



2014-15
SCHOOL COMPREHENSIVE EDUCATIONAL PLAN
(SCEP)

DBN: (i.e. 01M001):

09X114

School Name:

LUIS LLORENS TORRES CHILDREN'S ACADEMY

Principal:

OLIVIA FRANCIS-WEBBER

School Comprehensive Educational Plan (SCEP) Outline

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Section 1: School Information Page

School Information

School Name: Luis Llorens Torres Children's Academy School Number (DBN): 09X114
School Level: Elementary Grades Served: K – 5
School Address: 1155 Cromwell Avenue, Bronx, New York 10452
Phone Number: (718) 681 - 7507 Fax: (718) 681 – 7519
School Contact Person: Mrs. Olivia Francis-Webber Email Address: Ofranci2@schools.nyc.gov
Principal: Mrs. Olivia Francis-Webber
UFT Chapter Leader: Mr. Thomas Yahn
Parents' Association President: Mrs. Younancys DeJesus
School Leadership Team Chairperson: Ms. Arlene Aswad
Student Representative(s): _____

District Information

District: 09 Superintendent: Mrs. Leticia Rodriguez-Rosario
Superintendent's Office Address: 450 St Paul's Place, Bronx, New York 10456
Superintendent's Email Address: LRosario2
Phone Number: (718) 579 - 7143 Fax: (718) 410 – 8933

Cluster and Network Information

Cluster Number: 5 Cluster Leader: Debra Maldonado
Network Number: 534 Network Leader: Ben Waxman

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)
Olivia Francis-Webber	*Principal or Designee	
Thomas Yahn	*UFT Chapter Leader or Designee	
Younancys DeJesus	*PA/PTA President or Designated Co-President	
Amparito Wah	DC 37 Representative, if applicable	
	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
	CBO Representative, if applicable	
Ari Handwerger	Member/ Staff	
Arlene Aswad	Member/ Staff	
Justina Roberts	Member/ Staff	
Emmanuel Edouard	Member/ Staff	
Althea Jervis	Member/ Staff	
Vanessa Fong	Member/ Staff	
Rosa Huerta	Member/ Parent	
Franceline Cruz	Member/ Parent	
Kenyatta Johnson	Member/ Parent	
Nora Mercado	Member/ Parent	
	Member/	

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

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

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

The Capacity Framework and SCEP Development

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



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

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

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

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

administrators value each other.

Accountability Tools and the Capacity Framework

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

NYSED's Six DTSDE Tenets

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

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

NYCDOE's Quality Review (QR)

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

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

Next Steps for SCEP Development

School Leadership Teams should engage in the following steps:

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

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

Section 4: SCEP Overview

Develop a narrative summary that includes:

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

Luis Llorens Torres Elementary School is situated at 1155 Cromwell Avenue, Bronx in New York City. It has 842 students from kindergarten through grade five. The school population comprises 23.63% Black, 69.36% Hispanic, 3% Asian and 4.39% other students. The student body includes 30.64% English language learners and 17.22% special education students. Boys account for 53.21% of the students enrolled and girls account for 46.79%. The mission of the Luis Llorens Torres Children's Academy is to establish a safe child-centered learning community designed to meet each child's academic, social, emotional, and psychomotor needs. Our commitment is to continuously provide quality instruction so that there is measurable achievement of the academic and attendance performance of all students. The average attendance rate for the school year 2013-2014 was 92.4%. The school is in receipt of \$30,000 funding from START IT project designed to meet individual student challenges to attend school regularly and punctually.

In 2013-14, Luis Llorens Torres School did not meet its Adequate Yearly Progress (AYP) for the academic year in ELA, achieving only 1 out of 6 of the State targets in this curriculum area and is categorized as a school that receives local assistance in order to improve its performance. At minimum, the accomplishments may be listed as: The principal, the curriculum team and the School leadership Team (SLT) work diligently and strategically to create a learning environment that fosters a higher level of student achievement and parent involvement; the school implements standard based curricula, with attention to informational reading and writing across the grades and content areas, the projected end result being higher student achievement; and grade level teams meet weekly to modify curricula to increase access for all students. In addition, the specific Professional Improvement Plan (PIP) for administrative and teacher practice includes on-going professional development, consistent observation of and feedback to teaching staff, modification and /or adjustment of the curriculum, strategic use of resources, reprogramming of staff schedules, and expansion / redirection of teacher teams; a collaborative leadership which includes administration and staff that meets regularly to review and refine the school's goals. The school faces a need to improve the academic performance of ELLs and SWDs. In English Language Arts ensuring access for ALL learners, with a specific focus for ELLs and SWDs. In teaching and learning; the administration creates a collaborative community of learners which requires school leaders to leverage both human and financial resources that serve all students; foster instructional practice curriculum, aligned with the Danielson's framework and the CCLS respectively; time to implement and coordinate the new demands of MOSL, MTP, CCLS; monthly staff meetings, newsletters, grade and subject area meetings; and implement weekly Individual Administrator/ Teacher Conversations (IATC) to ascertain accomplishments, shortcomings, and next steps. During the 2013-14 academic year the school has, as measured

by tenets 2, 3, 4, 5, and 6 independently and collectively, significantly increased collaboration in identifying the school's major priorities; achieved better engagement of the faculty in developing and implementing the strategies for addressing the identified school improvement priorities; established effective goals for groups of students, classrooms, grades and subjects through more effective use of data.; established data tracking systems for reading that demonstrates growth against agreed benchmarks; created target student groups for the specific categories where the school is not meeting AYP and provided intensive support strategies to help those students achieve a higher level in the State test in ELA; the administration collaborated with the teachers to develop an acceptable-coordinated common planning of curriculum, instruction, and assessment under the guidance of an external consultant knowledgeable about the Danielson Framework; and made some progress in improving the school culture, but more work is still needed to establish a united vision among all staff. For the 2014-15 school year, the focus is primarily on achieving a higher level rating that will upgrade the school from its current priority status.; achieving good growth in student performance levels as identified in the AYP Report; and achieving excellent growth in student progress as identified in the NYC DOE measures of school improvement.

Section 5: Needs Assessment, Annual Goals and Action Plans

09X114 School Information Sheet Key

School Configuration (2014-15)				
Grade Configuration	0K,01, 02,03, 04,05	Total Enrollment	842	SIG Recipient
Types and Number of English Language Learner Classes (2014-15)				
# Transitional Bilingual	N/A	# Dual Language	N/A	# Self-Contained English as a Second Language
Types and Number of Special Education Classes (2014-15)				
# Special Classes	N/A	# SETSS	N/A	# Integrated Collaborative Teaching
Types and Number of Special Classes (2014-15)				
# Visual Arts	N/A	# Music	N/A	# Drama
# Foreign Language	N/A	# Dance	N/A	# CTE
School Composition (2013-14)				
% Title I Population	94.5%	% Attendance Rate		91.5%
% Free Lunch	96.1%	% Reduced Lunch		2.9%
% Limited English Proficient	33.4%	% Students with Disabilities		18.6%
Racial/Ethnic Origin (2013-14)				
% American Indian or Alaska Native	0.6%	% Black or African American		21.9%
% Hispanic or Latino	71.7%	% Asian or Native Hawaiian/Pacific Islander		4.3%
% White	0.9%	% Multi-Racial		0.6%
Personnel (2014-15)				
Years Principal Assigned to School (2014-15)	11.34	# of Assistant Principals (2014-15)		3
# of Deans (2014-15)	N/A	# 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)		4.0%
% Teaching with Fewer Than 3 Years of Experience (2013-14)	0.2%	Average Teacher Absences (2013-14)		9.48
Student Performance for Elementary and Middle Schools (2013-14)				
ELA Performance at levels 3 & 4	7.6%	Mathematics Performance at levels 3 & 4		13.1%
Science Performance at levels 3 & 4 (4th Grade)	59.2%	Science Performance at levels 3 & 4 (8th Grade)		N/A
Student Performance for High Schools (2012-13)				
ELA Performance at levels 3 & 4	N/A	Mathematics Performance at levels 3 & 4		N/A
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		X
Focus District	X	Focus School Identified by a Focus District		
Priority School				
Accountability Status – Elementary and Middle Schools				
Met Adequate Yearly Progress (AYP) in ELA (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		YES
Hispanic or Latino	NO	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	NO	Limited English Proficient		YES
Economically Disadvantaged	NO			
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		YES
Hispanic or Latino	NO	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	NO	Limited English Proficient		YES
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	NO	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		NO
Economically Disadvantaged	NO			
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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School Configuration (2014-15)				
Grade Configuration	0K,01, 02,03, 04,05	Total Enrollment	842	SIG Recipient
Types and Number of English Language Learner Classes (2014-15)				
# Transitional Bilingual	N/A	# Dual Language	N/A	# Self-Contained English as a Second Language
Types and Number of Special Education Classes (2014-15)				
# Special Classes	N/A	# SETSS	N/A	# Integrated Collaborative Teaching
Types and Number of Special Classes (2014-15)				
# Visual Arts	N/A	# Music	N/A	# Drama
# Foreign Language	N/A	# Dance	N/A	# CTE
School Composition (2013-14)				
% Title I Population	94.5%	% Attendance Rate		91.5%
% Free Lunch	96.1%	% Reduced Lunch		2.9%
% Limited English Proficient	33.4%	% Students with Disabilities		18.6%
Racial/Ethnic Origin (2013-14)				
% American Indian or Alaska Native	0.6%	% Black or African American		21.9%
% Hispanic or Latino	71.7%	% Asian or Native Hawaiian/Pacific Islander		4.3%
% White	0.9%	% Multi-Racial		0.6%
Personnel (2014-15)				
Years Principal Assigned to School (2014-15)	11.34	# of Assistant Principals (2014-15)		3
# of Deans (2014-15)	N/A	# 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)		4.0%
% Teaching with Fewer Than 3 Years of Experience (2013-14)	0.2%	Average Teacher Absences (2013-14)		9.48
Student Performance for Elementary and Middle Schools (2013-14)				
ELA Performance at levels 3 & 4	7.6%	Mathematics Performance at levels 3 & 4		13.1%
Science Performance at levels 3 & 4 (4th Grade)	59.2%	Science Performance at levels 3 & 4 (8th Grade)		N/A
Student Performance for High Schools (2012-13)				
ELA Performance at levels 3 & 4	N/A	Mathematics Performance at levels 3 & 4		N/A
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		X
Focus District	X	Focus School Identified by a Focus District		
Priority School				
Accountability Status – Elementary and Middle Schools				
Met Adequate Yearly Progress (AYP) in ELA (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		YES
Hispanic or Latino	NO	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	NO	Limited English Proficient		YES
Economically Disadvantaged	NO			
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		YES
Hispanic or Latino	NO	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	NO	Limited English Proficient		YES
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	NO	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		NO
Economically Disadvantaged	NO			
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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Types and Number of Special Classes (2014-15)				
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				N/A
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ELA Performance at levels 3 & 4		N/A	Mathematics Performance at levels 3 & 4	N/A
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	X
Focus District	X		Focus School Identified by a Focus District	
Priority School				
Accountability Status – Elementary and Middle Schools				
Met Adequate Yearly Progress (AYP) in ELA (2012-13)				
American Indian or Alaska Native		N/A	Black or African American	YES
Hispanic or Latino		NO	Asian or Native Hawaiian/Other Pacific Islander	N/A
White		N/A	Multi-Racial	N/A
Students with Disabilities		NO	Limited English Proficient	YES
Economically Disadvantaged		NO		
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)				
American Indian or Alaska Native		N/A	Black or African American	YES
Hispanic or Latino		NO	Asian or Native Hawaiian/Other Pacific Islander	N/A
White		N/A	Multi-Racial	N/A
Students with Disabilities		NO	Limited English Proficient	YES
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		NO	Asian or Native Hawaiian/Other Pacific Islander	N/A
White		N/A	Multi-Racial	N/A
Students with Disabilities		N/A	Limited English Proficient	NO
Economically Disadvantaged		NO		
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		

