



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

**DRAFT – PENDING NYSED APPROVAL**

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

**10X045**

**School Name:**

**THOMAS C. GIORDANO MIDDLE SCHOOL 45**

**Principal:**

**ANNAMARIA V. GIORDANO**

## School Comprehensive Educational Plan (SCEP) Outline

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**Section 1: School Information Page**

**School Information**

School Name: Thomas C. Giordano School Number (DBN): 10X045  
School Level: Middle School Grades Served: 6-8  
School Address: 2502 Lorillard Place  
Phone Number: 718 584 1660 Fax: 718 584 7968  
School Contact Person: Joan Ingram Email Address: jingram@schools.nyc.gov  
Principal: Annamaria V. Giordano  
UFT Chapter Leader: Tim Wilson  
Parents' Association President: Yokayra Fernandez  
School Leadership Team  
Chairperson: Joan Ingram  
Student Representative(s): \_\_\_\_\_

**District Information**

District: 10 Superintendent: Melodie Mashel  
Superintendent's Office Address: 1 Fordham Plaza Rm 835 Bronx, NY  
Superintendent's Email Address: mmashel@schools.nyc.gov  
Phone Number: 718 741 5852 Fax: 718 741 7098

**Cluster and Network Information**

Cluster Number: Cluster 1 Cluster Leader: Chris Groll  
Network Number: 109 Network Leader: Maria Quail

## 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)
Annamaria V. Giordano	*Principal or Designee	
Tim Wilson	*UFT Chapter Leader or Designee	
Yokayra Fernandez	*PA/PTA President or Designated Co-President	
Robyn Cutler	DC 37 Representative, if applicable	
	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
	CBO Representative, if applicable	
Michael Morgan	Member/ UFT	
Joan Ingram	Member/ CSA – SLT Chair	
Marilu Bravo	Member/ Parent	
Elba Tavaréz	Member/ Parent	
Nancy Montano	Member/ Parent	
Maria Cruz	Member/ Parent	
	Member/	

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

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

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

#### The Capacity Framework and SCEP Development

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



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

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

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

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

administrators value each other.

## Accountability Tools and the Capacity Framework

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

### NYSED's Six DTSDE Tenets

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

- |           |   |   |
|-----------|---|---|
| <b>A.</b> | tenet 1: District Leadership and Capacity                       | T |
| <b>B.</b> | tenet 2: School Leader Practices and Decisions                  | T |
| <b>C.</b> | tenet 3: Curriculum Development and Support                     | T |
| <b>D.</b> | tenet 4: Teacher Practices and Decisions                        | T |
| <b>E.</b> | tenet 5: Student Social and Emotional Developmental Health, and | T |
| <b>F.</b> | tenet 6: Family and Community Engagement.                       | T |

### 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:

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

School-Parent Compact (SPC).

- **Step 6:** Establish a process for engaging in progress monitoring throughout the school year as part of an overall cycle of continuous improvement planning to assess whether strategies and activities outlined in the action plans are resulting in improved student performance. Adjust practices, when necessary.

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

#### Section 4: SCEP Overview

Develop a narrative summary that includes:

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.

The Thomas C. Giordano Middle School has been educating the children in the Belmont community for over one hundred years. Our Mission is to be a high performing school that challenges all students to use their minds well, to improve all student achievement by raising expectations, implementing best practices, and involving students in their own learning. In order to accomplish this we must

- Provide programs, activities and instruction that respond to the physical, intellectual and social needs of our students
- Expect high academic achievement for all including ourselves
- Implement high quality instruction that is differentiated to move students to higher levels of understanding
- Provide student with multiple opportunities to explore a rich variety of topics in order to develop their identity, learn about their strengths, discover and demonstrate their own competence and improve on the areas of need
- Use a variety of methods to assess and monitor student progress
- Provide the opportunity to use many and varied approaches to achieve success and mastery of the standards
- In doing so we will be fostering curiosity, creativity and the development of social skills in a structured and supportive environment which will prepare our students for high school academics, social challenges and ultimately higher educational opportunities

The 2014-2015 school year brings a move towards teaming in the building where our teachers and classes are organized into grade level teams to allow for more collaboration between teachers. We are invested in the use of the Danielson rubric to ensure quality teaching across our staff. As a school we look at student data to determine areas of strength and need to inform our teaching. We come together in teacher teams to look at student work and determine next steps that will impact instruction and learning.

Our community collaborations are many including ties to Fordham University, City Squash, Middle School Quality Initiative, Learning Centered Initiatives and the New York Public Library. We partner with Beacon Good Sheppard our CBO to provide a welcoming environment both after school, Saturdays and in the summer to our students. Through these connections we look to strengthen the bond we have with parents and community always seeking to increase trust and collaboration.



## 10X045 School Information Sheet Key

School Configuration (2014-15)			
Grade Configuration	06,07,08	Total Enrollment	718      SIG Recipient
Types and Number of English Language Learner Classes (2014-15)			
# Transitional Bilingual	N/A	# Dual Language	N/A      # Self-Contained English as a Second Language
Types and Number of Special Education Classes (2014-15)			
# Special Classes	24	# SETSS	16      # Integrated Collaborative Teaching
Types and Number of Special Classes (2014-15)			
# Visual Arts	11	# Music	N/A      # Drama
# Foreign Language	12	# Dance	N/A      # CTE
School Composition (2013-14)			
% Title I Population	93.1%	% Attendance Rate	90.8%
% Free Lunch	93.5%	% Reduced Lunch	3.9%
% Limited English Proficient	19.2%	% Students with Disabilities	21.8%
Racial/Ethnic Origin (2013-14)			
% American Indian or Alaska Native	0.4%	% Black or African American	13.0%
% Hispanic or Latino	80.8%	% Asian or Native Hawaiian/Pacific Islander	1.6%
% White	4.1%	% Multi-Racial	N/A
Personnel (2014-15)			
Years Principal Assigned to School (2014-15)	9.34	# of Assistant Principals (2014-15)	3
# of Deans (2014-15)	1	# of Counselors/Social Workers (2014-15)	2
Personnel (2013-14)			
% of Teachers with No Valid Teaching Certificate (2013-14)	N/A	% Teaching Out of Certification (2013-14)	11.5%
% Teaching with Fewer Than 3 Years of Experience (2013-14)	0.1%	Average Teacher Absences (2013-14)	6.52
Student Performance for Elementary and Middle Schools (2013-14)			
ELA Performance at levels 3 & 4	16.6%	Mathematics Performance at levels 3 & 4	12.2%
Science Performance at levels 3 & 4 (4th Grade)	N/A	Science Performance at levels 3 & 4 (8th Grade)	36.7%
Student Performance for High Schools (2012-13)			
ELA Performance at levels 3 & 4	N/A	Mathematics Performance at levels 3 & 4	85.2%
Credit Accumulation High Schools Only (2013-14)			
% of 1st year students who earned 10+ credits	N/A	% of 2nd year students who earned 10+ credits	N/A
% of 3rd year students who earned 10+ credits	N/A	4 Year Graduation Rate	N/A
6 Year Graduation Rate	N/A		
Overall NYSED Accountability Status (2014-15)			
Reward		Recognition	
In Good Standing		Local Assistance Plan	
Focus District	X	Focus School Identified by a Focus District	X
Priority School			
<b>Accountability Status – Elementary and Middle Schools</b>			
Met Adequate Yearly Progress (AYP) in ELA (2012-13)			
American Indian or Alaska Native	N/A	Black or African American	YES
Hispanic or Latino	YES	Asian or Native Hawaiian/Other Pacific Islander	N/A
White	N/A	Multi-Racial	N/A
Students with Disabilities	NO	Limited English Proficient	NO
Economically Disadvantaged	YES		
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)			
American Indian or Alaska Native	N/A	Black or African American	NO
Hispanic or Latino	YES	Asian or Native Hawaiian/Other Pacific Islander	N/A
White	N/A	Multi-Racial	N/A
Students with Disabilities	NO	Limited English Proficient	NO
Economically Disadvantaged	NO		
Met Adequate Yearly Progress (AYP) in Science (2012-13)			
American Indian or Alaska Native	N/A	Black or African American	YES
Hispanic or Latino	YES	Asian or Native Hawaiian/Other Pacific Islander	N/A
White	N/A	Multi-Racial	N/A
Students with Disabilities	YES	Limited English Proficient	YES
Economically Disadvantaged	YES		
<b>Accountability Status – High Schools</b>			
Met Adequate Yearly Progress (AYP) in ELA (2012-13)			
American Indian or Alaska Native	N/A	Black or African American	N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander	N/A
White	N/A	Multi-Racial	N/A
Students with Disabilities	N/A	Limited English Proficient	N/A
Economically Disadvantaged	N/A		
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)			
American Indian or Alaska Native	N/A	Black or African American	N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander	N/A
White	N/A	Multi-Racial	N/A
Students with Disabilities	N/A	Limited English Proficient	N/A
Economically Disadvantaged	N/A		
Met Adequate Yearly Progress (AYP) in Graduation Rate (2012-13)			
American Indian or Alaska Native	N/A	Black or African American	N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander	N/A
White	N/A	Multi-Racial	N/A
Students with Disabilities	N/A	Limited English Proficient	N/A
Economically Disadvantaged	N/A		

### 10X045 School Information Sheet Key

School Configuration (2014-15)			
Grade Configuration	06,07,08	Total Enrollment	718      SIG Recipient: N/A
Types and Number of English Language Learner Classes (2014-15)			
# Transitional Bilingual	N/A	# Dual Language	N/A      # Self-Contained English as a Second Language: N/A
Types and Number of Special Education Classes (2014-15)			
# Special Classes	24	# SETSS	16      # Integrated Collaborative Teaching: 12
Types and Number of Special Classes (2014-15)			
# Visual Arts	11	# Music	N/A      # Drama: N/A
# Foreign Language	12	# Dance	N/A      # CTE: N/A
School Composition (2013-14)			
% Title I Population	93.1%	% Attendance Rate	90.8%
% Free Lunch	93.5%	% Reduced Lunch	3.9%
% Limited English Proficient	19.2%	% Students with Disabilities	21.8%
Racial/Ethnic Origin (2013-14)			
% American Indian or Alaska Native	0.4%	% Black or African American	13.0%
% Hispanic or Latino	80.8%	% Asian or Native Hawaiian/Pacific Islander	1.6%
% White	4.1%	% Multi-Racial	N/A
Personnel (2014-15)			
Years Principal Assigned to School (2014-15)	9.34	# of Assistant Principals (2014-15)	3
# of Deans (2014-15)	1	# of Counselors/Social Workers (2014-15)	2
Personnel (2013-14)			
% of Teachers with No Valid Teaching Certificate (2013-14)	N/A	% Teaching Out of Certification (2013-14)	11.5%
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ELA Performance at levels 3 & 4	16.6%	Mathematics Performance at levels 3 & 4	12.2%
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Student Performance for High Schools (2012-13)			
ELA Performance at levels 3 & 4	N/A	Mathematics Performance at levels 3 & 4	85.2%
Credit Accumulation High Schools Only (2013-14)			
% of 1st year students who earned 10+ credits	N/A	% of 2nd year students who earned 10+ credits	N/A
% of 3rd year students who earned 10+ credits	N/A	4 Year Graduation Rate	N/A
6 Year Graduation Rate	N/A		
Overall NYSED Accountability Status (2014-15)			
Reward		Recognition	
In Good Standing		Local Assistance Plan	
Focus District	X	Focus School Identified by a Focus District	X
Priority School			
Accountability Status – Elementary and Middle Schools			
Met Adequate Yearly Progress (AYP) in ELA (2012-13)			
American Indian or Alaska Native	N/A	Black or African American	YES
Hispanic or Latino	YES	Asian or Native Hawaiian/Other Pacific Islander	N/A
White	N/A	Multi-Racial	N/A
Students with Disabilities	NO	Limited English Proficient	NO
Economically Disadvantaged	YES		
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)			
American Indian or Alaska Native	N/A	Black or African American	NO
Hispanic or Latino	YES	Asian or Native Hawaiian/Other Pacific Islander	N/A
White	N/A	Multi-Racial	N/A
Students with Disabilities	NO	Limited English Proficient	NO
Economically Disadvantaged	NO		
Met Adequate Yearly Progress (AYP) in Science (2012-13)			
American Indian or Alaska Native	N/A	Black or African American	YES
Hispanic or Latino	YES	Asian or Native Hawaiian/Other Pacific Islander	N/A
White	N/A	Multi-Racial	N/A
Students with Disabilities	YES	Limited English Proficient	YES
Economically Disadvantaged	YES		
Accountability Status – High Schools			
Met Adequate Yearly Progress (AYP) in ELA (2012-13)			
American Indian or Alaska Native	N/A	Black or African American	N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander	N/A
White	N/A	Multi-Racial	N/A
Students with Disabilities	N/A	Limited English Proficient	N/A
Economically Disadvantaged	N/A		
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)			
American Indian or Alaska Native	N/A	Black or African American	N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander	N/A
White	N/A	Multi-Racial	N/A
Students with Disabilities	N/A	Limited English Proficient	N/A
Economically Disadvantaged	N/A		
Met Adequate Yearly Progress (AYP) in Graduation Rate (2012-13)			
American Indian or Alaska Native	N/A	Black or African American	N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander	N/A
White	N/A	Multi-Racial	N/A
Students with Disabilities	N/A	Limited English Proficient	N/A
Economically Disadvantaged	N/A		

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% American Indian or Alaska Native	0.4%	% Black or African American	13.0%
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Overall NYSED Accountability Status (2014-15)			
Reward		Recognition	
In Good Standing		Local Assistance Plan	
Focus District	X	Focus School Identified by a Focus District	X
Priority School			
Accountability Status – Elementary and Middle Schools			
Met Adequate Yearly Progress (AYP) in ELA (2012-13)			
American Indian or Alaska Native	N/A	Black or African American	YES
Hispanic or Latino	YES	Asian or Native Hawaiian/Other Pacific Islander	N/A
White	N/A	Multi-Racial	N/A
Students with Disabilities	NO	Limited English Proficient	NO
Economically Disadvantaged	YES		
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)			
American Indian or Alaska Native	N/A	Black or African American	NO
Hispanic or Latino	YES	Asian or Native Hawaiian/Other Pacific Islander	N/A
White	N/A	Multi-Racial	N/A
Students with Disabilities	NO	Limited English Proficient	NO
Economically Disadvantaged	NO		
Met Adequate Yearly Progress (AYP) in Science (2012-13)			
American Indian or Alaska Native	N/A	Black or African American	YES
Hispanic or Latino	YES	Asian or Native Hawaiian/Other Pacific Islander	N/A
White	N/A	Multi-Racial	N/A
Students with Disabilities	YES	Limited English Proficient	YES
Economically Disadvantaged	YES		
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White	N/A	Multi-Racial	N/A
Students with Disabilities	N/A	Limited English Proficient	N/A
Economically Disadvantaged	N/A		
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American Indian or Alaska Native	N/A	Black or African American	N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander	N/A
White	N/A	Multi-Racial	N/A
Students with Disabilities	N/A	Limited English Proficient	N/A
Economically Disadvantaged	N/A		
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% Limited English Proficient	19.2%	% Students with Disabilities	21.8%
Racial/Ethnic Origin (2013-14)			
% American Indian or Alaska Native	0.4%	% Black or African American	13.0%
% Hispanic or Latino	80.8%	% Asian or Native Hawaiian/Pacific Islander	1.6%
% White	4.1%	% Multi-Racial	N/A
Personnel (2014-15)			
Years Principal Assigned to School (2014-15)	9.34	# of Assistant Principals (2014-15)	3
# of Deans (2014-15)	1	# of Counselors/Social Workers (2014-15)	2
Personnel (2013-14)			
% of Teachers with No Valid Teaching Certificate (2013-14)	N/A	% Teaching Out of Certification (2013-14)	11.5%
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Student Performance for Elementary and Middle Schools (2013-14)			
ELA Performance at levels 3 & 4	16.6%	Mathematics Performance at levels 3 & 4	12.2%
Science Performance at levels 3 & 4 (4th Grade)	N/A	Science Performance at levels 3 & 4 (8th Grade)	36.7%
Student Performance for High Schools (2012-13)			
ELA Performance at levels 3 & 4	N/A	Mathematics Performance at levels 3 & 4	85.2%
Credit Accumulation High Schools Only (2013-14)			
% of 1st year students who earned 10+ credits	N/A	% of 2nd year students who earned 10+ credits	N/A
% of 3rd year students who earned 10+ credits	N/A	4 Year Graduation Rate	N/A
6 Year Graduation Rate	N/A		
Overall NYSED Accountability Status (2014-15)			
Reward		Recognition	
In Good Standing		Local Assistance Plan	
Focus District	X	Focus School Identified by a Focus District	X
Priority School			
<b>Accountability Status – Elementary and Middle Schools</b>			
Met Adequate Yearly Progress (AYP) in ELA (2012-13)			
American Indian or Alaska Native	N/A	Black or African American	YES
Hispanic or Latino	YES	Asian or Native Hawaiian/Other Pacific Islander	N/A
White	N/A	Multi-Racial	N/A
Students with Disabilities	NO	Limited English Proficient	NO
Economically Disadvantaged	YES		
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)			
American Indian or Alaska Native	N/A	Black or African American	NO
Hispanic or Latino	YES	Asian or Native Hawaiian/Other Pacific Islander	N/A
White	N/A	Multi-Racial	N/A
Students with Disabilities	NO	Limited English Proficient	NO
Economically Disadvantaged	NO		
Met Adequate Yearly Progress (AYP) in Science (2012-13)			
American Indian or Alaska Native	N/A	Black or African American	YES
Hispanic or Latino	YES	Asian or Native Hawaiian/Other Pacific Islander	N/A
White	N/A	Multi-Racial	N/A
Students with Disabilities	YES	Limited English Proficient	YES
Economically Disadvantaged	YES		
<b>Accountability Status – High Schools</b>			
Met Adequate Yearly Progress (AYP) in ELA (2012-13)			
American Indian or Alaska Native	N/A	Black or African American	N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander	N/A
White	N/A	Multi-Racial	N/A
Students with Disabilities	N/A	Limited English Proficient	N/A
Economically Disadvantaged	N/A		
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)			
American Indian or Alaska Native	N/A	Black or African American	N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander	N/A
White	N/A	Multi-Racial	N/A
Students with Disabilities	N/A	Limited English Proficient	N/A
Economically Disadvantaged	N/A		
Met Adequate Yearly Progress (AYP) in Graduation Rate (2012-13)			
American Indian or Alaska Native	N/A	Black or African American	N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander	N/A
White	N/A	Multi-Racial	N/A
Students with Disabilities	N/A	Limited English Proficient	N/A
Economically Disadvantaged	N/A		

## 10X045 School Information Sheet Key

School Configuration (2014-15)			
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# Transitional Bilingual	N/A	# Dual Language	N/A      # Self-Contained English as a Second Language
Types and Number of Special Education Classes (2014-15)			
# Special Classes	24	# SETSS	16      # Integrated Collaborative Teaching
Types and Number of Special Classes (2014-15)			
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# Foreign Language	12	# Dance	N/A      # CTE
School Composition (2013-14)			
% Title I Population	93.1%	% Attendance Rate	90.8%
% Free Lunch	93.5%	% Reduced Lunch	3.9%
% Limited English Proficient	19.2%	% Students with Disabilities	21.8%
Racial/Ethnic Origin (2013-14)			
% American Indian or Alaska Native	0.4%	% Black or African American	13.0%
% Hispanic or Latino	80.8%	% Asian or Native Hawaiian/Pacific Islander	1.6%
% White	4.1%	% Multi-Racial	N/A
Personnel (2014-15)			
Years Principal Assigned to School (2014-15)	9.34	# of Assistant Principals (2014-15)	3
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Student Performance for High Schools (2012-13)			
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Credit Accumulation High Schools Only (2013-14)			
% of 1st year students who earned 10+ credits	N/A	% of 2nd year students who earned 10+ credits	N/A
% of 3rd year students who earned 10+ credits	N/A	4 Year Graduation Rate	N/A
6 Year Graduation Rate	N/A		
Overall NYSED Accountability Status (2014-15)			
Reward		Recognition	
In Good Standing		Local Assistance Plan	
Focus District	X	Focus School Identified by a Focus District	X
Priority School			
<b>Accountability Status – Elementary and Middle Schools</b>			
Met Adequate Yearly Progress (AYP) in ELA (2012-13)			
American Indian or Alaska Native	N/A	Black or African American	YES
Hispanic or Latino	YES	Asian or Native Hawaiian/Other Pacific Islander	N/A
White	N/A	Multi-Racial	N/A
Students with Disabilities	NO	Limited English Proficient	NO
Economically Disadvantaged	YES		
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)			
American Indian or Alaska Native	N/A	Black or African American	NO
Hispanic or Latino	YES	Asian or Native Hawaiian/Other Pacific Islander	N/A
White	N/A	Multi-Racial	N/A
Students with Disabilities	NO	Limited English Proficient	NO
Economically Disadvantaged	NO		
Met Adequate Yearly Progress (AYP) in Science (2012-13)			
American Indian or Alaska Native	N/A	Black or African American	YES
Hispanic or Latino	YES	Asian or Native Hawaiian/Other Pacific Islander	N/A
White	N/A	Multi-Racial	N/A
Students with Disabilities	YES	Limited English Proficient	YES
Economically Disadvantaged	YES		
<b>Accountability Status – High Schools</b>			
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American Indian or Alaska Native	N/A	Black or African American	N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander	N/A
White	N/A	Multi-Racial	N/A
Students with Disabilities	N/A	Limited English Proficient	N/A
Economically Disadvantaged	N/A		
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)			
American Indian or Alaska Native	N/A	Black or African American	N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander	N/A
White	N/A	Multi-Racial	N/A
Students with Disabilities	N/A	Limited English Proficient	N/A
Economically Disadvantaged	N/A		
Met Adequate Yearly Progress (AYP) in Graduation Rate (2012-13)			
American Indian or Alaska Native	N/A	Black or African American	N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander	N/A
White	N/A	Multi-Racial	N/A
Students with Disabilities	N/A	Limited English Proficient	N/A
Economically Disadvantaged	N/A		

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Types and Number of Special Classes (2014-15)			
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% Title I Population	93.1%	% Attendance Rate	90.8%
% Free Lunch	93.5%	% Reduced Lunch	3.9%
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% American Indian or Alaska Native	0.4%	% Black or African American	13.0%
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Years Principal Assigned to School (2014-15)	9.34	# of Assistant Principals (2014-15)	3
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% of 1st year students who earned 10+ credits	N/A	% of 2nd year students who earned 10+ credits	N/A
% of 3rd year students who earned 10+ credits	N/A	4 Year Graduation Rate	N/A
6 Year Graduation Rate	N/A		
Overall NYSED Accountability Status (2014-15)			
Reward		Recognition	
In Good Standing		Local Assistance Plan	
Focus District	X	Focus School Identified by a Focus District	X
Priority School			
Accountability Status – Elementary and Middle Schools			
Met Adequate Yearly Progress (AYP) in ELA (2012-13)			
American Indian or Alaska Native	N/A	Black or African American	YES
Hispanic or Latino	YES	Asian or Native Hawaiian/Other Pacific Islander	N/A
White	N/A	Multi-Racial	N/A
Students with Disabilities	NO	Limited English Proficient	NO
Economically Disadvantaged	YES		
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)			
American Indian or Alaska Native	N/A	Black or African American	NO
Hispanic or Latino	YES	Asian or Native Hawaiian/Other Pacific Islander	N/A
White	N/A	Multi-Racial	N/A
Students with Disabilities	NO	Limited English Proficient	NO
Economically Disadvantaged	NO		
Met Adequate Yearly Progress (AYP) in Science (2012-13)			
American Indian or Alaska Native	N/A	Black or African American	YES
Hispanic or Latino	YES	Asian or Native Hawaiian/Other Pacific Islander	N/A
White	N/A	Multi-Racial	N/A
Students with Disabilities	YES	Limited English Proficient	YES
Economically Disadvantaged	YES		
Accountability Status – High Schools			
Met Adequate Yearly Progress (AYP) in ELA (2012-13)			
American Indian or Alaska Native	N/A	Black or African American	N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander	N/A
White	N/A	Multi-Racial	N/A
Students with Disabilities	N/A	Limited English Proficient	N/A
Economically Disadvantaged	N/A		
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)			
American Indian or Alaska Native	N/A	Black or African American	N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander	N/A
White	N/A	Multi-Racial	N/A
Students with Disabilities	N/A	Limited English Proficient	N/A
Economically Disadvantaged	N/A		
Met Adequate Yearly Progress (AYP) in Graduation Rate (2012-13)			
American Indian or Alaska Native	N/A	Black or African American	N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander	N/A
White	N/A	Multi-Racial	N/A
Students with Disabilities	N/A	Limited English Proficient	N/A
Economically Disadvantaged	N/A		

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Personnel (2014-15)				
Years Principal Assigned to School (2014-15)	9.34	# of Assistant Principals (2014-15)		3
# of Deans (2014-15)	1	# of Counselors/Social Workers (2014-15)		2
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ELA Performance at levels 3 & 4	16.6%	Mathematics Performance at levels 3 & 4		12.2%
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Student Performance for High Schools (2012-13)				
ELA Performance at levels 3 & 4	N/A	Mathematics Performance at levels 3 & 4		85.2%
Credit Accumulation High Schools Only (2013-14)				
% of 1st year students who earned 10+ credits	N/A	% of 2nd year students who earned 10+ credits		N/A
% of 3rd year students who earned 10+ credits	N/A	4 Year Graduation Rate		N/A
6 Year Graduation Rate	N/A			
Overall NYSED Accountability Status (2014-15)				
Reward		Recognition		
In Good Standing		Local Assistance Plan		
Focus District	X	Focus School Identified by a Focus District		X
Priority School				

#### Accountability Status – Elementary and Middle Schools

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

#### Accountability Status – High Schools

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

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Overall NYSED Accountability Status (2014-15)				
Reward		Recognition		
In Good Standing		Local Assistance Plan		
Focus District	X	Focus School Identified by a Focus District		X
Priority School				
<b>Accountability Status – Elementary and Middle Schools</b>				
Met Adequate Yearly Progress (AYP) in ELA (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		YES
Hispanic or Latino	YES	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	NO	Limited English Proficient		NO
Economically Disadvantaged	YES			
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		NO
Hispanic or Latino	YES	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	NO	Limited English Proficient		NO
Economically Disadvantaged	NO			
Met Adequate Yearly Progress (AYP) in Science (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		YES
Hispanic or Latino	YES	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	YES	Limited English Proficient		YES
Economically Disadvantaged	YES			
<b>Accountability Status – High Schools</b>				
Met Adequate Yearly Progress (AYP) in ELA (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	N/A			
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	N/A			
Met Adequate Yearly Progress (AYP) in Graduation Rate (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	N/A			

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

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

### Part 1 – Needs Assessment

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

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

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

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

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

In a careful review of the data sources noted below, Middle School 45 needs to be more strategic about lesson design and implementation that reflects a rigorous and diversified approach to meet the needs of all learners. We need the work we do in the areas of professional development to have a real impact on changing the way teachers teach and how this impacts student learning.

Our school had a DTSDE Review in 2013-2014 we received a developing in SOP areas 3.2, 3.3, 3.4 and 3.5.

Summary of DTSDE review:

3.2 - Although the school leader is in the process of developing and instituting a plan for the full implementation of curricula aligned to the CCLS, staff's inconsistent use of the standards does not meet the needs of all students. Meetings provide common time to assess student work and the effectiveness of both the program and the instruction in an effort to provide curricula that meet the needs of students. Recommendations: Use a distributive leadership model to ensure that a systematic plan is used to support staff in the alignment of instruction with the CCLS and the CCLS shifts; ensure that goals in the lessons are developed to address the needs of all students by continually monitoring implementation of the curricula.

3.3 - Limited planning based on DDI protocols and practices as well as inconsistent alignment of lesson plans to the CCLS minimizes student academic achievement. Recommendations: Ensure that planning and implementation provide clear expectations for DDI, and develop protocols for the review of rubrics in each classroom to ensure both clear evaluative standards and the inclusion of feedback that will guide student progress.

3.4 - Students are not consistently provided with opportunities to engage in thoughtful, cross-curricular work, which limits their ability to be academically successful. Recommendations: Develop an interdisciplinary curricula that provides enrichment opportunities within and across all grade levels and subjects; ensure that teachers regularly develop innovative strategies to connect enrichment curricula to subject specific curricula.

3.5 - Most lesson plans reviewed by the IIT did not indicate modifications in the instructional process based on data collected during prior lessons or assessments. There is limited evidence from observations and planning documents that teachers use data and other assessments to inform curricular decisions or to make adjustments to curriculum and lesson planning. Recommendations: Ensure that data is used to make curricular decisions and adjustments and provide students with ongoing feedback on data that will support student ownership of learning and allow opportunities for reflection and improvement.

New York State NYSESLAT DATA in comparing scores from 2013 to 2014 – 64% of our ELLs stayed within their level (beginner, intermediate or advanced), 31% increased to at least the next level and 5% of ELLs went down a level.

### Part 2 – Annual Goal

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

**By June 2015, teachers of English Language Learners will engage in rigorous instructional practices that will result in a 15% increase in students scoring advanced or proficient on the 2015 NYSESLAT as compared to the 2014 NYSESLAT.**

### Part 3 – Action Plan

<b>Activities/Strategies:</b> Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including: <ol style="list-style-type: none"> <li>Research-based instructional programs, professional development, and/or systems and structures needed to impact change</li> <li>Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH).</li> <li>Strategies to increase parent involvement and engagement</li> <li>Activities that address the Capacity Framework element of Trust</li> </ol>	<b>Target Group(s)</b> <i>Who will be targeted?</i>	<b>Timeline</b> <i>What is the start and end date?</i>	<b>Key Personnel</b> <i>Who is responsible for implementing and overseeing the activity/strategy?</i>
Beginner ELL students will engage in Project Based Learning. Units of study are cross curricular. Students grouped for this purpose. Teachers meet consistently to plan for these units.	Beginner ELLs	September-June	ESL Teachers, School Administration
Intermediate and advanced ELL students follow CCLS with appropriate scaffolds and differentiation in place to support their needs. Student work collected and assessed to determine progress. Teachers meet to analyze student data.	Intermediate/Advanced ELLs	September-June	ESL Teachers, School Administration
After/before school program - 1 group of 12 students with an ESL licensed teacher will meet two mornings. During after school, 4 groups will meet. Groups will be flexible based on emerging student's needs as determined by progress monitoring. The ESL teachers will co-plan and co-teach with the science teacher. On days when trips are planned, the program will meet later. Parents will be encouraged to participate in trips thus developing a deeper	Open to all ELLs	November-May. Twice weekly	4 ESL Teachers, 1 science licensed teacher, School Administration, parents

connection and feeling of trust between home and school. The program will consist of reading/writing via a Project Based Learning approach (PBL).			
Irwin Consultants will be contracted for 5 days to provide modeling, coaching, and feedback to teachers of ELLs. In addition, a consultant from Learning Centered Initiatives will work with administration and a focus group of teachers on questioning techniques this will make the teaching and learning more rigorous. The teachers who receive direct PD will then open their classrooms as lab-sites for model ESL instruction. All teachers of ELLs in the school will have the opportunity to visit the lab-sites and observe best practices.	ESL Teachers	November-May	ESL Teachers, School Administration, consultants
A study group including teachers of beginning level ELLs working in the Title III Direct Instruction Program (but open to other teachers of ELLs as well) will use The ESL/ELL Teachers Survival Guide, by Larry Ferlazzo as a guiding text. The study group meets of the second Tuesday of every month. Teachers will use the text to drive discussions around best practices for accelerating language acquisition as well as increasing content area knowledge for this population.	ESL teachers	November-May	ESL Teachers, School Administration
Technology infusion with use of iPads and program to create projects with speaking and listening component. Global writes program. Purchase of MYON – web based library to ensure appropriate level text are available for our students to read. Workshop to be held on use of technology so school-home relationship is developed and parents will have a meaningful role in student achievement.	ELL students	December-June	ESL Teachers, School Administrators, LTG technology consultant, Parents

**Part 4 – Resources Needed**

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

- Scheduling for inter-visitations
- Scheduling for common planning time
- Beginner ELL resources both instructional to use in the classroom as well as for teacher development
- CCLS curriculum resources
- MYON technology program
- Ipads
- Text used for study group
- Teachers for before and after school
- Consultant – Irwin Associates
- Consultant - LCI
- Technology consultant

**Part 5 – Budget and Resource Alignment**

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

X	Tax Levy	X	Title I Basic		Title I 1003(a)		Title IIA	X	Title III	X	P/F Set-aside	X	Grants
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:

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

Sample questions that mirror the NYSESLAT in March 2015 will indicate progress towards goal, expect 8% increase in student proficiency on sample questions.

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

1. Did the school meet the mid-point benchmark(s) in the timeframe specified?	<input type="checkbox"/>	Yes	<input type="checkbox"/>	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 5B – Capacity Framework Element - Supportive Environment:** The school establishes a classroom and school culture where students feel safe, supported, and challenged by their teachers and peers. *(Aligned to DTSDE Tenet 5: Student Social and Emotional Developmental Health)*

**Part 1 – Needs Assessment**

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

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

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

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

In a careful review of the data sources noted below, Middle School 45 needs to create systems that will allow us to implement the Positive Behavioral Intervention Support system with more attention to aligning the social emotional data with academic data, create more opportunities for buy in from the entire staff and to align a system of referral with our school goal of creating a supportive learning environment.

According to the School Wide Information System (SWIS tracks student behavior referrals including time and place of incident so trends in data can be analyzed) student referrals decreased from 12-13 to 13-14. The percentage of decrease was 10% when taking into consideration a drop in student population.

Our school had a DTSDE Review in 2013-2014 we received a developing in SOP areas 5.3, 5.4 and 5.5.  
 Summary of DTSDE review:  
 5.2 - The school leader with staff has established a system by which each student is known by an adult who monitors student well-being. The school uses programs and practices for referral that provide support for individual social, emotional and developmental health and academic success.  
 5.3 Although the school has implemented PBIS, discussions with students indicate that the program is not always implemented consistently. During interviews with teachers, some participants reported to the review team that not all teachers consistently use the program or report all instances of misbehavior. Interviews with staff indicated that they would welcome additional PD focusing on the implementation of PBIS and to ensure that they consistently provide a learning environment in which all student needs are met and where students are intellectually safe. The inconsistent

use of PBIS and limited PD for staff minimize the development of a safe and healthy school community and student success. Recommendations: Ensure that all components of the PBIS are understood, recorded and acted upon and that students are provided with a safe and healthy learning environment; provide additional PD for staff to ensure that they are equipped with the skills needed to support and meet the social and emotional needs of all students.

5.4 - Because not all stakeholders are aware of their specific roles and responsibilities in building a safe learning environment, the school's ability to address the social and emotional developmental health needs of students is limited, which hinders student success. Recommendations: Ensure that the school regularly and rigorously reinforces the roles all stakeholders are expected to play in ensuring that the school is a safe learning environment.

5.5 - Because not all teachers implement PBIS consistently, the available data is not always accurate in identifying specific student needs. The IIT also found that the use of data relating to social and emotional health is not generally aligned with academic data to meet student needs. Recommendations: Ensure that all available data is used to identify and meet the social and emotional needs of students and track the progress students make in relation to strategies or interventions.

**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 MS 45 will implement the Positive Behavior Intervention Supports (PBIS) program with fidelity resulting in a 7% decrease in referrals to the School Wide Information System (SWIS) as compared to referrals in 2014.**

**Part 3 – Action Plan**

<p><b>Activities/Strategies:</b> Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including:</p> <ul style="list-style-type: none"> <li><b>A.</b> Research-based instructional programs, professional development, and/or systems and structures needed to impact change</li> <li><b>B.</b> Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH).</li> <li><b>C.</b> Strategies to increase parent involvement and engagement</li> <li><b>D.</b> Activities that address the Capacity Framework element of Trust</li> </ul>	<p><b>Target Group(s)</b> <i>Who will be targeted?</i></p>	<p><b>Timeline</b> <i>What is the start and end date?</i></p>	<p><b>Key Personnel</b> <i>Who is responsible for implementing and overseeing the activity/strategy?</i></p>
<p>PBIS committee meeting once a month or more often if necessary. Data from SWIS reports shared at each meeting and trouble shooting of problem areas occur. Team constituents asked to share out from meeting with colleagues, thus fostering an open exchange of information. Newsletter published monthly. Team calendars incentives from September-June to give students something to work towards including dances, basketball tournaments.</p>	<p>PBIS Committee, School staff, students</p>	<p>September-June</p>	<p>PBIS Committee Chair, School Administration</p>
<p>Starbucks are given out to students to support positive behaviors. They can be earned for any positive behaviors the staff deems worthy. Starbuck incentives are put on calendar and publicized in newsletter as well as publically in hall. Kick off assembly will occur. Parents/students given star-bucks for attendance at certain events, thus partnering with families for success in school.</p>	<p>PBIS Committee, School staff, parents</p>	<p>September-June</p>	<p>PBIS Committee Chair, School Administration, School staff</p>
<p>Implementation of Parent Engagement Nights in conjunction with Beacon program – to occur no less than three times during 2014-</p>	<p>Students, parents,</p>	<p>September-June</p>	<p>SLT, Beacon Program</p>

2015 school year. Intent is to increase parent involvement and create a welcoming school climate. We will invite parents in to have fun with their children in a school setting while interacting and developing trust with school personnel.	families, staff		Managers, School Administration
Professional Development and workshops provided by Turnaround for Children (TFC). Direct coaching to occur two days a week with 3 coaches intended to increase student engagement, thus decreasing discipline referrals. Workshops provided on PD day and biweekly. Turnaround Social Worker develops Pupil Personnel Team (PPT) and system for student referral to guidance/social worker.	School staff	September-June	Turnaround staff, School Administration

**Part 4 – Resources Needed**

Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc.
<ul style="list-style-type: none"> <li>• Volunteers for PBIS Committee to meet before school hours</li> <li>• Volunteers to staff student incentive events</li> <li>• Donations for items students can purchase with starbucks</li> <li>• Volunteers to staff Parent Engagement Nights</li> <li>• TFC costs</li> <li>• Salary of Guidance, Social Worker</li> </ul>

**Part 5 – Budget and Resource Alignment**

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

**Part 6 – Progress Monitoring**

<b>Part 6a.</b> Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. In this part:			
<ol style="list-style-type: none"> <li>1. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.</li> <li>2. Specify a timeframe for mid-point progress monitoring activities.</li> </ol>			
During January meeting of PBIS committee conduct progress monitoring with SWIS data showing a 4% drop as compared to last year's referral data.			
<b>Part 6b.</b> Complete in <b>February 2015</b> .			
1. Did the school meet the mid-point benchmark(s) in the timeframe specified?		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:**

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

<b>Tenet 4 Statement of Practice (SOP) Addressed</b>		<b>HEDI Rating</b>
4.2	Teachers use instructional practices and strategies organized around annual, unit and daily lesson plans to meet established student goals and promote high levels of student engagement and inquiry.	D
4.3	Teachers provide coherent, appropriately aligned Common Core Learning Standards (CCLS)-based instruction that leads to multiple points of access for all students to achieve targeted goals.	D
4.4	Teachers create a safe environment that is responsive to students’ varied experiences, tailored to the strengths and needs of all students, and leads to high levels of student engagement and inquiry.	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.	D

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

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

In analyzing the DTSDE report and in looking at our Advance data we know that the area of designing coherent instruction is an element we need to focus on as we look to empower our teachers to be committed to the success and improvement of their classrooms. In implementing professional development to address lesson planning we will engage in a process of inquiry so that all our teachers can share in the process of improvement.

Advance data for 2013-2014 school year in the area of 1e – Designing Coherent Instruction - 24% of teachers were developing or ineffective. 8% were highly effective.

Our school had a DTSDE Review in 2013-2014 we received a developing in SOP areas 4.2, 4.3, 4.4, 4.5  
Summary of DTSDE review:

4.2 – Observations of teachers and review of lesson plans by the IIT showed that only half of the classes demonstrated use of DDI to organize lesson plans or to match activities to the differing needs and abilities of students. IIT found that not all staff have demonstrated that they use strategies that are designed to meet the needs of all students. The lesson plans examined by the review team do not reflect strategies that address the needs of all students and are mainly restatements of formal unit plans. Discussions with teachers and school leaders indicate that rigorous procedures are not fully in place for teachers to set long and short-term goals for students. Recommendations: Develop a plan to review all lesson plans to ensure that all student learning needs are taken into account and that student data and strategies required to deliver the lessons are effective; ensure that students are provided with challenging academic goals.

4.3 – Interviews with the school leader indicated that the APs have been directed to review all lesson plans and to

ensure that staff are beginning to align planning to CCLS. However, not all staff are clear on how this is to be done and how to assess alignment. In approximately one half of lessons observed by the review team, the learning materials were basic and did not offer a higher level of complexity to challenge students and to promote discussion. Recommendations: Ensure that instruction consistently includes the use of higher order questioning and learning materials that challenge and motivate all students.

4.4 – School leadership and staff have initiated programs designed to create a safe learning environment responsive to student needs; however, not all staff have responded to the individual needs of all students or provided a sense of intellectual safety. Recommendations: Ensure that students consistently learn in an intellectually safe learning environment where they can share ideas, values and perspectives in an open and respectful way. Provide PD on classroom management and ensure that behavioral expectations are applied consistently for all students.

4.5 – Staff is in the process of using data and assessments to inform and adjust their instructional strategies and groupings of students; however, the use of data and assessments has been inconsistent and does not always provide timely and pertinent feedback to students to increase academic achievement. Recommendations: Include assessment and data use in the weekly grade level and subject area planning meetings as part of the agenda in order to develop instructional strategies that will lead to higher levels of achievement; Ensure that data is used to inform planning, student grouping, and targeted and actionable feedback to students to enable them to improve their work.

**Part 2 – Annual Goal**

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

**By June 2015, teachers will engage in an ongoing cycle of professional practices targeted at designing and delivering coherent instruction, including lesson planning, inter-visitations, and observations with feedback resulting in 20% of teachers moving at least one level in their rating for 1e – Designing Coherent Instruction on Danielson’s rubric.**

**Part 3 – Action Plan**

<b>Activities/Strategies:</b> Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including: <ol style="list-style-type: none"> <li>Research-based instructional programs, professional development, and/or systems and structures needed to impact change</li> <li>Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH).</li> <li>Strategies to increase parent involvement and engagement</li> <li>Activities that address the Capacity Framework element of Trust</li> </ol>	<b>Target Group(s)</b> <i>Who will be targeted?</i>	<b>Timeline</b> <i>What is the start and end date?</i>	<b>Key Personnel</b> <i>Who is responsible for implementing and overseeing the activity/strategy?</i>
Utilizing Professional Development time in a six week cycle both horizontally and vertically to develop a common understanding regarding elements of effective lesson plans, including grouping of students, differentiation, engagement, rigor and scaffolding. Teachers use a portion of the time to plan together giving peer feedback with a lens towards improvement.	School staff, School Administration	September-June	Coaches, School Administration, School staff
Frequent observations by administrative team including the analysis of lesson plans will inform our understandings for area of	School staff, School	September-June	School Administration

need across staff in how lesson plans are developed and written, professional development can be differentiated for staff based on teacher rating for 1e- designing coherent instruction.	Administration		
Inter-visitations will occur to model implementation of effective lesson plans and within debrief look at the planning of the lesson to see how it enabled the teacher to deliver an effective lesson.	School staff, coaches, School Administration	September-June	School Administration, coaches
Teachers will analyze student work across content area using word generation written responses to see where the area of need is and adjust planning and practice to accommodate for strengths and needs both for individual students as well as for whole class.	School staff, School Administration	September-June	School Administration, School staff
In communicating with school constituents we will ensure there is a common understanding of our work around effective planning through the school newsletter, website, and informational sessions at both PA meetings and SLT meetings. A sense of trust will develop as we will be partners in improving planning and instruction.	School staff, School Administration, SLT, PA, parents	September-June	School staff, School Administration
Consultant from Learning Centered Initiatives will work with the school administration and a focus group of teachers to begin and grow the work around effective questioning. An element of this work is how questions are created and in doing so we are using the Depth of Knowledge question stems to help teachers plan for and deliver lessons that include questions which will push the cognitive level.	School Administration, Focus teachers, school staff	November-June	LCI consultant, School Administration

#### Part 4 – Resources Needed

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

- Use of teacher teams, peers, coaches, administration to develop a common set of expectations for lesson plans and work together to achieve these elements
- The Danielson Framework and Advance for teacher evaluation
- Scheduling of inter visitations
- Engaging in inter-visitations, outside professional development (prep coverage/perdiem = 10 days)
- OTPS to aid in collection of materials for use in planning, Word Generation materials
- Use of teacher teams, peers, coaches, administration to develop a common set of expectations for lesson plans and work together to achieve these elements
- LCI Consultant

#### Part 5 – Budget and Resource Alignment

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

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

#### 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:

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

In reviewing Advance data in January 2015 we will note a 10% improvement in teachers scoring effective or highly effective on Danielson's rubric for 1e – Designing Coherent Instruction

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

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

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

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

### Part 1 – Needs Assessment

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

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

	Tenet 2 Statement of Practice (SOP) Addressed	HEDI Rating
2.2	Leaders ensure an articulated vision, understood and shared across the community, with a shared sense of urgency about achieving school-wide goals aligned with the vision as outlined in the School Comprehensive Educational Plan (SCEP).	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.	E
2.4	Leaders make strategic decisions to organize resources concerning human, programmatic and fiscal capital so that school improvement and student goals are achieved.	E
2.5	The school leader has a fully functional system in place to conduct targeted and frequent observations; track progress of teacher practices based on student data, feedback and professional development opportunities; and hold administrators and staff accountable for continuous improvement.	E

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

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

In developing and maintaining effective school leadership Middle School 45 acknowledges a review of data that tells us an area in need of attention and development is engaging students in learning. Student engagement is such an integral part to a child’s success in school that we know this is a critical area for us this year. The data below informs this decision.

According to Advance data from 2013-2014 41% of staff were rated developing or ineffective for 3c Engaging Students in Learning.

Our school had a DTSDE Review in 2013-2014 we received a developing for 2.2

2.2 - Staff members were able to discuss the improved use of data to ensure the establishment of norms that are indicative of high-level work and the use of established rubrics and assessments to examine student work. However, parent interviews indicated that while participants were aware of the behavior improvement programs, not all parents were aware of the various instructional initiatives and the CCLS.

2.3 - Interviews by the Integrated Intervention Team (IIT) with the school leaders indicate that a number of strategic decisions have been made that have resulted in improvements in meeting the needs of students and staff.

2.4 - The school leaders have an articulated and functional plan that is aligned to the district’s Annual Professional Performance Review (APPR) that provides frequent observations and timely, actionable feedback to staff that is designed to improve teaching practices based on student data and the Danielson rubric. Interviews and documents also show that teachers are provided with timely feedback after the observations and that the feedback identifies aspects of

instruction that work well and areas that need improvement. Areas for development become the focus for future observations. Interviews with the school leaders indicate that information from the observations is used to identify professional development (PD) needs for individuals and groups of teachers and to identify areas for additional support, guidance or counseling. Each AP reports to the school leader weekly on the observation cycle, the feedback that is provided to each staff member, and how each teacher is making improvements. Through the implementation of this system, both teachers and school leaders are held accountable for continuous improvement, which positively impacts student achievement.

2.5 - Leaders effectively use evidence-based systems and structures to examine and improve critical individual and school-wide practices as defined in the SCEP (student achievement, curriculum and teacher practices; leadership development; community/family engagement; and student social and emotional developmental health). The school leaders monitor New York City's Advance system in order to select teachers who are rated effective or highly effective and to provide time for them to assist other teachers, either as coach/mentors or as LabSite instructors. Some of these teachers have been asked to perform mutually agreed upon inter-visitations

### Part 2 – Annual Goal

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

**By June 2015, the school leadership will institute a system of accountability aimed at establishing a shared vision of effective student engagement resulting in a 20% increase in teachers rated effective in Domain 3c – Engaging Students in Learning.**

### Part 3 – Action Plan

<b>Activities/Strategies:</b> Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including: <ul style="list-style-type: none"> <li>• Research-based instructional programs, professional development, and/or systems and structures needed to impact change</li> <li>• Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH).</li> <li>• Strategies to increase parent involvement and engagement</li> <li>• Activities that address the Capacity Framework element of Trust</li> </ul>	<b>Target Group(s)</b> <i>Who will be targeted?</i>	<b>Timeline</b> <i>What is the start and end date?</i>	<b>Key Personnel</b> <i>Who is responsible for implementing and overseeing the activity/strategy?</i>
School administration will develop a system for professional development utilizing both horizontal and vertical sessions which will be used to develop a common understanding regarding the planning for and implementation of engaging lessons for students. Our work with Turnaround For Children will develop our understanding of varied protocols including team and class builders as well as content specific strategies to foster heightened engagement. Teachers use a portion of the time to plan together giving peer feedback with a lens towards improvement.	School staff	September-June	TFC coaches, TFC Program Director, School Administration
In concert with and under the direction of school administration, Turnaround for Children coaches will work with all teachers in on-going cycles both modeling, co teaching and observing to provide	School staff	September-June	TFC coaches, TFC Program Director, School

actionable feedback centered around increasing student engagement. Work will relate back to the bi-weekly professional development sessions. Evidence will be seen in observation cycle.			Administration
Teachers will participate in inter-visitations with mentor teachers who are rated effective and/or highly effective on Danielson's rubric for 3c.	School staff	September-June	Coaches, mentor teachers, School Administration
School support personnel including guidance counselor, school social worker, Montefiore school based mental health providers, Relationship Abuse Prevention Program counselor, Sapis worker and TFC social worker will work to develop and implement a system of referral and support for students who are behaviorally and academically at risk with structures to support their varied needs. Parent support will be sought as we involve the parents of our neediest learners. This will heighten the sense of trust within the school community.	At-risk students	October-June	School Administration, guidance counselor, school social worker, Montefiore school based mental health providers, Relationship Abuse Prevention Program counselor, Sapis worker and TFC social worker
In communicating with school constituents we will engage in an open exchange of information where there will be a common understanding around increasing student engagement through the school newsletter, website, and informational sessions at both PA meetings and SLT meetings. To ensure a shared vision, we asked school staff to read and process the IIT review team's findings. They listed areas of strength and need. This information will be communicated during SLT and PA meetings.	School staff, School Administration, SLT, PA, parents	September-June	School Administration, School staff, TFC coaches, TFC Program Director
In effectively using human resources, MS 45 will hire two f-status AIS teachers. These teachers will help to engage our neediest learners by finding multiple entry points so they can access the CCLS. We will use a system of progress monitoring to ensure these students can access the curriculum.	Level 1 students including ELL and SWD's	January-June	School administration
In an effort to improve school wide systems that impact instruction MS 45 will implement the I Ready program. This program gives teachers the ability to monitor progress as well as plan for student strength and weaknesses. As the program is technology based student buy in is almost immediate.	Students, School staff	September – June	School Administration
In an effort to engage students in reading, an after-school Book Club will be implemented. Students will think critically while practicing their speaking and listening skills. A parent component will be implemented where the family will be asked to partner read with the child at home and invited for a special session of discussion.	Students, after-school book club teachers, families	December - May	School administration

**Part 4 – Resources Needed**

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

Salary for: guidance counselor, school social worker, Relationship Abuse Prevention Program counselor, Sapis worker and TFC social worker  
 Use of teacher teams, peers, coaches, administration to develop a common set of expectations for engagement and work together to achieve these elements  
 The Danielson Framework and Advance for teacher evaluation  
 Scheduling of inter visitations  
 Meeting time for mental health professionals  
 OTPS to aid in collection of materials for use in heightening student engagement  
 Publishing of school newsletter, website  
 2 F status teachers  
 Books for book club, per session for teachers (85 hours – 7 teachers)  
 Iready program

**Part 5 – Budget and Resource Alignment**

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

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

LTG grant – set up of website  
 MSQI – book club program

**Part 6 – Progress Monitoring**

**Part 6a.** Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. In this part:  
 1. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.  
 2. Specify a timeframe for mid-point progress monitoring activities.

In reviewing Advance data in January 2015 we will note a 10% improvement in teachers scoring effective or highly effective on Danielson’s rubric for 3c – Engaging students in Learning

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

1.	Did the school meet the mid-point benchmark(s) in the timeframe specified?		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 5E – Capacity Framework Element - Strong Family and Community Ties:** The school creates a welcoming environment for families and takes advantage of community resources to enrich the civic life of the school. *(Aligned to DTSDE Tenet 6: Family and Community Engagement)*

**Part 1 – Needs Assessment**

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

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

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

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

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

The home school connection is an integral part of any successful school. In looking at the data from the School Environment survey and the DTDSE review we know that the work we do in this area needs to impact student success. While we have made some strides in providing opportunities for parents to participate meaningfully in school, we need to increase these efforts.

According to the School Environment Survey 2013-2014 MS 45 had 28% of parents complete the survey. This is 26% less than the citywide average. While parents are generally more satisfied than in the previous year (37% in 2013 42% in 2014) We are below the percent that respond they are satisfied by 5% points as compared to the Citywide average.

Our school had a DTSDE Review in 2013-2014 we received a developing for 6.5

Impact Statement: The school communicates its high expectations for students and welcomes reciprocal communication with constituents. The school has established partnerships that provide various services and opportunities to meet the needs of families and students. However, data is not shared in a way that enables all parents to advocate for their children’s needs.

6.2 - Analysis of the minutes of the parent coordinator concerning the Parent Association (PA) meetings indicates that parents have had numerous opportunities to learn about school expectations and the role of parents in their children’s success. The school has used surveys to reach out to parents to improve parental involvement and to evaluate how well the school is doing in establishing partnerships with families. The school accepts comments and suggestions from families for improvement and builds this information into its communication strategies with parents and families.

6.3 - The school provides multiple opportunities for reciprocal communication to ensure that families can support their child's academic achievement and social and emotional growth.

6.4 - The school has provided training for parents and staff through different programs in order to help both parents and teachers provide necessary supports for all students. As a result, students benefit from a robust and focused home-school connection

6.5 - During the parent focus meeting, participants noted that ENGRADE is the place to visit on the Internet to see their children's progress. A parent stated that since she does not have a computer at home, she goes to the local library where she is able to access these websites. Data is also shared through standard means of communication, such as report cards, progress reports, phone calls, and graduation in doubt letters. An examination of the monthly calendar of events found in the parent coordinator's binder indicates that parents have been encouraged to use ENGRADE and ARIS to be informed of their children's progress. However, some parents stated that they experience some difficulties understanding and interpreting the data and would welcome further guidance so that they can better advocate for their child's success. In the parent interview and the support staff interview, participants noted that although communication is sent home in a variety of ways, improving parent participation in PA events and other meetings held at the school is needed. School and parent leaders indicate that they continue to discuss and try new ways to encourage the participation of all parents. Recommendations - Ensure that additional opportunities are provided for parents to be able to access and interpret data in order to better understand how to advocate for services for their children.

Given the effective rating for much of this area related to the school-home connection we know that we are on the right track but need to increase the level of parent involvement that we see so we can become truly successful in this area.

**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, MS 45 will engage in practices aimed at increasing parent involvement resulting in a 10% increase in parents completing the 2014-2015 NYC School Survey and a 10% increase in parents selecting agree or strongly agree with questions related to the Instructional Core.**

**Part 3 – Action Plan**

<b>Activities/Strategies:</b> Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including:	<b>Target Group(s)</b> <i>Who will be targeted?</i>	<b>Timeline</b> <i>What is the start and end date?</i>	<b>Key Personnel</b> <i>Who is responsible for implementing and overseeing the activity/strategy?</i>
<p><b>G.</b> Research-based instructional programs, professional development, and/or systems and structures needed to impact change</p> <p><b>H.</b> Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited,</p>			

SIFE, STH). I. Strategies to increase parent involvement and engagement J. Activities that address the Capacity Framework element of Trust			
Collaborate with CBO – Good Sheppard Beacon program to promote Parent Involvement Nights. Three of these evenings have been planned with fun interactive activities for families that promote a home school connection. School volunteers partner with Beacon staff to create evenings of fun for our community.	School Staff, Beacon staff, students, families	Three evenings from November - June	SLT members, School administration, Beacon staff
Parent conferences this year will be lead by students. Teachers will receive information on how to set up for student led conferences. Teacher will take on role of facilitator so students can maintain responsibility for conferencing with parent based on report card and student portfolios sharing with parents where their strengths and needs are.	School Staff, students, families	During parent conference time	School administration, teachers
Use of varied technology to inform and involve parents in their child's education including implementation of Skedula as a parent communication tool. This system will enable teachers to communicate with parents real time on grades, attendance, assignments and many other important items related to involving parents in the educational process. This system will replace Engrade as it is more comprehensive and offers more opportunities for meaningful communication. MS 45's website provides parents with information about events and what is currently happening at MS 45. Remind 101 is one way the parent coordinator communicates with parents as once a parent subscribes they get text messages about upcoming events and meetings at MS 45.	School community, parents, School staff	September-June	School administration, Parent coordinator
Schedule and hold workshops for parents related to curriculum, college and career readiness. The parent coordinator in consultation with the PA board and school administration will plan workshops twice monthly that address items related to increasing student outcomes in school.	Parents, School community	September-June	Parent coordinator, PA Board, School administration

**Part 4 – Resources Needed**

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

- Volunteers for Parent Involvement Nights
- Beacon staff for Parent Involvement Nights
- Teachers use prep time to prepare for student led conferences
- OTPS for folders, paper, printing guidelines for student led conferences
- Purchase Skedula system
- Parent Coordinator time for meetings/workshops

**Part 5 – Budget and Resource Alignment**

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

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

**Part 6 – Progress Monitoring**

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

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.

A survey in January will mirror questions found on the School Environment survey, we expect participation in this survey to come in at 35% and responses for agree or strongly agree to increase by 5% as compared to the School Environment Survey from 2014.

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

1. Did the school meet the mid-point benchmark(s) in the timeframe specified?		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 6: Academic Intervention Services (AIS)  
(Required for All Schools)**

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

<b>Type of Academic Intervention Service (AIS)</b>	<b>Criteria for determining AIS services</b>	<b>Type of Program or strategy (e.g. repeated readings, interactive writings, etc.)</b>	<b>Method for delivery of service (e.g. small group, one-to-one, tutoring, etc.)</b>	<b>When the service is provided (e.g. during the school day, before or after school, etc.)</b>
<b>English Language Arts (ELA)</b>	Level 1 & 2 ELA State exam Below 45 on school wide administration of DRP Running record to follow DRP for further assessment	1. Focus Period 2.Guided Reading 3.Reciprocal Teaching 4. I-Ready 5. Book Clubs 6. ELL Academy 7. RTI teacher (f status) 8. Fordham tutors 9. Differentiated instruction where applicable, based on student need, tier lessons to scaffold instruction all classes including SWD’s and ELLs 10. Word Generation	1. small group 2. small group 3. small group 4. technology, 1-1 5. small group 6. small group 7. small group 8. 1-1 9. small group, 1-1, whole class 10. whole class with scaffolds	1. 4 times per week during school day (DSD) 2. 2 times per week DSD 3. 2 times per week DSD 4. 1-2 times per week DSD 5. 1-2 times per week after school 6. 2 times per week before/ after school (B/AF) 7. 1 time per student each week (Jan-June) 8. Twice weekly 9. DSD 10.DSD
<b>Mathematics</b>	Level 1 & 2 Math State exam	1. Focus Period 2. Focus Academy 3. ELL Academy 4. Fordham tutors 5. Differentiated instruction where applicable, based on student need, tier lessons to scaffold instruction all classes including SWD’s and ELLs 6. Word Generation	1. reduced class size 2. small group 3. small group 4. 1-1 5. small group, one to one, whole class 6. whole class with scaffolds	1. 4 times per week during school day (DSD) 2. twice weekly AF 3. 2 times per week before/ after school (B/AF) 4. one day a week X 2 tutors 5. on going in classroom, as needed 6. DSD
<b>Science</b>	Level 1 & 2 ELA/Math	1. Differentiated Instruction practices 2. Infusion of ELA strategies including reciprocal teaching	1. Small group, one to one, whole class 2. Small group, one to one, whole class 3. Small group	1. on going DSD 2. on going DSD 3. on going DSD 4. on going DSD 5. DSD

		<p>and strategy incorporation related to ELA curriculum protocols</p> <p>3. Construction of lesson plans that are differentiated with entry points for varied needs.</p> <p>4. Assessments to measure student growth and progress</p> <p>5. Word Generation</p>	<p>4. Small group, one to one, whole class</p> <p>5. whole class with scaffolds</p>	
<b>Social Studies</b>	Level 1 & 2 ELA	<p>1. Differentiated Instruction practices</p> <p>2. Infusion of ELA strategies including reciprocal teaching and strategy incorporation related to ELA curriculum protocols</p> <p>3. Construction of lesson plans that are differentiated with entry points for varied needs</p> <p>4. Assessments to measure student growth and progress</p> <p>5. Word Generation</p>	<p>1. Small group, one to one, whole class</p> <p>2. Small group, one to one, whole class</p> <p>3. Small group</p> <p>4. Small group, one to one, whole class</p> <p>5. whole class with scaffolds</p>	<p>1. on going DSD</p> <p>2. on going DSD</p> <p>3. on going DSD</p> <p>4. on going DSD</p> <p>5. DSD</p>
<b>At-risk services</b> (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	Students with behavior or academic referrals	<p>1. Guidance</p> <p>2. SAPIS</p> <p>3. School Social Worker</p> <p>4. Rapp Counselor</p> <p>5. Montefiore Clinic Social Worker</p> <p>6. Montefiore Health Services</p> <p>7. TFC Social Worker</p> <p>8. Check-in/Check-out Mentors</p>	All can be one to one, counseling at times small group	<p>1. 2. 3. 4.7. Counselors and social workers meet with student(s) one to two times per week</p> <p>5.6. Health provider sees students on an appointment or as needed basis</p> <p>8. Mentors see identified students twice a day</p>

## Section 7: Title I Program Information

**Directions:**

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

**Part 1: Title I Status**

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

**Part 2: All Title I Schools**

**2a. Highly Qualified Teachers (HQT)**

Describe the strategies and activities including strategies for recruitment, retention, assignments, and support including high quality professional development that ensures staff is highly qualified.
<p><b>Recruitment</b></p> <ul style="list-style-type: none"> <li>MS45 has a partnership with several local colleges including Fordham and Manhattan where we accept student teachers and thus grow a relationship where HQT then hear about and want to apply to our school</li> <li>Attend Job Fairs through the DOE</li> <li>Consult open market</li> <li>Network with colleagues</li> </ul> <p><b>Retention and support</b></p> <ul style="list-style-type: none"> <li>We offer a supportive environment for new teachers which includes; a buddy teacher who the new teacher can consult with, the in-class support of the dean for behavior management and a mentor</li> <li>We have a system for differentiated PD which includes working in short frequent cycles of observation with the content AP, support of the content area coach who gears support based on the needs of the new teacher, ability to meet and plan with consultants for our Science, ICT and ELL teachers, content meetings and teacher team meetings</li> <li>The pupil personnel secretary will work closely with the network HR point to ensure that non-HQT meet all required documentation and assessment deadlines</li> </ul>

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

Describe the strategies and activities for high quality professional development for teachers, principals, and paraprofessionals, and staff that enable all students to meet Common Core State Standards (CCSS).
<ul style="list-style-type: none"> <li>Teachers will continue training with the Danielson Framework and receive actionable feedback on focus competencies</li> <li>Teachers will set meaningful goals as part of informal/formal observation process. Teachers will be part of an initial planning conference and will discuss progress on going throughout the year as they move towards effective teaching practices as detailed in the Danielson Framework</li> <li>Informal and formal observations will be used to maintain a high quality of teaching. Feedback could include: conduct inter-visitation with other teacher, weekly planning sessions with coach or AP, outside professional development including that for Special Education and ELL teachers ( Irwin consultant) teachers in need of these interventions will work with coach/AP on improvement in area of need for anywhere from 2-6 weeks, reevaluation of needs will be conducted at that point</li> </ul>

- Common planning meetings with content and Professional Learning Communities with team devoted to Professional Development whether within content/grade level grouping with teacher teams or with ELL and Special Education Teachers. Topics include: analyzing data, meeting Common Core Learning Standards, Danielson’s rubric, looking at student work
- MS 45 offers teachers the opportunity to meet unofficially during the regularly scheduled content meetings when an actual meeting is not taking place, this allows teachers to seek out the advice of coaches without having to ‘track them down’
- We conduct inter-visitations and extend the invitation to all teachers while emphasizing the attendance of certain teachers if administration feels it is a benefit to the teacher
- Send teachers out for PD opportunities so they can learn from experts in that particular area including but not limited to UFT professional development, Danielson, Teacher’s College, TFC , BETAC
- Administrators will work with our talent coach to norm observations and improve feedback based on Danielson framework

**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.

Teacher teams meet frequently in concert with school administration to determine the appropriate assessments. This work includes the use of rubrics as a common assessment tool. Teachers are using the state rubrics for their assessments. Teachers discuss in Professional Development how to use multiple data sources and assessments to analyze their plans and determine what else needs to be included in planning so that students attain mastery of the target standard.

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

**Directions:** All Schoolwide Program (SWP) schools in NYC are conceptually consolidating their Federal, State, and Local funds, even though the Galaxy system reports the allocations in separate accounting codes<sup>1</sup>. To be eligible for the flexibility consolidation of Federal funds enables, a Schoolwide Program school must identify in its Schoolwide

plan (SCEP) which programs are included in its consolidation and the amount each program contributes to the consolidated Schoolwide pool. Additionally, the school plan must document that it has met the intent and purposes of each program whose funds are consolidated<sup>2</sup>. **On the chart below**, indicate which Federal, State, and/or local Tax Levy program funds that are consolidated in your school’s Schoolwide Program, the amount each program contributes to the consolidated Schoolwide pool, and verification that the school has met the intent and purposes of each program whose funds are consolidated.

Program Name	Fund Source (i.e. Federal, State or Local)	Funding Amount: Indicate the amount contributed to 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	752,176	X	10-11,14-15,17-18,21-22
Title I School Improvement 1003(a)	Federal			
Title I Priority and Focus School Improvement Funds	Federal	179,809	X	10-11,21-22,25-26
Title II, Part A	Federal			
Title III, Part A	Federal	18,276	X	10-11
Title III, Immigrant	Federal	1,464	X	10-11
Tax Levy (FSF)	Local	4,026,101	X	10-11,14-15,17-18,21-22,25-26

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

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

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

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

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

**and purposes of the Federal programs** included in the consolidation so that the needs of the intended beneficiaries are met.

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

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

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

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

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

*(Required for All Title I Schools)*

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

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

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

---

### Parent Involvement Policy (PIP)

Educational research shows a positive correlation between effective parental involvement and student achievement. The overall aim of this policy is to develop a parent involvement program that will ensure effective involvement of parents and community in the school. **Middle School 45**, 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. **Middle School 45** 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;

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

In developing the Title I Parent Involvement Policy, parents of Title I participating students, parent members of the

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

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

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

- 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 Night events;
- establishing a Parent Resource Center/Area or lending library; instructional materials for parents;
- 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)

**Middle School 45**, in compliance with the Section 1118 of Title I, Part A of the No Child Left Behind (NCLB) Act, is implementing a School-Parent Compact to strengthen the connection and support of student achievement between the school and the families. Staff and parents of students participating in activities and programs funded by Title I, agree that this Compact outlines how parents, the entire school staff and students will share responsibility for improved academic achievement and the means by which a school-parent partnership will be developed to ensure that all children achieve State Standards and Assessments.

#### **I. School Responsibilities**

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

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

*Support home-school relationships and improve communication by:*

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

*Provide parents reasonable access to staff by:*

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

*Provide general support to parents by:*

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

**II. Parent/Guardian Responsibilities:**

- monitor my child's attendance and ensure that my child arrives to school on time as well as follow the appropriate procedures to inform the school when my child is absent;
- ensure that my child comes to school rested by setting a schedule for bedtime based on the needs of my child and his/her age;
- check and assist my child in completing homework tasks, when necessary;
- read to my child and/or discuss what my child is reading each day (for a minimum of 15 minutes);
- set limits to the amount of time my child watches television or plays video games;
- promote positive use of extracurricular time such as, extended day learning opportunities, clubs, team sports and/or quality family time;
- encourage my child to follow school rules and regulations and discuss this Compact with my child;
- volunteer in my child's school or assist from my home as time permits;
- participate, as appropriate, in the decisions relating to my child's education;
- communicate with my child's teacher about educational needs and stay informed about their education by prompting reading and responding to all notices received from the school or district;
- respond to surveys, feedback forms and notices when requested;
- become involved in the development, implementation, evaluation and revision to the Parent Involvement Policy

and this Compact;

- participate in or request training offered by the school, district, central and/or State Education Department learn more about teaching and learning strategies whenever possible;
- take part in the school's Parent Association or Parent-Teacher Association or serve to the extent possible on advisory groups, e.g., Title I Parent Committees, School or District Leadership Teams;
- share responsibility for the improved academic achievement of my child;

**III. Student Responsibilities:**

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

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

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

## Part I: School ELL Profile

### K. School Information [i](#)

District <b>05</b>	Borough <b>Bronx</b>	School Number <b>045</b>
School Name <b>Thomas C. Giordano Middle School 45</b>		

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

Principal <b>Ms. Annamaria V. Giordano</b>	Assistant Principal <b>Mrs. Noemi Alvarez</b>
Coach <b>Ms. Calpin</b>	Coach <b>Mrs. Nunez</b>
ESL Teacher <b>Ms. Yesenia Garcia</b>	Guidance Counselor <b>Ms. Valentin</b>
Teacher/Subject Area <b>Ms. Fonfa ESL</b>	Parent <b>type here</b>
Teacher/Subject Area <b>Ms. Micovic ESL</b>	Parent Coordinator <b>Ms. Julian</b>
Related Service Provider	Other <b>Foreign Language Ms. Russo</b>
Network Leader(Only if working with the LAP team) <b>type here</b>	Other <b>ESL Ms. Contreras</b>

### C. Teacher Qualifications

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

Number of certified ESL teachers currently teaching in the ESL program.	<b>5</b>	Number of certified bilingual teachers <u>not</u> currently teaching in a bilingual program	<b>2</b>	Number of teachers who hold both content area and ESL certification	<b>0</b>
Number of certified bilingual teachers currently teaching in a bilingual program	<b>0</b>	Number of certified NLA/foreign language teachers	<b>0</b>	Number of teachers who hold both a bilingual extension and ESL certification	<b>0</b>
Number of certified ESL teachers <u>not</u> currently teaching in the ESL program	<b>0</b>	Number of teachers currently teaching a self-contained ESL class who hold both a common branch license and ESL certification	<b>0</b>	Number of special education teachers with bilingual extensions	<b>2</b>

### D. Student Demographics

Total number of students in school (Excluding Pre-K)	<b>790</b>	Total number of ELLs	<b>137</b>	ELLs as share of total student population (%)	<b>17.34%</b>
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# Part II: ELL Demographics

## A. ELL Programs

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

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

This school offers (check all that apply):

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

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

ELL Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Tot #
<b>Transitional Bilingual Education</b> (60%:40% → 50%:50% → 75%:25%)														0
<b>Dual Language</b> (50%:50%)														0
<b>Freestanding ESL</b>														
self-contained							11	14	10					35
Push-In							52	38	47					137
<b>Total</b>	0	0	0	0	0	0	63	52	57	0	0	0	0	172

## B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	137	Newcomers (ELLs receiving service 0-3 years)	51	ELL Students with Disabilities	45
SIFE		ELLs receiving service 4-6 years	60	Long-Term (completed 6+ years)	26

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

ELLs by Subgroups										
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			Total
	All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD	
ESL	51		5	60		25	26		15	137
Total	51	0	5	60	0	25	26	0	15	137

Number of ELLs who have an alternate placement paraprofessional: 0

### 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
Arabic														0
SELECT ONE														0
<b>TOTAL</b>	0	0	0	0	0	0	0	0	0	0	0	0	0	0

\*EP=English proficient student

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

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

**This Section for Dual Language Programs Only**

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

**Freestanding English as a Second Language**

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

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish							36	18	27					81
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic							2	1	1					4
Haitian														0
French									1					1
Korean														0
Punjabi														0
Polish														0
Albanian							1	1						2
Other							3	4	1					8
<b>TOTAL</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>42</b>	<b>24</b>	<b>30</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>96</b>

## Part III: Assessment Analysis

### Assessment Breakdown

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

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

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Beginner(B)							12	12	4					28
Intermediate(I)							10	13	15					38
Advanced (A)							13	20	33					66
Total	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>35</b>	<b>45</b>	<b>52</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>132</b>

**NYSESLAT Modality Analysis**

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

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

**NYS ELA**

Grade	Level 1	Level 2	Level 3	Level 4	Total
3					0
4					0
5					0
6	25	2	0	0	27
7	38	0	0	0	38
8	49	10	1	0	60
NYSAA Bilingual (SWD)	0	0	1	1	2

**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	22	10	2	0	1	0	0	0	35
7	33	11	1	0	0	0	0	0	45
8	42	11	11	0	0	0	0	0	64
NYSAA Bilingual (SWD)	0		0		0		0		0

**NYS Science**

	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
4									0
8	11	2	29	8	11	2	0	0	63

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

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
Comprehensive English				
Integrated Algebra				
Geometry				
Algebra 2/Trigonometry				
Math _____				
Biology				
Chemistry				
Earth Science	0	0	0	0
Living Environment				
Physics				
Global History and Geography				
US History and Government				
Foreign Language				
Other _____				
Other _____				
NYSAA ELA				
NYSAA Mathematics				
NYSAA Social Studies				
NYSAA Science				

Native Language Tests								
	# of ELLs scoring at each quartile (based on percentiles)				# of EPs (dual lang only) scoring at each quartile (based on percentiles)			
	Q1 1-25 percentile	Q2 26-50 percentile	Q3 51-75 percentile	Q4 76-99 percentile	Q1 1-25 percentile	Q2 26-50 percentile	Q3 51-75 percentile	Q4 76-99 percentile
ELE (Spanish Reading Test)	18	5	2	1				
Chinese Reading Test								

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

6. 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.
- Our school uses Fountas and Pinnell to determine reading levels for all students. In 6<sup>th</sup> and 7<sup>th</sup> grade students reading levels are first assessed by DRP because our 6<sup>th</sup> graders and teachers worked with MSQI this year and last year. At the determine cut off score students may then need to have running records assessment. The data from these assessments provide insight to small group

instructions for all teachers across contents and is shared with our teachers various ways. The outcomes from these assessments will also be used to create small groups of students throughout our school across all grades to provide focus instruction in Wilson, Just Words, Guided Reading, Reciprocal Teaching as well as our morning extended day program. This data is shared by our data specialist across academies, during content meetings, during PLC and via ARIS. Teachers are also encouraged to celebrate success with their students in class and as a school-wide community. We have identified a public space on our first floor where we will display our data and academic steps.

7. What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?  
The outcome of the NYSESLAT Scores show definite progress with regards to L2 acquisition: however what has not yet taken place because it does take longer is the transfer of that success and gains to the State ELA assessment.
8. 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](#))  
As of last years ESL teachers received training by the administrator after attending a Professional Development Session with regards to AMAOs and how the growth of L2 is measured as successful or not successful. This information and training will be provided to our school-wide community in morning Common Planning Sessions to inform the instructional decisions made by all teachers in our building. The ESL teachers used this information to measure the effectiveness of their delivery of instruction and its impact on students' progress.
9. For each program, answer the following:
  - e. What are the patterns across proficiencies and grades? How are ELLs faring in tests taken in English as compared to the native language?
  - f. Describe how the school leadership and teachers are using the results of the ELL Periodic Assessments.
  - g. What is the school learning about ELLs from the Periodic Assessments? How is the native language used?Patterns of our ELL population have shown that it is our most recent arrivals that fair best with translated/native language formal state assessments in Math and Science. Those are students one to two years of service. Students with more than two years tend to use the translated versions just to reference if tackling a challenging question usually due to content vocabulary.  
ELL predictives are used by our classroom teachers as presented in ARIS to drive their targeted small group instruction. The ELL predictives have supported our own findings that students need more attention in listening skills and in writing skills. This information is used to created targeted lessons during Saturday ELL Academy and after school ELL Academy. Our goal is to use this targeted instruction to increase students' performance and progress.
10. Describe how your school uses data to guide instruction for ELLs within the Response to Intervention (RtI) framework (for grades K-5). (see [RtI Guide for Teachers of ELLs](#).)  
Our school has trained teachers in RTI methodologies and strategies. Referrals for this type of intervention are prepared by teachers. This year we have dedicated program time to provide what we refer to as "Focus Instruction". These smaller learning communities are group by academic needs in ELA, ESL and Mathematics. Students identified as still in need of the Wilson Reading Program receive this service from trained members within our school community and those students scoring above the cutoff mark of Wilson yet still in need of an intervention program to improve reading and comprehension abilities may also receive "Just Words" intervention.
11. How do you make sure that a child's second language development is considered in instructional decisions?  
We share the L2 acquisition levels of our students' performance levels. ESL teachers share research-based ESL methodologies and strategies with other teachers in our school. ESL teachers share the manner in which they differentiate instructional demands to optimize students' performance across all L2 acquisition levels.
12. For dual language programs, answer the following:
  - c. How are the English-proficient students (EPs) assessed in the second (target) language?
  - d. What is the level of language proficiency in the second (target) language for EPs?
  - e. How are EPs performing on State and City Assessments?Paste response to questions here:
13. Describe how you evaluate the success of your programs for ELLs (e.g. meeting AYP for ELLs, etc.).  
The success of our ELL program is measured in multiple ways. To begin with our success is measured by growth in proficiency level in the NYSESLAT. This growth is also taken as an indicator of success if a first time ELL (first time taking the NYSESLAT) scores in the intermediate level or higher. The number of ELLs attaining a proficient level is also a measure of the success of our ELL program. Our ELL program is considered successful if our ELLs are reaching proficiency level by year three to six of service. Last but not least the success of our ELL program is measured by those ELLs taking the NYS ELA exam and scoring at or approaching grade level as well as those ELLs able to take accelerated classes in Science or Mathematics with success.

## Part IV: ELL Identification Process

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

9. Describe the steps followed for the initial identification of ELLs. These steps must include administering the Home Language Identification Survey (HLIS) which includes the informal oral interview in English and in the native language, and the formal initial assessment. Identify the person(s) responsible, including their qualifications, for conducting the initial screening, administering the HLIS, the LAB-R (if necessary), and the formal initial assessment. (Refer to [ELL Policy Brief](#) and [EPIC](#).)
  1. The identification process used at Middle School 45 to identify possible ELL students begins with the administration of the home language survey to parents in their native language at time of registration. According to the answers of the questions in that survey a brief interview is conducted by the ESL teacher, Ms. Micovic, ELL supervisor, Mrs. Noemi Alvarez or testing coordinator, Ms. Kellie Fitzgerald, of the parent and the student. If necessary DOE translators are used or staff members or parents that speak the native language of the student being registered. If such survey and or interview indicate that the student should be tested then the student is assessed using the LAB – R within the student's first 10 days. The determination to administer the LAB -R is reached based on the answers on the HLIS. The LAB - R is administered by our ESL teacher, Ms. Micovic. The results of this assessment will determine if the child is in need of required ELL services. If the student or student's family speak Spanish then the Spanish LAB is administered. The Spanish LAB is only given once in a student's academic experience. The parent is shown the video outlining the three language programs offered in New York City and the parent is given a parent choice document where the parent enters his preference of a Transitional Bilingual Program, Dual Language Program or an ESL Program. Parent is then informed of the types of placements offered at our school and the student is then placed accordingly. If the parent request a setting/program different from ones offered in our school building then the parent is informed of their rights to choice such program and the parent is advised that when we attain fifteen students in two or more consecutive grades whose parents request the same program than our school would look to open said program. Parent and students are also informed that the assessment tool used by our state is the NYSESLAT given annually to measure acquired second language and it is administered until the student reaches a proficiency level. The steps taken to ensure that all ELLs are evaluated by the annual NYSESLAT assessment are students are prepared and prep using predictives and simulated exams during the school year prior to the actual assessment. Then teachers, parents and students are informed of NYSESLAT assessment dates. Teachers receive a testing schedule prepared by Ms. Kelli Fitzgerald outlining all eligible students and testing dates and times. Prior to testing we cross reference a number of data sources such as our BESIS, ARIS and various ATS reports to ensure that all eligible students are assessed. Parents are notified annually of the progress of their children. Home Language Surveys are reviewed by Mrs. Alvarez to determine if assessment is needed. Mrs. Alvarez is the administrator of our ELL population
10. 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.

During the registration process parents of students identified (through the HLIS, interview, etc) as possible English Language Learners are shown the video describing the three types of programs offered for English Language Learners. This year we have begun to use desktop computers to facilitate parents viewing the tape. In this way we can have multiple parents watching the video in their home language. This allows for the individual attention given to parents and does not cause one parent or earlier parent need to wait on parents arriving later in the day. Our ESL teacher Ms. Micovic prepares the parent and the computer to show the parents the video. Parents questions are answered regarding the types of programs as well as the type of programs for ELLs offered at MS 45. Parents are then advised of their rights to select program of their preference and of the programs offered at our school. Parents are given the program selection letter for parents to indicate their selection. Students are placed accordingly when the program selected is offered and available in our school and when a program is not available at our school the parent is advised of their right to request and look for the program of their choice. Our parent coordinator, Ms. Julian serves as a parent advocate to assist parents in receiving proper information and following systems in place to ensure their children receive their program of choice. If the parents' choice is not available we inform parent of such and we also explain that we would keep parents informed as to whether or not the placement becomes available.
11. Describe how your school ensures that entitlement letters are distributed and Parent Survey and Program Selection forms are returned, and secured/stored. (If a form is not returned, the default program for ELLs is Transitional Bilingual Education as per CR Part 154 [\[see tool kit\]](#).)
  3. Entitlement letters are completed and presented to parents at time of registration after the student is assessed with the LAB-R and parents are requested to review and ask any questions with regards to the letter. Then parents are asked to sign and return letter the day of signing. The parent is provided with a copy of the entitlement letter. If a parent chose not to complete while

present in our school a parent is informed of their right to return letter in a timely manner to the school in order to exercise their right of choice. The parent is informed that if the entitlement letter is not returned and on file in our school the program of service would then become the TBE setting. Parents are informed of this right and of the consequences of not following through with the expectation of returning letter to our school. In a few cases when parent does not return or sign and leave the letter of entitlement a copy is sent via mail to the student's home. Continuation letters are given by ESL provider for those students that are continuing with their placement and serves for ESL yearly. This is usually completed by the end of the first semester and when not possible we target the first Parent/Teacher conference as a date for distribution.

12. Describe the criteria used and the procedures followed to place identified ELL students in bilingual or ESL instructional programs; description must also include any consultation/communication activities with parents in their native language.
  4. In order to ensure proper placement of our ELL students parents are informed of the programs available at our school and research data is discussed with parents informing them of the facts that indicate that English Language Learners attain higher success rates with regards to academic performance and graduation rates in Dual Language Programs and that research shows that following a Dual Language Program students attain greater achievement levels. The Traditional Bilingual Program is the next program choice where students attain greater academic achievement. Parents are also informed of the programs available in our school building but if their program selection is not available at our school parents are also informed of their rights to seek the program of their liking for their children even and including if that means that parent will search elsewhere for their preference. The law provides them with the choice to seek out the program of their liking and preference.
13. Describe the steps taken to administer all sections of the New York State English as a Second Language Achievement Test (NYSESLAT) to all ELLs each year.
  5. In the last three years approximately 50% of our parents have overwhelmingly selected a TBE program for their children. Fortunately up until last year we offered a TBE in Spanish at our school and the greater majority of our parents and students speak Spanish. This year our new arrivals and registration has decreased and most parents opt for freestanding ESL classes.
  6. Data has shown us that the number of new arrivals speaking Spanish has decreased and while other languages such as Arabic, Fulani and French continue to arrive and register for school with us our parents prefer and select freestanding ESL grouping. The majority of our parents, over 50% do select and prefer freestanding ESL services. Paste response to question here: Paste response to question here: Paste response to question here:
14. 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. 
  6. Data has shown us that the number of new arrivals speaking Spanish has decreased and while other languages such as Arabic, Fulani and French continue to arrive and register for school with us our parents prefer and select freestanding ESL grouping. The majority of our parents, over 50% do select and prefer freestanding ESL services. Any parent requesting a dual language program or a bilingual program that we do not have the necessary 15 request across two grades will be sent referred to the ELL Program Transfers@schools.nyc.gov website to enter their request and to receive assistance and attention to their request for such a program. Parents are informed that we will keep a waitlist and monitor this list and if and when we reach a total of 15 request for such a program and have students in one or in consecutive grades that amount to 15 we will open a bilingual program.

## Part V: ELL Programming

### E. Programming and Scheduling Information

3. 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])?

See Below
4. 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)?
  - e. How are explicit ESL, ELA, and NLA instructional minutes delivered in each program model as per CR Part 154 (see table below)?

See Below
5. 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.

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

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

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

See Below
9. 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?

See Below
10. 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?
  1. A. - Our instructional program is delivered in 45 minute period over 8 periods in an instructional day. Our 6th through 8th graders follow a departmentalized program where they receive instruction from content specialist. Our program follows the model of the state mandated minutes for ELA and ESL.. Our beginning level ELLs receive a total of 560 minutes of ESL and our intermediate level ELLs receive ESL for a total of 360 minutes per week. Our advanced level ELLs receive a total of 180 minutes weekly and 180 minutes in ELA. Our students enrolled in our GE TBE program and our Bilingual Special Education Students receive a total of 180 minutes in NLA. Our Our sixth graders both in GE and Special Education students are provided instruction by ESL certified teachers in order to comply with compliance mandates of BESIS. 6th graders in our ELL classes travel the entire day as a group from content to content provided by certified bilingual and ESL teachers. Students requiring ELA based on their proficiency level measured by the NYSESLAT receive the mandated ELA minutes while beginners receive more ESL services. Our special needs 6th through 8th grade follow a TBE SE program. These three classes receive their mandated services of ELA, ESL and NLA from certified teachers following a departmentalized program that keeps the students together within a grade and class for their entire academic day. Our 7th and 8th graders are programmed to receive their ESL services in a parallel program where they are

grouped by L2 acquisition and years of service. The sixth grade receives their ESL in a whole group setting with the ESL teacher teaching them in one group. For the students in our general education setting other than our ELL academies the ESL teachers provide push in service generally in ELA but they also provide service in other content areas or during our new "Focus Instructional Time" which is four times a week for 45 minutes. In the case of beginner ELLs and intermediate ELLs the additional mandated time is given in whole group by a certified ESL teacher or by a push-in ESL teacher.

B - Our ELL students that are registered within the general education classes are provided with ESL services using a push-in model. Our ESL teachers schedule the mandated services of ESL pushing-in with other content teachers for the required 180 or 360 minutes depending on the students' proficiency level. In this model students do not miss their content area instruction and they have the support of an ESL specialist providing language development support and scaffolding to promote language and content achievement.

This school year (2013 -2014) our 7th and 8th grade ELLs are receiving the mandated services using a parallel program setting that allows for the students to be grouped across inter-grade levels using their proficiency levels to provided instruction according to L2 levels. One group provides services to beginners and intermediate students while second group provides services to the high level intermediate and advanced students. Our third group provides language acquisition services and instruction to the advanced /proficient group of students. We hope to have a greater impact on student achievement and performance using this parallel model of instruction for our 7th and 8th graders for the fourth year and this year we have also added one 7th grade Special Needs group to the parallel.

2 – We have looked to fill vacancies for the ELL population by certified educators and we have strongly encouraged those teachers missing a bilingual extension or ESL certification to take the necessary steps to attain and achieve such certification. We have used our Highly Qualified funds to assist teachers in their continued education and certification. We are very proud of five teachers taking the ESL content exam and succeeding in adding this to their current professional accomplishments. We also use the services of human resource department in our network and the UFT specialist to identify areas of compliance in terms of licensing. Our staff members working with the ELLs are trained through network workshops, BETAC workshops and in-house study groups that review and plan for the mandated minutes of instruction for ESL/ELA as for our ELL population. Our school programmer also implements the required minutes of instruction based on level of proficiency during programming. Our ESL provides that provide mandated services to those ELLs in the general population create their program according to the required number of minutes to serve the ELLs in these groups accordingly. In reviewing and examining their programs you would see that for some classes they are pushing in four times a week at 45 minute intervals in order to provide the mandated 180 minutes of study for those in the advanced level.

2A – As students' level of proficiency increase the minutes of instruction in English also increases following the mandates of CR Part 154.

3. All instruction across content areas are delivered to our ELL students in our freestanding ESL classes in English. In our settings for ELLs, freestanding instruction is delivered using ESL strategies and techniques such as: the use of pictures, realia, small group instruction, RTI services, technology via smart board use, centos, tablets, computers, laptops, listening centers, level libraries in L1 and L2 and instruction is provided by trained ESL providers. Classroom resources include: computer programs such as AWARD, tape recorders and overhead projectors as well as dictionaries in English and L1/L2 dictionaries, Imagine Learning and I-Ready.

4. Our students are assessed in English. State exams translated into native language such as Spanish or French are used when available. For exams that are not available in translated format translators are hired to administer state exam with students in their native language. These services are scheduled as early as possible in the school year according to students native language and the services are paid for using funds from our budget that are designated for translation services. Our teachers assess our students formally and informally frequently in order to check for comprehension. We also use ELL predictives and receive the breakdown and data via ARIS. Simulated exams are conducted to prepare students for state assessments and our ELL students are included in such assessments. In our content areas assessments are created for our student population and our ELL students participate and receive the same school-wide assessments except in the content of ELA for those with less than one year of service.

5. Instruction is differentiate for our ELLs by all classroom teachers using tier 1 and tier 2 interventions. Teachers use differentiated strategies according to students' level of proficiency. Instructional strategies include total physical activities such as acting out vocabulary or academic and social scenarios, the use of visuals in vocabulary development, the use of flash cards and pictures are all used to scaffold instruction and learning.

5-A. Our instructional plan is modified for any student identified as SIFE due to the limited experience in a formal educational setting. These students require more assistance in becoming familiar and transitioning to a formal educational setting, demands of language acquisition and social emotional and academic development and demands. Very often we provide at-risk services for these students. These services can include AIS, academic counseling, and referral to SES, extended day and or after school programs. Providing additional services such as participation in a Saturday Academy or after school programs these students are provided with an environment that fosters and promotes social and academic development and progress.

5-B. Newly arrived ELLs or those with three years or less of service are provided with rich academic experiences that are

complemented by trips, cultural experiences and sound instructional practices that promote language development and acquisition. These ELLs if in our 7th and 8th grade ELL classes receive their ESL and or ELA content according to L2 acquisition. These students are grouped by their English language ability according to NYSESLAT, Running Records, Portfolios and teacher observations and assessments. This grouping allows the ESL provider to address their needs in a more conducive learning environment. In this way students work with other students to address academic expectations and standards. The students within this range of years of service are a main focus of our Title III ELL Academy that meets after school. We recruit these students to participate in our after school program to receive more ESL instruction, ELA preparation, Content area assistance in Science and Math, project based learning and writing in the L2. We use glossaries during content time during and after school in order to increase comprehension. We involve students in vocabulary building activities during a scheduled “Word Up” period. We have found that our students’ writing skills typically need more time and scaffolding to develop adequately to meet standards and requirements of state exams.

5-C. Students within four to six years of service require more time in improving English Language Skills in all modalities. These students also attend our Title III after school program where they work on increase academic and language abilities and strengths as well as decreasing gaps in academic progress. If these students are identified via state assessment, formal and informal assessments as at risk to fail meeting promotional criteria we work to address those areas of concern. Students within this range are already being tested in English so it is important for them to have as many experiences as possible to assist them in preparing for those areas of assessment. For example during ELA, ESL and or any content area students are introduced to genres that provide them with the academic challenges used to assess their ability and progress. These students are often times the ones referred to an RTI provider to provide instructional support in an identified area to assist in building needed skills to advance. RTI providers also provide this group of students with an extended day program entitled Just Words using a program called Word Generation to help develop needed vocabulary strength. This assistance better prepares these students with a stronger grasp on vocabulary and this strength is then transferred across all content areas.

5-D. Our long-term ELLs struggle with their reading comprehension and this challenge is felt across content areas especially in formal assessments that require reading selections and applying data to a writing assessment. Since we have noted this struggle we have looked to address this using after school programs that work using technology programs to increase reading comprehension. We have purchased a licensed technology program entitled AWARD with our SINI monies and this program has been researched and found very effective with ELLs. Last year one component of our SINI after school program used AWARD and we recommended participation by our long-term ELLs. This year in addition to AWARD our RTI providers will be monitoring the progress of our long term ELLs. RTI providers are complying strategies of effective intervention to assist content area teachers with this population as well as providing these students with effective strategies to improve achievement in reading and comprehension. With our leveled/parallel program of instruction for ELLs students can dedicate more time to academic needs. During extended day these students receive weekly assistance with test preparation that includes reading selections and application of text.

6 - Our ELLs with special needs receive the same opportunities to participate in the same instructional programs available to all our ELLs. ELLs with special needs are provided services according to the IEPs and their ESL instructional minutes are tracked using the report of service for all students with special needs. ESL providers push in to provide language service and support during content times. They use ESL strategies that improve the comprehension of the students requiring service. These students are provided with the mandated instructional minutes as outlined for us in CR Part 154. Our school based assessment team works closely with our teachers of students with special needs and the parents of students advising them of academic changes that include academic progress or lack of progress to assist and inform our educational decisions for these students. As quickly as possible and as often as possible we work to provide mainstreaming services for this population in the areas of academic strength in order to provide students with the challenges of academic performance at grade level and continue to provide them with opportunities to succeed.

7 - This is the second year of parallel programming for our ELLs according to NYSESLAT levels. This program allows us to provide the needed instruction to our ELLs at their performance level and promote further development of the second language acquisition. Our students were successful last year with this type of service. We also have parallel programming that allows us to mainstream students into general education to work at their performance level and to allow for the instructional time to meet them at their level pushing ahead to increase performance and achievement. Native language arts in Spanish is provided for our TBE students.

### Courses Taught in Languages Other than English ⓘ

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

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

**Class/Content Area**

**Language(s) of Instruction**

**Class/Content Area**

**Language(s) of Instruction**

### Courses Taught in Languages Other than English ⓘ

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

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

Native Language Arts:	0			
Social Studies:	0			
Math:	0			
Science:	0			

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

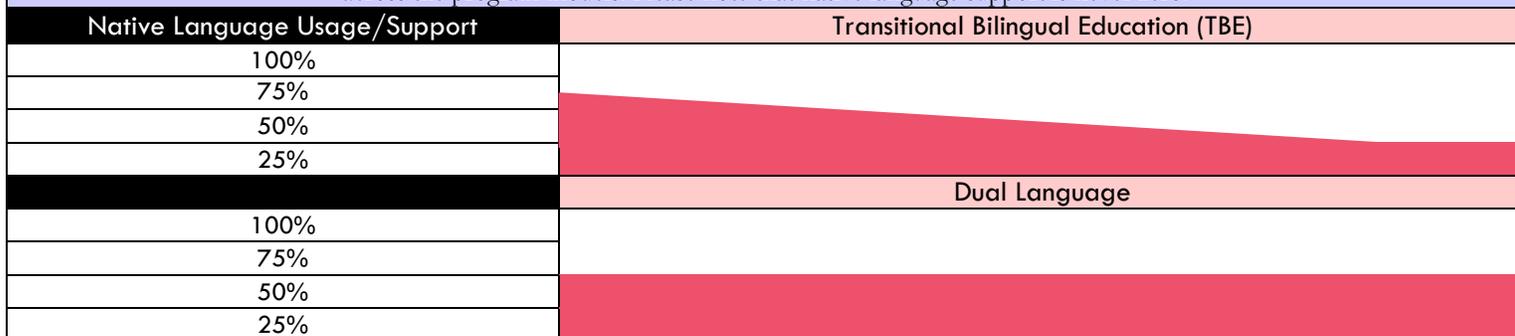
	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
<b>FOR TBE /DL PROGRAMS:</b> Native Language Arts	45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

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

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

### Native Language Usage and Supports

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



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

## F. Programming and Scheduling Information--Continued

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

8 – All of our ELL students are a targeted population for intervention. Our general education, freestanding ELLs and our students are all receiving the 37.5 extended day instruction where they work in small groups of no more than 10:1 or 5:1 in the areas of ELA and Math. This year we have decided to target our ELLs as we have failed to meet AYP in this sub-group. These students receive remedial lessons in ELA and Math in order to promote their success in these areas as well as enrichment for those students on or above grade level. All ELA lessons are done in English. Those students entering an English speaking school for the first time this year receive language development instruction via ESL provided for them by one of our ESL specialist. Our ELLs are also a key target for RTI this year as we roll out our RTI services. The RTI specialist and team assigned to our ELL population has provided intervention strategies to our teachers of ELLs in order to assist in improving the delivery of instruction and the students' learning experience. The students have also been assessed using our universal screening, Running Records and differentiated instructional strategies are being implemented by all classroom teachers. Instructional strategies such as implementation of learning centers, learning buddies, use of graphic organizers, varied text and varied assessments are being used in our classrooms as tier 1 interventions before a student is referred for RTI services. Our RTI team is using guided reading as a means to increase comprehension in our students as well as implementation of Just Words an instructional approach to building vocabulary for our ELLs. Students have been identified for intense instructional services and assistance if they are repeating a grade or had to attend summer school last summer in order to decrease the possibility of being held over or not meeting academic standards and expectations. Many of our teachers have participated in professional development provided by the American Reading Company in Project-based Learning and they are piloting these strategies and approach with our ELLs in Science, Social Studies and Math to increase student engagement and performance. Technology is also incorporated in our instructional program via Smart Pens, Smartboards, laptops and other technology equipment.
12. Describe the effectiveness of your current program and how it is meeting the needs of your ELLs in both content and language development.

We have just concluded our third year of implementing a parallel instructional program for our Ells where they are serviced across two grade levels based on L2 acquisition. Last year we paralleled two special needs groups that were in a TBE program and two other Ell classes with one of them being an ICT class and once again we show gains across all three levels. While these gains were not visible in last year's Common Core ELA assessment we are confident that the gains will transfer over to the ELA assessment with continued student and teacher efforts and the continued training of our teachers.
13. What new programs or improvements will be considered for the upcoming school year?

This year we are implementing focus instruction. During this time (daily over four days) students are grouped in smaller groups 15 - 20 students per educator to receive intervention in ELA, Math and reading interventions of Wilson or Just Words where needed.
14. What programs/services for ELLs will be discontinued and why?

Paste response to question here:
15. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.

Our Ell population is offered the same after school opportunities as our other students. We make every effort to recruit and include teachers with an ESL background or experience for all our extra curricular activities. In this way we ensure our ability to provide the needed supports and services to our Ells.
16. What instructional materials, including technology, are used to support ELLs (include content area as well as language materials; list ELL subgroups if necessary)?

Our Ell classrooms have smartboards, overhead projectors or Elmos to be used during the delivery of instruction. We also have smart pens, ipads and interactive technology devices used in our ESL, ELA and or content classrooms. We have lap top carts that are used in special needs classrooms. We have Imagine Learning licenses first purchased with school-wide funds then supplemented with Title III monies. This year our plan is to also purchase Rosetta Stone technology program to be used by all Ells in our school building.
17. How is native language support delivered in each program model (TBE, Dual Language, and ESL)?

Our ESL program provides native language support in the form of native language books including dictionaries and providers in resource room, and Focus Intervention offered to our level 1 students during the school day.
18. Explain how the required services support, and resources correspond to ELLs' ages and grade levels.

Paste response t
19. Describe activities in your school that assist newly enrolled ELL students before the beginning of the school year. Please include activities for new ELLs who enroll throughout the school year.

We have discussed applying for a summer Title III program but have not done so as of this year. This would provide an opportunity for recent arrivals to begin transitioning to a new environment and school culture. Throughout the school year newly enrolled ELLs are provided with a list of after school programs offered at our site. These programs include after school activities offered by Good Shepherd Services in our Beacon Program, programs offered through the 21<sup>st</sup> century LTG grant around technology and the Arts as well as our own after school ELL and focus program.

20. What language electives are offered to ELLs?

All electives such as organizational skills, health and humanities are offered in English and these include our ELL population.

21. For schools with dual language programs:

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

Paste response to questions here:

## G. Professional Development and Support for School Staff

3. Describe the professional development plan for all ELL personnel at the school. (Please include all teachers of ELLs.)
4. 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?
5. What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?
6. Describe the minimum 7.5 hours of ELL training (10 hours for special education teachers) for all staff (including non-ELL teachers) as per Jose P.

### Professional Development

1 – Our teachers of ELL students participate in-house in study groups that meet weekly to examine ways of improving instruction for ELLS. Teachers sometimes use instructional text to look at research based practice and the impact on an ELL population and other times students work is shared, compared and analyzed to identify trends and gap analysis as indicated in the students' performance. Our ESL teachers also meet monthly as a group to plan units of study, assessment and other content specific materials such as resources. Our teachers have also work with our Aussie Consultant to increase the performance of our ELL population by identifying differentiated strategies and approaches that can impact students' performance and achievement. Our literacy and math coach provide professional development for our teachers of ELLs in curriculum development and implementation. Our ELL teachers are also identified and encouraged to participate in any professional development activity offered from our network to address the needs of ELLs. Similarly our teachers are encouraged to participate in workshops offered through the Office of English Language Learners, BETAC and ELL Compliance Specialist. Our Parent Coordinator receives professional development regarding ELLs through our network and the Office of English Language Learners. At times professional development offered by BETAC allow our Parent Coordinator to become more familiar with programs offered and available for ELLs. As part of the professional development offered by NYC DOE and DC 37 parent coordinators are trained on the rights of ELL students and parents. Our school secretaries especially the pupil personnel secretary are active in participating in professional development opportunities offered throughout the school year to become more knowledgeable on ATS codes used for ELLs and other compliance matters such as BESIS, HLIS surveys, entry of home language and class codes in the ATS system. In-house professional development for our teachers of ELLs throughout the building will be scheduled and offered after school beginning in November and monthly thereafter. These sessions will provide the non-certified teachers of ELLs with an opportunity to plan with and along side their peers who are certified in ESL. In this way we can build the skills of all of our teachers and provide instruction that best fits the needs of our ELL population throughout our school building.

2 – Our ELL students participate in high school visits in order to assist them in selection of schools, programs offered and transition to the next level in their education. We hold yearly high school fairs in our school and introduce students with the high schools and their programs. Our feeder schools are invited to school based performances and school visits. During these school visits our possible incoming 6th graders are invited into our school and classrooms. They visit and interview our current students and our current students share their educational experiences at our school with possible future candidates openly and honestly. Our students take a great deal of pride in sharing their experiences in our school with future students to our school.

3 – Teachers of ELLs that are not certified in ESL or Bilingual Education receive professional development to assist them in meeting the needs of our ELL population. This professional development is provided via our network, in school specialist and or the Office of English Language Learners. An AUSSIE consultant has also provides training for ELL teachers and non-ELL teachers. We have also had a consultant from Fordham University BETAC to provide coaching sessions to our teachers in working with members of an ELL population. We also use professional development days to provide teachers with all day training sessions on ELLs. Some of these sessions were offered within our school and others require our teachers to travel to sites throughout the city to attend workshops offered by the Office of English Language Learners. 4. Jose P. training is provided through our network for our para-professionals and teachers. Sometimes one of the schools in the network host the sessions for all participants. This year along with Q-tel training I would like to provide our in-house staff with the opportunity to receive Jose P. training on site during after school hours. Teachers are asked to complete necessary paperwork and time sheets to be kept in their personnel file as evidence of participation in this training.

## H. Parental Involvement

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

### Parental Involvement

1 – Parental involvement is fostered first and foremost by our Parent Coordinator who meets and greets parents daily in our Community Room and in our community. Parents invited to meet our administration and teachers also meet our Parent Coordinator. Our PC works as an advocate for parents' needs and rights and works to assist our home/school collaboration. Frequent workshops planned by the PC and members of our community including our CBOs are facilitated and planned in collaboration with our PC in order to ensure that we are addressing our parents needs. Parent interest surveys are used to canvas the areas of interest in our parents and local agencies that match the ability and resources to provide such topics and services for our parents. Our PC oversees and directs parents to resources available to them and for their children including translation services and academic services. The parents of our Ell population receive invitations to meet with the Ell administrator to review mandated services, instructional needs, academic progress and intervention and after school services provided for our Ells.

2 – Our school works closely with our CBOs to provide additional services and assistance for our parents. Our CBO schedules workshops throughout the year that provide instruction on academic topics such as homework assistance that parents can provide for their children. Workshops on the use of technology and internet safety for children is provided for parents as well as workshops to learn how to engage children in fun activities that foster family life and keeps parents and children in communication. Our CBOs have also paid for outside agencies such as LEAP and FLAME to work with our parents on increasing their own English Language communication and comprehension. Our parents are advised of community institutions that provide educational setting and assistance with school requirements such as exit projects.

3 – Parents needs are evaluated and documented by interest surveys and daily conversations with parents. Our progress report also allows us to gauge how parents perceive our services and if we are meeting their expectations in areas such as communication, safety and instructional experience for their children. Last year the administrative team instituted sharing sessions with our parents to address their concerns, needs and questions. These sharing sessions allow the administrative team an insight to parent views and the opportunity to communicate our concerns, plans and ideas with our parents.

4 – Our parental activities address the needs of our parents because they are selected and requested by our parent population. As the parents select an area of interest, we work in collaboration with our school wide community and CBOs to identify the possible source that can meet the parents' needs. For example this year our parents' primary concern was safety so we organized a parent meeting on the topic of safety in our school with the school safety sgt., administration, parent coordinator and parent association members. This meeting was attended by many parents and the discussion and information shared was beneficial to all. Deans were introduced for all grades. Translation was provided by our parent coordinator and members of administration that speak multiple languages. Parents questions and concern were addressed and alleviated as well as this meeting provided an opportunity for continued collaboration with school and home.

## I. Additional Information

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

Paste response to question here:

## Part VI: LAP Assurances

**School Name:** Thomas C. Giordano

**School DBN:** 10X045

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Ms. Annamaria V. Giordano	Principal		
Mrs. Noemi Alvarez	Assistant Principal		
Ms. Leticia Julian	Parent Coordinator		
Ms. Yesenia Garcia	ESL Teacher		
	Parent		
Ms. Gordana Micovic	Teacher/Subject Area		
Ms. Irina Fonfa	Teacher/Subject Area		
Ms. Celeste Calpin	Coach		
Ms. Elvia Nunez	Coach		
Ms. Toni Valentin	Guidance Counselor		
	Network Leader		
Ms. Clarissa Contreras	Other <u>ESL Teacher</u>		
	Other _____		
	Other _____		
	Other _____		

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

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

DBN: **10X045** School Name: **Thomas C. Giordano**

Cluster: **1** Network: **109**

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

**Part A: Needs Assessment Findings**

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3. 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.

Parents are surveyed throughout the year to assess what language would provide them with the greatest comprehension of school-wide procedures, policies and expectations. This screening includes the academic services provided by our school and the academic expectations in our city school system. The blue emergency cards completed by parents yearly include a space where the spoken and preferred language in the home is identified. The information of home language is also captured on ATS via the information provided by parents during the registration process. These systems assist us when we are providing parents with information via in school sessions and correspondence sent home in writing.

4. Summarize the major findings of your school's written translation and oral interpretation needs. Describe how the findings were reported to the school community.

Our greatest need for written translation is found in the Spanish language as most of our parents speak Spanish, however this language might be the easiest to provide as we have staff members fluent in Spanish and most if not all documents provided by the NYC DOE are translated in Spanish. For those parents requiring other languages such as French and Arabic we tap into the translation services offered through the DOE via phone services or the request and contracting of DOE approved translators.

## Part B: Strategies and Activities

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

All of our notifications to parents are translated in-house to Spanish. Our parent coordinator and staff fluent in other languages such as French or Arabic assist in translating when possible and when not possible we contract the translation services available through the DOE. Most of our translation services can be provided by in-house staff and parents and when that is not the case we then turn to outside agencies for this assistance.

4. 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.

During parents school meetings and gatherings the oral translation needs are provided by our parent coordinator and staff members fluent in the languages spoken by the population. For languages other than Spanish, French and Arabic we use the interpretation services of the DOE. While many of our recent arrivals families may not speak English they often times are accompanied to our building by extended family members, close friends and or neighbors that assist us with translation during necessary conversations with families.

5. 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>.

We provide notifications to our parents using our own in-house staff for written translations and/or purchasing the services from the DOE translation services department. A copy of our safety plan for parents and a copy of our CEP is kept in our parents room by our parent coordinator who allows parents to review and read upon request. For those families speaking other than English or the other languages that our in-house staff can provide translation for request this information we then contact translation services via the DOE to assist these families.



**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: Thomas C. Giordano MS 45	DBN: 10x045
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 checked="" type="checkbox"/> Before school <input checked="" type="checkbox"/> After school <input type="checkbox"/> Saturday academy
Total # of ELLs to be served: 60
Grades to be served by this program (check all that apply):
<input type="checkbox"/> K <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5

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

6   7   8   9   10   11   12

Total # of teachers in this program: 5  
# of certified ESL/Bilingual teachers: 4  
# of content area teachers: 1

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: We will host supplemental sessions for our ELL students before school and after school. Students will be heterogenously grouped to allow for much student to student discussion, interaction and peer feedback. There will be small group targeted instruction based on the specific skills in which students need additional support and to enhance their success rate on the NYSESLAT exam. Before school, 1 group of 12 students with an ESL licensed teacher will meet Wednesdays and Thursdays from 7:15 - 8:15 and afterschool, 4 groups, 3 ESL licensed and 1 content (science) licensed teachers, will meet Wednesdays and Thursdays 3:20-4:20, beginning in late November and continuing through May. Groups will be flexible based on emerging student's needs as determined by progress monitoring. The ESL teachers will co-plan and co-teach with the science teacher. On days when trips are planned, the program will meet until 5:20. The program will consist of reading/writing via a Project Based Learning approach (PBL). The PBL approach consists of thematic planning which includes trips, projects, reading, writing, research in an effort to enhance language acquisition. The trips are based on the teachers theme. Some trips are to the Arthur Avenue neighborhood to learn about cultures/shopping/food, while another is to the Bronx Zoo to discuss animals, habitats, etc. Metro cards and train passes will need to be purchased for the trips. We hope to have parents join us on the trips as well. In addition, the use of the Imagine Learning Program will be used online with students and address individual needs in reading. This program will be used with the ELL students in this program before/after school. This program can also be used by students on home computers which will allow for parents to be involved as well. In addition, the students will have the opportunity to utilize a new program MYON. This is an online library, which will allow students to read both fiction & non-fiction on a variety of topics at their reading level. Students will also be using NYSESLAT practice materials to enhance their success rate on the NYSESLAT exam.

**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

### Part C: Professional Development

- topics to be covered
- name of provider

Begin description here:

Our school has a multi-faceted approach to PD for teachers of ELLs. It includes both internal structures for the sharing of resources and information, as well as external supports.

**Network:** Our network provides professional development for ESL teachers/supervisors on a monthly basis. Our ESL coordinator attends the sessions and turnkeys the information to the ESL teachers. Topics are decided by the Network and include: Using the AMAO Tool to Determine Student Need and Plan Instruction, Specific Instructional Strategies, the NYS New & Home Language Progressions, Designing Common Core Aligned Instruction for ELLs, Incorporating Technology into the ELL classroom, and Translanguaging. These sessions are then turnkeyed to the ESL department by the attending individuals on the first Monday/Tuesday PD block of each month. The schedule of CFN ELL workshops this school year is: October 1st, December 17, February 13, March 25, April 24, and June 5.

**ELL Consultant:** Liz Irwin, a former AUSSIE consultant will be contracted for 5 days to provide modeling, coaching, and feedback to teachers of ELLs. The teachers who receive direct PD will then open their classrooms as labsites for model ESL instruction. All teachers of ELLs in the school will have the opportunity to visit the labsites and observe best practices.

**Fordham University Regional Bilingual/ESL Resource Network (R-BERN):**

In addition, ESL teachers attend workshops facilitated by R-BERN at Fordham University. Dates and agendas are sent via email to me prior to the meeting date. Again, the info is shared with the ESL department during Monday PD time and/or Tuesday PD time as mandated by the new contract. On the first Monday/Tuesday of each month, the ESL teachers meet as a study group to share materials and turnkey any trainings they attended in the previous month. Topics already address this year include: October: Language Acquisition Strategies-CFN 109 Monthly ELL PD, November: ELL Strategies to Meet Common Core with Fordham University R-BERN, December: DELLSS Art Instruction for ELLs.

**Project Based Learning:**

Furthermore, the ESL teachers for the beginner ESL students worked with Ms. Colon from RBERN in the 2013-2014 to create PBL lessons. The teachers of our intermediate/advanced students work with the ELA department to differentiate instruction for all ESL students via the Expeditionary Learning curriculum. This work has continued in the 2014-15 school year.

A study group including teachers of beginning level ELLs working in the Title III Direct Instruction Program (but open to other teachers of ELLs as well) will use The ESL/ELL Teachers Survival Guide, by Larry Ferlazzo as a guiding text. The study group meets of the second Tuesday of every month. Teachers will use the text to drive discussions around best practices for accelerating language acquisition as well as increasing content area knowledge for this population.

### Part D: Parental Engagement Activities

**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: We will provide translation services to ELL parents as the need arises via our parent coordinator and/or the translation services department of the DOE.

Parents of ELL students will be invited to attend the trips planned during the Title III Academies in an effort to engage parents and students with the school community. The first trips are scheduled to take place in January: Bronx Zoo; and January/February: Community Walk including Arthur Ave.

Throughout the year we will continue building our collaboration and joint efforts by providing our parents of ELLs with informational sessions and workshops such as:  
 Promotional Criteria for ELL students-This is critical for parents of ELLs, as the promotional criteria change depending upon ELL/SIFE status and number of years enrolled. This workshop will take place at 10 AM on a Tuesday morning in January (as we have found ELL parent attendance to be highest when workshops are offered at this time).

The High School Application Process for Parents of ELLs, which includes completion and submission of the applications, as well as ELL-specific considerations for students transitioning to High School. This workshop was held at 10 AM on a Tuesday morning in October.

College Campus Visits for Parents of ELLs:

Fordham University, Hunter College, Lehman College, Bronx Community College: Scheduled for Spring 2015 (March-May)

Our ELL parents will visit colleges with our parent coordinator to develop an understanding of college readiness as promoted by our school chancellor. We have tentatively planned to allow a limited number of students to accompany their parents on these trips for the first time in the Spring of 2015.

Parent & Student Book Club: We will launch a joint family literacy initiative, during which parents and students will engage in a book club, reading the same text in both English & Spanish. This club will meet during 6th period lunch periods on Tuesdays, beginning in February. Texts will be jointly chosen by students, parents, and teachers. We hope to promote literacy in both English and Spanish through this program, provide time for adolescents to bond with their parents around engaging texts.

**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	_____	_____

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