received from these surveys. Again, these surveys are provided in all native languages. If a parent is unable to read, then a translator is provided for an oral translation. Depending on the year, parents have wanted Literature Circles and/or Book Clubs or more technology training. Depending on the needs of the parents, our school has had ESL workshops for parents as well as what is expected on the statewide examinations. Again, all documents and presentations are provided in the native languages represented by our parent body.

Our Parent Coordinator collaborates with outside Community Based Organizations such as Urban Arts Partnership to conduct workshops for parents. These workshops are provided in English and Spanish. Some of the topics have included: bullying, censoring technology, improving relationships with our teenagers, and so much more. Right now, we are affiliated with the Urban Arts Program in which parents will be encouraged to attend performances and culminating events. Each year, our parents have different needs and areas of concern. To address this issue, we have a monthly Coffee Talk with the principal where there is no agenda, but the parents can voice their ideas, concerns, and suggestions for the school. In addition, we provide parent activities during our Saturday Academy program that build adult literacy as well as technology skills based on the parents' needs. For all parent activities, we ensure that translators are available for all native languages. Currently, we have a Spanish translator available at all times. In the case of parent who speaks a different language, we contact the DOE's Language and Translation Unit.

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