



2014-15
SCHOOL COMPREHENSIVE EDUCATIONAL PLAN
(SCEP)

DRAFT – PENDING NYSED APPROVAL

DBN: (i.e. 01M001):	10X080
School Name:	ISOBEL ROONEY MIDDLE SCHOOL
Principal:	EMMANUEL POLANCO

School Comprehensive Educational Plan (SCEP) Outline

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Section 1: School Information Page

School Information

School Name: Isobel Rooney J.H.S 80 School Number (DBN): 10X080
School Level: Intermediate Grades Served: 6-8
School Address: 149 East Mosholu Parkway North, Bronx NY 10467
Phone Number: 718) 405- 6300 Fax: 718) 405-6324
School Contact Person: Emmanuel Polanco Email Address: Epolanco2@schools.nyc.gov
Principal: Emmanuel Polanco
UFT Chapter Leader: Beth Esmaelzada
Parents' Association President: Yetsenia Cadiz
SLT Chairperson: Bababunmi Adelana
Student Representative(s): N/A

District Information

District: 10 Superintendent: Mashel Melodie
Superintendent's Office Address: 1 Fordham Plaza Bronx NY 10458
Superintendent's Email Address: mmashel@schools.nyc.gov
Phone Number: (718) 741-5852 Fax: _____

Cluster and Network Information

Cluster Number: 5 Cluster Leader: Debra Maldonado
Network Number: 536 Network Leader: Beirne Gerard

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)
Emmanuel Polanco	*Principal or Designee	
Beth Esmaelzada	*UFT Chapter Leader or Designee	
Yetsenia Cadiz	*PA/PTA President or Designated Co-President	
Frances Hoffman	DC 37 Representative, if applicable	
	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
Maria Delgado	CBO Representative, if applicable	
Ana Hernandez	Member/ Parent	
Samantha Velez	Member/ Parent	
Isamara Correa	Member/ Parent	
Fransico Henriquez	Member/ Parent	
Juan Jerez	Member/ Parent	
Nelva Garate	Member/ Parent	
Wendy Battee Familia	Member/ Teacher	
Wendy Fields-Henry	Member/ Teacher	
Adelana Bababunmi	Member/ Teacher	
	Member/	
	Member/	

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

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

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

The Capacity Framework and SCEP Development

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



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

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

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

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

Accountability Tools and the Capacity Framework

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

NYSED's Six DTSDE Tenets

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

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

NYCDOE's Quality Review (QR)

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

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

Next Steps for SCEP Development

School Leadership Teams should engage in the following steps:

4. **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.
5. **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.
6. **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.
7. **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.
8. **Step 5:** Update your school's AIS section. All Title I schools update the Parent Involvement Policy (PIP) and School-Parent Compact (SPC) and complete the ELT program description.
9. **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.

Isobel Rooney Middle School 80

School Contextual Information The Isobel Rooney Middle School represents a diverse learning community with 21 different languages and 650 students from grades 6 through 8. The school population comprises 15% Black, 66% Hispanic, 6% White, and 10% Asian students. The student body includes 32% English language learners and 25% special education students. Boys account for 57% of the students enrolled and girls account for 43%. The average attendance rate for the school year 2013 - 2014 was 90.0%.

School Mission Statement: Our mission is to provide our students with quality education in a nurturing community that caters to their academic, social, and emotional needs. We empower students to take charge of their educational journey and maximize their learning potential through goal-setting, reflection and self-awareness. Through advanced technologies and a personalized approach, we differentiate curricula to afford equitable access to diverse learners. We equip students with 21st century skills that will prepare them for secondary education and successful citizenship in the evolving global community.

In order to maintain instructional coherence, we revolve our decision making process around the following instructional foci:

Instructional Foci- *Isobel Rooney Middle 80 2013-14*

1. **Evidence Based Arguments** Students learn best when they are supported in developing and applying the skill of constructing evidence based arguments. This emphasis will transfer to math and literacy, which will develop the communication and collaboration skills that support college and career readiness.
2. **Teacher-to-Student-to-Student discussions**-Students learn best when they engage in high quality discussions, ask high quality questions, and extend each others' understanding by challenging or building on each other's contributions.
3. **Productive Struggle** Students will engage in activities that are both cognitively challenging and accessible. Teacher's planning will strategically provide opportunities for independent practice and instructional supports during lessons, with the aim of building students' persistence through new or challenging tasks.
4. **Individualized Standards-Based Feedback**-Students learn best when they understand the standards used to measure their learning and receive immediate, specific feedback on their performance.
5. **Technology Enhances Teaching and Learning**
Students learn best when the teacher employs an effective use of technology as both a teaching and learning tool.
6. **Students' Active Learning**
Students learn best when they are active participants in both the teaching and learning processes inside and outside the classroom. It is important that students do the heavy lifting in every lesson, while receiving varied types and levels of support from teacher and peers.
7. **Coherence and Consistency Supports Student Learning**

Students learn best when teachers plan coherently, provide interdisciplinary connections, and support learning through a consistent set of best practices across all classrooms.

Student Performance – Tracking Growth

Our school employs a school wide grading policy centered on instructional tasks, our *Interdisciplinary Learning Rubric Framework*, the use of Skedula-(online grading system), student work portfolios, and student conferencing. Below you will read a short description of each component with an alignment to the impact it has had on our Instructional Core. Professional Development has been provided to teachers; conversations are on-going in order to continuously monitor, revise, and refine this work.

All of the initiatives listed below have detailed action plans that include measurable data points and documentation. These are all available if needed and will definitely be available during the review for perusal.

- **School Wide Grading Policy** – Task-based grading policy aligned to mastery of standards. The impact has been consistent grading practices, clear grading expectations for students, and increased student ownership of the grading process.
- **Skedula-** Transparent online grading system available to parents. Parents can access students’ grades and tasks.
- **Student Conferencing-** With teacher support, students engage in goal setting, self-assessment, and on-going improved performance.
- **Student Work Portfolios-** Starting marking period 3-(December) all students will select a minimum of 3 work products per core subject to include in their portfolio. All selected pieces will have to be level 3 or 4 and include one improved work product, where the student applied student and/or teacher feedback. This is a minimum total of 12 work products per marking period for the remaining four marking periods.
- **Interdisciplinary Learning Rubric-** This is a set of 6 criteria that is used across all core subjects. The criteria are common core aligned and used to assess student work products. The impact has been a shared language around assessing student work products. Students can now articulate the use of the criteria and how it helps them develop high quality work products.
- **Everyone is Reading Initiative-** Independent Reading 4 (48) minute periods a week. This includes a book club during lunch periods and a school wide emphasis on reading. This initiative was rolled out in three phases.

Distributive to support school wide improvement

In order to consistently engage our community in continuous school wide improvement, we have employed a distributive leadership approach. The administrative team works with the leadership support of the School Leadership Team, lead leaders in every core content, the grade interdisciplinary team, the School Implementation Team, Two guidance counselors, 1 social Worker, and two Deans. These structures allow for constant self-assessment and a consistent feedback loop that occurs every week. The principal meets with the extended leadership cabinet that is comprised of three assistant principals and four lead teachers.

The decisions made by these teams are tracked through our online shared documents’ system. The decisions are shared through our grade level meetings; they guide the consistent practices employed throughout all classrooms.

- **School Leadership Team**
- **Teacher Leader** in each core content area with a reduced teaching load to support teachers
- **Additional Dean of Discipline** in order to implement a school wide PBIS

- **Weekly grade level meetings**
- **Weekly content grade meetings**
- **School Implementation Team**
- **After school weekly Interdisciplinary Team Meetings**
- **Professional Development Surveys**
- **Weekly Professional Development**

Key Partnerships to Support School wide Improvement

Our school has built upon last year's goal to further develop a positive rewards program to support our students. Last year our PBIS program expanded to include a school store, class section sheets, weekly class rewards, monthly student awards ceremony, special incentive trips, and a school spirit week; this year we continue to build upon this expansion by consistently improving the quality of each component. We've put together a student government that oversees the sections sheets, cafeteria board games, community service group, mouse squad, reading club, and grade level celebrations. Through fruitful partnerships with Giant Thinking, Publicolor, Abyssinian Development corporation, and The Greys Cadets our school has been able to foster a cohesive community that addresses social emotional development with our students. These initiatives have impacted our school by reducing our rate of incidents, reducing our suspensions, improving our teacher and student attendance, and improving our overall building's tone.

- **School Wide PBIS program**
- **Students' school Store**
- **Student of the month Breakfast**
- **Special Incentive Trips (Monthly)**
- **Grade Level Celebrations**
- **School Spirit Week**
- **Student Government (includes Student Council)**
- **Partnership with Giant Thinking with a focus on social/emotional development**
- **Partnership with Publicolor to develop a paint club that enhances the school's colors through community involvement**
- **Partnership with Grey Cadets to develop our own MS 80 Cadets Program**
- **Partnership with Abyssinian Development Corporation**

As a Renewal School, we will begin (or expand) implementation of the following school improvement strategies during this school year:

- Expanded learning opportunities for all students, including additional instruction provided during after-school and/or summer programming provided in collaboration with community partners
- Transformation into a community school in order to increase student and family access to physical and mental health services and other social-emotional supports made available in or near the school
- Intensive professional development for all staff to ensure effective implementation of curriculum and instruction aligned to the Common Core State Standards (CCSS) and to support staff in effectively responding to the differentiated academic and social-emotional needs of all students
- Additional, focused strategies to increase parent and family engagement

We will also undergo a comprehensive needs assessment across all six elements of the Capacity Framework (rigorous instruction, collaborative teachers, supportive environment, effective school leadership, strong family-community ties, and trust) to inform the development of our School Renewal Plans for the 2015-16 school year.

10X080 School Information Sheet Key

School Configuration (2014-15)				
Grade Configuration	06,07,08	Total Enrollment	657	SIG Recipient
				No
Types and Number of English Language Learner Classes (2014-15)				
# Transitional Bilingual	N/A	# Dual Language	N/A	# Self-Contained English as a Second Language
				N/A
Types and Number of Special Education Classes (2014-15)				
# Special Classes	24	# SETSS	N/A	# Integrated Collaborative Teaching
				12
Types and Number of Special Classes (2014-15)				
# Visual Arts	N/A	# Music	N/A	# Drama
				N/A
# Foreign Language	N/A	# Dance	N/A	# CTE
				N/A
School Composition (2013-14)				
% Title I Population	85.9%	% Attendance Rate	89.6%	
% Free Lunch	88.3%	% Reduced Lunch	3.4%	
% Limited English Proficient	32.5%	% Students with Disabilities	26.9%	
Racial/Ethnic Origin (2013-14)				
% American Indian or Alaska Native	0.5%	% Black or African American	17.4%	
% Hispanic or Latino	65.1%	% Asian or Native Hawaiian/Pacific Islander	12.1%	
% White	4.7%	% Multi-Racial	0.2%	
Personnel (2014-15)				
Years Principal Assigned to School (2014-15)	2.53	# of Assistant Principals (2014-15)	3	
# of Deans (2014-15)	1	# of Counselors/Social Workers (2014-15)	3	
Personnel (2013-14)				
% of Teachers with No Valid Teaching Certificate (2013-14)	N/A	% Teaching Out of Certification (2013-14)	10.7%	
% Teaching with Fewer Than 3 Years of Experience (2013-14)	0.4%	Average Teacher Absences (2013-14)	6.86	
Student Performance for Elementary and Middle Schools (2013-14)				
ELA Performance at levels 3 & 4	4.9%	Mathematics Performance at levels 3 & 4	4.4%	
Science Performance at levels 3 & 4 (4th Grade)	N/A	Science Performance at levels 3 & 4 (8th Grade)	62.4%	
Student Performance for High Schools (2012-13)				
ELA Performance at levels 3 & 4	N/A	Mathematics Performance at levels 3 & 4	65.8%	
Credit Accumulation High Schools Only (2013-14)				
% of 1st year students who earned 10+ credits	N/A	% of 2nd year students who earned 10+ credits	N/A	
% of 3rd year students who earned 10+ credits	N/A	4 Year Graduation Rate	N/A	
6 Year Graduation Rate	N/A			
Overall NYSED Accountability Status (2014-15)				
Reward		Recognition		
In Good Standing		Local Assistance Plan		
Focus District	X	Focus School Identified by a Focus District		
Priority School	X			
Accountability Status – Elementary and Middle Schools				
Met Adequate Yearly Progress (AYP) in ELA (2012-13)				
American Indian or Alaska Native	N/A	Black or African American	NO	
Hispanic or Latino	NO	Asian or Native Hawaiian/Other Pacific Islander	NO	
White	N/A	Multi-Racial	N/A	
Students with Disabilities	NO	Limited English Proficient	NO	
Economically Disadvantaged	NO			
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)				
American Indian or Alaska Native	N/A	Black or African American	NO	
Hispanic or Latino	NO	Asian or Native Hawaiian/Other Pacific Islander	NO	
White	NO	Multi-Racial	N/A	
Students with Disabilities	NO	Limited English Proficient	NO	
Economically Disadvantaged	NO			
Met Adequate Yearly Progress (AYP) in Science (2012-13)				
American Indian or Alaska Native	N/A	Black or African American	N/A	
Hispanic or Latino	YES	Asian or Native Hawaiian/Other Pacific Islander	N/A	
White	N/A	Multi-Racial	N/A	
Students with Disabilities	YES	Limited English Proficient	NO	
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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				N/A
# Foreign Language	N/A	# Dance	N/A	# CTE
				N/A
School Composition (2013-14)				
% Title I Population	85.9%	% Attendance Rate	89.6%	
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% Limited English Proficient	32.5%	% Students with Disabilities	26.9%	
Racial/Ethnic Origin (2013-14)				
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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		
Priority School	X			

Accountability Status – Elementary and Middle Schools

Met Adequate Yearly Progress (AYP) in ELA (2012-13)				
American Indian or Alaska Native	N/A	Black or African American	NO	
Hispanic or Latino	NO	Asian or Native Hawaiian/Other Pacific Islander	NO	
White	N/A	Multi-Racial	N/A	
Students with Disabilities	NO	Limited English Proficient	NO	
Economically Disadvantaged	NO			
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)				
American Indian or Alaska Native	N/A	Black or African American	NO	
Hispanic or Latino	NO	Asian or Native Hawaiian/Other Pacific Islander	NO	
White	NO	Multi-Racial	N/A	
Students with Disabilities	NO	Limited English Proficient	NO	
Economically Disadvantaged	NO			
Met Adequate Yearly Progress (AYP) in Science (2012-13)				
American Indian or Alaska Native	N/A	Black or African American	N/A	
Hispanic or Latino	YES	Asian or Native Hawaiian/Other Pacific Islander	N/A	
White	N/A	Multi-Racial	N/A	
Students with Disabilities	YES	Limited English Proficient	NO	
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)	2.53	# of Assistant Principals (2014-15)		3
# of Deans (2014-15)	1	# of Counselors/Social Workers (2014-15)		3
Personnel (2013-14)				
% of Teachers with No Valid Teaching Certificate (2013-14)	N/A	% Teaching Out of Certification (2013-14)		10.7%
% Teaching with Fewer Than 3 Years of Experience (2013-14)	0.4%	Average Teacher Absences (2013-14)		6.86
Student Performance for Elementary and Middle Schools (2013-14)				
ELA Performance at levels 3 & 4	4.9%	Mathematics Performance at levels 3 & 4		4.4%
Science Performance at levels 3 & 4 (4th Grade)	N/A	Science Performance at levels 3 & 4 (8th Grade)		62.4%
Student Performance for High Schools (2012-13)				
ELA Performance at levels 3 & 4	N/A	Mathematics Performance at levels 3 & 4		65.8%
Credit Accumulation High Schools Only (2013-14)				
% of 1st year students who earned 10+ credits	N/A	% of 2nd year students who earned 10+ credits		N/A
% of 3rd year students who earned 10+ credits	N/A	4 Year Graduation Rate		N/A
6 Year Graduation Rate	N/A			
Overall NYSED Accountability Status (2014-15)				
Reward		Recognition		
In Good Standing		Local Assistance Plan		
Focus District	X	Focus School Identified by a Focus District		
Priority School	X			
Accountability Status – Elementary and Middle Schools				
Met Adequate Yearly Progress (AYP) in ELA (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		NO
Hispanic or Latino	NO	Asian or Native Hawaiian/Other Pacific Islander		NO
White	N/A	Multi-Racial		N/A
Students with Disabilities	NO	Limited English Proficient		NO
Economically Disadvantaged	NO			
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		NO
Hispanic or Latino	NO	Asian or Native Hawaiian/Other Pacific Islander		NO
White	NO	Multi-Racial		N/A
Students with Disabilities	NO	Limited English Proficient		NO
Economically Disadvantaged	NO			
Met Adequate Yearly Progress (AYP) in Science (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	YES	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	YES	Limited English Proficient		NO
Economically Disadvantaged	YES			
Accountability Status – High Schools				
Met Adequate Yearly Progress (AYP) in ELA (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	N/A			
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	N/A			
Met Adequate Yearly Progress (AYP) in Graduation Rate (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	N/A			

Section 5: Needs Assessment, Annual Goals and Action Plans

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

Part 1 – Needs Assessment

Part 1a. HEDI Rating (Highly Effective, Effective, Developing, or Ineffective) for DTSDE Tenet 3:	
1.	For schools that received an Integrated Intervention Team (IIT) School Review Report: Enter the HEDI rating for each assessed Statement of Practice (SOP) on the chart below.
2.	For schools that did not receive an IIT School Review, or did not receive a HEDI rating for one or more SOPs: Self-rate your school for that SOP, informed by an analysis of student performance trends and any major findings/recommendations from your Quality Review (QR) or Alternative QR (AQR), and other relevant qualitative and quantitative data. Enter your HEDI self-rating(s) on the chart below.

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

<p>Part 1b. Needs/Areas for Improvement:</p> <p>Reflect on your school’s HEDI ratings (or self-ratings) in Part 1a, particularly any ratings of <u>D</u>eveloping and <u>I</u>neffective.</p> <p>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.</p>
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<p>School’s Strengths</p> <p>As per our most recent quality review 2013-14, our school’s strengths within SOP 3.2, 3.3, and 3.4 are:</p> <ul style="list-style-type: none"> Teachers plan lessons that engage students in challenging tasks. Higher order questions are embedded into the school’s written curriculum. Task expectations are the same for all students. To support English language learners, lessons include the use of texts on a particular topic across a range of text complexity levels; thus, the English language learners and special education students access lessons, gain content knowledge and understanding of units taught. In a sixth grade science class, students read texts about weather patterns and as a culminating task were expected to design a written plan that could serve as a guide in the event of a real natural disaster. In a seventh grade math class, students worked on solving multi-step algebraic equations and were required to justify their solutions in written form. As a result of the school’s rigorous curriculum, students participate in challenging tasks that promote high level thinking and engages students in authentic learning experiences. A sense of urgency to support teachers in raising the quality of instruction for students compelled the principal and administrative team to engage in a series of walk- through and instructional rounds that facilitated a school-wide common understanding of the Danielson’s Framework competencies. Observation
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cycles by administrators were initially devoted to gaining an understanding of the challenges teachers were facing and providing them with feedback that addressed some of their concerns. Subsequent visits to 10x080 Isobel Rooney School March 18, 2014 4 classrooms informed school leaders of the need to provide different levels of support to teachers around planning and preparation and elevating the level of student discussions. Consequently, new teachers participated in cycles of professional learning with lead teachers and other teachers worked in grade team meetings to develop a deeper understanding of the Danielson's competencies. As a result of these structures, teachers are reflective about their craft and receive targeted ongoing support that further improves the quality of their practice.

- School administrators engage in a carefully crafted hiring interview process that begins with a committee comprised of school administrators, coaches and dean interviewing perspective candidates. The process involves a set of established questions, a demonstration lesson and student feedback after the demonstration lesson. To support struggling students, a Saturday academy provides students with support in English language arts and math. After school programs targeted to students in specific grades lend support to students in the subject of science, English language arts and math. In addition, the school uses Achieve 3000, a reading software program, to provide additional support to English language learners and special education students. Moreover, a partnership with a community based organization provides extra-curricular courses and activities to students in 10x080 Isobel Rooney School March 18, 2014 5 sports, dance and theatre production. To further prepare students for entrance into high school, rigorous science classes are offered to students in grade 8 that deepen their content knowledge in science. As a result of these decisions, students engage in a wide range of learning experiences that support their progress and prepare them for college and career.
- **Area of Improvement for SOP 3.5** – Based on the most recent Quality Review 2013-14, that school needs to improve in the following: Strengthen teacher practices to intensify the use of interim and common assessments to monitor student progress and further support students in the effective use of rubrics so they may self-assess and improve the quality of their own work.

Part 2 – Annual Goal

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

Align assessments to curricula, use on-going assessment and grading practices, and analyze information on student learning outcomes to adjust instructional decisions at the team and classroom levels

Measurable

- Benchmarks assessments aligned to time-bound curricular goals
- Communicate standards-based grading , feedback, and individualized student support goals
- Review and analyze student work to adjusting curriculum in order to meet student needs

Achievable/Relevant

- Lead teachers will work together with all teachers to develop benchmark assessments tied to mid and end-unit goals. The benchmark assessment will assess each standard at least 4 during the school year.
- The school will communicate strengths and weaknesses through standards based reports that make clear the standards students need to work on. Teacher will also provide additional opportunities during school, after school, and Saturdays for students to work on their weak standards.

- All students will receive individualized student support plans by September 18th, 2014 based on previous year's state exams in English and Math.

Time-Bound

- Lead Teachers will work with all teachers to develop a curriculum outline that provides time-bound instructional goals and time bound interim assessment aligned to the curriculum pacing **(September 2014-October 2014)**
- Lead Teachers will work with all teachers to develop assessments that contain consistent design and Common Core aligned items, comprised of multiple choice and open ended question that elicit student thinking. **(October 2014-June 2015)**
- Lead Teachers will work with all teachers to develop an Academic Intervention plan for all students that are off-track based on the interim benchmark assessments **(November – June 2015).**

Part 3 – Action Plan

Activities/Strategies: Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including:	Target Group(s) <i>Who will be targeted?</i>	Timeline <i>What is the start and end date?</i>	Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i>
1. Research-based instructional programs, professional development, and/or systems and structures needed to impact change 2. Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). 3. Strategies to increase parent involvement and engagement 4. Activities that address the Capacity Framework element of Trust			
1. Lead teachers and Assistant Principal will provide teachers will school-wide as well as individual student data in area of ELA and math. They will facilitate professional development activities on interpreting the data and utilizing the information to develop curriculum units aligned with the CCLS and student needs	All teacher and All students	1.September to June 2015	1.Lead Teachers and Assistant Principals
2. The network team and assistant principals will provide staff with the tools and strategies to develop engaging unit plans and tasks in ELA, math, social studies and science which are aligned with CCLS.	Assistant Principals and lead teachers	2.Quarterly, October 2014 to June 2015	2.Network team, assistant principals, teachers
3. Network team members and teacher teams will meet during common planning time to plan and align curriculum, interim assessments, and lesson tasks	Network Support team	3.Monthly, October 2014 to April 2015	3.Network instructional support staff, teacher teams
4. Teachers will utilize a “Looking at Student Work” protocol to gather information about student learning and inform revision of instructional units.	All Teachers	October 2014- June 2015	Assistant Principal and Lead Teachers

Part 4 – Resources Needed

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

2. Per session for after school and per diem for PD coverage
3. Scheduled time during the school day for common planning
4. Scheduled time during the school day for teacher teams to master and apply the LSAW protocol
5. Assistant Principals
6. Lead Teachers

Part 5 – Budget and Resource Alignment

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

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

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Part 6 – Progress Monitoring

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

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

1. Each lead teacher and content area will be under the supervision of an administrator, which will oversee this goal’s implementation on a consistent basis. By February, all content areas will have a time-bound curriculum with time-bound measures, and multiple sources to track student growth over the course of the year. Each standard will be assessed through CCLS aligned items about 4 to 5 times a year.
2. The principal and assistant principals will meet once a week with the lead teachers in order to monitor the development of this goal and the outlined strategies.
3. Network team members and administrators will meet with teachers during common planning at least twice a month. By February every teacher would have received aggregate standards-based data reports for their classes based on the interim benchmarks, they would have engaged in “looking at student work” protocols at least three times, and received specific feedback on lesson specific tasks

Part 6b. Complete in February 2015.

- | | | | | |
|--|--|-----|--|----|
| • Did the school meet the mid-point benchmark(s) in the timeframe specified? | | Yes | | No |
| • 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:

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

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

Part 1b. Needs/Areas for Improvement:

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

Area of Improvement based on most recent Quality review 2014-15

9. Continue to cultivate a cohesive environment of mutual respect that further develops student academic and personal behaviors that support student learning.

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.

The school will implement a positive behavioral intervention system to gather and analyze data that results in a reduction to school’s incidents and suspension by 30%

Part 3 – Action Plan

Activities/Strategies: Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including:	Target Group(s) Who will be targeted?	Timeline What is the start and end date?	Key Personnel Who is responsible for implementing and overseeing the activity/strategy?
<ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change • Strategies to address the needs of students with disabilities, 			

English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). <ul style="list-style-type: none"> Strategies to increase parent involvement and engagement Activities that address the Capacity Framework element of Trust 			
Teachers will be provided with on-going Professional Development on using the PBIS matrix and data gathered to reinforce academic personal behaviors that support student learning.	All teachers	September - June	Assistant Principal, PBIS Coordinator
Students will receive instruction and support that leads to academic behaviors of effective learners Teachers will embed specific strategies that will develop and promote academic behavior of effective learners	All students	September - June	Teachers, Deans, Community Liaisons, and Guidance counselors
Parent workshops will be held that support parents in employing strategies at home that can be used to promote and develop personal and academic behaviors	All Parents	September - June	Parent Coordinator

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"> Parent coordinator Guidance counselor Community Team Liaisons PBIS Coordinator PBIS materials Dean Persession Perdiem

Part 5 – Budget and Resource Alignment

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

Part 6a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. In this part:				
<ul style="list-style-type: none"> Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal. Specify a timeframe for mid-point progress monitoring activities. 				
<u>At the end of every month principal, Deans, Guidance, Lead Teachers review incidents, number of suspensions, and Skedula anecdotes. By February, there will be 30% reduction of incidents, suspensions, and superintendent suspensions.</u>				
Part 6b. Complete in February 2015.				
<ul style="list-style-type: none"> Did the school meet the mid-point benchmark(s) in the timeframe specified? 		Yes		No

- If the mid-point benchmark(s) was not met, describe any revisions made to the action plan to achieve the goal?

Section 5: Needs Assessment, Annual Goals and Action Plans

Section 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:

10. 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.
11. For schools that did not receive an IIT School Review, or did not receive a HEDI rating for one or more SOPs: Self-rate your school for that SOP, informed by an analysis of student performance trends and any major findings/recommendations from your Quality Review (QR) or Alternative QR (AQR), and other relevant qualitative and quantitative data. Enter your HEDI self-rating(s) on the chart below.

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

Part 1b. Needs/Areas for Improvement:

12. Reflect on your school's HEDI ratings (or self-ratings) in Part 1A, particularly any ratings of Developing and Ineffective.
13. 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 practice of assigning student learning tasks based on identified academic need is inconsistent across classrooms, especially for key subgroups of students. This limits student access to the curricula, preventing all students from reaching higher levels of achievement

Part 2 – Annual Goal

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

By June 2015, all students, including ELLs and SWDs, will demonstrate progress toward achieving State standards as measured by a 30% improvement from last year's NYS ELA and Math assessment score.

Part 3 – Action Plan

Activities/Strategies: Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including:	Target Group(s) Who will be targeted?	Timeline What is the start and end date?	Key Personnel Who is responsible for implementing and overseeing the activity/strategy?
<ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change • Strategies to address the needs of students with disabilities, English language learners, and other high-need student 			

<ul style="list-style-type: none"> subgroups (e.g., overage/under-credited, SIFE, STH). Strategies to increase parent involvement and engagement Activities that address the Capacity Framework element of Trust 			
Teacher programs will include at least two periods per week of common planning time. In grade teams, teachers will analyze data obtained from summative and formative assessments to identify students in need of AIS or enrichment activities. They will develop an academic intervention plan for each student in need of AIS.	All teachers	October 2014-June 2015	Assistant Principals and Lead Teachers
All teachers will engage in cycles of curriculum adjustments as a result of reviewing student work, review CCLS exemplars, reviewing benchmark curriculum data, reviewing student work portfolios, and student conferencing.	All teachers	Weekly, September 2014-June 2015	Principal, assistant principals, coaches, teachers
Network special education achievement coach will work directly with grade and subject area teams to ensure the curriculum units are in alignment with CCLS and aligned student needs.	SE Teachers and classroom of SWD students	September 2014-June 2015	Network instructional support specialist, SWD teachers, classroom teachers

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"> Master schedule programming to allow two periods a week of common planning time for all teachers Network SWD staff to provide Professional development Lead teacher

Part 5 – Budget and Resource Alignment

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

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Part 6 – Progress Monitoring

<p>Part 6a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. In this part:</p> <ul style="list-style-type: none"> Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal. Specify a timeframe for mid-point progress monitoring activities.

1. Administrative observation of implementation of differentiation of instruction for ELLs, SWDs and at-risk students in general education classroom
2. Student work portfolios
3. Improved performance of ELLs in ELA as evidenced by interim assessments
4. Improved performance of SWDs in ELA as evidenced by interim assessments
5. Improved performance of ELLs in Math as evidenced by interim assessments
6. Improved performance of SWD's in Math as evidenced by interim assessments

Part 6b. Complete in February 2015.

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

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:

14. 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.

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

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

Part 1b. Needs/Areas for Improvement:

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

17. 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.