09X114 School Information Sheet Key

School Configuration (2014-15)				
Grade Configuration	0K,01, 02,03, 04,05	Total Enrollment	842	SIG Recipient
				N/A
Types and Number of English Language Learner Classes (2014-15)				
# Transitional Bilingual	N/A	# Dual Language	N/A	# Self-Contained English as a Second Language
				N/A
Types and Number of Special Education Classes (2014-15)				
# Special Classes	N/A	# SETSS	N/A	# Integrated Collaborative Teaching
				N/A
Types and Number of Special Classes (2014-15)				
# Visual Arts	N/A	# Music	N/A	# Drama
# Foreign Language	N/A	# Dance	N/A	# CTE
				N/A
School Composition (2013-14)				
% Title I Population	94.5%	% Attendance Rate	91.5%	
% Free Lunch	96.1%	% Reduced Lunch	2.9%	
% Limited English Proficient	33.4%	% Students with Disabilities	18.6%	
Racial/Ethnic Origin (2013-14)				
% American Indian or Alaska Native	0.6%	% Black or African American	21.9%	
% Hispanic or Latino	71.7%	% Asian or Native Hawaiian/Pacific Islander	4.3%	
% White	0.9%	% Multi-Racial	0.6%	
Personnel (2014-15)				
Years Principal Assigned to School (2014-15)	11.34	# of Assistant Principals (2014-15)	3	
# of Deans (2014-15)	N/A	# 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)	4.0%	
% Teaching with Fewer Than 3 Years of Experience (2013-14)	0.2%	Average Teacher Absences (2013-14)	9.48	
Student Performance for Elementary and Middle Schools (2013-14)				
ELA Performance at levels 3 & 4	7.6%	Mathematics Performance at levels 3 & 4	13.1%	
Science Performance at levels 3 & 4 (4th Grade)	59.2%	Science Performance at levels 3 & 4 (8th Grade)	N/A	
Student Performance for High Schools (2012-13)				
ELA Performance at levels 3 & 4	N/A	Mathematics Performance at levels 3 & 4	N/A	
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		X
Focus District	X	Focus School Identified by a Focus District		
Priority School				
Accountability Status – Elementary and Middle Schools				
Met Adequate Yearly Progress (AYP) in ELA (2012-13)				
American Indian or Alaska Native	N/A	Black or African American	YES	
Hispanic or Latino	NO	Asian or Native Hawaiian/Other Pacific Islander	N/A	
White	N/A	Multi-Racial	N/A	
Students with Disabilities	NO	Limited English Proficient	YES	
Economically Disadvantaged	NO			
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)				
American Indian or Alaska Native	N/A	Black or African American	YES	
Hispanic or Latino	NO	Asian or Native Hawaiian/Other Pacific Islander	N/A	
White	N/A	Multi-Racial	N/A	
Students with Disabilities	NO	Limited English Proficient	YES	
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	NO	Asian or Native Hawaiian/Other Pacific Islander	N/A	
White	N/A	Multi-Racial	N/A	
Students with Disabilities	N/A	Limited English Proficient	NO	
Economically Disadvantaged	NO			
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			

09X114 School Information Sheet Key

School Configuration (2014-15)				
Grade Configuration	0K,01, 02,03, 04,05	Total Enrollment	842	SIG Recipient
Types and Number of English Language Learner Classes (2014-15)				
# Transitional Bilingual	N/A	# Dual Language	N/A	# Self-Contained English as a Second Language
Types and Number of Special Education Classes (2014-15)				
# Special Classes	N/A	# SETSS	N/A	# Integrated Collaborative Teaching
Types and Number of Special Classes (2014-15)				
# Visual Arts	N/A	# Music	N/A	# Drama
# Foreign Language	N/A	# Dance	N/A	# CTE
School Composition (2013-14)				
% Title I Population	94.5%	% Attendance Rate		91.5%
% Free Lunch	96.1%	% Reduced Lunch		2.9%
% Limited English Proficient	33.4%	% Students with Disabilities		18.6%
Racial/Ethnic Origin (2013-14)				
% American Indian or Alaska Native	0.6%	% Black or African American		21.9%
% Hispanic or Latino	71.7%	% Asian or Native Hawaiian/Pacific Islander		4.3%
% White	0.9%	% Multi-Racial		0.6%
Personnel (2014-15)				
Years Principal Assigned to School (2014-15)	11.34	# of Assistant Principals (2014-15)		3
# of Deans (2014-15)	N/A	# 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)		4.0%
% Teaching with Fewer Than 3 Years of Experience (2013-14)	0.2%	Average Teacher Absences (2013-14)		9.48
Student Performance for Elementary and Middle Schools (2013-14)				
ELA Performance at levels 3 & 4	7.6%	Mathematics Performance at levels 3 & 4		13.1%
Science Performance at levels 3 & 4 (4th Grade)	59.2%	Science Performance at levels 3 & 4 (8th Grade)		N/A
Student Performance for High Schools (2012-13)				
ELA Performance at levels 3 & 4	N/A	Mathematics Performance at levels 3 & 4		N/A
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		X
Focus District	X	Focus School Identified by a Focus District		
Priority School				
Accountability Status – Elementary and Middle Schools				
Met Adequate Yearly Progress (AYP) in ELA (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		YES
Hispanic or Latino	NO	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	NO	Limited English Proficient		YES
Economically Disadvantaged	NO			
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		YES
Hispanic or Latino	NO	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	NO	Limited English Proficient		YES
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	NO	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		NO
Economically Disadvantaged	NO			
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			

09X114 School Information Sheet Key

School Configuration (2014-15)				
Grade Configuration	0K,01, 02,03, 04,05	Total Enrollment	842	SIG Recipient
				N/A
Types and Number of English Language Learner Classes (2014-15)				
# Transitional Bilingual	N/A	# Dual Language	N/A	# Self-Contained English as a Second Language
				N/A
Types and Number of Special Education Classes (2014-15)				
# Special Classes	N/A	# SETSS	N/A	# Integrated Collaborative Teaching
				N/A
Types and Number of Special Classes (2014-15)				
# Visual Arts	N/A	# Music	N/A	# Drama
# Foreign Language	N/A	# Dance	N/A	# CTE
				N/A
School Composition (2013-14)				
% Title I Population	94.5%	% Attendance Rate		91.5%
% Free Lunch	96.1%	% Reduced Lunch		2.9%
% Limited English Proficient	33.4%	% Students with Disabilities		18.6%
Racial/Ethnic Origin (2013-14)				
% American Indian or Alaska Native	0.6%	% Black or African American		21.9%
% Hispanic or Latino	71.7%	% Asian or Native Hawaiian/Pacific Islander		4.3%
% White	0.9%	% Multi-Racial		0.6%
Personnel (2014-15)				
Years Principal Assigned to School (2014-15)	11.34	# of Assistant Principals (2014-15)		3
# of Deans (2014-15)	N/A	# 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)		4.0%
% Teaching with Fewer Than 3 Years of Experience (2013-14)	0.2%	Average Teacher Absences (2013-14)		9.48
Student Performance for Elementary and Middle Schools (2013-14)				
ELA Performance at levels 3 & 4	7.6%	Mathematics Performance at levels 3 & 4		13.1%
Science Performance at levels 3 & 4 (4th Grade)	59.2%	Science Performance at levels 3 & 4 (8th Grade)		N/A
Student Performance for High Schools (2012-13)				
ELA Performance at levels 3 & 4	N/A	Mathematics Performance at levels 3 & 4		N/A
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		X
Focus District	X	Focus School Identified by a Focus District		
Priority School				
Accountability Status – Elementary and Middle Schools				
Met Adequate Yearly Progress (AYP) in ELA (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		YES
Hispanic or Latino	NO	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	NO	Limited English Proficient		YES
Economically Disadvantaged	NO			
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		YES
Hispanic or Latino	NO	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	NO	Limited English Proficient		YES
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	NO	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		NO
Economically Disadvantaged	NO			
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			

09X114 School Information Sheet Key

School Configuration (2014-15)				
Grade Configuration	0K,01, 02,03, 04,05	Total Enrollment	842	SIG Recipient
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Types and Number of Special Education Classes (2014-15)				
# Special Classes	N/A	# SETSS	N/A	# Integrated Collaborative Teaching
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# Visual Arts	N/A	# Music	N/A	# Drama
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School Composition (2013-14)				
% Title I Population	94.5%	% Attendance Rate		91.5%
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% Hispanic or Latino	71.7%	% Asian or Native Hawaiian/Pacific Islander		4.3%
% White	0.9%	% Multi-Racial		0.6%
Personnel (2014-15)				
Years Principal Assigned to School (2014-15)	11.34	# of Assistant Principals (2014-15)		3
# of Deans (2014-15)	N/A	# 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)		4.0%
% Teaching with Fewer Than 3 Years of Experience (2013-14)	0.2%	Average Teacher Absences (2013-14)		9.48
Student Performance for Elementary and Middle Schools (2013-14)				
ELA Performance at levels 3 & 4	7.6%	Mathematics Performance at levels 3 & 4		13.1%
Science Performance at levels 3 & 4 (4th Grade)	59.2%	Science Performance at levels 3 & 4 (8th Grade)		N/A
Student Performance for High Schools (2012-13)				
ELA Performance at levels 3 & 4	N/A	Mathematics Performance at levels 3 & 4		N/A
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		X
Focus District	X	Focus School Identified by a Focus District		
Priority School				
Accountability Status – Elementary and Middle Schools				
Met Adequate Yearly Progress (AYP) in ELA (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		YES
Hispanic or Latino	NO	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	NO	Limited English Proficient		YES
Economically Disadvantaged	NO			
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		YES
Hispanic or Latino	NO	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	NO	Limited English Proficient		YES
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	NO	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		NO
Economically Disadvantaged	NO			
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 5A – Capacity Framework Element - Rigorous Instruction: Instruction is customized, inclusive, motivating, and aligned to the Common Core. High standards are set in every classroom. Students are actively engaged in ambitious intellectual activity and developing critical thinking skills. *(Aligned to DTSDE Tenet 3: Curriculum Development and Support)*

Part 1 – Needs Assessment

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

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

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

Part 1b. Needs/Areas for Improvement:

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

QR 2013-14 P.7:

Efforts to communicate high expectations to all of the school’s constituents

- School leaders emphasize the need for high expectations among all staff and students in the teaching and learning both vertically and horizontally
- Principal’s initial staff meeting in September outlined the goals and focus of the Academic Year 2014- 2015.
- Teachers Teams engage in conversations to identify and implement factors reflective of high expectations.
- Teacher Teams look at student work to create rubric reflective of high expectations.
- Teacher practice inter-visitations to observe and constructively review practice by fellow to engender Best practice

Feedback to students regarding college and career readiness

- students critique sample work and rate as example of high quality productions
- Teacher plan instruction that fosters student learning toward high expectation performance.
- Students read didactic work of fellows, rate, and discuss ratings.
- Students participate in question and answer exercise based on presentations by ex-students ,parents and other high achievers in various fields of endeavor who have successfully acquired college degrees and have secured a career
- Teacher/ Student Rubric created

Establishing partnerships with families to support students’ progress towards college and career readiness

- Multiple channels of parent communication are available that include the following: face to face meetings at school, including school-initiated calls by teachers, and teacher initiated email correspondence with parents.
- Multiple channels of parent communication are available, including e-mail initiated by teachers
- Student achievement results are communicated to parents with more information such as digital and social media

- Student achievement results for students in danger of failure are communicated at least every week to parents
- Parents have the opportunity to participate in scoring student work using standards and scoring guides
- Student achievement results for students previously in danger of failure who are now demonstrating exceptional progress are communicated at least every week to parents
- Teachers identify a “watch list” of students in danger of failure and a team approach, including parents, is used to monitor and improve student performance
- Student academic success is showcased in the school’s most prominent display areas, including trophy cases and hallways
- Parents who agree or strongly agree with the statement, “I feel welcome to visit my child’s classroom at any time.”

Part 2 – Annual Goal

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

By June 2015, PS 114 will increase the percentage of tested third, fourth, and fifth grade students performing at levels 3 & 4 in ELA from 7.6% in 2013-2014 to 12.6%; and in math from 13.1% in 2013-2014 to 18.1%.

Part 3 – Action Plan

Activities/Strategies: Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including:	Target Group(s) <i>Who will be targeted?</i>	Timeline <i>What is the start and end date?</i>	Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i>
<ol style="list-style-type: none"> 1. Research-based instructional programs, professional development, and/or systems and structures needed to impact change 2. Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). 3. Strategies to increase parent involvement and engagement 4. Activities that address the Capacity Framework element of Trust 			
The Data specialist will provide teachers with school-wide as well as individual student data in area of ELA and math. This will allow facilitation of professional development activities for interpreting the data and utilizing the to the curriculum unit which are aligned with the CCLS	third, fourth, and fifth grade students	September 2014–June 2015	Data specialist and teachers (GE, ESL, TBE, AIS ,and RTI)
Educational Consultants and assistant principals will provide staff with the tools and strategies needed to develop engaging unit plans and tasks in ELA, math, social studies and science which are aligned with the CCLS	third, fourth, and fifth grade students	September 2014–June 2015	Educational consultants, assistant principal, teachers
Network liaison staff and teacher teams will meet during common planning time to plan and align curriculum	third, fourth, and fifth grade students	September 2014–June 2015	Network instruction support staff, teacher teams
Teachers will utilize a “Looking at Student Work” protocol to gather information about student learning and inform revision of instructional units.	third, fourth, and fifth grade students	September 2014–June 2015	Teachers, network achievement liaisons and ELL specialist

Part 4 – Resources Needed

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

Per session for data analysis for after school meeting; Per session for after school and per diem for PD coverage; Scheduled time during the school day for common planning; Scheduled time during the school day for teacher teams to master and apply the LSAW protocol

Part 5 – Budget and Resource Alignment

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

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

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Part 6 – Progress Monitoring

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

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

Completed data analysis for each student based on 2014-15 Baseline tests; observation of implementation of monthly professional development strategies; Completed unit plans and tasks in ELA and math which are aligned with the CCLS; Minutes of weekly planning sessions detailing planning time: Discussion, Conclusion, and Responsible person(s); Observation of implementation of the LASW protocol during teacher team planning time.

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

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

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Section 5: Needs Assessment, Annual Goals and Action Plans

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

Part 1 – Needs Assessment

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

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

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.	
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.	
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.	

Part 1b. Needs/Areas for Improvement:

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

Formation of the “Fantastic Friday program” and extra-curricular activities in sports and games to promote cultural and social events and arts festivals among students. Student Council members’ list of cultural and social activities and arts festivals are developed and submitted to school management for approval. Student “No Bullying” Committee’s list of cultural and social activities, and arts festivals are approved by school administration and implemented. Student Council engages in community activities of Food Drive for the needy in the immediate environment; Christmas Cheers celebration with the elderly; and Toy Drive for the less fortunate students in the school. Recognition and Awards ceremonies to honor students who portray best the R.O.C.K.S.

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.

To bring about positive behavior changes among all students through the implementation of a program that amplifies the attributes of Respect, Organized, cooperative, Kind, and Safe (referred to by using the acronym ROCKS) beginning September 2014 through 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>
<ol style="list-style-type: none"> Research-based instructional programs, professional development, and/or systems and structures needed to impact change Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). Strategies to increase parent involvement and engagement Activities that address the Capacity Framework element of Trust 			
Establish a committee of members with designated roles and responsibilities. Outline and solicit teacher contribution into establishing the programs. Heighten student and staff awareness about the design and implementation of the programs. Establish a time line for data collection and dissemination among students at bi-weekly scheduled assemblies.	Students in grades K-5	September 2014–June 2015	Guidance Counselors and Dean of discipline
Establish broker rewards that students can use to purchase items from R.O.C.K.S stores. Issue certificates for exemplary conduct that portray R.O.C.K. attributes over a set period of time	Students in grades K-5	September 2014–June 2015	Guidance Counselors and Dean of discipline
Identify and assign targeted students to adult staff who volunteers to serve as mentors. Provide PD for parents who volunteer to work as mentors	Students in grades K-5	September 2014–June 2015	All staff members including school leaders, teachers, paraprofessionals, custodians, school aides, ancillary staff, and healthcare providers. Community volunteers, and Parents
Public hearing Safety meeting with parents and community volunteers	Students in grades K-5	September 2014–June 2015	Safety Committee Team, BRT members

Part 4 – Resources Needed

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

; Letters of solicitation for parent involvement; School newsletters to inform school community of programs and activities; Parent participation in workshops: hands-on training sessions to mobilize others to become involved in school activities

Part 5 – Budget and Resource Alignment

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

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

Part 6 – Progress Monitoring

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

- 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.

Report of all students deemed at-risk as per infraction of NYC Discipline Code ; Define intervention(s) for all students deemed at-risk as infraction of NYC Discipline Code; Guidance Counselors and Dean's evidence (log) of contact hours with identified at-risk students' parents

Part 6b. Complete in February 2015.

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

Section 5: Needs Assessment, Annual Goals and Action Plans

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

Part 1 – Needs Assessment

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

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

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

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

Part 1b. Needs/Areas for Improvement:

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

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

Teacher teams promoting the implementation of the CCLS and the instructional shifts

Teacher teams are engaged in On-going discussions around student work to align classroom practices to instructional shifts

- Grade leaders meetings with curriculum team
- Grade conferences to address instructional needs
- Grade level meetings twice weekly to discuss instructional practices
- Teams meet with administration to discuss their findings and proposals
- Teams discuss student work and create a rubric for assessment
- Intra-grade meetings to establish vertical connection of instructional practices

Use of data within teacher teams to improve instruction

- Grade leaders meetings with curriculum team
- Percentage of students who are one or more grade levels below current grade in reading who receive targeted assistance
- Percentage of students with failing grades may resubmit so that they have the potential for success
- Percentage of Theme Enrichment (PE, Music & Theatre, Art) classes incorporating academic content and assessment in writing, reading, mathematics, or social

Structures to support distributive leadership

- Professional development activities directly related to classroom practice that is, in turn, related to student achievement
- Faculty meeting discussion and action items related to student achievement
- Faculty members with student achievement practices in Curriculum, instruction and assessment
- Students with identified academic deficiencies who are scheduled for additional assistance
- Leader-initiated parent contacts related to academic 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, teachers will expand the use of explicit modeling in implementing the Common Core Learning Standards as evidenced by 100% participation of all teachers, including teachers of ELL and SWD, through classroom inter-visitations and Teacher Team meetings intended to improve their pedagogy

Part 3 – Action Plan

<p>Activities/Strategies: Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including:</p> <ol style="list-style-type: none"> 1. Research-based instructional programs, professional development, and/or systems and structures needed to impact change 2. Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). 3. Strategies to increase parent involvement and engagement 4. Activities that address the Capacity Framework element of Trust 	<p>Target Group(s) <i>Who will be targeted?</i></p>	<p>Timeline <i>What is the start and end date?</i></p>	<p>Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i></p>
<p>To improve achievement for all students, including ELLs and SWDs, the following professional development activities will be offered to staff to improve teacher effectiveness in delivering instruction in ELA and math: workshops with the ELL/SWD teachers and classroom teachers to provide teachers with the skills and strategies necessary to deliver the ELA to ELLs; working directly with grade and subject area teams to ensure the UDL units are in alignment with CCLS; demonstration lessons and feedback regarding ELL strategies used in conjunction with the ELA and ELL curriculums; supporting teacher teams as they develop ELA units and tasks for ELLs; facilitating PD activities for teacher of SWDs; and monthly activities that include the development of reading and writing strategies in alignment with the grade level ELA curriculum. Teacher programs include 2 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.</p>	<p>Teachers</p>	<p>Monthly workshops and assessment, September 2014 to June 2015</p>	<p>Network instructional liaison, ELL teachers, SE teachers, classroom teachers Network Special education liaison, grade and subject area teams Network ELL liaison, ESL and classroom teachers Network ASE and SE teacher</p>
<p>create curriculum maps that identify unit and weekly skills based on standards that portray: administering benchmarks to determine the gap between where students are and where they should be; and designing and implementing strategies that will bridge the gap; using students’ results to set improvement goals by creating a rubric to measure progress toward mastery; facilitating teacher led class discussions of students’ results and design approaches to improve students’ performance; utilization by teachers of Danielson framework for lesson delivery; and utilization of such a framework by administrators for formal</p>	<p>Teachers</p>	<p>Monthly workshops and assessment, September 2014 to June 2015</p>	<p>Curriculum Team, teacher Teams, Grade Leaders, All Teachers, and outside resource personnel</p>

observation.			
Teachers will participate in several professional development sessions around: “Looking at Common Core Resources to Support Academic Rigor”, “Developing CCLS based units and performance based tasks within competencies using the “Understanding by Design process”, “Adapting and implementing the Danielson Framework for Teaching”, and “Understanding Citywide Expectations, Introduction to CC Library and Resources, and The Task Bundles” provided by Network 534	Teachers	Monthly workshops and assessment, September 2014 to June 2015	Network 534

Part 4 – Resources Needed

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

Educational consultant, common planning time for teachers to attend PD sessions; Network Special education achievement coach, common planning time for teachers to attend PD sessions; Network ELL specialist, common planning time for teachers to attend PD sessions; Network ASE, common planning time for teachers to attend PD sessions

Part 5 – Budget and Resource Alignment

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

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

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Part 6 – Progress Monitoring

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

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

Administrative observation of implementation of differentiation of instruction for ELLs and SWDs in general education classroom; Units of study that exhibit Universal Design (UDL) precepts; improved performance of ELLs in ELA 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?	X	Yes		No
2.	If the mid-point benchmark(s) was not met, describe any revisions made to the action plan to achieve the goal?				

Section 5: Needs Assessment, Annual Goals and Action Plans

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

Part 1 – Needs Assessment

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

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

Tenet 2 Statement of Practice (SOP) Addressed		HEDI Rating
2.2	Leaders ensure an articulated vision, understood and shared across the community, with a shared sense of urgency about achieving school-wide goals aligned with the vision as outlined in the School Comprehensive Educational Plan (SCEP).	D
2.3	Leaders effectively use evidence-based systems to examine and improve individual and school-wide practices in the critical areas (student achievement, curriculum & teacher practices; leadership development; community/family engagement; and student social and emotional developmental health) that make progress toward mission-critical goals.	
2.4	Leaders make strategic decisions to organize resources concerning human, programmatic and fiscal capital so that school improvement and student goals are achieved.	
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.	

Part 1b. Needs/Areas for Improvement:

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

Teachers participate in data conversations to reflect on assessment data and discuss needed instructional adjustments to ensure that all students including ELLs and SWDs, learning needs are met. Approaches toward this tenet include the following: Network534 Data Specialist provided data analysis and training to Administrative team to assist in the understanding of NYS test results to inform strategic planning of intervention services; Network 534 identification of “City Bottom Third” students in ELA and Math based on State test results as a basis to target AIS groups in support of student achievement; Data Coach provides data analysis to teachers after school-wide assessment in ELA and math; Administrators and Data coach to meet with staff to discuss trends in grade assessment at scheduled times; Teachers use small group planning template, based on data of specific instructional needs, to effectively create and monitor student goals; and School Leaders developed and implemented assessment calendar scheduling grade and individual data conversations approximately every 6-8 weeks

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 the end of June 2015, school leaders will ensure that items which support instruction are prioritized for general school improvement and more specifically higher student performance on the NYST

Part 3 – Action Plan

<p>Activities/Strategies: Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including:</p> <ol style="list-style-type: none"> 1. Research-based instructional programs, professional development, and/or systems and structures needed to impact change 2. Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). 3. Strategies to increase parent involvement and engagement 4. Activities that address the Capacity Framework element of Trust 	<p>Target Group(s) <i>Who will be targeted?</i></p>	<p>Timeline <i>What is the start and end date?</i></p>	<p>Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i></p>
<p>Actions, strategies and activities for this tenet include: Identify current 4th and 5th grade students who performed in the lowest third category in the 2014 NYS Tests. They are in the current 4th and 5th grades; Use SWOT analysis to prioritize areas of underperformance in ELA and Math (standards and indicators); Create task force of 10 to 15 highly skilled teachers to identify and develop strategies to help the underperforming students; Assign 5 to 9 of the underperforming students to each teacher for Academic Intervention Services in ELA and Math; Administer various assessments: baselines, predictive (Acuity), end of unit tests, weekly tests, etc.to determine student progress; Use “Student’s Progress Checklist” to record performance; create and provide opportunities for students’ self-assessment on an on-going basis; Monitor teachers and students’ progress by keeping data folders on program progress and having teachers complete a monthly survey on program progress; Discuss during grade conference and meetings, strategies to fulfill area(s) of shortcoming through the process of looking at student work (collaborative inquiry work); and Coordinate staff members’ efforts to synchronize approaches to complete the mathematics and ELA curriculum. All meetings will be facilitated by the Coaches and Lead Teachers.</p>	<p>Students in Grades K - 5</p>	<p>September 2014 – June 2015</p>	<p>Principal, Assistant Principals and selected teachers</p>
<p>Strategies/activities that encompass the needs of identified subgroups Second, Third, fourth, and fifth grade students receive small group instruction during After School from 2:30 – 5:30P.M. on Wednesday and Thursday from October 2014 to April 2015; K – 5 students receive small group instruction during Saturday Academy from January 2015to April 2015 from 8:30 A.M. to 12:30 P.M.; Holiday Academies in December 2014, February 2015, and April 2015 from 8:30 A.M. to 12:30 P.M.</p>	<p>Students in Grades K - 5</p>	<p>October 2014 to April 2015</p>	<p>Principal, Assistant Principals and selected teachers</p>

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Part 4 – Resources Needed

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

On-going teacher program progress survey analysis between September 1024 and June 2015 through the following :

1. Discuss results of student data analyses through Grade conference
2. Display publicly data on student achievement and progress by grade and class
3. Facilitate grade conferences and sit-in on planning/meeting sessions (Lead teachers and coaches)
4. Collate data binders on students' progress (Teachers)
6. Maintain students' independent progress binders (Teachers and Administration)
7. Conduct need assessment survey among teachers by lead teachers and coaches
8. Submit reports on all grade conferences and meetings to grade supervisors at 8:30 AM on the Monday following each session in the following format:

WEEK	DATE	MAIN FOCUS	DECISION	ACTION	EVIDENCE

9. PD Per Session: (January, 2015 to April 2015): 120 hours x \$49.58 Scheduled time during the school day for individual conferences with each teacher and an administrator
10. Test Prep After School (January, 2015 to April 2015): 3 Teachers at \$49.58 per hour for 127 hours = 762 hrs. x \$49.58; Holiday Academy (March 2015), 7 teachers at \$49.58 per hour for 12 hours; RTI: 10 Instructors @ \$16 per hour for 12 for 16 weeks (January 2015 to April 2015) = 10x12x16x\$16; Supplies, text books, Technology software, and non-contractual miscellaneous

Part 5 – Budget and Resource Alignment

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

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

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Part 6 – Progress Monitoring

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

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.

Complete teacher program progress survey analysis at the end of September 2014. By February 2015, completion of two supervisory observations with associated lesson plans for each teacher will provide evidence of improved instructional practice. Completion of individual professional development plan for each teacher Completion the initial review of student data and the development plans for improving. Individual student achievement. Defining a monthly quota of teacher observations based on both the level of teacher experience and need, samples of supervisory Observations and lesson plans will provide evidence of staff Progress

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

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



Section 5: Needs Assessment, Annual Goals and Action Plans

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

Part 1 – Needs Assessment

Part 1a. HEDI Rating (Highly Effective, Effective, Developing, or Ineffective) for DTSDE Tenet 6:
 15. For schools that received an Integrated Intervention Team (IIT) School Review Report: Enter the HEDI rating for each assessed Statement of Practice (SOP) on the chart below.
 16. For schools that did not receive an IIT School Review, or did not receive a HEDI rating for one or more SOPs: Self-rate your school for that SOP, informed by an analysis of student performance trends and any major findings/recommendations from your Quality Review (QR) or Alternative QR (AQR), and other relevant qualitative and quantitative data. Enter your HEDI self-rating(s) on the chart below.

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

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

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.

During the academic year 2014-15, the school will vigorously pursue a rigorous parent involvement policy, to foster a relationship between home and school for effective student performance, through activities and programs designed and implemented by the Parent Coordinator, the School Leadership Team, the Parent Association, and the School Improvement Committee.

Part 3 – Action Plan

<p>Activities/Strategies: Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including:</p> <p>5. Research-based instructional programs, professional development, and/or systems and structures needed to impact change</p> <p>6. Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH).</p> <p>7. Strategies to increase parent involvement and engagement</p> <p>8. Activities that address the Capacity Framework element of Trust</p>	<p>Target Group(s) <i>Who will be targeted?</i></p>	<p>Timeline <i>What is the start and end date?</i></p>	<p>Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i></p>
<p>Planning and implementation of a Family outreach plan</p>	<p>Parents, Community volunteers, other family members</p>	<p>August 2014 – June 2015</p>	<p>Principal, assistant principal, , teachers, Guidance Counselors</p>
<p>New Parent Orientation</p>	<p>Parents, Community volunteers, other family members</p>	<p>On-going in Fall and Spring</p>	<p>Principal, assistant principal</p>
<p>Family Night/Open House for Parents</p>	<p>Parents, Community volunteers, other family members</p>	<p>Regular Day workshops, breakfasts, etc.</p>	<p>Lead teachers, teachers of PE, Music, Art, and Technology</p>
<p>Monthly implementation of parental offerings and student recognition events</p>	<p>Parents, Community volunteers, other family members</p>	<p>evening events Ongoing, September 2014-June 2015</p>	<p>Parent Coordinator, Parent Association members</p>

Part 4 – Resources Needed

<p>Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc.</p>
<p>Common planning time for Principal, assistant principal, parent coordinator, selected teachers; Staff attendance at New Parent Orientation/Family Night/Open House for Parents/Middle School Fair; Parent coordinator’s planning and hosting of parent workshops, Staff attendance at Student recognition events; Monthly school calendar of event dates which embodies notices of meetings, invitation to student activities; Curriculum and program information sent to parents; Provision of opportunities for parents to participate in LES online; Discussions between teachers and parents about student progress, and assist parents in working with their children; Encouragement of parent participation in the School Leadership Team; and Promotion and support to the Parent Association in all its activities</p>

Part 5 – Budget and Resource Alignment

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

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

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Part 6 – Progress Monitoring

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

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.

Completed Family outreach plan; Attendance at Parent Orientation/Family Night/Open House for Parents; Parental attendance at parent offerings; Parental attendance at Student recognition events

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

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

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Section 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)		<ul style="list-style-type: none"> • Reading and Informational Text • Writing and Language Reading and Literature 	-Small group/One-on-One Instruction -Ongoing co-teaching/planning among ELL and SWD teachers -One-on one coaching between teacher and coaches/lead teachers -Student goal setting, portfolio, rubric and graphic organizers -Differentiated instruction -Vocabulary skills -Ongoing communication with parents /guardians -Use of technology for exploration of the Internet and application of Microsoft Word program	-After School: 2:30– 4:30 P.M. on Wednesday and Thursday from October 2014 to April 2015; -Saturday Academy: January 2015 to April 2015 from 8:30 A.M. to 11:30 A.M. -Holiday Academies: 8:30 A.M. to 12:30 P.M.: December 28- 29, 2014; February 2015; & April 2015
Mathematics		<ul style="list-style-type: none"> • Number and Operations in Base Ten and Fractions • Number Operations and Algebraic Thinking • Number and 	Small group/One-on-One Instruction -Ongoing co-teaching/planning among ELL and SWD teachers -One-on one coaching between teacher and coaches/lead teachers	After School: 2:30– 4:30 P.M. on Wednesday and Thursday from October 2014 to April 2015; -Saturday Academy: January 2015 to April 2015 from 8:30 A.M. to 11:30 A.M.

		Operations – Fractions Measurement, Data, and Geometry	-Student goal setting, portfolio, rubric and graphic organizers -Differentiated instruction -Vocabulary skills -Ongoing communication with parents /guardians -Use of technology for exploration of the Internet and application of Microsoft Word program	-Holiday Academies: 8:30 A.M. to 12:30 P.M.: December 28- 29, 2014; February 2015; & April 2015
Science		Fourth grade Scope and Sequence published by NYCDOE	Small group/One-on-One Instruction Flexible Times at least 5 times per week throughout school year 2014 – 2015 Ongoing co-teaching/planning among ELL and SWD teachers One-on one coaching between teacher and coaches/lead teachers Student goal setting, portfolio, rubric and graphic organizers Differentiated instruction Word Walls Ongoing communication with parents /guardians Use of technology for exploration of the Internet and application of Microsoft Word program	-After School: 2:30 – 4:30 P. M. on Wednesday and Thursday from April 2015 to May 2015 -Saturday Academy: April 2015 to May 2015. from 8:30 A.M. to 11:30 A.M
Social Studies	Not Applicable	Not Applicable	Not Applicable	Not Applicable

<p>At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)</p>		<p>-Counseling Intervention Services: “Let’s Talk about It” -Meeting with parents to discuss student behaviors and placements, conflict resolutions, IEP goal settings and finding outside authentic agencies or providers with required service for -At-Risk students. Students are identified and provided psychological Intervention services Students are evaluated to determine their current status in a program. Parents are given detailed explanations of the process through several scheduled meetings. -Follow-up actions to resolve student cases with outside agencies. Students are identified and counseled, as needed, to deal with personal social problems which they encounter in settings other than school. -Parents are informed of due process rights; they are helped step- by- step to resolve issues.</p>	<p>The Guidance Counselor meets with students 1-2 times per week in small groups or on a 1:1 ratio. They will follow the Push-in and pull-out model</p> <p>Pull-out program</p> <p>Pull-out program</p>	<p>During the regular school day: 8:00 A.M. to 2:20 P.M. September 2014 to June 2015</p> <p>Parent Meetings: 40 minutes on Tuesday, September 2014 to June 2015 from 2:20 to 3:00 PM</p> <p>During the Regular School Day: 8:00 A.M. to 2:20 P.M. September 2014 to June 2015</p> <p>During the Regular School Day: 8:00 A.M. to 2:20 P.M. September 2014 to June 2015</p>
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Section 7: Title I Program Information

Directions:

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

Part 1: Title I Status

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

Part 2: All Title I Schools

2a. Highly Qualified Teachers (HQT)

Describe the strategies and activities including strategies for recruitment, retention, assignments, and support including high quality professional development that ensures staff is highly qualified.
<p>Our Highly qualified teacher hiring process begins with a staff needs assessment. Staff deficits are often caused by attrition or turnover. A profile of the new teacher is developed based on State requirements for hiring new teachers, Areas of academic intervention, and student population learning needs. Selected teachers are then invited to attend teachers hiring venues throughout the city. Pre-selected teachers who meet our school selection criteria are invited to do a presentation of their teaching skills at our school. These presentations involve teachers, students, and interested staff members. After their presentation, those who participated in these presentations debriefed and shared their observations. A consensus is often reached and the retained candidates are invited to a more formal interview. Once passed the first interview, selected candidates are required to share their portfolios with a selected group of staff members. Finally, the candidates who are selected are invited to a final interview process following the norms established by the DOE.</p>

2b. High Quality and Ongoing Professional Development

Describe the strategies and activities for high quality professional development for teachers, principals, and paraprofessionals, and staff that enable all students to meet Common Core State Standards (CCSS).
<p>Our high quality professional development for teachers, principals, and paraprofessionals begins with the professional development goal setting process involving all school stakeholders. Such process takes into consideration the DOE annual expectations, school-wide focus, staff members' evaluations, and the school goals. The purpose is to seek and obtain alignment between the school goals and those formulated by each school stakeholder. The outcome of all professional development strategies and activities in our school is to enable school stakeholders to acquire the knowledge and skills needed to help all school learners succeed in meeting our State Common Core Standards. Our network and other training institutions help us in the selection, design, delivery, and evaluation of the professional development that is offered to our school stakeholders.</p>

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.).

Preschoolers receive special attention at our school because we believe that the first impression counts and may affect the ways in which a young mind perceives and embraces school. A warm and nurturing climate is created to welcome the pre-schoolers and their parents. Once on site, they are accompanied by our administrative staff members during the visit of the school building and their future classrooms. The choice of our Early Childhood programs is based on our understanding of the fact that these children face the greatest learning challenges and deserve the greatest attention. Our Early Childhood curriculum is aligned o the NYS Common Core Standards. Parents and community members receive information about the school, its programs, and how they can get involved in helping their children succeed. Since most of our pre-schoolers have never attended school, educational records are minimal or non -existent. Everything step is taken to ensure that the preschoolers during the transition period get all the support that they need for a successful entry.

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			

Title I School Improvement 1003(a)	Federal			
Title I Priority and Focus School Improvement Funds	Federal			
Title II, Part A	Federal			
Title III, Part A	Federal			
Title III, Immigrant	Federal			
Tax Levy (FSF)	Local			

¹Explanation/Background:

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

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

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

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

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

3. **Title I, Part A – Schoolwide Programs:** To upgrade the entire educational program in the school in order to improve the academic achievement of all students, particularly the lowest-achieving students. This includes provision of services for Students in Temporary Housing (STH).
4. **Title I School Improvement 1003(a)** - support implementation of school improvement activities identified through the Diagnostic Tool for School and District Effectiveness (DTSDE) reviews or a school review with district oversight and included in the DCIP/SCEP.
5. **Title I Priority and Focus School Improvement Funding:** support implementation of school improvement plans that aims to improve instruction and address the identified needs
6. **Title II, Part A:** Supplementary funding to improve student academic achievement by reducing class size in grades K, 1, 2, and 3, with an emphasis on grades with average register greater than 20. If space is not available to form additional classes, funds may support push-in teacher(s) to supplement the instructional program.

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

Important Note: The following funds may not be consolidated:

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

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

(Required for All Title I Schools)

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

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

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

Parent Involvement Policy (PIP) Template

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

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

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

feedback forms will be used to design strategies to more effectively meet the needs of parents, and enhance the school's Title I program. This information will be maintained by the school.

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

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

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

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

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

School-Parent Compact (SPC) Template

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

I. School Responsibilities

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

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

Support home-school relationships and improve communication by:

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

Involvement Policy and this Compact;

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

Provide parents reasonable access to staff by:

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

Provide general support to parents by:

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

II. Parent/Guardian Responsibilities:

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

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

III. Student Responsibilities:

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

**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 09	Borough Bronx	School Number 114
School Name Luis Llores torres Children's Academy		

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 Olivia Francis Webber	Assistant Principal Nilsa Gonzalez, F-Status
Coach Sheila Davis, Literacy	Coach Arrington, Mathematics
ESL Teacher Marissa Challenger	Guidance Counselor Patricia George-Ralph
Teacher/Subject Area Jennifer Guerrero/Social Studi	Parent type here
Teacher/Subject Area Ann Crispin/Bilingual	Parent Coordinator John Lorenzi
Related Service Provider Edouard Emmanuel, SETTS	Other Rosemary Caban/Network534 Liai
Network Leader(Only if working with the LAP team)	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	3	Number of teachers who hold both content area and ESL certification	0
Number of certified bilingual teachers currently teaching in a bilingual program	7	Number of certified NLA/foreign language teachers	0	Number of teachers who hold both a bilingual extension and ESL certification	0
Number of certified ESL teachers <u>not</u> currently teaching in the ESL program	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)	880	Total number of ELLs	281	ELLs as share of total student population (%)	32.19%
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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/Bangladeshi
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	2	2	1	1	1								8
Dual Language <small>(50%:50%)</small>	0	0	0	0	0	0								0
Freestanding ESL														
self-contained	0	0	0	1	1	1								3
Push-In	2	2	2	2	3	1								12
Total	3	4	4	4	5	3	0	23						

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	281	Newcomers (ELLs receiving service 0-3 years)	224	ELL Students with Disabilities	31
SIFE	25	ELLs receiving service 4-6 years	57	Long-Term (completed 6+ years)	5

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

	ELLs by Subgroups									Total
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			
	All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD	
TBE	167	25	0	48	3	11	6	0	0	221
Dual Language	0	0	0	0	0	0	0	0	0	0
ESL	47	4	19	13	0	0	0	0	0	60

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	214	29	19	61	3	11	6	0	0	281
Number of ELLs who have an alternate placement paraprofessional: _____										

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	22	32	40	39	58	56								247
Bengali	1	2	1	0	3	2								9
Arabic	1	4	5	5	2	8								25
TOTAL	24	38	46	44	63	66	0	281						

*EP=English proficient student

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

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

This Section for Dual Language Programs Only

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

Freestanding English as a Second Language

Number of ELLs by Grade in Each Language Group

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

Part III: Assessment Analysis

Assessment Breakdown

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

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

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Beginner(B)	1	5	6	13	9	6								40
Intermediate(I)	0	13	19	13	12	20								77
Advanced (A)	0	6	8	11	18	16								59
Total	1	24	33	37	39	42	0	0	0	0	0	0	0	176

NYSESLAT Modality Analysis

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

NYSESLAT Modality Analysis

Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
SPEAKING	I					24	16							
	A					14	19							
	P						3							
READING/ WRITING	B					5	5							
	I					24	16							
	A					14	19							
	P						3							

NYS ELA

Grade	Level 1	Level 2	Level 3	Level 4	Total
3	2	0	0	0	2
4	35	7	0	0	42
5	49	4	0	0	53
6					0
7					0
8					0
NYSAA Bilingual (SWD)					0

NYS Math

Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
3	2	0	0	0	0	0	0	0	2
4	46	44	33	8	10	2	4	0	147
5	46	55	26	6	13	1	5	0	152
6									0
7									0
8									0
NYSAA Bilingual (SWD)									0

NYS Science

	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
4	0	15	17	23	48	20	19	1	143
8									0

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

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

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

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

- Describe what assessment tool your school uses to assess the early literacy skills of your ELLs (e.g., ECLAS-2, EL SOL, Fountas and Pinnell, DRA, TCRWP). What insights do the data provide about your ELLs? How will this data help inform your school's instructional plan? Please provide any quantitative data available to support your response.
Describe what assessment tool your school uses to assess the early literacy skills of our ELLs?
PS 114 X has been using ELSOL initially from September 2013 to date. A transition to Teachers College will begin in February and end in June 2014 for all grades. Assessment is administered once a year at our school. Group activities are designed for each

grade and adapted to the time of year. Individual activities allow each child to be assessed at as many progressively higher levels as he or she can master. In Academic Year 2013-2014, the Reading Street program will continue to be used to instruct the ELL in English Language Arts. Teachers' College Reading and Writing program will also be used to improve students' progress levels.

What insights does the data provide about our ELL?

The data indicate that English Language Learners (ELL) would likely perform at their respective grade levels in the four modalities of reading, writing, listening, and speaking. Teachers College benchmark expectation projected that 75% to 80% of children will attain mastery. The first grade ELL scored way below the expected level (11%). However, they showed improvement in spelling (56%) and performed near expectations in decoding at 71%. In addition, the first grade ELL performed under grade levels in identifying Final Consonants, Blending, and Segmenting (22%). They did not pass the phonemic awareness level. Second and third grade ELL did well in phonics achieving near mastery in spelling (64%) and mastery in decoding (94%). Our third grade ELL had difficulty with multi-syllable writing patterns, word families and blends. ELL at all levels performed above expectations in sight words identification, listening comprehension, and writing development (81 % and 85% respectively).

How can this information help inform your school's instructional plan?

Based on the Teachers College results, at the third grade level, there are three areas of concern: spelling, decoding, and writing development. Third grade teachers decided through brainstorming to identify effective strategies to help these students reach mastery in these areas. One approach is to introduce complex word patterns and varied conventions to decode both familiar and unfamiliar words. The literacy coach, the lead literacy teacher, and ELL grade teachers will work collaboratively to identify what the students need to learn and what instructional format would be most effective. Students will be introduced to word formation and decoding through the use of digital technology; individual students will practice on their own using language appropriate software programs. Another approach will be grouping students based on their learning needs and challenges as indicated by their assessment results.

Although reading fluency was not identified as an area of concern based on the Teachers College results, teachers feel that the ELL need help to achieve higher levels of reading fluency. Since reading fluency means reading quickly, effortlessly and efficiently, the ELL will be exposed to additional skills in expressive language and greater ability to simultaneously decode and understand what they are reading.

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

Paste response to question here:

The following Table reflects the scoring patterns of the whole school population which includes all sub-groups

Reading & Writing

Grades	Tested	% Beginning		% Intermediate		% Advanced	% Proficient
School	318	28%	39%	23%	9%		
K-1	119	45%	35%	11%	9%		
2- 5	199	19%	42%	30%	10%		

Listening & Speaking

Grades	Tested	% Beginning		% Intermediate		% Advanced	% Proficient
School	318	9 %	10%	29%	52%		
K-1	119	15%	15%	30%	39%		
2- 5	199	6%	7%	29%	59%		

Obviously, our students' expressive or verbal skills are sharper and more evident than their reading and writing. The goal is to reduce the gap. Only 6% of our students have reached a proficiency level in Reading and Writing while 62 % have shown mastery in speaking and listening. Another area of concern is 17% of the grades 2 to 5 students are still at the Beginner's level in Reading and Writing; the rate is capped at 5% in Listening and Speaking for the same group. Classroom teachers, through professional development, can apply Bloom's Taxonomy during English Language Arts instruction. Teachers are currently engaging their students in reading, re-reading, writing about what they have read, and sharing their writing in small groups.

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](#))

Since the school was cited for not meeting its ELL's Annual Yearly Progress target, school leaders have re-directed the focus, strategies and resources to provide effective and quality ELA instruction to the ELL population. Teachers help the ELL set their annual ELA targets and develop simple tracking modules to assess if they are on target. The individual monitoring system empowers the

students to seek help if they realize that they are off target. At the same time, the system sends warning signals to teachers and school leaders to take appropriate measures to foster student success.

In order for the ELL to be able to achieve high levels of performance and meet all local and state standards, they will be given positive support and resources. The school leads in collaboration with the NYS consultant and the Liaison form Network534 will create a comprehensive learning program involving both teachers and parents in ELA instruction. Books in native languages will become available to students. Teachers in bilingual classes teach the ELL through balanced literacy and native language instruction. The ELL engaged in communication activities in their native language in a print rich environment.

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?

Paste response to questions here:

(a) Reading & Writing

Grades	Tested	% Beginning	% Intermediate	% Advanced	% Proficient
School	296	19%	38%	31%	12%
K- 1	113	24%	32%	24%	20%
2- 5	183	16%	42%	36%	6%

Listening & Speaking

Grades	Tested	% Beginning	% Intermediate	% Advanced	% Proficient
School	296	4 %	10%	29%	56%
K- 1	113	3%	21%	32%	44%
2- 5	185	5%	4%	28%	62%

The patterns of scores show very little difference in the NYSELAT between the LEP and Non-LEP population. The uniformity of scores was expected since more that 97% ELL took the tests. There is an area of concern: 16% of our grades 2 to 5 LEP students are at the beginners' levels. Inferentially, this group deserves to be on our priority list. The LEP beginners will be instructed teachers, who instruct in both languages, collaborating on a rotating basis. These students will engage in special computer-based learning programs which allow them to practice what they have learned in class on their own and at home under the supervision and guidance of their parents.

In the After School programs, the LEP students will be exposed to multicultural education in an integrative learning environment.

(b) As a school-wide focus, all students must set a June goal in both ELA and Math. The ELL will be guided through the learning goal setting process by retaining goals in both L1 and L2 languages based on their preferences, interests and actual literacy skills in their native language. Benchmarks are set with the students' involvement and dates are agreed upon for periodic assessments. The results of these assessments will be used to determine the effectiveness of current instruction or if there is a need to revise adopted strategies to help the students succeed.

(c) Teachers are aware of the importance of L1 in the acquisition of L2. Teachers understand the importance of what the students have learned in their native language and the significance in helping them acquire additional skills in English. Teachers know that by giving importance to the ELL culture in exploring new ideas and concepts, the learners tend to reach higher levels of comprehension in less time and with less frustration. The Native Language is used as a lever to enhance the ELL's ability to acquire new skills.

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

We use a multi-tiered model of service: delivery facilitates differentiated instruction and early intervention services for struggling learners. Movement between tiers is guided by a data-driven decision-making process. We use universal screening and progress monitoring as the basis for instructional decision. Each of the three tiers will include both academic and behavioral interventions. When a student's performance data indicate that the core instructional program is not effective in supporting that student in reaching the schools desired levels of success, early intervention strategies are implemented in an effort to prevent the need for longer term and more intensive interventions Teachers engage in conversations to design and select strategies to improve student learning and behavior.

6. How do you make sure that a child's second language development is considered in instructional decisions?
Applying the SIOP model based on Content Objective and Language Objective. Teachers have had professional development training in using this model; they collaborate in grade team meetings vertically and horizontally.
7. For dual language programs, answer the following:
- How are the English-proficient students (EPs) assessed in the second (target) language?
 - What is the level of language proficiency in the second (target) language for EPs?
 - 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 the ELL program is measured through the AYP for ELLs, performance on the NYSESLAT (students' achievement in terms of attaining Proficient, movement from Intermediate to Advance, movement from Beginner to Intermediate, and those who showed no movement), the results of the NYS Science test for 4th graders, End of Unit tests, Mid line and End Line tests, and Teacher's College Reading and Writing Performance Test (grades K-5, an In-house Assessment).

Part IV: ELL Identification Process

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

- 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 Public School 114X, there is a structure in place that helps in the initial identification of those students who may possibly be ELL. We have formed a committee to identify students pertaining to our English Language Learners' population. The committee consists of the ESL/Bilingual coordinator, ESL teacher, and a bilingual certified teacher. If and when needed, translation is provided for parents who speak French or Bengali by a certified Bilingual teacher or a paraprofessional who speaks Bengali. At the initial process of enrollment, the ESL/Bilingual coordinator meets with the parents to make an initial determination of the new student's home language. Parents are interviewed in their home language. If they need additional explanation to fill out the survey, the ESL teacher, ESL/Bilingual coordinator and/or a translator are available to help them. The student's record and parents' concerns, cultural background and parental responses to the Home Language Survey (HLIS) are taken into consideration to make the initial home language determination. Parents are informed of the school's Transitional Bilingual Education and ESL programs, the importance of their input by selecting one of the two programs offered, and to complete and return to the school, the Parent Program Selection form within ten days. Upon completion of the initial parental interview and Home Language Identification Survey (HLIS) the responses are reviewed by the ESL teacher or ESL/Bilingual Coordinator. Next, an informal interview of the student in native language and English is carried out. The ESL/Bilingual Coordinator signs the completed HLIS form and determines the status of the student. If the student is identified as an ELL, plans are made to administer the Language Assessment Battery-Revised test (LAB-R), to determine the level of proficiency of the student in English. This must be done within ten school days of admission. Lab-R test are manually scored. If the student scores are below proficiency, then the student is identified as a member of the ELL group. If the student is a Spanish dominant, the Spanish LAB test is administered. Once a raw score is obtained, the child is placed in a class by the ESL/Bilingual Coordinator after consultation with the grade assigned assistant principal.

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.

Parents are notified of their child's eligibility for services and the child's placement is then discussed. During initial registration, whenever the parent comes to the school seeking admission for the child, the ESL teachers and Parent Coordinator discuss with the parents the program options available at the school. Once each program is explained, the parents are shown the New York City Department of Education parental video explaining their options. After that, parents decide which program option they want for their child. If the Parent Program Selection form is not returned to the school within the timeframe, 10 days, then the default choice for the student is the Transitional Bilingual Program. For P.S. 114x, the default choice is the free-standing ESL program due to overcrowding in our Bilingual classrooms. Through out the school year, several meetings are conducted with parents who registered their child or children after the initial registration period. Once the NYSESLAT scores are made available, the ESL/Bilingual Coordinator along with the administrators, ESL pull-out/push-in teachers, and data inquiry team members discuss and analyze the data. The students are grouped according to their NYSESLAT performance level to better meet their academic needs. As part of our daily and After School programs (September 2013 to June 2014), ELL are taught the necessary skills needed to master the contents of the NYSESLAT test using various materials and strategies. These tests are administered by Ms. Challenger (Certified ESL teacher) and Ms. Crispin (Certified Bilingual teacher). Students who score below proficiency on the LAB-R are eligible for state-mandated services for ELL.
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 [\[see tool kit\]](#).)

Parent orientations are conducted by the Bilingual/ESL coordinator with the support of school administration and staff members, parent coordinator, and Academic Intervention Service (AIS) providers. During parent orientations, information about Bilingual/ESL services is disseminated; and parents are given an opportunity to ask questions so that they can make informed placement choices. To ensure that parents understand all three program choices (Transitional Bilingual Education Program, Dual Language Program, and the Freestanding ESL Program), Ms. Crispin, Ms. Challenger, and members of the LAP team, explain the three programs in detail. At these meetings, parents watch a video which shows an overview of each program. During this orientation meeting, Bilingual and ESL teachers are invited to discuss the program and what a typical day in each class looks and sounds like. This meeting takes place during pre-registration in the Spring and again in the Fall. Results data from the parent survey letters show that the majority of parents normally choose the Bilingual Transitional Program for their children. When scores are below proficiency on the LAB-R, an Entitlement Letter, Parent Survey and Program Selection Form, and a Placement Letter are sent to the child's parent. When the scores are below proficiency on the NYSESLAT, a Continued Entitlement Letter is sent to the child's parents. If entitlement letters and Parent Survey and Program Selection forms are not returned before the ten-day deadline, phone calls are made and follow-up meetings are scheduled to complete the placement process. Returned forms are stored in a binder and kept by Ms. Crispin.
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.

After the initial contact with the new student, our school takes steps to stay in touch with the parents. Parents are kept informed at all times and supported in their choice during the interview, testing, program selection, placement, and provision of services to the students. When parents do not speak English, materials and services are offered in the language spoken by the parents. Within ten days, of enrollment, parents receive all the information they need to make informed program choices on behalf of their children. Based on the new enrolled student scores, parents will receive different letters. When scores are below proficiency on the LAB-R, an Entitlement Letter, Parent Survey and Program Selection Form, and a Placement Letter are sent to the child's parent. On a regular basis, our school holds informational and question-and-answer sessions to keep parents informed on progress made by their children. Throughout the year, parents are informed in a number of ways, including one-on-one meetings, phone conversations, and translated messages. Specific and special events are designed to get them involved in the education of their children and to give them updated, pertinent and useful information.
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.

Each spring, ELL are retested to determine their English proficiency levels using the New York State English as a Second Language Achievement Test (NYSESLAT). Tests are scheduled; parents are informed; and time frame established curriculum is set aside to allow the ELL to take the test. Our ESL, Bilingual, and other staff members work together to proctor, collect, and prepare the packages for external evaluation and scoring. Our school notifies parents of NYSESLAT results and how the results affect their children. This is done at the beginning of the new Academic Year. Students whose performance levels remain below proficiency continue to receive

ELL services. However, the students who score at and above proficiency are placed in English monolingual classes. Students who transition to English monolingual classes receive Bilingual or ESL support for up to one year according with the CR Part 154.

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. 

Based on our records, more than 76 % of the parents choose Bilingual Transitional Programs for their children. The students' default choice is the free-standing ESL program due to overcrowding in our Bilingual classrooms. Parents' choice letters are kept in a binder in the main office by Ms. Crispin. Parents' responses are used to design our interventions and determine the implementation strategies. In so doing, the school hopes that its programs meet parents' requests, and at the same time, satisfy student learning needs.

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](#))
- What are the organizational models (e.g., departmentalized, push-in [co-teaching], pull-out, collaborative, self-contained)?
 - 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])?

Paste response to questions here: Description of how instruction is delivered:

In our Transitional bilingual instructional program all subjects are taught through two languages--English and Spanish. English is taught as a second language. English language skills, grade promotion and graduation requirements are emphasized and the native language (Spanish) is used as a tool to learn content. The primary goal of our instructional program is to facilitate the ELLs' transition to an all-English instructional environment while receiving academic subject instruction in the native language (Spanish) as needed. As proficiency in English increases, instruction through the native language decreases.

Our school has adopted the the Late-Exit Transitional/ Developmental or Maintenance model. Our main goal is to develop academic proficiency in English and Spanish. As a transitional program, emphasis is placed on developing students' first language and more emphasis on the first language as a bridge to English language development. The adopted developmental programs place equal emphasis on developing and maintaining students' primary language and English

language proficiency. Our instructional program choice is based on the fact that 90 percent of our ELL students are from the same language background. The curriculum team believes that our ELL students need a significant amount of instruction in native language while continuing to increase instruction in English (4-6 years). Furthermore, there are sizable groups of ELLs who speak the same language and are in the same grade. The school has only five Bilingual teachers available to teach in the lower elementary grades. The teachers are proficient in using both languages for academic instruction. They are highly skilled in developing literacy in the primary language as foundation for English reading.

In some classes, teachers have introduced an instructional approach that is used to make academic instruction in English help ELLs develop greater understanding, acquire proficiency in English and achieve mastery in content knowledge. In the sheltered classroom, teachers use simplified language, physical activities, visual aids, and the environment to teach vocabulary for concept development in mathematics, science, social studies and other subjects.

A description of the organizational models:

ELA and Math assessments results, informs the instructional organizational models. Push-in (Co-Teaching) , Pull-out, Collaborative instructional approaches are used at different grade levels to help meet the learning needs of the ELL population. Heterogeneous classroom arrangements have been our school preferred model in 2010-2011 school year. Students with mixed proficiency levels are placed in the same class. Teachers are provided the proper training to be able to differentiate their instruction in order to reach every segment of the ELL population.

A description of the program models:

Bilingual teachers use the Transitional Bilingual Education Model for instruction. Classes are formed according to the students' performance levels and follow one of these models: classrooms with beginners used 60 (Spanish):40(English); intermediate students used 50 (Spanish):50(English) model; and classrooms with advanced students use the 25 (Spanish):75 (English) model. In the 60:40 model. Balanced literacy and mathematics are taught in Spanish. However, balanced mathematics is taught predominantly in Spanish. English as a Second Language is taught daily because of the urgent communication needs of certain ELL students. Science and Social Studies are taught three times a week in Spanish and twice in English or vice versa. In the 50:50 model, balanced literacy is taught in Spanish. However, balanced mathematics are taught three times in Spanish and twice in English. English as a Second Language is taught four times a week for ninety minutes while Science/Social Studies classes are offered thrice in Spanish and twice in English or vice versa. Again, instructional sessions are always accompanied by short summaries of the reading materials in the students' native language. This approach allows teachers to assess and support students in their efforts to acquire knowledge of the content being taught. In the 25:75 model, Native Language Arts is taught in Spanish; English Language Arts is taught in English; Balanced Mathematics in English; English as a Second Language four times a week for forty-minutes; Science and Social Studies in English for forty-minutes alternating two or three times a week with additional preparation periods in English. In the subject areas where English is dominant, the instruction is scaffold. Teachers give short summaries in the students' native language, if needed. Again, this is used by the teachers to assess and elevate students' content knowledge.

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)?

The staff is organized in the following manner:

ESL students are instructed by the ESL teacher assigned to the school in a pull-out or scheduled class, according to their grade level. Students are grouped for ESL classes by English language proficiency levels within a 1-2 grade span. Placement in a level within the program is flexible and is re-evaluated annually or upon teacher request given the progress of the student. Additional instruction is provided through After-School programs. LEP students are eligible for Saturday and Vacation Academies for which they qualify. In addition, support services such as guidance and health services are available to all LEP students. Our class schedule is designed to allow staff members who serve our ELL population to provide the mandated number of instructional minutes to students according to their proficiency levels in English. Under CR Part 154, Beginner, Intermediate and Advanced students receive a minimum of 360 minutes of ESL instruction per week.

	Beginner	Intermediate	Advanced
Language Arts			
ESL	= 180 minutes	180 minutes	180 minutes
Contents	= 90 minutes	90 minutes	180 minutes
Mathematics			
Science			

Social Sciences

Auxiliaries = 90 minutes

90 minutes

90 minutes

Art

Music

P.E

Based on NYS regulations including CR Part 154.

The students receive ESL, ELA, and NLA instruction at various proficiency levels. The following guidelines have been applied in our school: (1) Students with 1.0 Beginning Level or 2.0 Entering Level of English proficiency receive ESL and NLA pull-out instruction daily (45 to 90 minutes); (2) Students with 3.0 Developing Level of English proficiency receive ESL or NLA pull-out instruction 2-3 times per week (no more than 45-minutes); (3) Students with 4.0 Expanding Level of English proficiency receive ESL or NLA pull out instruction 1-2 times per week (no more than 45-minutes). However, students who are approaching fluency status and are at grade level performance may be serviced on a consultative basis. ESL students at high levels of English proficiency and performing on or above grade level do not receive scheduled ESL instruction, but may receive short term instructional support if needed. The ESL teacher maintains formalized contact with content area teachers to ensure appropriate academic grade level performance, instructional modifications, and statewide testing accommodations. Students in the ESL program are continually assessed for their English language proficiency. Assignments to a level of instruction are not permanent. LEP students may change levels and /or schedules within the school year in order to meet their needs.

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.

language instruction for LEP students in our system is delivered through "Content-based ESL Instruction. English":

Language skills and academic content are taught simultaneously. In our ESL program, English is the language of instruction. This model of instruction can accommodate students from different language backgrounds in the same class. ESL teachers do not need to know the language(s) of the students they teach. However, ESL teachers must be qualified and trained in techniques for teaching LEP students and must be knowledgeable of the varied cultures represented by their students. In addition, native language support is provided when necessary (bilingual dictionaries, textbooks in native languages, etc.)

4. How do you ensure that ELLs are appropriately evaluated in their native languages throughout the year?
Students are grouped for instruction according to their levels of English language proficiency and their academic grade level. Students are not segregated from their English-speaking peers, except as necessary to implement the ESL program. The focus of instruction is the integration of teaching/learning academic content and English language skills. The goal of the program is to enable LEP students to achieve fluent language proficiency and grade level academic competency.
5. How do you ensure that ELLs are appropriately evaluated in all four modalities of English acquisition throughout the year?
Our ESL teachers use the NYS Standards and specific Model Performance Indicators to plan their lessons which targets the language learning needs of individual students to ensure that they progress toward full English language proficiency. The content area teachers also use the NYS Standards "Can Do" descriptors and sheltered instruction strategies to modify instruction in the content areas in order to match the English language proficiency levels of their students. ESL teachers work in close collaboration with classroom teachers, counselors, administrators and other school personnel to deliver the most effective program for every LEP student.
6. How do you differentiate instruction for ELL subgroups?
 - a. Describe your instructional plan for SIFE.
 - b. Describe your plan for ELLs who have been in US schools less than three years (newcomers)..
 - c. Describe your plan for ELLs receiving service 4 to 6 years.
 - d. Describe your plan for long-term ELLs (completed 6+ years).
 - e. Describe your plan for former ELLs (in years 1 and 2 after testing proficient).

An overall description of how instruction is differentiated for ELL subgroups: Main stream and bilingual teachers differentiate instruction based on ELL proficiency levels to ensure that they master, in the shortest period of time, the English Language; strengthen their understanding of the language based on the core curriculum. To do so, teacher develop an English learner profile. According to Bilingual Education research, the first step to differentiated instruction for English Language Learners is knowing the learners and determining their needs through an English Language Learner profile. Knowing the specific experiences and knowledge each child brings to school empowers teachers to modify the process, content, or product according to ELL

students' needs. Consequently, instruction will consider the following:

- English proficiency level
- Primary language proficiency level
- Schooling background
- Preparing the Learner
- Interacting with the Text
- Extending the Learning

Each part of the lesson design must entail carefully selected, scaffolded activities or tasks based on their students' proficiency levels and mastery of the subject matter.

(a) Instruction for SIFE

Students with Interrupted Formal Education (SIFE) are either placed in a monolingual class setting with ESL services or in a Bilingual transitional class. To meet the needs of these students, we provide push-in and/or pull-out small group instruction during whole – group instruction time within the academic day. The Family Support Outreach Team works with the families of these children to eliminate or reduce the interruption of schooling. We are currently providing our newcomers with a push-in and pull-out model during whole-group instruction time to meet their learning needs and improve their academic achievement. The students received differentiated instruction at a modified level. The pull-out model is applied to foster the ELL students' academic growth through a variety of lessons that meet their specific needs.

(b) A plan for ELLs in US schools less than three years:

English Language Learners in US schools less than three years are given the mandated instructional time as prescribed by CR Part 154. In addition, these students also participate in the After School and Saturday's Academies. Special academic intervention is available when requested.

(c) A plan for ELLs receiving service 4 to 6 years:

Long-term ELL's are offered a variety of academic intervention services. Though they are mainstreamed, they are invited to attend the After School programs and the Saturday Academy. Students receive intensive reading and/or math instruction that targets their individual needs. AIS members are always available to assist with small groups outside the classrooms.

(d) A Plan for Long -term ELLs (completed 6+ years)

The programs are designed to help ELL acquire a level of English proficiency in listening, speaking, reading and writing. The types of program and amount of services a child receives are determined by his or her performance on the NYSESLAT. The school will continue to provide the student with experiences which will enrich their lives. They will continue to receive some forms of academic instruction, opportunities to interact socially with their English speaking peers in sports, clubs, and other extra curricular activities.

(e) A Plan for Former ELLs (in years 1 and 2 after testing proficient)

Students who have attained proficiency on the NYSESLAT will continue to receive support from their classroom teachers. Classroom teachers have been trained in the use of ESL strategies and methodologies to provide such support.

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 will develop vocabulary through flashcards, word games, word work, and a variety of word building activities. A variety of ESL methodologies will be utilized. Among them, scaffolding of texts and instructions, creating a classroom environment that is risk free and print rich with student created work, using lots of visuals and real world materials. Students will be provided with kinesthetic, visual and oral instructions, and a variety of learning activities in the listening and computer centers. Special instructional programs using a variety of computerized reading programs are in place to help our ELL students with IEPs master both ELA and Math.

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?

An ELL student with an IEP is designated as a student with disability (SWD). He or she must participate in ESL instruction as mandated by his or her IEP. The instructional support he or she receives is also based on his or her English profile. The instruction that he or she receives follows the scaffolding matrix that teachers use in their instruction. ELLs received special instruction tailored to their needs and capabilities. The students participate in After School, Saturday Academy, and Holiday Academy intervention

program

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:			
Social Studies:			
Math:			
Science:			

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

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

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

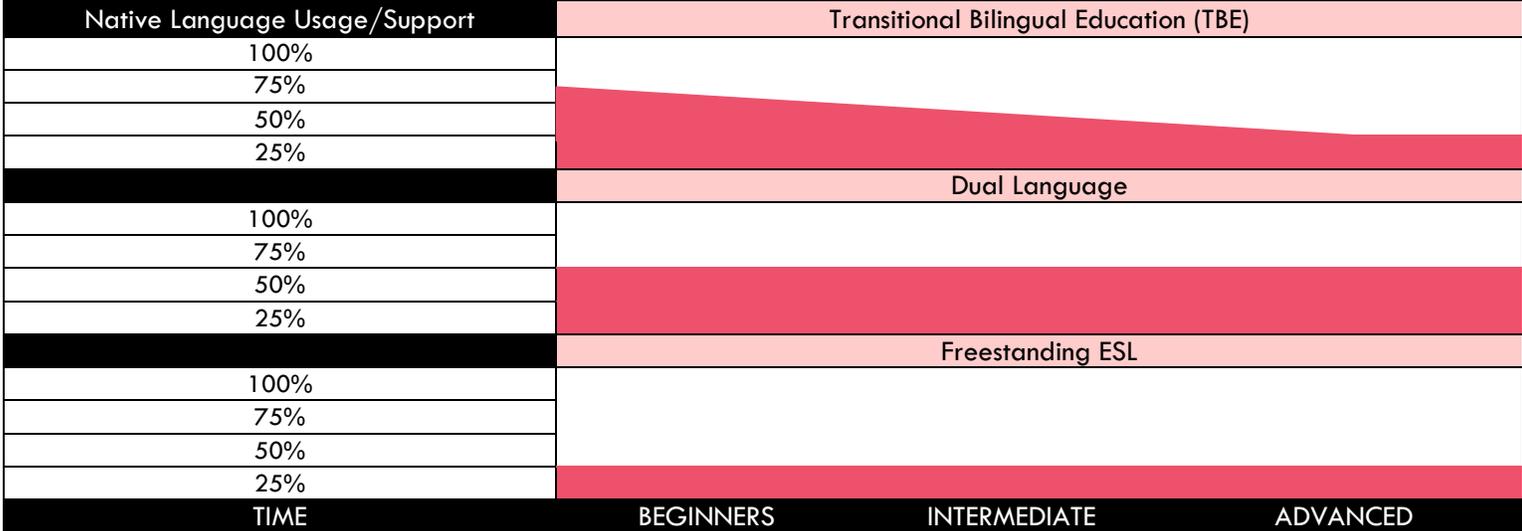
	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	540 minutes per week	360 minutes per week	180 minutes per week

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.

Target population: ELL Holders in all grades.

Total number of students: 139

Situation assessment:

In-house reading assessments results indicate that ELLs have poor reading skills which have lead to lower overall academic achievement. Based on observation by teachers, it has been determined that these students who experience early reading difficulty are the same who often continue to experience failure in reading. There is therefore an urgency to help these students acquire literacy skills to grow in their knowledge.

Assessments have been key elements in our reading intervention programs. Through continous assessments, we are able to identify the English language learners (ELLs) who experience particular challenges in developing reading skills in the early grades. To be successful, our reading intervention strategies for ELL students,who are showing early signs of reading failure, are currently being carried out by skilled teachers.

An after school intervention program with specific targeted strategies to help English Learners meet academic targets is in place. Students who are at the beginning and intermediate levels will be targeted for these intervention programs. Students will participate in an intervention skills class to meet their academic needs. AIS support in ELA and Math will be provided to ELLs to help them meet the academic needs of English Language Learners. Specific criteria for instructional materials may be set to ensure that they meet the learning needs of ELLs.

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

In order to ensure that our ELL students reach a proficiency level on the NYSESLAT, our curriculum team has developed an effective reading intervention that involves teachers, students, and parents. Our current reading intervention program is based on three main concepts: phonological awareness, alphabetic principle, and fluency with connected text. It is understood that an important element of phonological awareness is phonemic awareness, and also, that the understanding of the sound structure of the language facilitates acquisition of the alphabetic principle. Teachers in the lower grades are helping their students learn the code of the alphabet system, or the letter-sound correspondences, and spelling patterns. Ultimately, students will be able to apply this knowledge in reading text. Since fluency with connected text represents a level of expertise beyond the alphabetic code, in grades 1 and 2, students are given sufficient practice to achieve fluency, or automaticity, with different texts.

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

This academic year, the curriculum team has designed the early reading intervention program for ELLs to include the five elements of effective instruction. Namely, building and using vocabulary as a curricular anchor; using visuals to reinforce concepts and vocabulary; implementing cooperative learning and peer-tutoring strategies; using native language strategically; and modulating cognitive and language demands. Vocabulary development is a critical element of our early reading intervention program. Reading instruction occurs in English simultaneously with English language development. Vocabulary development is integrated with all aspects of the instructional program.

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

No programs or interventions will be discontinued. However, there will be a shift in emphasis toward vocabulary buildup. ELLs with improved vocabulary will read and write better; and will be better prepared to exit successfully from the Transitional Bilingual Program.

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

School programs are designed to meet the annual learning goals in ELA, Math, Science, and Social Sciences. However, scaffolding matrices are used to "fit and meet " the needs of each learner. ELLs are always invited to participate in all instructional activities within the school . Efforts are made to reach out to ELL's parents in order to ensure that they fully participate in learning opportunity programs offered by the school. The principle of Universality is applied to all school programs developed to meet the learning of all the members of our school community. Extracurricular activities are designed and carried out to help the ELL re-

encounter their culture and learn to assimilate their new culture (local library, community festivals, street theater, museum, park, zoo, and internationalcircus).

For our 3, 4, 5 grade students, our reading intervention program is supported by explicit and direct instruction; and includes strategies to promote fluency. Our reading comprehension strategy calls for oral reading and corrective feedback; followed by classroom discussions and students' questioning. Emphasis is placed on engagement in structured academic talk. These interventions are constantly monitored and the data gathered are used to take corrective steps or make needed adjustments. The final goal of these interventions is to increase student achievement.

Our math intervention programs are designed to provide support for ELL students who have difficulty keeping up with day-to-day expectations. They are also designed to detect and provide ongoing support to students before they fall behind. Current interventions provide the opportunity for all students to learn Math regardless of part or early performance deficits. Selection of instructional materials and activities is intended to support student learning during classtime and in all intervention support programs. Math interventions start with short diagnostic assessments to screen for early detection of specific mathematical needs. Instructional actions are then taken to cater for those needs. The intervention cycle in math includes follow-up assessments to determine whether students have made adequate progress, but more importantly, to identify those who no longer need intervention, continue to need some intervention, or need more intensive intervention.

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

Classroom-based interventions follow the Go Math instructional design but is adapted by every classroom teacher to continuously assesses ELLs. Special settings in the classroom and supplemental instruction are provided by the classroom teacher. The math coach provides additional instructional time that may range from 20 to 40 minutes four to five times a week to teachers of ELLs. Supplemental programs that occur outside of the daily mathematics lessons are implemented once a week to provide tutoring to students requiring more intensive assistance. In addition, ST Math, a digital program is incorporated in the instruction of ELLs; the program uses diagrams and symbols to unearth math concepts. On the ELA side the digital iReady program is used. It is a reading program that is aligned to the CCLS and uses vocabulary and pictures to provide practice in informational text and reading literacy.

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

The TBE program is reinforced by one period of puris teaching i.e. students are taught strictly in their native language for one period in ELA and Math each day. Native Language support is delivered through bilingual teachers and computerized reading program in Spanish. Academic instruction is in both English and Spanish. English language development is infused through ESL as well as through enrichment classes such as Art, Music, Computer Lab and Physical Education, which are taught in English. It is important to note that the ratio of English to Spanish instruction increases according to the student's English language proficiency, until the student is ready to exit the program. English as a Second Language (ESL) Programs is implemented for a few students who speak the same language on the same grade. The ESL program has two components: language arts and interdisciplinary content knowledge. Language arts is delivered through ESL and/or English language arts methods and materials, to improve the LEP/ELL's level of English proficiency. The content area instruction is delivered using ESL methodologies and materials. Some time during the day, an ESL teacher removes the ELLs from their regular classrooms and provides 50-60 minutes of ESL instruction. When a teacher "pushes-in", it is with ELLs who spend most of their day in a mainstream English classroom. "Push-in" programs are implemented through "team-teaching" and "team-planning" that require the regular classroom teacher and the ESL teacher to plan on a regular basis. Native language instruction is integrated into the regular classroom through the content areas using ESL standards-based methodologies

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

Age appropriate materials, books and other instructional tools are all chosen based on the learning needs of the ELL students. All the books provided to ELL through our reading intervention programs are leveled books. Reading progress of an ELL is constantly monitored to ensure that all the materials, computer programs, and books are adequate and helping students. Students begin their learning journey with a baseline test to determine their initial level of performance in English and math. The next exercise is to get the newly enrolled to set SMART learning goal. Onereading goal is to read 30 books during the school year. ELL monitor their progress by entering on a chart the number of books read as they progress and producing a breif book report after reading each book. They are also expected to rate the text and state why they would or would not recommend the text to others for reading. Teachers use the Scaffolding Matrix instructional approach to design, develop, and deliver instruction that effectively meet the ages and grade levels of the ELL. Children's cultural background and prior knowledge are often used to develop effective programs to meet the ELL's specific learning needs.

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

Our administrative staff members know that entering a new school can be overwhelming, especially if the newcomers don't speak the language. To make the experience as welcoming as possible for the new students, staff members immediately notify the ELL/ESL teachers to initiate testing and determine if the students is eligible for ELLs' services. These newcomers are introduced to a staff member who will chaperon them during the first days of school. Efforts are made to get the newcomers to meet other students who speak their language. A helpful tool is to introduce a newcomer to a native peer, so that he or she can begin immediately to hear and repeat the sounds of the new language in a non-threatening environment. Classroom teachers are encouraged to pay special attention to the newcomers and to inform the administration of any non-conformity. The new student may have questions that are still unanswered. A special gathering for the newcomers is held. The Parent Coordinator uses the opportunity to develop partnerships with the new parents.

As such, ELLs have access to all the academic programs and activities developed and implemented by the school. Parents are fully and thoroughly informed about such interventions through parents meeting organized by the parent coordinator and the Parent Association. These information sessions are carried out in Spanish to ensure that parents have all the information they need to make the right decisions with regard to their children's education. Thrice a week, ELL are offered the opportunity to participate in after school learning programs. Supplementary assistance is provided through the Saturday and Holiday academies as well as the Community Based Organization, SCANNY. The latter provides services five days per week.

18. What language electives are offered to ELLs?

ELLs participate in extra curricular cultural activities such as leadership training; Creative Arts clubs, Recycling Project, Anti Bullying program, Boys and Girls Scout, Track and Field Sports, Gofor It Club, Penny Harvest, Jump Rope, Step, Danza Fiesta, Student Council, Food and Toy Drive Activities, Visit to Senior citizen Center, Trip to the Supreme Court in the Bronx, New York City Art Competition/Festival, Annual Tour of the New Yankees' Museum, Select Invitation to a Yankees Game, and The Annual Festival of Nations Celebration. These activities requires all students to communicate through listening, speaking, reading and writing at all times.

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)?

Paste response to questions here:

C. Professional Development and Support for School Staff

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

1. The school pursues policies which support coherent and integrated professional development in the form of school-sponsored workshops on topics such as cooperative learning techniques, meeting the needs of at-risk students, and internet training for teachers. There is a coherent and integrated professional development plan that grows out of the school's vision for student learning; and to which teachers and school leaders are committed. School leaders consider student, teacher, and organizational learning a priority. The principal has current and substantive knowledge about effective teaching and learning for students and adults and knowledge about trends in effective professional development and the education of English Language Learners. The principal safeguards teacher and student time, engage the entire staff in taking responsibility for the education of English Language Learners, model collegial relationships with teachers and students, and participates actively in the learning community of the school.

2. Sufficient time and resources are allocated for professional development. Teachers work together in new ways to improve student learning. They work together to tackle the complexities of teaching in a culturally diverse school. There is on-going professional development that promotes school-based inquiry. There exists a fusion of ESL, bilingual, and content teachers or interdisciplinary teams of teachers to support the academic success of all students. Staff members are encouraged and given the opportunity to continually improve their ability to manage a student-centered classroom, accommodate heterogeneous arrangements, and integrate first and second language students into the content areas. Interdisciplinary teacher teams work collaboratively to develop and realign curriculum (maps, units of study, and pacing calendars), coordinate lesson plans, discuss student work, and share successful instructional practices. Staff members are expected to hold each other accountable through peer coaching, inter-visitations, peer evaluation, and teacher portfolio presentation. During the school-based inquiry, teachers will seek information to explain their students' work. They will look at research and school-based professional development models, examine student achievement data, and the school's progress report, and create a plan to improve students' literacy as compared to peer schools and city-wide performances. Additionally, teachers will engage in analyzing Common Core Learning Standards, look deeper at student work, and review selected professional literature.

3. Ms. Ralph, Guidance Counselor, engages in the following activities

MAKING TRANSITION INTO MIDDLE SCHOOL

- Parent workshop which address the following topics On October 4, 2013:
 - o How to complete the middle school application
 - o How the Middle School choice Process works.
 - o How to access any translated version of the directory on website, fall 2013.
 - o How to rank all middle schools student is interesting in attending of preference.
 - o How to apply to the citywide Middle School Choice Options (the Gifted and Talented), Independent Public Schools.

Middle Schools Events District 9 & 10

- Letters and flyers are sent home on a regular basis to inform parents of Open House events where parent and students can take a tour of the school and meet the staff. 10/4/13
- Middle school fairs for the December 2013
- Information about middle school fair for elementary school via online [www.nyc.gov/schools/Choice Enrollment/middle](http://www.nyc.gov/schools/Choice%20Enrollment/middle).

ELL STUDENTS WITH SPECIAL NEEDS/SPECIAL EDUCATION SERVICES PARENTS MEETINGS

Parent meeting are conducted on an ongoing Basis.

STUDENT GUIDANCE AND COUNSELING

- All 5th grade, ELL, SWD included, students were given a middle school directory in October 2013
- Student, ELL, SWD included, are given guidance and counseling (individual and as a class) moving up to middle school between September 2013 and May 2014

4. In short, during the 2013-2014 Academic Year, the ESL push-in teacher, ESL classroom teachers, and Bilingual classroom teachers will be exposed to the following:

- demonstration lessons on best instructional strategies and practices;
- development of classroom listening centers with written skill-based activities and corresponding graphic organizers;

- professional development workshops on the set-up, use of materials, and launching of the listening center;
- in-class support of the launching of the listening center;
- mentoring and coaching of ESL and Bilingual teachers on best instructional practices, differentiation of instruction, and behavior management;
- recording books on tape for classroom teachers' use;
- weekly ESL push-in teachers' meeting to assess needs, analyze students' work, recommend instructional strategies, prepare mimicked NYSESLAT tests, and formulate next steps engagements;
- how to create templates for reviewing students' work taking specific note of students' expressed thinking about their product;
- Turn-key in-house sessions by teachers who will be trained in the SIOP and RtI Models which address academic interventions and accommodations for students who learn differently based on their neurodevelopment profile;
- purchased resources for teachers, such as Foundations and El Sol, and training in their applied uses;
- Inter-visitations to observe and co-teach in Bilingual/ESL classes emphasizing best practices, expansion of vocabulary, scaffolding, and the differentiation of instruction;
- Walkthrough Feedbacks;
- Bilingual and ESL Teachers (K- 2nd and 3rd -5th) are provided with an opportunity to meet on Monday, Tuesday and Friday for a forty-five minutes common planning prep period each day; and
- .Reading Recovery program by two trained teachers.

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?

Paste response to questions here:

1.

Parental involvement is critical to the academic success of our ELL. Parents are made active partners in the development and implementation of academic interventions. The aim is to help ELL become fluent in listening, speaking, reading, and writing English. Parents will be coached to seek support to help their children learn. They will be directed during seminars and workshops for parents. Parents will be provided with information on how to take advantage of community-based programs designed to meet the learning needs of their children. parents who are in need of translation services are accommodated by the staff members who are fluent in one or more languages.

2. Parents will serve as members of the School Leadership Team. They decide on how the school budget allocation is disbursed and how selection criteria to beneficiaries are developed and implemented. The school uses community resources to expand academic programs to reach all students. