



2014-15
SCHOOL COMPREHENSIVE EDUCATIONAL PLAN
(SCEP)

DRAFT – PENDING NYSED APPROVAL

DBN: (i.e. 01M001):

05M685

School Name:

BREAD AND ROSES INTEGRATED ARTS HIGH SCHOOL

Principal:

RODNEY LOFTON

School Comprehensive Educational Plan (SCEP) Outline

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Section 1: School Information Page

School Information

School Name: BREAD AND ROSES INTEGRATED ARTS H.S. School Number (DBN): 685
School Level: High School Grades Served: 11-12
School Address: 6 Edgecombe Avenue New York, NY 08618
Phone Number: 212 694-6001 Fax: 212 926-4317
School Contact Person: Rodney Lofton Email Address: rlofton@schools.nyc.gov
Principal: Rodney Lofton
UFT Chapter Leader: Lenny Diggs
Parents' Association President: Gloria Medina
SLT Chairperson: Lenny Diggs
Student Representative(s): Marc Rivera, Crystal Demorla

District Information

District: 05 Superintendent: Fred Walsh
Superintendent's Office Address: 333 7th Ave. New York, NY 10001
Superintendent's Email Address: fwash@schools.nyc.gov
Phone Number: (212) 356-3739 Fax: (212) 356-7514

Cluster and Network Information

Cluster Number: 5 Cluster Leader: Debra Maldonado
Network Number: 561 Network Leader: Derek Jones

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)
Rodney Lofton	*Principal or Designee	
Lenny Diggs	*UFT Chapter Leader or Designee	
Gloria Medina	*PA/PTA President or Designated Co-President	
Elisa Medina	DC 37 Representative, if applicable	
Marc Rivera Crystal DeMorla	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
Marlene Leo	CBO Representative, if applicable	
Timothy Smith	Member/ Teacher	
Christopher Bennett	Member/Teacher	
Rondi Sewelson	Member/Teacher	
Shatay Clark	Member/Parent	
Kenya Perry	Member/Parent	
Cynthia Griffin	Member/Parent	
Angelina Quinones	Member/ Parent	
Yvette Nicholson	Member/ Parent	
	Member/	
	Member/	
	Member/	

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

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

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

The Capacity Framework and SCEP Development

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



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

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

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

The Six Elements of the Capacity Framework

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

Accountability Tools and the Capacity Framework

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

NYSED's Six DTSDE Tenets

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

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

NYCDOE's Quality Review (QR)

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

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

Next Steps for SCEP Development

School Leadership Teams should engage in the following steps:

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

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

Section 4: SCEP Overview

Develop a narrative summary that includes:

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

Vision Statement

Bread and Roses Integrated Arts High School is a place that fosters critical thinking, confidence and character, developing a community of respectable and self-reliant citizens.

Mission Statement

Bread and Roses Integrated Arts High School strives to be a community of learners where all students are respected. We promote confidence, character, critical thinking and self-reliant individuals. This is achieved through an environment that emphasizes the social, emotional, and academic development of the child.

School Curriculum and Instructional Model

Our instructional philosophy is based on the creation of an educational environment where students receive high quality and academically rigorous instruction from highly effective teachers who use data to guide and assess their work. Our number one goal is high student achievement. Our theory of action and guiding principal is based on the work of Mike Schmoker in his book, *Focus: Elevating the Essentials to Radically Improve Student Learning* (2011) and our inquiry process. Our work will center on four (4) primary areas:

Quality curriculum aligned to common core standards and state assessments, articulating what students know and are able to do by the end of each course, unit and lesson. Throughout the year, this curriculum is revised and monitored.

Instructional framework consistent with best practices and guided by youth development principles. Teachers develop lessons tied to a school-wide instructional vision and curriculum stance using a central concept or "big idea" that students may encounter in various content areas. This instructional framework include differentiated instruction where teachers proactively plan varied approaches to what students need to learn, how they will learn it, and/or how they can express what they have learned.

Literacy skills (reading, writing and speaking) are integrated across the curriculum. Teachers will a number of strategies when incorporating literacy into instruction (close reading, annotation, discussion of the text, writing about the text).

Data is continually examined to meet the needs of all students improve instruction and drive organizational effectiveness. We implement a system to gather, analyze and use data to improve teaching and learning school-wide. Central to the success of this system is focused on building the capacity of the team to apply appropriate data to differentiate instruction through an inquiry process. Our school uses an assessment model that determines what knowledge a student already brings to a new unit or lesson, so that instruction can be appropriately matched to challenge each student. Learners are supported through a variety of instructional activities that approach the essential standards and skills in ways that allow for student choice and interest. Students take teacher, district, and publishers based assessments of learning to determine whether they have mastered what has been taught and are on track for their learning. Those who need additional instruction are given remediation and additional opportunities for success. In many cases this additional instructional time will be available during the regular school day.

Bread and Roses Integrated Arts High School has gone through several transitions. The school had three (3) different leaders from 2007-2010. The school is currently in the last two (2) years of a phase-out process with grades 11 and 12 remaining.

Non-negotiable

In order to optimize the learning opportunities for our students, we must be consistent in our instructional practice, expectations and guiding principles. We are committed to achievement for all students, creating a culture of collaboration, and focusing on results in our academic efforts. Therefore, it is imperative that we develop a clearly defined set of expectations and standards that we all support and follow. Failure to follow these guidelines, or non-negotiable, will result in a lack of cohesion in our instructional practice and in student learning throughout the school.

Aspects of our school's model that are non-negotiable are:

- Focus on reading, writing and discussion;
- Plan lessons for every period and class;
- Teach writing and use a school wide rubric for grading in all subject areas;
- Attend Professional Learning Community (PLC) meetings on a weekly basis;
- Supervise students under Advisory Program;
- Expose students to the Arts;
- Utilize curriculum maps based on the NY State Content Standards, common core standards and the NYS Regents Examinations;
- Participate in instructional learning rounds;
- Develop and implement a system of common formative and summative assessments based on the NY State Content Standards and common core standards and the NYS Regents Examinations;
- Use data to monitor student progress and to inform instructional practices;
- Differentiate instruction to meet the needs of all learners;
- Model positive behaviors and attitudes to promote student learning; and
- Will collectively be responsible for the learning of all students in our school

Additional Supports

Our school design provides opportunities for our students to develop social skills and leadership skills through the following areas:

Student government. As members, the students learn how to plan, organize and implement programs and activities. They are instrumental in organizing student events, such as Homecoming Week to promote a greater sense of community in the school.

Student Cohort Meetings. Each month students will in their grade level cohort to discuss important information and issues pertaining to Bread and Roses and their academic success.

Advisory. A program design to assist students with their high school experience through a variety of activities. Each BRIA staff member is assigned to approximately 10-12 students. These Advisory sessions occur once a week and last approximately 45 minutes. Advisory is highly connected to lowering dropout rates, raising four-year graduation rates, and improving the trajectory for students to continue academic pursuits and post-secondary training after high school. When we link the academic and social/personal dimensions of schooling together, school achievement scores rise and student potential flourishes.

Strengths

- Collaborative effort in the development of the vision and mission statement that has been shared with the faculty, students and parents.
- Increased focus on professional development in the following areas: Danielson Framework for Teaching, Rigor and Relevance, Response to Intervention, and Resiliency Data Study.
- Instructional Cycle that ensures instructional time targets for material as well as addresses deficits. The cycle is comprised of four components: a) Planning, b) Teaching, c) Assessment, and d) Analysis.
- Collaborative effort in the development of the vision and mission statement that has been shared with the

faculty, students and parents.

- Established Professional Learning Communities.

Challenges

- Inconsistent understanding and implementation of utilizing data to inform curriculum and instruction.
- Slow transition from administrative led professional development to teacher led professional learning.
- Common highly effective instructional strategies not consistently observed.

Focus

- Revise curriculum aligned with CCLS.
- Continue Response to Intervention (RTI) system to support students' academic, social and emotional needs.
- Transition from professional development to professional learning.
- Improve use of data to drive adjustments to curriculum and instruction.
- Monitor the effectiveness of outreach strategies to families and the community

05M685 School Information Sheet Key

School Configuration (2014-15)				
Grade Configuration	09,10, 11,12	Total Enrollment	106	SIG Recipient
				No
Types and Number of English Language Learner Classes (2014-15)				
# Transitional Bilingual	N/A	# Dual Language	N/A	# Self-Contained English as a Second Language
				N/A
Types and Number of Special Education Classes (2014-15)				
# Special Classes	6	# SETSS	3	# Integrated Collaborative Teaching
				2
Types and Number of Special Classes (2014-15)				
# Visual Arts	N/A	# Music	N/A	# Drama
				2
# Foreign Language	2	# Dance	N/A	# CTE
				N/A
School Composition (2013-14)				
% Title I Population	79.5%	% Attendance Rate	71.9%	
% Free Lunch	81.8%	% Reduced Lunch	2.2%	
% Limited English Proficient	20.1%	% Students with Disabilities	30.7%	
Racial/Ethnic Origin (2013-14)				
% American Indian or Alaska Native	0.4%	% Black or African American	53.3%	
% Hispanic or Latino	45.6%	% Asian or Native Hawaiian/Pacific Islander	N/A	
% White	0.7%	% Multi-Racial	N/A	
Personnel (2014-15)				
Years Principal Assigned to School (2014-15)	3.77	# of Assistant Principals (2014-15)	2	
# 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)	11.3%	
% Teaching with Fewer Than 3 Years of Experience (2013-14)	0.3%	Average Teacher Absences (2013-14)	15.14	
Student Performance for Elementary and Middle Schools (2013-14)				
ELA Performance at levels 3 & 4	N/A	Mathematics Performance at levels 3 & 4	N/A	
Science Performance at levels 3 & 4 (4th Grade)	N/A	Science Performance at levels 3 & 4 (8th Grade)	N/A	
Student Performance for High Schools (2012-13)				
ELA Performance at levels 3 & 4	41.1%	Mathematics Performance at levels 3 & 4	25.9%	
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	37.5%	
% of 3rd year students who earned 10+ credits	40.2%	4 Year Graduation Rate	27.7%	
6 Year Graduation Rate	53.8%			
Overall NYSED Accountability Status (2014-15)				
Reward		Recognition		
In Good Standing		Local Assistance Plan		
Focus District	X	Focus School Identified by a Focus District		
Priority School	X			
Accountability Status – Elementary and Middle Schools				
Met Adequate Yearly Progress (AYP) in ELA (2012-13)				
American Indian or Alaska Native	N/A	Black or African American	N/A	
Hispanic or Latino	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 Science (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			
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	NO	Asian or Native Hawaiian/Other Pacific Islander	N/A	
White	N/A	Multi-Racial	N/A	
Students with Disabilities	N/A	Limited English Proficient	N/A	
Economically Disadvantaged	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	NO	
Hispanic or Latino	NO	Asian or Native Hawaiian/Other Pacific Islander	N/A	
White	N/A	Multi-Racial	N/A	
Students with Disabilities	N/A	Limited English Proficient	N/A	
Economically Disadvantaged	NO			

05M685 School Information Sheet Key

School Configuration (2014-15)				
Grade Configuration	09,10, 11,12	Total Enrollment	106	SIG Recipient
				No
Types and Number of English Language Learner Classes (2014-15)				
# Transitional Bilingual	N/A	# Dual Language	N/A	# Self-Contained English as a Second Language
				N/A
Types and Number of Special Education Classes (2014-15)				
# Special Classes	6	# SETSS	3	# Integrated Collaborative Teaching
				2
Types and Number of Special Classes (2014-15)				
# Visual Arts	N/A	# Music	N/A	# Drama
				2
# Foreign Language	2	# Dance	N/A	# CTE
				N/A
School Composition (2013-14)				
% Title I Population	79.5%	% Attendance Rate	71.9%	
% Free Lunch	81.8%	% Reduced Lunch	2.2%	
% Limited English Proficient	20.1%	% Students with Disabilities	30.7%	
Racial/Ethnic Origin (2013-14)				
% American Indian or Alaska Native	0.4%	% Black or African American	53.3%	
% Hispanic or Latino	45.6%	% Asian or Native Hawaiian/Pacific Islander	N/A	
% White	0.7%	% Multi-Racial	N/A	
Personnel (2014-15)				
Years Principal Assigned to School (2014-15)	3.77	# of Assistant Principals (2014-15)	2	
# 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)	11.3%	
% Teaching with Fewer Than 3 Years of Experience (2013-14)	0.3%	Average Teacher Absences (2013-14)	15.14	
Student Performance for Elementary and Middle Schools (2013-14)				
ELA Performance at levels 3 & 4	N/A	Mathematics Performance at levels 3 & 4	N/A	
Science Performance at levels 3 & 4 (4th Grade)	N/A	Science Performance at levels 3 & 4 (8th Grade)	N/A	
Student Performance for High Schools (2012-13)				
ELA Performance at levels 3 & 4	41.1%	Mathematics Performance at levels 3 & 4	25.9%	
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	37.5%	
% of 3rd year students who earned 10+ credits	40.2%	4 Year Graduation Rate	27.7%	
6 Year Graduation Rate	53.8%			
Overall NYSED Accountability Status (2014-15)				
Reward		Recognition		
In Good Standing		Local Assistance Plan		
Focus District	X	Focus School Identified by a Focus District		
Priority School	X			

Accountability Status – Elementary and Middle Schools

Met Adequate Yearly Progress (AYP) in ELA (2012-13)				
American Indian or Alaska Native	N/A	Black or African American	N/A	
Hispanic or Latino	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 Science (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			

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	NO	Asian or Native Hawaiian/Other Pacific Islander	N/A	
White	N/A	Multi-Racial	N/A	
Students with Disabilities	N/A	Limited English Proficient	N/A	
Economically Disadvantaged	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	NO	
Hispanic or Latino	NO	Asian or Native Hawaiian/Other Pacific Islander	N/A	
White	N/A	Multi-Racial	N/A	
Students with Disabilities	N/A	Limited English Proficient	N/A	
Economically Disadvantaged	NO			

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Types and Number of Special Classes (2014-15)					
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# Foreign Language	2	# Dance	N/A	# CTE	N/A
School Composition (2013-14)					
% Title I Population	79.5%	% Attendance Rate			71.9%
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% Limited English Proficient	20.1%	% Students with Disabilities			30.7%
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% of Teachers with No Valid Teaching Certificate (2013-14)	N/A	% Teaching Out of Certification (2013-14)			11.3%
% Teaching with Fewer Than 3 Years of Experience (2013-14)	0.3%	Average Teacher Absences (2013-14)			15.14
Student Performance for Elementary and Middle Schools (2013-14)					
ELA Performance at levels 3 & 4	N/A	Mathematics Performance at levels 3 & 4			N/A
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% of 1st year students who earned 10+ credits	N/A	% of 2nd year students who earned 10+ credits			37.5%
% of 3rd year students who earned 10+ credits	40.2%	4 Year Graduation Rate			27.7%
6 Year Graduation Rate	53.8%				
Overall NYSED Accountability Status (2014-15)					
Reward		Recognition			
In Good Standing		Local Assistance Plan			
Focus District	X	Focus School Identified by a Focus District			
Priority School	X				
Accountability Status – Elementary and Middle Schools					
Met Adequate Yearly Progress (AYP) in ELA (2012-13)					
American Indian or Alaska Native	N/A	Black or African American			N/A
Hispanic or Latino	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 Science (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				
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	NO	Asian or Native Hawaiian/Other Pacific Islander			N/A
White	N/A	Multi-Racial			N/A
Students with Disabilities	N/A	Limited English Proficient			N/A
Economically Disadvantaged	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			NO
Hispanic or Latino	NO	Asian or Native Hawaiian/Other Pacific Islander			N/A
White	N/A	Multi-Racial			N/A
Students with Disabilities	N/A	Limited English Proficient			N/A
Economically Disadvantaged	NO				

Section 5: Needs Assessment, Annual Goals and Action Plans

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

Part 1 – Needs Assessment

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

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

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

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.

School leaders have supported an incremental plan to create some curricula reflective of the CCLS and the instructional shifts, but this effort has not met the needs of all students.

The development and implementation of curricula are still in progress in many subjects, students do not fully experience opportunities to prepare them for the expectations of the CCLS, which limits academic achievement and college and career readiness. Our plan is to expand and fully implement a comprehensive plan and activities to include all subjects and courses in the development of CCLS- aligned curricula.

Lesson plans do not incorporate data- driven instruction (DDI) protocols or other key features to ensure an alignment between the tasks set and the ability and needs of students. Our plan is to expand the curriculum development efforts to ensure that all teachers develop units, lessons, and assessments with an appropriate progression of curricular topics, content, and skills, which are in keeping with CCLS expectations, tailored to identified needs of all students, and include formal revisions based on student performance data.

Although the school collects preliminary student data for some interim assessments in each subject, teachers are not implementing a comprehensive system for using formative and summative assessments for curricula planning. Our plan is to develop formal protocols with timelines to analyze student work, assess data and uncover trends, and use this information to develop, implement, and adjust CCLS- aligned curricula across all subjects. Monitor these efforts and

provide targeted support and PD for staff, as appropriate.

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, a school-wide revised CCLS aligned curricula will be developed that will include two (2) interdisciplinary unit connections and integration of the instructional focus (students will provide evidence to support arguments orally and in writing using academic vocabulary) as evidenced by curriculum units, lesson plans and student work.

Part 3 – Action Plan

Activities/Strategies: Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including: 1. Research-based instructional programs, professional development, and/or systems and structures needed to impact change 2. Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). 3. Strategies to increase parent involvement and engagement 4. Activities that address the Capacity Framework element of Trust	Target Group(s) <i>Who will be targeted?</i>	Timeline <i>What is the start and end date?</i>	Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i>
Administration and the school staff will revise the curriculum to include the CCLS with rigor and relevance incorporated in the activities and assessments.	Administrators and teachers	9/14-5/15	Assistant Principal
Develop and implement two (2) interdisciplinary units in all curriculum maps to include the integration of the arts, technology and other enrichment areas.	Administrators and teachers	9/14-5/15	Assistant Principal
Develop protocols with timelines to analyze student work, assess data and discover trends, using this information to develop, implement, and adjust CCLS aligned curricula across all subjects. Monitor these efforts and provide targeted support and professional development for staff, as appropriate.	Administrators and teachers	11/14-5/15	Principal and Assistant Principal

Part 4 – Resources Needed

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

The resources needed to implement this action plan will include per session for teachers, secretary and supervisors. Moreover, professional publications and copy paper will be purchased.

Part 5 – Budget and Resource Alignment

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

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

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Part 6 – Progress Monitoring

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

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.

1. Revised CCLS curriculum February, 2015
2. One (1) interdisciplinary unit-February, 2015
3. Protocol-February, 2015

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

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

Dates did not arrive

Section 5: Needs Assessment, Annual Goals and Action Plans

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

Part 1 – Needs Assessment

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

3. For schools that received an Integrated Intervention Team (IIT) School Review Report: Enter the HEDI rating for each assessed Statement of Practice (SOP) on the chart below.

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

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

Part 1b. Needs/Areas for Improvement:

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

6. Summarize your school’s strengths and needs relative to this Capacity Framework element and DTSDE tenet (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data sources.

The school has developed procedures for referrals and supports. However, the lack of a formal curricula or program for explicit instruction of social and emotional developmental health related behaviors and skills and professional learning to build adult capacity to support students, limit opportunities to address the social and emotional developmental health needs of all students.

The school has developed procedures for referrals and supports, but has not yet developed a comprehensive system to address all students’ social and emotional developmental health needs. The school plans to develop and implement a comprehensive and systematic school-wide Response to Intervention plan to addressing the needs of all students by expanding and extending the system of referral and supports to include universal protocols for attending to all students while monitoring the effectiveness of applied interventions and improving the repertoire of supports available for social and emotional developmental health needs at the school.

Although there are regular collaborative meetings among the staff and community partners to establish an understanding of the roles of each in supporting a safe, conducive learning environment, not all stakeholders have a clear understanding of their specific roles. Response to Intervention plan will ensure that all stakeholders are empowered to play a role in supporting a safe, conducive learning environment.

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, a Response to Intervention (RTI) system will be developed to provide academic, social, and emotional support for students as evidenced by a 10% increase in student attendance and a 10% increase in credit accumulation (earn 10+ credits).

Part 3 – Action Plan

Activities/Strategies: Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including:	Target Group(s) <i>Who will be targeted?</i>	Timeline <i>What is the start and end date?</i>	Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i>
<ol style="list-style-type: none"> 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 			
Assess and identify the social and emotional developmental needs of the students and create a plan for supporting all students in the school.	Students	October 2014	Supervisors, CBO
Develop a RTI curriculum to support all students in the school.	Students	October 2014	Assistant Principal, Support Team, Teachers, CBO
Provide targeted professional learning and accountability practices related to RTI.	Teachers	October 2014-June 2015	Assistant Principal, Support Team, Teachers, CBO
Expand data collection and analysis processes to include formal and relevant analysis of school wide and individual student data to discern and provide academic, social, and emotional interventions for all students.	Students	October 2014-June 2015	Assistant Principal, Support Team, Teachers, CBO

Part 4 – Resources Needed

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

The resources needed to implement this action plan will include per session for teachers, secretary and supervisors. Moreover, professional publications and copy paper will be purchased.

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	X	P/F Set-aside		Grants
List below any additional funding sources that will be utilized to support achievement of the goal.													

Part 6 – Progress Monitoring

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

1.	Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.			
2.	Specify a timeframe for mid-point progress monitoring activities.			
1.	Curriculum-September, 2014			
2.	Survey- November, 2014			
3.	Professional Development-on-going			
4.	Data collection-February, 2015			
Part 6b. Complete in February 2015.				
1.	Did the school meet the mid-point benchmark(s) in the timeframe specified?	<input checked="" type="checkbox"/>	Yes	No
2.	If the mid-point benchmark(s) was not met, describe any revisions made to the action plan to achieve the goal?			

Section 5: Needs Assessment, Annual Goals and Action Plans

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

Part 1 – Needs Assessment

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

7. For schools that received an Integrated Intervention Team (IIT) School Review Report: Enter the HEDI rating for each assessed Statement of Practice (SOP) on the chart below.

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

Tenet 4 Statement of Practice (SOP) Addressed		HEDI Rating
4.2	Teachers use instructional practices and strategies organized around annual, unit and daily lesson plans to meet established student goals and promote high levels of student engagement and inquiry.	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.	I
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.	D
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.	I

Part 1b. Needs/Areas for Improvement:

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

10. Summarize your school’s strengths and needs relative to this Capacity Framework element and DTSDE tenet (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data sources.

There are inconsistent practices relating to the integration of data and assessment in CCLS-aligned instruction and a lack of targeted strategies to meet student needs as well as minimal opportunities for rigor or higher order thinking. Consequently, student engagement and increases in student achievement are limited.

The school leaders and coaches provide support for most teachers to develop unit and lesson plans, these plans inconsistently address student needs, generally do not reflect student goals, and have limited success in engaging students. The school plans to use formal data analysis protocols to set specific short and long term goals for all students. Most instruction does not provide students with engaging opportunities to think at high levels or multiple points of access, and is not reflective of the pedagogical shifts of the CCLS. Expand targeted professional learning and accountability practices related to promoting rigor will be in place. This will also include frequent and targeted learning walks-through by school leaders, to support the increased use of instructional strategies requiring higher order thinking, multiple points of access to content, and interacting with complex text and materials.

Some preliminary steps have been taken to consider student performance data, protocols for analyzing data to group students, adjusting instruction, and providing meaningful feedback to students to foster participation in their own learning process are generally lacking. The school leaders will develop and implement protocols for analyzing data to inform planning, student grouping and targeted and actionable feedback so that students take ownership of their learning.

Part 2 – Annual Goal

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

By June 2015, 100% of teachers will use a variety of data sources to inform lesson planning to meet student needs and address the school's instructional focus as evidenced by students 2015 English Regents score increase 10-15%% and teachers score using Danielson rubric on "Using Assessment in Instruction" increase 35-50% of teachers receiving an effective rating for this category.

Part 3 – Action Plan

Activities/Strategies: Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including: 1. Research-based instructional programs, professional development, and/or systems and structures needed to impact change 2. Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). 3. Strategies to increase parent involvement and engagement 4. Activities that address the Capacity Framework element of Trust	Target Group(s) <i>Who will be targeted?</i>	Timeline <i>What is the start and end date?</i>	Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i>
Use and monitor formal data analysis protocols to inform lesson planning, student grouping and targeted and actionable feedback	Administrators and teachers	September 2014-June 2015	Administrators
Provide targeted professional learning and accountability practices related to Danielson's Framework with a focus on "Using Assessment in Instruction".	Teachers	September 2014-June 2015	Administrators and teachers
Frequent and targeted learning walks by school leaders to support the increased use of instructional strategies requiring effective questioning and discussion, student engagement and assessment techniques as described in Danielson's Framework for Teaching.	Administrators and teachers	September 2014-June 2015	Administrators

Part 4 – Resources Needed

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

The resources needed to implement this action plan will include per session for teachers, secretary and supervisors. Moreover, professional publications and copy paper will be purchased.

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	X	P/F Set-aside		Grants
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List below any additional funding sources that will be utilized to support achievement of the goal.

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Part 6 – Progress Monitoring

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

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.

1. Protocol-February, 2015
2. Professional Learning- September 2014-June, 2015
3. Learning Walks-September 2014-June 2015

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?

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Section 5: Needs Assessment, Annual Goals and Action Plans

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

Part 1 – Needs Assessment

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

11. For schools that received an Integrated Intervention Team (IIT) School Review Report: Enter the HEDI rating for each assessed Statement of Practice (SOP) on the chart below.

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

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

Part 1b. Needs/Areas for Improvement:

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

14. Summarize your school’s strengths and needs relative to this Capacity Framework element and DTSDE tenet (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data sources.

The school leader has established SMART goals that focus on school improvement efforts while providing accountability for all staff. However, goals are not known by all stakeholders, resources are not always strategically distributed, and systems for analyzing the performance of the school are not consistently rigorous. This results in limited progress in student achievement.

Although, the school community has a long-term vision and identified SMART goals, limited collaboration with some stakeholders has hindered widespread understanding and support of the school’s strategic direction. The school plans to prioritize collaboration efforts with all stakeholders in order to explicitly align the direction of the school with clear and data-driven SMART goals.

Some evidenced-based systems are in place, they are not always used or monitored consistently by school leaders to bring about improvements in critical school-wide practices. The school will procedures, provide support for teachers, and monitor implementation to ensure that the impacts of these efforts, in key areas such as instruction, implementation of CCLS, and use of data to drive instruction, are matched by quantifiable improvements to student achievement and effective and highly effective teaching practices.

Part 2 – Annual Goal

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

By October 2014, the school leader will collaboratively establish clear and data-driven SMART goals that are aligned with the City Wide Expectations (Knowledge of Students, Instructional Focus, Collaborative and Professional Learning), shared and known widely by 100% of all stakeholders as evidenced by a school survey.

Part 3 – Action Plan

Activities/Strategies: Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including: 1. Research-based instructional programs, professional development, and/or systems and structures needed to impact change 2. Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). 3. Strategies to increase parent involvement and engagement 4. Activities that address the Capacity Framework element of Trust	Target Group(s) <i>Who will be targeted?</i>	Timeline <i>What is the start and end date?</i>	Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i>
The school staff will attend a retreat to analyze the performance of the students in order to create a shared vision.	Administrators, staff	August 2014	Administrators, staff
The school leadership will develop and implement a formal and transparent plan to manage and allocate all available resources in support of the SCEP goals and increased student achievement.	Administrators	February 2015-June 2015	Administrators
The school leadership will use a data-driven approach to school improvement, monitoring the implementation to maximize the school's ability to make measurable progress toward increasing student achievement and addressing the SCEP goals.	Administrators, staff	September 2014-June 2015	Administrators

Part 4 – Resources Needed

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

The resources needed to implement this action plan will include per session for teachers, secretary, student support team and supervisors. Moreover, professional publications and copy paper will be purchased.

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	X	P/F Set-aside		Grants
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List below any additional funding sources that will be utilized to support achievement of the goal.

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Part 6 – Progress Monitoring

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

planning. In this part:

5. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.

6. Specify a timeframe for mid-point progress monitoring activities.

1. Retreat-August, 2014

2. Plan- February 2015-June, 2015

3. Protocol-September 2014-June 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?

This action plan is on-going.

Section 5: Needs Assessment, Annual Goals and Action Plans

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

Part 1 – Needs Assessment

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

15. For schools that received an Integrated Intervention Team (IIT) School Review Report: Enter the HEDI rating for each assessed Statement of Practice (SOP) on the chart below.

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

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

Part 1b. Needs/Areas for Improvement:

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

18. Summarize your school’s strengths and needs relative to this Capacity Framework element and DTSDE tenet (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data sources.

The school utilizes multiple methods to reach out to parents and families in the most prevalent languages of Spanish and English, and has partnerships with CBOs to support students. However, because families and many staff have not received adequate training to build collaborative relationships, and outreach efforts are not reviewed for effectiveness dialogue between families and the school to support student academic progress and social and emotional well-being is limited.

Although the school has used various methods to communicate the school’s high expectations for student achievement, a formal plan to encourage and support the school community in understanding the academic expectations of the school is not in place. The school community will establish and implement a comprehensive plan to fully assess the communication needs of all students and families, and enact strategies to ensure that high expectations of college and career readiness are clearly known by all.

While the school is providing some opportunities for communication to increase staff and families’ understanding about student needs, the school does not have a formal plan to ensure reciprocal communication with all families. The school leadership will formally monitor the effectiveness of outreach strategies and make adjustments using best practices for family and community engagement to match relevant approaches to the individual student and family needs of those in the school.

The school shares some data with families and collaborates with some of the CBOs to provide appropriate support services, but not all data is shared in a way that enables families to support student learning. The school community will ensure that parents are provided with more support to enable them to access and understand academic data so that

they can take action to support their children's needs.

Part 2 – Annual Goal

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

By June 2015, the school community will establish and implement a comprehensive plan to fully assess the communication needs of all students and families, and enact strategies to ensure that high expectations post secondary readiness are clearly known by all as evidenced by a 5% increase in parent satisfaction on the School Survey.

Part 3 – Action Plan

Activities/Strategies: Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including: 1. Research-based instructional programs, professional development, and/or systems and structures needed to impact change 2. Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). 3. Strategies to increase parent involvement and engagement 4. Activities that address the Capacity Framework element of Trust	Target Group(s) <i>Who will be targeted?</i>	Timeline <i>What is the start and end date?</i>	Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i>
Develop and implement a plan that fully outlines the school community reciprocal communication strategies.	Parents	February, 2015	Administrators, Teachers, Parent Coordinator
Monitor the effectiveness of outreach strategies and make necessary adjustments using best practices.	Parent, Teachers	September 2014-June, 2015	Administrators, Parent Coordinator
Provide parents and more support through scheduled workshops to enable them access and understand across all areas (academic and social and emotional developmental health) so that they can take action to support their children's needs.	Parents	September 2014-June, 2015	Administrators, Teacher, Parent Coordinator

Part 4 – Resources Needed

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

The resources needed to implement this action plan will include per session for teachers, student support team, secretary and supervisors. Moreover, professional publications and copy paper will be purchased.

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	X	P/F Set-aside		Grants
List below any additional funding sources that will be utilized to support achievement of the goal.													

The resources needed to implement this action plan will include per session for teachers, secretary and supervisors. Moreover, professional publications and copy paper will be purchased.

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.

1. Protocol-February, 2015
2. Professional Learning- September 2014-June, 2015
3. Learning Walks-September 2014-June 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?				
Action plan is on-going.					

Section 6: Academic Intervention Services (AIS)
(Required for All Schools)

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

Type of Academic Intervention Service (AIS)	Criteria for determining AIS services	Type of Program or strategy (e.g. repeated readings, interactive writings, etc.)	Method for delivery of service (e.g. small group, one-to-one, tutoring, etc.)	When the service is provided (e.g. during the school day, before or after school, etc.)
English Language Arts (ELA)	Criteria for determining AIS for academic services is based on a universal screening protocol looking at existing data and history (credit accumulation, Regents pass rate, and attendance) and present data (credit accumulation, report card data, attendance, lateness, Regents scores.	Differentiated instructional methods, progress monitoring, computer-based support, modified student performance products; reinforce writing strategies and skills in all content area.	Small group, one-to-one	During the school day, extended learning program and Saturdays
Mathematics	Criteria for determining AIS for academic services is based on a universal screening protocol looking at existing data and history (credit accumulation, Regents pass rate, and attendance) and present data (credit accumulation, report card data, attendance, lateness, Regents scores.	Differentiated instructional methods, progress monitoring, computer-based support, modified student performance products; reinforce writing strategies and skills in content area.	Small group, one-to-one	During the school day, extended learning program and Saturdays
Science	Criteria for determining AIS for academic services is based on a universal screening protocol looking at existing data and history (credit accumulation, Regents pass rate,	Differentiated instructional methods, progress monitoring, computer-based support, modified student performance products; reinforce writing strategies and	Small group, one-to-one	During the school day, extended learning program and Saturdays

	and attendance) and present data (credit accumulation, report card data, attendance, lateness, Regents scores.	skills in all content areas.		
Social Studies	Criteria for determining AIS for academic services is based on a universal screening protocol looking at existing data and history (credit accumulation, Regents pass rate, and attendance) and present data (credit accumulation, report card data, attendance, lateness, Regents scores.	Differentiated instructional methods, progress monitoring, computer-based support, modified student performance products; reinforce writing strategies, document based questions and skills in all content area.	Small group, one-to-one	During the school day, extended learning program and Saturdays
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	Criteria for determining AIS for academic services is based on a universal screening protocol looking at existing data and history (ORRS report, credit accumulation, Regents pass rate, and attendance) and present data (credit accumulation, report card data, attendance, lateness, Regents scores.	Services will be provided based on referral from staff to the Response to Intervention team.	Small group, one-to-one	During the school day, extended learning program and Saturdays

Section 7: Expanded Learning Time (ELT) Program Description

(Required for All Priority Schools)

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

Part 1 – ELT Program Goal(s)

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

By June 2015, the school community will engage in an Expanded Learning Time program that will focus on broadening student opportunities in all content areas and music and drama (based on staff availability) with social and emotional supports for student support and Achievement Initiatives (Columbia University) as evidenced by a 5% increase in student credit accumulation and Regents pass rate

Part 2 – ELT Program Description

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

Criteria for targeted population is based on a universal screening protocol looking at existing data and history (ORRS report, credit accumulation, Regents pass rate, and attendance) and present data (credit accumulation, report card data, attendance, lateness, Regents scores).

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

- Integrate academics, enrichment, and skill development through hands-on experiences that make learning relevant and engaging.
- Offer a range of activities that capture student interest and strengthen student engagement in learning so as to promote higher attendance, reduces risk for retention or drop out, and increases the likelihood of graduation.
- Actively address the unique learning needs and interests of all types of students, especially those who may benefit from approaches and experiences not offered in the traditional classroom setting.
- Contain components designed to improve student academic, social, and emotional outcomes, including opportunities for enrichment programs such as in music and art.
- Ensure instruction in any core academic subject offered in the program will be delivered under the supervision of a teacher who is NYS certified in that particular content area.

The school will meet the following SED requirements for an ELT program in a Priority School by using web-based support, inquiry and project based learning strategies.

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

The program will be offered to all students and actively encourage their participation by utilizing a team (teacher, community assistant and administrators) communicating with the students, teachers and parents so that it is a team effort.

Part 3 – ELT Program Implementation and Oversight

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

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

structured.
The ELT program will be school (Administrators, teachers) and community (Columbia University) partnered.
Part 3b. Indicate resources needed including human resources, instructional resources, and schedule adjustments to implement the ELT program.
The resources needed to implement this action plan will include per session for teachers, student support team, secretary and supervisors. Moreover, professional publications and copy paper will be purchased.
Part 3c. Timeline for implementation and completion, including start and end dates.
Ocotber2014-June 2015

Part 4 – Budget and Resource Alignment

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

Part 5 – Progress Monitoring

Part 5a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. In this part: Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal. Specify a timeframe for mid-point progress monitoring activities.				
4.	February, 2015			
5.	June 2015			
Part 5b. Complete in February 2015.				
Did the school meet the mid-point benchmark(s) in the timeframe specified?		Yes	X	No
If the mid-point benchmark(s) was not met, describe any revisions made to the action plan to achieve the goal?				
We need to reach out to parents again to support student participation.				

Section 8: Title I Program Information

Directions:

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

Part 1: Title I Status

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

Part 2: All Title I Schools

2a. Highly Qualified Teachers (HQT)

Describe the strategies and activities including strategies for recruitment, retention, assignments, and support including high quality professional development that ensures staff is highly qualified.
<p>Recruitment Screening process is comprised of four (4) areas of teacher quality: content knowledge, teaching experience and a demonstration lesson, professional certification and overall fit for the school.</p> <p>Retention We provided valuable supports through frequent observations and feedback, external coaches and professional learning communities.</p> <p>Assignments Teachers are assigned based on license area, Regents experience, and the school's need and the staff member's personal preference.</p> <p>Support We maintain an intensive program that entails multiple facets of support: professional learning communities, external coaches, inter-visitations, inquiry teams, external professional development, learning walks and lesson plan review.</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).
We maintain an intensive program that entails multiple facets of support: professional learning communities, external coaches, external professional development workshops, inquiry teams, RTI teams, learning walks and demonstration lessons.

Part 3: TA Schools Only

3a. Use of Program Resources

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

3b. TA Coordination with the Regular Program

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

Part 4: SWP Schools Only

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

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

4b. Measures to Include Teachers in Decisions Regarding Assessments

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

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 include teacher teams making the decisions to select and utilize the following measures: Measure of Student Learning, instructional focus, interim assessments, and formal assessment

4c. "Conceptual" Consolidation of Funds in SWP Schools

Directions: All Schoolwide Program (SWP) schools in NYC are conceptually consolidating their Federal, State, and Local funds, even though the Galaxy system reports the allocations in separate accounting codes¹. To be eligible for the flexibility consolidation of Federal funds enables, a Schoolwide Program school must identify in its Schoolwide plan (SCEP) which programs are included in its consolidation and the amount each program contributes to the consolidated Schoolwide pool. Additionally, the school plan must document that it has met the intent and purposes of each program whose funds are consolidated². **On the chart below**, indicate which Federal, State, and/or local Tax Levy program funds that are consolidated in your school's Schoolwide Program, the amount each program contributes to the consolidated Schoolwide pool, and verification that the school has met the intent and purposes of each program whose funds are consolidated.

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

Title III, Immigrant	Federal			
Tax Levy (FSF)	Local			

¹Explanation/Background:

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

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

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

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

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

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

participation of parents and communities of limited English proficient children in English language instruction programs.

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

Important Note: The following funds may not be consolidated:

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

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

(Required for All Title I Schools)

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

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

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

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

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

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

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

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

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

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

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

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

School-Parent Compact (SPC) Template

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

I. School Responsibilities

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

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

Support home-school relationships and improve communication by:

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

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

Provide parents reasonable access to staff by:

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

Provide general support to parents by:

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

II. Parent/Guardian Responsibilities:

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

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

III. Student Responsibilities:

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



Department of English Language Learners and Student Support

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

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

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

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

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

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

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

Part A: School Information	
Name of School: <u>Bread and Roses Integrated Art</u>	DBN: <u>05M685</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)	

Part B: Direct Instruction Supplemental Program Information
The direct instruction component of the program will consist of (check all that apply):
<input type="checkbox"/> Before school <input checked="" type="checkbox"/> After school <input checked="" type="checkbox"/> Saturday academy
Total # of ELLs to be served: <u>25</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: 2
of certified ESL/Bilingual teachers: 2
of content area teachers: _____

Describe the direct instruction supplemental program here and include the

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

Begin description here:

Rationale: After School

Students are grouped by language needs. 7-10 students in 11th and 12th grade Students Will Participate in After School supplemental program . Students will attend one or two days a week depending on their group. The total number of students attending for the week will be 25. The subjects offered for these sessions will be ESL and ELA . Students will receive direct instruction that places emphasis throughout on the linguistic demands of their studies. Students will work with the ESL certified Instructor and occasionally a dual certified bilingual and content area instructor. This program is designed based on school data that shows a lack of growth for our beginner level ESL/SIFE students on the NYSESLAT Exam.

Rationale: Saturday

1 group of 5-10 students in 11th and 12th grade Students , 25 students Will Participate in a Saturday supplemental program . The subjects offered for these sessions will be ESL and ELA and U.S. History. Students will receive direct instruction in the U.S. History and ELA content areas (for one hour and then switch to the next content area class). Students will work with the ESL certified Instructor and occasionally a dual certified bilingual and content area instructor. This program is designed based on school data that shows students need extra time to build necessary vocabulary and writing skills to achieve success in their non ESL content area classes.

Subgroups:

Students will rotate through the after school program 3 times per week depending on their subgroup. SIFE students and beginner ESL students will attend 3 days a week for one hour. Students Identified as struggling to progress in content area regents but who are leveled intermediate and above based on the NYSESLAT will attend 2 times per week. Both grades 11 and 12 will be served.

Schedule and Duration: Calculated based on 60% of funds allocated to direct instruction

November 1 - May 30 - 35 sessions

Part B: Direct Instruction Supplemental Program Information

Wednesday, Thursday and every other Friday from approximately 3:00 - 4:00pm.

Instruction will primarily be given in English with Spanish used as needed to assist students understanding.

Saturday Program: December 6, - May 20 Every Saturday from 9-11am 20 sessions

(You need to raise the sessions to meet the 60% requirement. You can do 45 sessions after school or 24 sessions on Saturday. Please update the plan.)

1 Certified ESL Teacher: Mr. Bennett

assignment: ELA/ESL after school and Saturdays

1 Bilingual certified Teacher: Ms. Gonzalez

assignment: U.S. History and Global

Materials:

SIFE and Beginner students will use: Rosetta Stone, Academic Writing Workbooks, Interactive online activities using laptops. Leveled and modified texts to specific literacy levels of students in the program, Native Language Content Area materials, manipulables, and other basic classroom materials.

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: Content Area teachers in the school have expressed a desire to benefit from learning and implementing strategies to help struggling ELL students. The PD program will focus on supporting those teachers in developing instructional supports and differentiated materials for our ELL population.

Teachers to be trained: All content area teachers will participate in the PD sessions
ESL and Bilingual teachers will receive PD from outside sources and turnkey these sessions to the rest of the staff.

November to May - Once a Month 1.5 Hour Sessions

External PD for ESL certified teacher on academic interventions for ELL students(date TBD)

Part C: Professional Development

November: Differentiating Materials for ELL's in History content areas

December: Differentiating Materials for ELL's in Math Content areas

January: Differentiating Materials for ELL's in Science Content areas

February: Scaffolding to Create Engaged Learners(All content areas)

March: Modifying and adapting assessments for ELL students(all content areas)

April: Using Native language supports in the classroom(all content areas)

May: Teaching academic vocabulary to ELL students (all content areas)

AP and Principal will run the in house professional development and teachers will work in teams to collaborate during the sessions.

Part D: Parental Engagement Activities

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

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

Begin description here: The School will conduct parent workshops to engage parents in the learning process. The workshops will cover a variety of topics but the overall idea is to build a community among the ELL parents and to increase tech literacy for students and their families.

Schedule and topics

November -March - Once a month meetings 2 hour sessions - Time TBD by parent schedules

November - Intro Session, getting to know gmail and google

December - Online resources for language learning

January - Creating and sharing documents online

February - College planning workshop

March - Graduation checkin and online learning workshop

Parent engagement program will be run in house with the ESL Teacher and Bilingual certified teacher workind as the facitators.

Parents will be notified via phone, email and letter home.

Part E: Budget

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

Allocation Amount: \$ _____

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

**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 5	Borough Manhattan	School Number 685
School Name Bread and Roses Integrated Arts High		

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 Rodney Lofton	Assistant Principal Kairis Cox
Coach type here	Coach type here
ESL Teacher Christopher Bennett	Guidance Counselor type here
Teacher/Subject Area type here	Parent type here
Teacher/Subject Area type here	Parent Coordinator type here
Related Service Provider type here	Other type here
Network Leader(Only if working with the LAP team) type here	Other type here

C. Teacher Qualifications

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

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

D. Student Demographics

Total number of students in school (Excluding Pre-K)	280	Total number of ELLs	54	ELLs as share of total student population (%)	19.29%
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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 #
Transitional Bilingual Education (60%:40% → 50%:50% → 75%:25%)														0
Dual Language (50%:50%)														0
Freestanding ESL														
self-contained											2	2	1	5
SELECT ONE														0
Total	0	0	0	0	0	0	0	0	0	0	2	2	1	5

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	53	Newcomers (ELLs receiving service 0-3 years)	12	ELL Students with Disabilities	7
SIFE	16	ELLs receiving service 4-6 years	32	Long-Term (completed 6+ years)	10

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	12	4	1	32	10	3	9	2	3	53

ELLs by Subgroups										
ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			Total	
All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD		
Total	12	4	1	32	10	3	9	2	3	53
Number of ELLs who have an alternate placement paraprofessional: <u>0</u>										

C. Home Language Breakdown and ELL Programs

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

*EP=English proficient student

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

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

This Section for Dual Language Programs Only

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

Freestanding English as a Second Language

Number of ELLs by Grade in Each Language Group

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish											2	20	24	46
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic														0
Haitian														0
French												3	2	5
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other													2	2
TOTAL	0	2	23	28	53									

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)											6	1		7
Intermediate(I)											11	9	3	23
Advanced (A)											3	15	5	23
Total	0	20	25	8	53									

NYSESLAT Modality Analysis

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

NYSESLAT Modality Analysis

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

NYS ELA

Grade	Level 1	Level 2	Level 3	Level 4	Total
3					0
4					0
5					0
6					0
7					0
8	18	14			32
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	9		19		3				31
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	14		10				4		28

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	14		4	
Integrated Algebra	48		10	
Geometry	4		0	
Algebra 2/Trigonometry				
Math _____				
Biology				
Chemistry				
Earth Science				
Living Environment	39		4	
Physics				
Global History and Geography	12		2	
US History and Government	18		2	
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.
The ESL program has used a variety of tools, mostly fountas and Pinnell to determine literacy levels. The program also assesses native language literacy using a basic reading comprehension test. It is clear from the data that our ESL students are continuing to struggle with the rigorous standards of the Regents Exams. The school has developed a school wide plan this year to increase literacy across

the school. Every content area is working with ELA and ESL teachers to include reading and writing activities, instructions and scaffolds in their classes. This data was the basis for the schools decision to impliment this policy.

2. What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?
Students are acquiring speaking proficiency at a faster rate than reading and writing. The modality breakdown has not yet been available for the 2013 NYSESLAT scores but based on previous years this has been the trend. :
3. How will patterns across NYSESLAT modalities—reading/writing and listening/speaking—affect instructional decisions? How does your school use information about Annual Measurable Achievement Objectives? What does the data reveal? (see [SED memo](#) and [AMAO tool](#))

Based on the NYSESLAT scores the ESL department has focused heavily this school year on building reading fluency and reading comprehension. The school has developed a curriculum that aims to build these skills through use of appropriate texts and units that integrate phonics, sentence structure, decoding, and writing skills into a rigorous common core aligned ELA curriculum.

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?

Students are achieving at about the same level on tests in English and in their native language based on classroom data. Many of the students in the ESL program though not officially designated as SIFE entered with very low native language literacy. Because of this their ability to do content tasks in the native language is limited.

The results on the periodic assessments are used as a measure to indicate students struggles in reaching proficiency based on the NYSESLAT exam. This data drives instructional shifts within the ESL department.

The periodic assessment data has not yielded information that has proven beneficial to the ESL program. The results show general growth but it is difficult to address modality struggles based off of the current data for the school on periodic assessments. The ESL program documents student language growth through reading level tests, vocabulary tests, language creation tasks, and targeted assessments for the acquisition of specific language skills.

5. Describe how your school uses data to guide instruction for ELLs within the Response to Intervention (RtI) framework (for grades K-5). (see [RtI Guide for Teachers of ELLs](#).)

Paste response to question here:

6. How do you make sure that a child's second language development is considered in instructional decisions?
Students second language is always considered when instructional decisions are made. Every week the ESL department combines with the Special Education department to provide the cntent teachers with strategies in the classroom. Many of the teachers and staff at the school are bilingual as well and are involved when instructional decisions are made regarding ELL students.

7. For dual language programs, answer the following:

- a. How are the English-proficient students (EPs) assessed in the second (target) language?
- b. What is the level of language proficiency in the second (target) language for EPs?
- c. How are EPs performing on State and City Assessments?

Paste response to questions here:

8. Describe how you evaluate the success of your programs for ELLs (e.g. meeting AYP for ELLs, etc.).
Success is measured by meeting the AYP for ELL students, Student growth on NYSESLAT exams, Student work products based on classroom learning, and Regents passage rate and growth.

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](#).)

New admits and their parents are interviewed and administered the HLIS by the ESL teacher Christopher Bennett who is a fully certified ESL teacher. Those identified as potential Language Learners are administered the LAB-R within 5 school days to determine students level. The NYSESLAT is administered to all eligible students by the ELL department.

The policy for intaking new students accomodates parents andstudents native language through the use of a bilingual instructor in the students L1. Parents and students are given information about the ESL program in English, Spanish and French. Other languages require the the ESL and Guidance staff to translate materials for the parent and student. Pedagogues in the building speak, English, French, Vietnames, and Spanish.

Students are given the Spanish Lab R exam to test their L1 literacy by the ESL teacher Christopher Bennett.

Due to the fact that the school is phasing out many of these intake policies are not applicable.

2. What structures are in place at your school to ensure that parents understand all three program choices (Transitional Bilingual, Dual Language, Freestanding ESL)? Please describe the process, outreach plan, and timelines.
. When a student arrives on site with their parents/caregivers they view the parentsl choice DVD which gives them the three choices available in NYC. This is done with the support of the Parent Coordinator, Guidance Dept, ESL teacher and the Pupil Accounting secretary. Parents view the Parental Choice video during the initial intake, they are then told which program Bread and Roses offers - free standing ESL.

Parent outreach regarding ELL program changes is done by the guidance counselor Mrs. Alvarez or the Assisitant Principle Ms. Cox. The school does not offer or support students coming from or choosing a TBE or DL program because the school does not have enough students for those programs. The school is also in the phase out process which makes accomodating new students and students from those programs impossible.

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 [\[see tool kit\]](#).)
To ensure that entitlement letters are distributed and parent survey and program selection are returned, parents are asked to fill out all documentation the first day they bring their child to school.

Entitlement letters are distributed to parents by the guidance counselor. The guidance counselor Ms. Alvarez with support from the ESL coordinator and Assisitant principle maintain entitlement letters within a students ESL file folder containing Lab-R NYSESLAT reports, and all files related to the students ELL status. . Parent Surveys and program selection forms are catalogued and maintained by the

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.
The LAB-R and parental choice determines the placement for new admits. The Assistant Principals at Bread and Roses and ESL teachers are responsible for identifying the appropriate ESL instructional programs for students which are communicated through the parent coordinator and ESL teacher. 99% of our newly admitted ELL's speak Spanish, so in collaboration with the guidance counselor and ESL teachers (who are fluent in Spanish) they are able to communicate with parents in their native language. For those parents who speak another language, we use translation services provided by the DOE

Entitlement Letters are distributed to parents when there student enters the school and are maintined by the counseling office. Parents are given the option of programs from TBE, DL and ESL. Parents are also informed that this school only offers freestanding ESL. If a parent is looking to enroll their student in a program that we do not offer. The guidance cunselor refers parents to other school options if possible. Updating of ATS and BESIS are done by the assistant principle Ms. Cox. Continued entitlement letters are maintained as with other crucial student records in the guidance office.

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.

If parents interested in another program are put onto a list and a when there is sufficient numbers there will be a program created. We also reach out to other schools that offer bilingual programs.

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. 
- All of the parents have chosen the Freestanding ESL option. As a phase out school we are no longer admitting new students and hence have no plans to alter the program options for the ESL students.

Part V: ELL Programming

A. Programming and Scheduling Information

1. How is instruction delivered? (see [The Practitioners' Work Group for Accelerating English Language Learner Student Achievement: Nine Common Features of Successful Programs for ELLs](#))
 - a. What are the organizational models (e.g., departmentalized, push-in [co-teaching], pull-out, collaborative, self-contained)?
 - b. What are the program models (e.g., block [class travels together as a group], ungraded [all students regardless of grade are in one class], heterogeneous [mixed proficiency levels], homogeneous [proficiency level is the same in one class])?
 - A. Students are scheduled for self contained freestanding ESL classes per state regulation. They are homogeneously grouped, where students of the same proficiency levels are in the same class. Students are grouped by their level.
 - b. Students are homogeneously grouped, they travel together for the majority of their core content classes
2. How does the organization of your staff ensure that the mandated number of instructional minutes is provided according to proficiency levels in each program model (TBE, Dual Language, ESL)?
 - a. How are explicit ESL, ELA, and NLA instructional minutes delivered in each program model as per CR Part 154 (see table below)?
 - A. Students identified as beginners receive 540 minutes of ESL per week. Intermediated receive 360 minutes of ESL and advanced students receive 180 minutes per week. Both ESL teachers are fluent in Spanish and one in French, they provide NLA support directly in the classroom where needed. The classroom libraries contained various text in Spanish and French. The Spanish Foreign

Language teacher is also used as a resource in NLA.

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

Content area is delivered in classes with native English speakers, with support from Bilingual Ed Para's when appropriate. Support for differentiated instruction is supported throughout all content areas (with regards to content and assessment). Content area teachers get support and differentiated strategies from ESL teachers.

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

Students are assessed in the context of their ESL course. The ESL teacher assesses students in their native language at the beginning of the year during the first two years of instruction and periodically as needed.

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

ELL students follow a well developed curriculum that includes assessments that are both aligned to the common core and the NYSESLAT in all four modalities. Content teachers work to provide differentiated assessments in content classes that seek to formatively assess students in these modalities.

6. How do you differentiate instruction for ELL subgroups?

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

a. SIFE - Students identified as SIFE are placed in the beginner ESL class. They receive differentiated instruction (planned and prepared by the ESL teacher) in class and are required to attend the afterschool tutorials three times a week.

b. Newcomers are placed according to the level on the LAB-R. They are partnered with a native language speaking student in their core content area classes. They are also strongly encouraged to attend after school tutorials

c. ELL receiving service 4 to 6 years are placed according to their NYSESLAT score. They also take ELA in addition to ESL. They are supported heavily in their native language by the foreign language teacher. They are encouraged to attend afterschool English classes.

d. ELL's with special needs have bilingual para professionals who push into their classes to assist them

Former ELL students are supported for 1-2 years after scoring proficient on the NYSESLAT exam. Proficient students are placed in further ESL classes if they have not yet passed the ELA Regents exam. This provides those students with extra linguistic support while they enter into mainstream ELA classes.

Former ELL's are given the same test accommodations that current ELL students receive. Students receive extra time on the exam and are provided with the appropriate translated tests, glossaries and spanish English dictionaries.

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?

The school has implemented a school wide literacy focus with a special emphasis on utilizing UDL strategies in content classes. The school works with the Freyer model for vocabulary, sentence frames for writing, flexible grouping, teaching of academic language and utilization of the DOK framework.

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?

Extended day program that utilizes language intervention strategies to target specific needs. Grouping of students by proficiency but also on specific student language goals. ELL students are grouped with other ELL students in content areas and ELL teacher supports those content teachers to develop language goals and practices. The school also facilitates weekly PD's run by the ESL and SPED faculty.

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

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

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

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

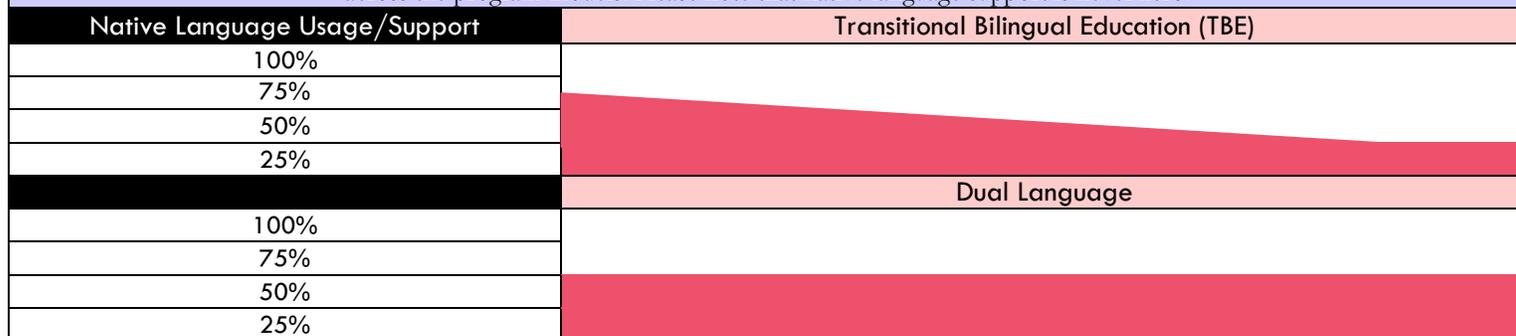
	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS: Native Language Arts	45 minutes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

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

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

Native Language Usage and Supports

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



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

B. Programming and Scheduling Information--Continued

9. Describe your targeted intervention programs for ELLs in ELA, math, and other content areas (specify ELL subgroups targeted). Please list the range of intervention services offered in your school for the above areas as well as the language(s) in which they are offered.
The range of targeted intervention programs at Bread & Roses (push in within academic courses, online support, ELL software support, after school support).
10. Describe the effectiveness of your current program and how it is meeting the needs of your ELLs in both content and language development.
Provide push in support for continuing transitional support and one on one tutoring after school and during lunch and or free periods. At this time it is clear that students need more support in content area classes but the process is limited do to limited number of ESL teachers and phase out status.
11. What new programs or improvements will be considered for the upcoming school year?
There will be no new programs considered for the upcoming school year.:
12. What programs/services for ELLs will be discontinued and why?
There will be no programs discontinued for ELL's.
13. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
ELL students are provided equal access to after school instructional and enrichment programs. After school targeted intervention program where students work on specific needs as identified by teachers during the weekly inquiry meetings.
14. What instructional materials, including technology, are used to support ELLs (include content area as well as language materials; list ELL subgroups if necessary)?
ROSETTA STONE for ESL instruction, and use of technology to support ELL instruction. SmartBoard, and the use of BBC (Blackboard Configuration), National Geographic EDGE ELL series, penguin classics modified ESL texts, Oxford Bookworms, Starfall for early literacy intervention, Computer literacy skills taught through various technologies and web platforms.
15. How is native language support delivered in each program model (TBE, Dual Language, and ESL)?
All required support services are aligned to students needs primarily throught the ESL teacher, guidance counselor and support staff.
16. Explain how the required services support, and resources correspond to ELLs' ages and grade levels.
All required support services are aligned to students needs.
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.
A summer orientation run in tandem with summer school is strongly encouraged for incoming ELL 9th graders. Students are given an in house diagnostic to assess their level. They are then taught by certified ESL teachers. They focus on the four modalities, reading, writing, speaking, and listening more specifically; grammar, paragraph structure and reading out loud from a text.
18. What language electives are offered to ELLs?
Language electives are offered in Spanish.
19. For schools with dual language programs:
- How much time (%) is the target language used for EPs and ELLs in each grade?
 - How much of the instructional day are EPs and ELLs integrated? What content areas are taught separately?
 - How is language separated for instruction (time, subject, teacher, theme)?
 - What Dual Language model is used (side-by-side, self-contained, other)?
 - Is emergent literacy taught in child's native language first (sequential), or are both languages taught at the same time (simultaneous)?

Paste response to questions here:

C. Professional Development and Support for School Staff

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

1) All ELL personnel will be part of a study group at the school. AUSSIE support will also be provided to ELL staff with regards to literacy instruction and best practices in classroom. All ELL staff will participate in the DOE ELL Leadership Series. The ESL teachers on staff also provided professional development on the Chancellor PD days to non ESL teachers.

2. AUSSIE consultants will run a series of ELL training to be provided to all staff. In addition departmental meetings will support addressing issues of ESL students in content area classes.

Guidance counselor and pedagogical staff attend PD sessions conducted by the ELL coordinator and the Assistant Principle once a month to focus specifically on differentiating and implementing the common core for ELL students. During the PD's the teachers look at sample lesson plans, student work, current research to determine instructional shifts for each department.

School wide PD sessions are focused on creating rigorous common core curriculum, assessments that include differentiation for the large percentage of SPED and ELL students at the school as well as the large percentage of students who are performing well below grade level in reading and writing.

3. The 7.5 hours of ELL training for all staff is done during the Chancellor PD days in November and June. The onsite ESL teachers take teachers through a multitude of scenarios of what it is like to be an ELL student in their class. Additionally they give strategies that work best with ELL students.

D. Parental Involvement

1. Describe ELL parent involvement in your school. Include specific activities that foster parental involvement for parents of ELLs.
2. Does the school partner with other agencies or Community Based Organizations to provide workshops or services to ELL parents?
3. How do you evaluate the needs of the parents?
4. How do your parental involvement activities address the needs of the parents?
 1. There have been parent networking nights, Saturday brunch for ELL parents, and townhall meetings scheduled and delivered to the parents of Bread and Roses. Translation services are utilized to support parents of ELL students at Bread & Roses (documents and translators at meetings).
 2. ADC, our community based partner will support us in providing workshops for our ELL parents.
 3. Parent needs are evaluated through surveys and parent outreach by our parent coordinator.
 4. The activities address the needs of the parents by providing them with the necessary resources (health aide, parenting workshops, counseling, etc..) they need to raise their child. We also link parents with supplemental outside or neighborhood organizations.

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.

Students in the ESL program are evaluated at every stage of their development. One strategy that the school has focused on but is not noted elsewhere in this document is a program of Professional development and collaboration among grade teams and content areas to develop scaffolds and concrete intervention strategies to meet the needs of our ESL population.

Part VI: LAP Assurances

School Name: <u>Bread and Roses</u>		School DBN: <u>05M685</u>	
Signatures of LAP team members certify that the information provided is accurate.			
Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Rodney Lofton	Principal		11/15/13
Kairis Cox	Assistant Principal		11/15/13
	Parent Coordinator		1/1/01
Christopher Bennett	ESL Teacher		11/15/13
	Parent		1/1/01
	Teacher/Subject Area		1/1/01
	Teacher/Subject Area		1/1/01
	Coach		1/1/01
	Coach		1/1/01
	Guidance Counselor		1/1/01
	Network Leader		1/1/01
	Other _____		1/1/01

LANGUAGE TRANSLATION AND INTERPRETATION 2013-2014 TO 2014-2015

Requirement under Chancellor's Regulations – for all schools

DBN: **05M685** School Name: **Bread and Roses Integrated Arts**

Cluster: **6** Network: **610**

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

Part A: Needs Assessment Findings

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

1)The schools written and oral translation needs assessment was conducted by analyzing the home language or languages and literacy environment in the home. The students are given a survey at the beginning of the year by the ESL department that details the usage of the home language for the student and his family and contact information for the parents. This survey is given to the students in their home language. The students were then grouped homogeneously by L1 and the appropriate translation services can be easily provided.

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.

The major findings of the needs assessment showed that the majority of the ELL students have home language of Spanish. There are 7 students currently in the ESL program that have a home language of French. These findings were reported to the school community through letters to the students house, information posted through the ESL programs website and through conferences and phone calls with parents.

Part B: Strategies and Activities

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

The school will provide written translation services to parents and families of students. The school will translate important documents into Spanish and French when requested as many of the French-speaking parents also speak English. Bilingual staff members will do the translation in house.

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 and translation services will be provided to parents and families. Bilingual staff in the building will provide the services. These services will be provided anytime a parent who is not comfortable speaking in English needs information from the school. These situations include, routine phone calls home by teachers, meetings with parents by teachers, meetings with parents and administrators and parent teacher conferences.

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>.

The school will fulfill the chancellor's regulations A-663 by translating any critical information regarding a student's education to both students and parents. The school will ensure that those parents who need these services are aware of them by sending letters home in the home language, parent teacher conferences and initial phone calls and home literacy assessments conducted by the ELA coordinator. The school will develop a language access plan to ensure that these services are implemented and monitored appropriately.