According to our most recent Quality Review 2013-14 some areas of strength are the following:

- The administrative team’s observation feedback captures teacher strengths and areas for further development. A review of administrator’s observation reports reveals targeted feedback that provides teachers with clear next steps. For example, in written feedback provided to a teacher, an administrator recommended the teacher design and pose open ended higher order thinking questions to spark more rigorous student discussions. Review of additional written feedback reveals a suggestion provided to a teacher to improve the classroom environment by working with students to define their roles as students and learners. In addition, the administrator directed the teacher to review a specific learning module from ARIS Learn. As a result of this precise feedback, there is a clear template of expectations for elevating teacher instructional practice.
- The school leader is committed to “bringing Middle School 80 into the 21st century” in part by equipping the school with state of the art technology. Subsequently, all classrooms have Smart boards. In addition, the principal has invested heavily in the purchase of iPads for student use. In a sixth grade social studies class, in preparation for a writing task, students were highly engaged in research and read articles about Hindu gods from an iPad. A wide range of books are accessible to students on the iPad. In addition, to further strengthen the school’s science program, through the school’s after school program, students engage in science, technology, engineering and mathematics classes including advanced courses in Earth Science and Integrated Algebra. To highlight student work and so students may see their progress throughout their middle school years, the principal purchased student portfolios in which they maintain their

“best” work.

Students shared their work proudly and state they often review their accomplishments. As a result of the principal leverages resources to support the fruition of the school goals, there has been a 15% increase in the quality of sixth grade student tasks in science.

Area of Improvement for SOP 2.3 – Strengthen teacher practices to ensure consistent alignment to Common Core Learning Standards, Standards of Mathematical Practice, ELA’ key design considerations, the school’s instructional foci in order to promote increased student outcomes.

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 2014, the principal and assistant principals will conduct a minimum of 6 informal or 1 formal/3 informal or 4 informal classroom observations and provide teachers with formative feedback and professional development to support improved practice in competencies across the Danielson framework.

Part 3 – Action Plan

Activities/Strategies: Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including: 1. Research-based instructional programs, professional development, and/or systems and structures needed to impact change 2. Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). 3. Strategies to increase parent involvement and engagement 4. Activities that address the Capacity Framework element of Trust	Target Group(s) <i>Who will be targeted?</i>	Timeline <i>What is the start and end date?</i>	Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i>
1. School leadership will ensure instruction is aligned with the Danielson Framework that supports the implementation of the Common Core standards and practices:	Principal and assistant principals	1.September 2014 to June 2015	1. Principal, assistant principals, teachers
2. Supervisors, in collaboration with teachers, will develop individual professional development plans for each teacher.	All teachers	2.September 2014 to June 2015	2. Principal, assistant principals, teachers
3. Supervisory staff will meet individually with staff to review student data, develop goals, and create plans for improving individual student achievement.	All teachers	3.September 2014 to June 2015	3. Principal, assistant principals, teachers

Part 4 – Resources Needed

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

1. Time for professional development, per session and per diem
2. Scheduled time during the school day for individual conferences with each teacher and an administrator

4.Scheduled time during the school day teacher observation and pre- and post conferences,

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

Part 6 – Progress Monitoring

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

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

4. By February, completion of two supervisory observations with associated lesson plans for each teacher will provide evidence of improved instructional practice in the components of Danielson 3B, 3C, and 3D
5. Completion of individual professional development plan for each teacher.
6. All teachers would have reviewed goals with administrators and would have received at least two cycles of feedback in relation to the teacher goals.

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

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

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:

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

Tenet 6 Statement of Practice (SOP) Addressed		HEDI Rating
6.2	The school atmosphere is welcoming and fosters a feeling of belonging and trust, which encourages families to freely and frequently engage with the school, leading to increased student success.	E
6.3	The school engages in effective planning and reciprocal communication with family and community stakeholders so that students' strength and needs are identified and used to augment learning.	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:

20. Reflect on your school's HEDI ratings (or self-ratings) in Part 1A, particularly any ratings of Developing and Ineffective.
21. 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.

Area of Improvement based on SOP 6.5 The school needs to provide parents with the most current available data to empower families to take charge of the learning process

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.

The school will share data in the form of standard based progress reports through the online grading system Skedula in order to promote consistent discussions between parent, student, and teacher in regards to student learning.

Part 3 – Action Plan

Activities/Strategies: Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including:	Target Group(s) Who will be targeted?	Timeline What is the start and end date?	Key Personnel Who is responsible for implementing and overseeing the activity/strategy?
<ol style="list-style-type: none"> 1. Research-based instructional programs, professional development, and/or systems and structures needed to impact change 2. Strategies to address the needs of students with disabilities, 			

<p>English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH).</p> <p>3. Strategies to increase parent involvement and engagement</p> <p>4. Activities that address the Capacity Framework element of Trust</p>			
Teachers will be provided with professional development on using Skedula to document class assignment grades, benchmark assessments, and feedback	All teachers	Sept- June	Administrators and lead teachers
Parents will be provided training on Skedula to retrieve most current data tied to their students' progress	All Parents	Sept- June	Parent Coordinator and lead teachers
Administrators and teachers will review progress report data to conduct conferencing sessions with parents and students	All teachers	Sept- June	Administrators and teachers

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"> • Administrators • Lead teachers • Parent Coordinator • Per Session

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	X	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

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.			
	<ul style="list-style-type: none"> • All teachers would have received professional development on the use of SKedula • Parents would have received workshops on using Skedula to track student progress • Administrators and Lead teachers will review progress report data from Skedula to assess students' progress toward curriculum learning goals. 			
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.

Type of Academic Intervention Service (AIS)	Criteria for determining AIS services	Type of Program or strategy (e.g. repeated readings, interactive writings, etc.)	Method for delivery of service (e.g. small group, one-to-one, tutoring, etc.)	When the service is provided (e.g. during the school day, before or after school, etc.)
English Language Arts (ELA)	State ELA Scores for Spring 2014	Reading remediation	Small group	School day and afterschool
Mathematics	State Math Scores for Spring 2014	Math remediation	Small group	School day and afterschool
Science	State ELA Scores for Spring 2014	Literacy interdisciplinary using science text	Small group	School day and afterschool
Social Studies	State ELA Scores for Spring 2014	Literacy interdisciplinary using social studies text	Small group	School day and afterschool
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	IEPs, Teacher Anecdotes, Incidents, Suspensions, data provided by the counselors	School Counseling Sessions	Individual and small group	School day and afterschool

Section 7: Expanded Learning Time (ELT) Program Description

(Required for All Priority Schools)

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

Part 1 – ELT Program Goal(s)

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

50% of all students eligible for AIS will enroll in the ELT program

Part 2 – ELT Program Description

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

1. AIS Students, Students with Disabilities, and English Language Learners

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

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

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

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

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

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

Our program will be based on the National Center for Research on Evaluation, Standards & Student Testing (CRESST) report reflecting on two decades of evaluations on out-of-school-time programs The following research-based instructional strategies and activities are characteristic of successful after school programming:

1. Clearly defined program goals and funding that aligns to them
2. Strong, experienced leadership at the ELT program that are able to effectively communicate and manage staff
3. Staff members that motivate students
4. A program that is well-aligned to the school day but provides new, different, and engaging learning opportunities for participants
5. Continual evaluation and assessment of the program and a staff that ensures goals are being met

ELT programs will be offered after school, vacation and weekends, there are over 400 hours scheduled in teacher per session for this purpose, ELT programs run from September through June and summer school has been and will be offered to at-risk students.

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

All students will be provided with an invitation to the ELT program in September. All Parents will also receive invitations during orientation, curriculum night, and parent teacher conferences. Teachers will also reach out to parents s per the academic intervention plan for the student.

Part 3 – ELT Program Implementation and Oversight

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

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

1. Kenyatta Williams
2. Maria Delgado
3. Benito Gonzalez
4. Sophia Collins
6. Rose Savery
7. Tesna Edwards
8. Melissa Estrella

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

Extended School day by 3 hours
 Per session for teachers
 Instructional resources- Achieve 3000, Workbooks, IXL Digital Tool

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

September 15, 2014-May 30th 2015

Part 4 – Budget and Resource Alignment

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

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

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

N/A

Part 5 – Progress Monitoring

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

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

50% of all students eligible for AIS will enroll in the ELT program

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

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

Section 8: Title I Program Information

Directions:

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

Part 1: Title I Status

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

Part 2: All Title I Schools

2a. Highly Qualified Teachers (HQT)

Describe the strategies and activities including strategies for recruitment, retention, assignments, and support including high quality professional development that ensures staff is highly qualified.
School administration with work with DHR to ensure that all teachers are highly qualified, form partnerships with local colleges to identify new staff and attend Central borough wide hiring fairs

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"> • Promote and facilitate CCLS aligned student work that reflects the implementation of current system-wide reform initiatives • Integrate professional development for monolingual and bilingual/ESL staff into the ongoing instructional activities of the school, for example, through multidisciplinary planning, common preparation periods, and locally designed professional support • Involve parents in their children's education through greater collaboration with teachers and other school staff, and increased engagement in the school's education program

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.

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

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

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

¹Explanation/Background:

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

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

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

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

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

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

Important Note: The following funds may not be consolidated:

9. **Title I Parent Involvement Set-aside:** Title I, Part A funds must support parent involvement activities and programs. Chancellor’s Regulation A-655 requires School Leadership Teams to consult with Title I parent representatives regarding the Title I program and the use of these funds. Parent involvement activities funded through Title I must be included in the parent involvement policy and aligned with student achievement goals in the school comprehensive educational plan.

10. **Title I Priority and Focus School Parent Engagement Set-aside:** Additional set-aside is to enable greater and more meaningful parent participation in the education of their children.
11. **IDEA:** To ensure that all children with disabilities have available to them a free appropriate public education designed to meet their individual needs.
12. **Grant funds awarded via a competitive process, including Title I 1003(g) SIG or SIF funds:** These funds must be used for the purposes specified by the Grantor, as described in the school's approved grant application.

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

(Required for All Title I Schools)

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

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

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

Parent Involvement Policy (PIP) Template

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

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

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

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

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

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

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

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

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

School-Parent Compact (SPC) Template

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

I. School Responsibilities

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

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

Support home-school relationships and improve communication by:

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

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

Provide parents reasonable access to staff by:

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

Provide general support to parents by:

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

II. Parent/Guardian Responsibilities:

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

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

III. Student Responsibilities:

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

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

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

Part I: School ELL Profile

A. School Information [i](#)

District 10	Borough select one	School Number 080
School Name Isobel Rooney Middle School 80		

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

Principal Polanco	Assistant Principal Williams
Coach	Coach Mr. B Gonzalez Math
ESL Teacher Mr. Y. Grossman/ESL/ELA	Guidance Counselor Mr. Feliciano
Teacher/Subject Area Mrs. Santiago/NLA/Dean	Parent type here
Teacher/Subject Area Mrs. C De Los Santos/Math	Parent Coordinator Mrs. Paulino
Related Service Provider type here	Other type here
Network Leader(Only if working with the LAP team) Gerard Beirne	Other type here

C. Teacher Qualifications

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

Number of certified ESL teachers currently teaching in the ESL program.	3	Number of certified bilingual teachers <u>not</u> currently teaching in a bilingual program	1	Number of teachers who hold both content area and ESL certification	1
Number of certified bilingual teachers currently teaching in a bilingual program	2	Number of certified NLA/foreign language teachers	2	Number of teachers who hold both a bilingual extension and ESL certification	0
Number of certified ESL teachers <u>not</u> currently teaching in the ESL program	1	Number of teachers currently teaching a self-contained ESL class who hold both a common branch license and ESL certification	0	Number of special education teachers with bilingual extensions	0

D. Student Demographics

Total number of students in school (Excluding Pre-K)	625	Total number of ELLs	184	ELLs as share of total student population (%)	29.44%
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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 checked="" type="checkbox"/>	No <input type="checkbox"/>	If yes, indicate language(s): Spanish
Dual language program	Yes <input type="checkbox"/>	No <input checked="" type="checkbox"/>	If yes, indicate language(s):

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

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

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	184	Newcomers (ELLs receiving service 0-3 years)	121	ELL Students with Disabilities	25
SIFE	12	ELLs receiving service 4-6 years	54	Long-Term (completed 6+ years)	9

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	58	2			0		9			67
Dual Language				28						28
ESL	63	8	8	26	0	9			8	89

ELLs by Subgroups										
ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			Total	
All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD		
Total	121	10	8	54	0	9	9	0	8	184
Number of ELLs who have an alternate placement paraprofessional: <u>2</u>										

C. Home Language Breakdown and ELL Programs

Transitional Bilingual Education														
Number of ELLs by Grade in Each Language Group														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish							9	26	32					67
SELECT ONE														0
SELECT ONE														0
TOTAL	0	0	0	0	0	0	9	26	32	0	0	0	0	67

*EP=English proficient student

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

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

This Section for Dual Language Programs Only

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

Freestanding English as a Second Language

Number of ELLs by Grade in Each Language Group

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish							31	47	50					128
Chinese														0
Russian														0
Bengali							6	12	10					28
Urdu							2	1	1					4
Arabic							3	1	4					8
Haitian														0
French								1	2					3
Korean														0
Punjabi														0
Polish														0
Albanian								1	1					2
Other							3	5	3					11
TOTAL	0	0	0	0	0	0	45	68	71	0	0	0	0	184

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	23	24					59
Intermediate(I)							14	8	22					44
Advanced (A)							26	17	16					59
Total	0	0	0	0	0	0	52	48	62	0	0	0	0	162

NYSESLAT Modality Analysis

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

NYSESLAT Modality Analysis

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

NYS ELA

Grade	Level 1	Level 2	Level 3	Level 4	Total
3					0
4					0
5					0
6	38	5			43
7	38	3			41
8	38	7			45
NYSAA Bilingual (SWD)					0

NYS Math

Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
3									0
4									0
5									0
6	25	16		4		1	0		46
7	26	22		5					53
8	32	24		7					63
NYSAA Bilingual (SWD)									0

NYS Science

	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
4									0
8									0

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

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

Native Language Tests								
	# of ELLs scoring at each quartile (based on percentiles)				# of EPs (dual lang only) scoring at each quartile (based on percentiles)			
	Q1 1-25 percentile	Q2 26-50 percentile	Q3 51-75 percentile	Q4 76-99 percentile	Q1 1-25 percentile	Q2 26-50 percentile	Q3 51-75 percentile	Q4 76-99 percentile
ELE (Spanish Reading Test)	11	15	39	1				
Chinese Reading Test								

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

- Describe what assessment tool your school uses to assess the early literacy skills of your ELLs (e.g., ECLAS-2, EL SOL, Fountas and Pinnell, DRA, TCRWP). What insights do the data provide about your ELLs? How will this data help inform your school's instructional plan? Please provide any quantitative data available to support your response.
The baseline assessment for our ELLs is the LAB-R exam for English and the LAB for students whose native language is Spanish. These assessments provide us with insight toward their literacy skills in the English language. This initial data set helps us to group our ELLs for targeted intervention. We also use a web based application called Achieve 3000 to target reading skills for this population. This

software provides us with reading levels (as a Lexile Level) for the students and it tracks their progress. This software is Common Core aligned and instructors are able to target specific standards for students' development. Another tool we incorporate is the NYC ELL Assessment. This assesses the students in the 4 modalities and provides benchmark results throughout the school year.

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

The percentages are approximately as follows

- a. Grade 6: P – 5% A – 47% I – 25% B – 21%
- b. Grade 7: P – 15% A – 31% I – 12% B – 42%
- c. Grade 8 P – 2% A – 25% I – 39% B – 38%

The data reveals that a greater percentage of our 7th Graders scored proficient. That is three times larger than grade 6 and 7 times larger than grade 8. We will revisit the strategies used with this population, to expand the success across all grade and proficiency levels. We have a large percentage of beginners in grades 7 and 8, hence the school will be using an intensive reading and writing program to address language acquisition amongst this population.

3. How will patterns across NYSESLAT modalities—reading/writing and listening/speaking—affect instructional decisions? How does your school use information about Annual Measurable Achievement Objectives? What does the data reveal? (see [SED memo](#) and [AMAQ tool](#))

The data reveals that in 6th grade we have 47 percent of the students are Advanced. For these students we will place an intensive focus on writing skills. Another 47 percent of the 6th grade ELLs fall into the Intermediate and Beginner proficiencies. For these students we have developed a curriculum that focuses on all of the modalities, placing emphasis on speaking and listening. Focusing on these skills provides scaffolding for these students to engage in reading and writing processes. In the 7th and 8th grade populations approximately of the students scored at a Beginner proficiency level. These students will engage in the same curriculum as the 6th grade Beginners. We are using this data for the purposes of grouping the students into target populations designated by proficiency level. This allows the school to align resources to effectively engage the students with the necessary resources to promote their language acquisition.

4. For each program, answer the following:

- a. What are the patterns across proficiencies and grades? How are ELLs faring in tests taken in English as compared to the native language?
- b. Describe how the school leadership and teachers are using the results of the ELL Periodic Assessments.
- c. What is the school learning about ELLs from the Periodic Assessments? How is the native language used?

The patterns across the proficiencies and grades are compared to the results of the Spanish Assessment Test (ELE) to monitor the students' progress in English as opposed to the native language. The result of the periodic assessment are used for lesson planning and to determine different strategies to be used in classrooms. The more proficient students are in their native language is easier for them to transition to another language.

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

N/A

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

Once the student is admitted to our school and the home language survey is evaluated, we administer the LAB-R in both languages (Spanish and English) to determine the level of proficiency as well as an interview with parents and student to collect information regarding their educational history and background in order to serve their educational needs. Once the language proficiency L1 and L2 is determined, the student is placed at comparable ages and educational levels. These groups are 605, 705, and 805. They receive bilingual instruction in Math, Social Studies, and Science.

Our school provides our students with print resources to ensure that the subjects taught in Spanish have the appropriate materials such as textbooks and assessments. In addition, our teachers are certified bilingual. They teach skills and content in their native language while beginning to build oral English proficiency and English-literacy skills (reading and writing). Due to the different level of proficiency, several strategies are used, such as small group instruction, differentiated instruction, different questioning strategies, and vocabulary in context techniques. In addition, students receive 90 minutes of ESL instruction while receiving the content areas in their native language. Our students are assessed periodically using the DRA and other in-class assessments to determine the progress in English and to ensure language acquisition. The school promotes afterschool programs and tutoring (Achieve 3000, ELA, Math, and Science) to reinforce English and vocabulary skills in an environment suitable for learning.

7. For dual language programs, answer the following:

- a. How are the English-proficient students (EPs) assessed in the second (target) language?

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

Paste response to questions here:

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

The success of our program for ELLs is determined by the percentage of students who met the AYP and the scale movement prescribed by the NYSESLAT. In addition, ELL students are evaluated by the State exam in ELA, Math, and Science (in eight grade), as well as by other interim assessments throughout the year. Such data is used for curriculum planning and to drive instruction. Finally, such data is used by the teachers to determine small group and differentiated instruction.

Part IV: ELL Identification Process

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

- 1. Describe the steps followed for the initial identification of ELLs. These steps must include administering the Home Language Identification Survey (HLIS) which includes the informal oral interview in English and in the native language, and the formal initial assessment. Identify the person(s) responsible, including their qualifications, for conducting the initial screening, administering the HLIS, the LAB-R (if necessary), and the formal initial assessment. (Refer to [ELL Policy Brief](#) and [EPIC](#).)

At MS 80 we have two ESL/Bilingual licensed pedagogues present during the registration process. These pedagogues assist the parents/guardians in completing the Home Language Survey. Upon completion of the HLIS, such pedagogues initiate an informal oral interview in English and in the native language (when possible). Depending on these findings, the eligible students will be administered the LAB-R in Spanish (when is required) and in English to determine proficiency in both languages within the first ten days of their initial enrollment. Two specialists on each field are entitled to administer such assessments at the beginning and throughout the year. Cut scores on LAB-R determine service eligibility for new entrants. A description of the available programs to assist the student is explained to the parents to help them decide on which program they would like their children to enroll. Students who come from a home where a language other than English is spoken, and who are entitled based on LAB-R testing, remain entitled until they test out, by scoring at the appropriate level on a spring administration of the NYSESLAT.

- 2. What structures are in place at your school to ensure that parents understand all three program choices (Transitional Bilingual, Dual Language, Freestanding ESL)? Please describe the process, outreach plan, and timelines.
In an effort to ensure that parents are well aware of the different program choices available at our school, we offer parent orientation workshops during the intake process. A certified bilingual or ESL teacher facilitates these workshops. The focus of the workshop is to inform and educate parents about all three instructional language programs offered by The New York City Department of Education. Parents must view the NYC language program video in their native language, meet with our ESL teacher to discuss concerns, and complete a Home Language Survey. Once parents gain a better understanding of the instructional goals embedded in each program, they have the flexibility and option to register their children with the program of choice. All Program Selection Forms are completed during the interview with the ESL teacher and therefore this form is on file for all ELL students. In cases where the home language is one that no one in the school speaks, the pedagogue seeks assistance from the translation and interpretation unit to provide over the phone interpretation services to ELL parents
- 3. Describe how your school ensures that entitlement letters are distributed and Parent Survey and Program Selection forms are returned, and secured/stored. (If a form is not returned, the default program for ELLs is Transitional Bilingual Education as per CR Part 154 [\[see tool kit\]](#).)
Our school ensures that Entitlement Letters and Parent Survey and Program Selection forms are completed at the time of intake. Therefore, these documents are available immediately upon the completion of the registration process and are kept on file at the school.
- 4. Describe the criteria used and the procedures followed to place identified ELL students in bilingual or ESL instructional programs; description must also include any consultation/communication activities with parents in their native language.
Once a student has been identified as an ELL, the parents enter into a consultation with the pedagogue in their native language. At this consultation, the parent reviews the three program choices with the pedagogue, views the video, and is given the opportunity to ask any questions and address concerns with the pedagogue and parent coordinator.

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

All school personnel who will be involved in overseeing the administration and scoring of the NYSESLAT must be provided with and read a copy of the School Administrator's Manual. School personnel who will be administering any session of the NYSESLAT must also be provided with and read the sections of this manual entitled "Supervision of Students". The NYSESLAT is administered annually to all English language learners in grades 6-8. Each student's performance on this test will be the basis for determining whether the student continues to be an English language learner. Based on the results of the test, the student's English language proficiency level is classified as beginning, intermediate, advanced, or proficient. Such classification must be used to provide the required amount of language arts instruction prescribed under Part 154 of the Regulations of the Commissioner of Education. For the NYSESLAT administration, Pearson will provide test booklets, Directions for Administration, and prerecorded CDs for use in administering the Listening subtest in Grades 6-8. Answer sheets will be provided by the Regional Information Center (RIC) or large-city school district office in our geographic area. The answer sheets will be used to record student responses for all questions in the Listening and Reading subtests and multiple-choice questions in the Writing subtest. For the Writing and Speaking subtests, the answer sheets provide fields in which raters will record student scores on open-ended questions. The Speaking subtest is administered to students individually at a location separate from other students and our school has a specialist who is entitled to administer the speaking part before the date established. The Listening, Reading, and Writing subtests must be administered to groups of students between the dates established. We choose our own testing days and times within the time period provided. The make-up test dates are any dates that remain in the primary administration period and the last day of administration. For all grade bands, our school administers the subtests in the following sequence: Session 1—Speaking, Session 2—Listening, Session 3—Reading, and Session 4—Writing.

In MS 80, we administer the NYSESLAT to all English language learners in Grades 6-8 regardless of physical location of the student, classification as disabled, or number of years of service (including six or more years), until proficiency is attained as reflected in the score achieved on NYSESLAT. In addition, The NYSESLAT is designed specifically for English language learners. Therefore, testing accommodations ordinarily permitted for English language learners taking other State tests are not permitted for NYSESLAT except students who incur on disabilities shortly before test administration and/or students with disabilities based on their IEP's or 504 Plan.

Since The NYSESLAT is secure. All test materials are secure, except for the manual. Teachers and administrators must carefully safeguard the test materials. We keep the materials secure, and no one may make copies of them. MS 80 maintains the security of the test materials following measures such as

Keeping sealed packages of secure test materials in a secure location that is maintained under strict security conditions, an inventory of the test materials is conducted as soon after delivery. The sealed packages of secure test materials, other than the scoring materials for the Speaking subtest, are not removed from the secure location, except for the inventory of test materials shipped to our school, until the day(s) on which the test is administered. The sealed packages of secure test materials, other than the scoring materials for the Speaking subtest, are not opened until the day(s) on which the test is administered. Teachers who have been given the scoring materials to review for the Speaking subtest must safeguard these materials and must not leave them out unattended. All of the secure test materials are accounted for following the administration of the test. All are returned to Pearson promptly after administration and scoring. Our school principal signs and returns the Examination Storage Certificate to ensure that the secure test materials have not been copied, used to coach students, or otherwise divulged to students prior to the test administration. He makes a copy and retains the original document in the school files. As soon as practical after the test results have been made available, MS 80 provides each student's parent/guardian with the results of their child's NYSESLAT. Paste response to question here:

6. After reviewing the Parent Survey and Program Selection forms for the past few years, what is the trend in program choices that parents have requested? (Please provide numbers.) Are the program models offered at your school aligned with parent requests? If no, why not? How will you build alignment between parent choice and program offerings? Describe specific steps underway. 
- After reviewing our Parent surveys and Program Selection Forms for the last few years we see a trend of more parents requesting monolingual classes with ESL services as opposed to Bilingual classes for their children. Parents are concerned that their children will be eligible for ELA testing much sooner than in the past. Therefore the majority of our parents are choosing monolingual classes with ESL services.

Part V: ELL Programming

A. Programming and Scheduling Information

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

We strongly believe that students acquire literacy most effectively in the language most familiar to them. Therefore, our Transitional Bilingual Program is designed so that our pupils develop conceptual skills in their native language as they learn English. This program includes an ESL component to develop skills in listening, speaking, reading, writing, and writing in English. In addition, a native language component is integrated in an effort to develop communication skills in the students' home language while cultivating an appreciation of their history and culture. When ELLs reach proficiency on the NYSELAT, they are transferred to an all-English program with transitional support.

Our main objectives are to:

- provide grade level academic work in the student's native language to develop conceptual understanding and learning provide strategies that will prepare ELLs to think critically, problem solve and communicate in two languages.
- attain English Language proficiency within three years
- develop oral and written fluency: BICS and CALP

In addition to our Transitional Bilingual Program, our school offers a Free Standing ESL Program. Students in our ESL Program receive all instruction in English. The number of ESL instructional units that a student receives is determined by the student English language proficiency levels (as determined by the LAB-R or NYSELAT scores.) These services are provided through two different instructional models:

1. Self Contained Model: licensed ESL teachers provide instruction in English using ESL methodologies.
 2. Mainstreamed Model: ESL students who are placed in regular monolingual classes due to capping would be mainstreamed into an ESL self-contained class to ensure language development. The instructional unit blocks that they will receive would be determined by the student language proficiency level.
2. How does the organization of your staff ensure that the mandated number of instructional minutes is provided according to proficiency levels in each program model (TBE, Dual Language, ESL)?
 - a. How are explicit ESL, ELA, and NLA instructional minutes delivered in each program model as per CR Part 154 (see table below)?

During the course of the day, the students will receive the mandated ESL minutes from the bilingual classroom teacher. Students who scored Beginner or Intermediate on the NYSELAT will receive 360 minutes per week. Those who scored Advanced will receive 180 minutes per week. This will be evident in the schedules of the bilingual teachers and their flow of the day. Students will be grouped heterogeneously; therefore, language of instruction will be differentiated depending on the level of English proficiency. The ELLs who are in ESL classes will be given their mandated minutes of ESL instruction by a ESL teacher. The ESL

teacher will help to develop the reading, writing, listening and speaking skills of these students through a variety of ESL strategies and language acquisition programs such as Achieve 3000.

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

To develop content understanding we are using grade specific textbooks: Glenco in Science, Finish Line (Spanish Version), NY Ready, and translations from Engage NY in Math. All instructional resources selected will help improve our ELL students' skills through content rich curriculum and by incorporating the New York State and Common Core Standards into their work.:

4. How do you ensure that ELLs are appropriately evaluated in their native languages throughout the year?
Bilingual and ESL teachers review the overall findings of the ELE exam and the findings from the NYSLEAT and grouped their students accordingly. The Bilingual units of study are in alignment with the monolingual units. The unit tests and quizzes are translated to ensure that our Bilingual students receive the identical rigorous formatted questions to answer. Teachers also confer with their students to determine movement in native language proficiency. For all students, ongoing assessments of students in academic content areas as well as language development inform teaching and learning. Content-area learning and simultaneous language development should aim to meet programmatic goals.
5. How do you ensure that ELLs are appropriately evaluated in all four modalities of English acquisition throughout the year?
The Bilingual units of study are in alignment with the monolingual units. Teacher use diverse teaching techniques. It is desirable to provide ELLs with multiple opportunities to show what they know and can do. We understand that ELLs should have not only multiple opportunities, but also multiple ways to show what they know, and that assessment specifications should include a variety of item and response types that may lead to assessments on which ELLs are more likely to be able to show their strengths. As an example, teachers use The Universal Design of Learning (UDL) where items are presented with many visuals, performance tasks, and/or oral responses are ways to allow ELLs to better demonstrate proficiency.
6. How do you differentiate instruction for ELL subgroups?
 - a. Describe your instructional plan for SIFE.
 - b. Describe your plan for ELLs who have been in US schools less than three years (newcomers)..
 - c. Describe your plan for ELLs receiving service 4 to 6 years.
 - d. Describe your plan for long-term ELLs (completed 6+ years).
 - e. Describe your plan for former ELLs (in years 1 and 2 after testing proficient).

Certain ELL populations in the school are in need of more specific and skill based instruction. These groups include: SIFE students, newcomers, 4-6 years ELLs, and Long term ELLs. In order to provide additional support for these groups, we will offer the following Academic Interventions:

- Achieve 3000
- After-School Program
- Saturday Program
- 37.5 minutes small group instruction
- Summer School
- Guided Math
- Guided Reading
- Related services as per IEP, if applicable

Licensed ESL teacher working in classroom with ELA teacher

It is of prime importance that our new arrivals feel socially accepted and others see them as knowledgeable people from a respected culture. To ease the cultural transition and facilitate adaptation, it is crucial that our newcomers are appropriately placed and provided with the necessary tools to be successful. For our newcomers, who are at the beginning level on the assessments, we will also provide AIS support. They will be invited to attend after school programs funded by Title III and SIG and the Saturday academy as well. These programs will improve decoding skills, phonemic awareness and build their [BICS] basic interpersonal communication skills. All of our bilingual and ESL classrooms are equipped with listening centers.

7. What instructional strategies and grade-level materials do teachers of ELL-SWDs use that both provide access to academic content areas and accelerate English language development?
Teachers of ELL-SWDs use the following instructional strategies and grade level materials to provide access to academic content areas and accelerate English language development:
 - Modeling
 - Bridging
 - Contextualization
 - Schema building

- Text Representation
- Meta-cognition

8. How does your school use curricular, instructional, and scheduling flexibility to enable diverse ELL-SWDs to achieve their IEP goals and attain English proficiency within the least restrictive environment?

In order to meet the diverse needs of ELL-SWDs within the least restrictive environment, the school uses curricular, instructional, and scheduling flexibility in the following manner....Special Education ELLs will receive mandated ESL services based on their IEP's.

Courses Taught in Languages Other than English ⓘ

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

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

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

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

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

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

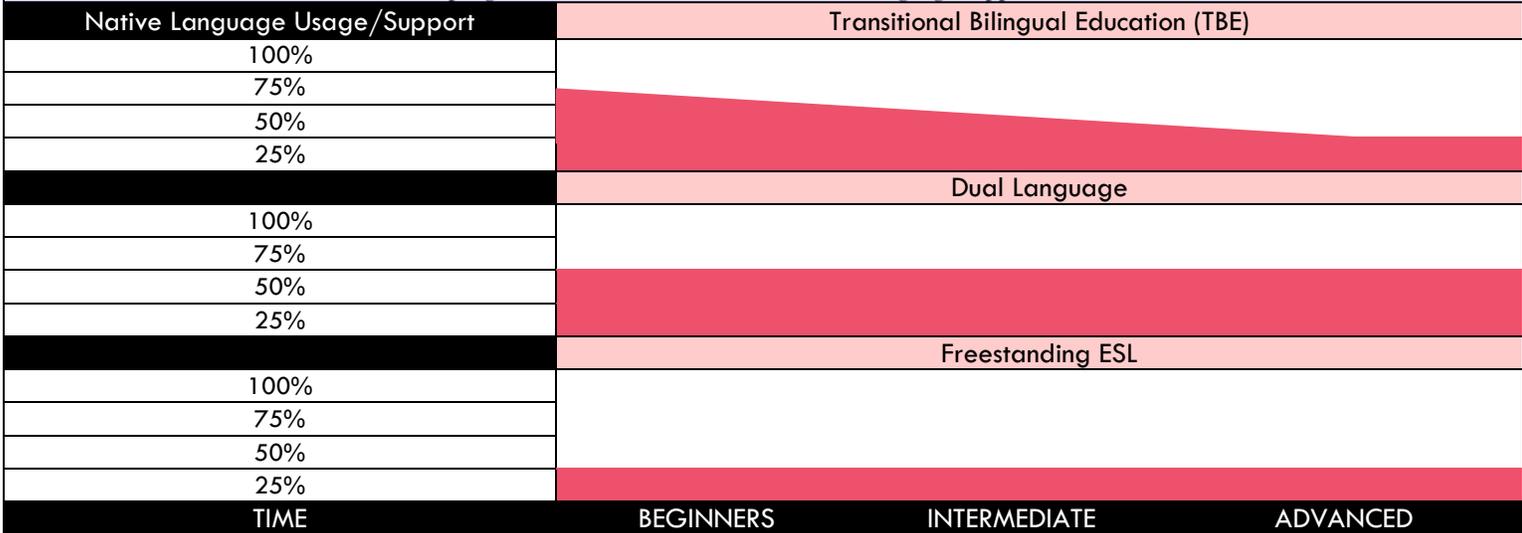
	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	540 minutes per week	360 minutes per week	180 minutes per week

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

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

Native Language Usage and Supports

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



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

B. Programming and Scheduling Information--Continued

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

By continuously analyzing data from the LABR, NYSESLAT, predictive, NYS ELA, NYS Math, and Science, and teacher observations throughout the year, we are able to track the progress or lack of progress of the ELLs in our building. By identifying their next steps and strengths, we can design our targeted intervention programs to be more specific and effective, and at the same time revise and refine our instructional practices.

Our Transitional Bilingual and Free-Standing ESL program will offer a supporting structure of scaffolding strategies to ensure significant ESL and academic development. Our ESL classes and content area lessons will be taught using the six main types of instructional scaffolding techniques:

- Modeling
- Bridging
- Contextualization
- Schema building
- Text Representation
- Meta-cognition

To further enhance the growth of ELLs in literacy, our teachers follow the Achieve 3000 Program. This programs provide a comprehensive, research-based instruction which is aligned to the NYS Standards. This programs provide multi-level teaching strategies, multi-level materials, and multi-level assessments. Teachers use the assessments to diagnose, plan instruction, and monitor progress.

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

Our program is designed with high expectations to all students. In order for the program to be effective, MS 80 had developed clear goals and objectives among all the subject areas. In addition, our teachers are aware of their student's population and they are certified in bilingual education. Our program had been well-designed around instruction and instructional routines. There is a clear input and modeling. Our students are actively engaged and their constant participation in class is motivated by constant feedback and attractive activities. Students are constantly applying new learning by interacting with peers and their teachers and they are periodically reviewed by administering frequent assessments with re-teaching as needed.

In Math, MS 80 administers 5-6 module exams (depending on the grade), baseline assessments and mock state assessments in Spanish. The data collected is periodically reviewed during grade level common planning meetings to drive instruction and is used by the teachers to determined small group and differentiated instruction.

In ELA, MS 80 administers a Baseline assessment at the beginning of the school year. Throughout the year, teachers administer different reading and writing assessments such as the ones provided by Engage NY that are aligned to the Common Core Standards. The data collected on these assessments is revised weekly during the common planning meetings. Finally, ELA mock state exams are administered.

In Social Studies, MS 80 administers a baseline as well as ELA. Throughout the year, teachers administer different types of writing and reading assessments. The data collected is revised during the common planning meetings. The same pattern is followed in Science. Our school is focused on the language development of ELLs and every department is working in conjunction to design the curriculums not only aligned with the common core standards, but also taking into consideration our student population needs. These needs are addressed throughout the assessments administered and the data collected. Paste response to question here:

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

After analyzing our NYSESLAT, ELA, and Math Data, we concluded that our ELL students require additional support in the areas of reading and writing. We therefore plan to include the supplemental services of Achieve 3000 to provide additional linguistical support.

Special Education ELLs will receive mandated ESL services based on their IEP's. They will participate in after school and Saturday academies to build their reading, writing and mathematic skills. Our related service teacher provides small group instruction to our Special Education ELL Students using grade appropriate and standard based materials. She provides services to students who are experiencing reading difficulties

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

At this moment, MS 80 will not contemplating discontinuing any of the ELLs program/services.

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

ELL's are afforded equal access to all school programs. Our after school program and supplemental services offeres

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

At MS 80, technology had become an essential pedagogical tool. Our classrooms are equipped with the latest: smart boards, laptops, I Pads, sound system, microphones, and other to ensure student literacy eouraging class participation and accountable talk. Our classrooms are equipped with leveled libraries aimed to encourage independent reading.

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

Class written instructions, tasks, assessments, and books are provided in both languages (Spanish and English). Content areas are been taught in their native language. Written and oral communication is provided to parents in the native language.

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

The services provided to the ELLs population are driven by the data collected in formal assessment tests and other informal assessments in class performed by the teacher at their grade level.

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

Before the school year begins, we invite the students and their parents to our school. In that day, we provide them with a welcoming kit that includes teacher information, classroom location and phone number, basic information about school's attendance policy, including phone numbers parents should call when their child will be absent, bussing information, school website, lunch information, and volunteer opportunities. In addition, we provide the students with our school calendar, community resources such as after school programs, English classes, and health centers. Finally, we provide a school tour in order for our Ell's to feel welcomed.

18. What language electives are offered to ELLs?

As for this moment, there are no language electives provided for our Ell's other then English.

19. For schools with dual language programs:

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

N/A

C. Professional Development and Support for School Staff

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

ELL PD is provided in two formats: Pre-recorded-online and live-onsite. Pre-recorded-online training sessions are under two hours in durations and available to view at any time from any computer with access to the Internet. Live-onsite trainings are whole-day sessions with a break for lunch. Locations for liveonsite training are listed with each training event. In addition, professional development in our school addresses the needs of staff working with ELLs by providing them in-house staff development by our ESL teachers, as well as our in-house and EPO Literacy and Math Lead Teachers.

Our Lead Teachers:

- model lessons
- conference with teachers
- assist in planning lessons
- arrange for interclass visitations so teachers are able to observe best instructional practices and learn from each other
- meet on a weekly basis with the Assistant Principal to discuss weekly outcomes, plan the next steps with individual teachers or staff development, express needs, concerns and reflect and ponder questions

We receive professional development support in the area of bilingual and ESL education from the following:

SLOP Model - CFN 536 (Instructional Coaches)- November 6, 2013

- Reading Program - Achieve 3000 (Private Vendor) - October 21, 2013

Instructional Strategies for the ELL Content Area Classroom – CFN536 (Instructional Coaches)

- We have a Professional Development Partnership with the Leadership Program to increase parental involvement

Again this year, we look at the outcomes of our assessment tools to drive our instruction in order to meet the students' needs, increase their strengths, deliver lessons suitable to their learning styles and to achieve improved student outcomes. We accomplish this through the careful analysis of the following data:

- Running Records
- Standardized Test (NYSESLAT, LAB-R, ELE, ELA)
- Acuity
- Teacher Developed Exams
- Checklists
- Student Work
- Teacher Observation
- Achieve 3000 Assessments

These assessment tools also allow us to look at additional support systems to put in place in order to support that students excel to their maximum language acquisition potential.

In order to provide support to the staff assisting Ells as they transition from middle school to high school, MS 80 facilitates teachers with professional development on how to build vocabulary in the classroom, phonetic awareness, and other reading and writing strategies aimed to facilitated English language acquisition. In addition to other social activities are provided aimed to integrate Ell's into the dominant culture such as chess club, baseball, basketball, dance, painting club, volleyball, and The Giant Thinking Program.

D. Parental Involvement

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

MS 80 will provide a variety of translated surveys, informational documents, and notifications to parents, curriculum, study guides, and reference materials of ELLs during the identification and placement process as well as throughout the year starting in September 2013 through June of 2014.

The Parent Coordinator office sends newsletters to parents on a monthly basis informing them of the different workshops and activities available for parents' participation. In September, we have Parent Orientation Night to inform parents about the different language programs offered, Transitional Bilingual (Spanish) and Free Standing ESL, information about the path to monolingual ELA classes, and a parent orientation video for families of ELLs. Parent orientations are conducted by parent coordinators with the assistance of school administration, ELL specialists, bilingual/ESL coordinators or bilingual/ESL teachers.

Also in September, we have "Curriculum Night" offering parents an opportunity to learn about the school's ELL curriculum and how it is aligned to the core curriculum as outlined in Children's First reform and the new Common Core State Standards. ELL teachers, Lead teachers, administrators, the parent coordinator, and community associates participate in this activity.

We have also scheduled throughout the year, "ARIS Workshop for Parents of ELLs" to assist parents in tracking their students academic progress. The workshop is given by the Parent Coordinator and Community Associate.

Also, we encourage parents of our ELLs to participate in adult literacy programs offered by the New York City Office of Adult and Continuing Education (OACE). Classes are offered in classes in Adult Basic Education, High School Equivalency (GED), English for Speakers of Other Languages (ESOL) and Career and Technical Education (CTE).

E. Additional Information

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

Paste response to question here:

Part VI: LAP Assurances

School Name: _____

School DBN: _____

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
	Principal		1/1/01
	Assistant Principal		1/1/01
	Parent Coordinator		1/1/01
	ESL Teacher		1/1/01
	Parent		1/1/01
	Teacher/Subject Area		1/1/01
	Teacher/Subject Area		1/1/01
	Coach		1/1/01
	Coach		1/1/01
	Guidance Counselor		1/1/01
	Network Leader		1/1/01
	Other _____		1/1/01

LANGUAGE TRANSLATION AND INTERPRETATION 2013-2014 TO 2014-2015

Requirement under Chancellor's Regulations – for all schools

DBN: **10x080** School Name: **Isobel Rooney Middle School 80**

Cluster: **5 (CEI-PEA)** Network:

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

Part A: Needs Assessment Findings

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

The following set of data was utilized to determine parents' preferred language of communication:

- Home language survey
- School report card data
- Parent surveys
- Contact sheet surveys
- Oral translation requests for parent association meetings and parent teacher conferences

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

Middle School 80 is a local zone, neighborhood school amidst a multi-cultural/multi-lingual community. The predominant languages in our school community are: Albanian (1.83%), Arabic (1.99%), Bengali (7.49%), English (42.05%), and Spanish (43.27%). Other languages spoken by our school community with less than 1% representation are: Bulgarian, Chinese, French Khmer, French, Gurarati, German, Korean, Mandinka/Mandingo, Thai, Turkish, Urdu, Ukrainian, and Yomba. Our parents need both oral and written interpretation. The school community is informed of our language needs and services via our Community Newsletter, School Leadership Team Meetings, Parent Coordinator Workshops/Meetings, Letters, Memos, and Parents' Association Meetings. Oral translation is provided as needed in the aforementioned meetings. Lastly, the School Safety Agents have been trained to assess parents' interpretation needs.

Part B: Strategies and Activities

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

We have a Language Access Poster predominantly displayed next to the entrance of the Main Office as well as a “We Speak Your Language” post card at the security lobby at the entrance of the school. Written translation services will be provided in-house by school staff proficient in the pertinent language. Furthermore, DOE translation services and the Big Word are used to translate documents when in-house staff is unavailable or unable to translate a particular document. Furthermore, staff and faculty receive a Language Access Kit (both physically and electronically) that includes and Translation Request form to be submitted to the Language Access Coordinator whenever they need documents to be translated. This includes timeline requirements for translations.

Written translation will be provided for:

- Monthly Calendars
- Memos
- Individual parent Letters
- Parent Newsletters

2. Describe the oral interpretation services the school will provide, and how they will meet identified needs indicated in Part A. Indicate whether oral interpretation services will be provided by an outside contractor, or in-house by school staff or parent volunteers.

Staff and faculty receive a Language Access Kit (both physically and electronically) that includes a Translator request form, so that staff can request a translator for meetings with parents that are not English proficient. Furthermore, the kit includes on how to use the DOE translation and interpretation over the phone translation services, as well as guidelines for working with translators. Oral interpretation services will be provided in-house by staff members who are fluent in the parents' predominant language. These staff members include: the parent coordinator, teachers, secretaries, and other schools staff. If our staff does not include a person that is fluent in the needed language, we will seek volunteers and other resources to obtain translation. In addition, our Student Translating Troop welcomes and guides parents to events in Albanian, Arabic, Bengali, English, and Spanish.

3. Describe how the school will fulfill Section VII of Chancellor's Regulations A-663 regarding parental notification requirements for translation and interpretation services. Note: The full text of Chancellor's Regulations A-663 (Translations) is available via the following link:
<http://docs.nycenet.edu/docushare/dsweb/Get/Document-151/A-663%20Translation%203-27-06%20.pdf>.

Designated multi-lingual staff will be targeted for translation and their availability will be tracked so that we can most effectively use our assets. As aforementioned, oral interpretation will be provided as needed by in-house staff that is fluent in the parent's preferred language, in addition, parents are informed that if they like, they may use a friend or relative for interpretation. The DOE translation unit will be used as necessary.

Translation services will be provided for all parental communications including, but not limited to the following:

- Monthly calendar
- Parent surveys
- Parent Memos, letters, and notices
- Parent phone calls
- Parent Newsletter



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: J.H.S. 80	DBN: 10X080
This school is (check one):	
<input checked="" type="checkbox"/> conceptually consolidated (skip part E below) <input type="checkbox"/> NOT conceptually consolidated (must complete part E below)	

Part B: Direct Instruction Supplemental Program Information
The direct instruction component of the program will consist of (check all that apply):
<input type="checkbox"/> Before school <input checked="" type="checkbox"/> After school <input type="checkbox"/> Saturday academy
Total # of ELLs to be served: 208
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: 3
of content area teachers: 2

Describe the direct instruction supplemental program here and include the

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

Begin description here:

Rationale:

The Direct Instruction Supplemental Program will include language development through technology supported instruction. We will use the Rosetta Stone program (Beginner ELL) and Achieve 3000 (Intermediate and Advanced ELL) to provide our students with targeted language acquisition and content area support. Teachers will use data generated from the Rosetta Stone program to identify specific language needs and differentiate instruction. Teachers will work with groups of students to implement a language development curriculum that includes a New-Commer ESL Curriculum. This curriculum focuses on basic interpersonal communication skills as well as exposure to US cultural references. Our goal is to support students' oral language development through relevant US cultural experiences. Teachers will use the Achieve 3000 program to support Social Studies content knowledge and vocabulary development. In addition to developing students' interpersonal skills, the program will also focus on academic language development through context embedded activities. Field trips will include local sites in the students' neighborhood (Bronx); for example, The Bronx County Historical Society, The Botanical Garden and the Bronx Zoo. Additionally, we will include field trips in Manhattan, such as the Metropolitan Museum of Art and the Philharmonic at Lincoln Center.

Subgroups and Grade Levels of Students to be Served:

The targeted population will include 6-8 grade beginner, intermediate and advanced ELLs.

Schedule and Duration:

The program is scheduled Monday -Friday from 2:20-5:20pm.

Language of Instruction:

Students will be instructed in English with supports in Spanish and Arabic.

Teachers:

1 ESL Teacher

Part B: Direct Instruction Supplemental Program Information

3 Bilingual

2 Content Area

Materials:

Rosetta Stone Program

Achieve 3000 Program

Headphones for iPads

Admissions and transportation for Field Trips

ESL Technology Apps

Part C: Professional Development

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

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

Begin description here:

Achieve 3000 PD & Rosetta Stone- Facilitators Sophia Collins (ELA Lead Teacher, License ELA 6-12) and Anya Dennis (Achieve 3000 Curriculum and Implementation Manager)

Achieve 3000

October 3, 2014: 2:20 p.m. - 3:40 p.m.

November 3, 2014: 9:00 a.m. - 2:20 p.m.

January - TBD

These PDs will instruct teachers how to use the program to: engage students, monitor student progress, generate data reports, and assign intervention lessons.

Building Academic Vocabulary - Facilitators Suheil Pimentel and Marta Villaroel (Bilingual/SPED Specialists Cluster 5)

December 15, 2014 2:30-3:40

Building Academic Vocabulary offers research-based principles and strategies for supporting English

Part C: Professional Development

Language Learners with Disabilities struggling with reading comprehension due to a limited vocabulary.

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:

- Understanding the NYSESLAT: Workshop: Facilitator - Ms. Soto (Assistant Principal - Bilingual Certified)

This will explain to parents the purpose of the NYSESLAT exam and how it impacts their student's education. Additionally, it will explain to parents how they can help their student prepare for the exam. Teachers and administrators will provide this workshop to parents. Parents will be notified through mailings, telephone calls, and the school newsletter. This will take place Thursday, February 5, 2015, from 6:00 p.m. - 7:30 p.m.

- ESL Classes for Parents: Workshop - Facilitator - ESL Teacher (TBD) from NYCDOE Office of Adult and Continuing Education Bronx Adult Learning Center

This will be a series of classes that will immerse parents in language acquisition. This will help parents to use basic English skills to access community resources and communicate with teachers/school. The program will be facilitated through the use of Rosetta Stone (computer program). Parents will be notified through mailings, telephone calls, and the school newsletter. This program will take place once a week from January through May, from 4:00 p.m. - 6:00 p.m.

Translation Services

- Translation of all school documents: Ensuring that parents are informed about school events and initiatives. This will take place on a weekly basis for all communication going out to parents and students. The service used is the NYCDOE Translation and Interpretation Unit, which provides interpretation over the phone. We will have our Spanish/Arabic/Albanian/Bengali speaking teachers on hand to translate during the workshops.

Part E: Budget

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

Allocation Amount: \$ _____

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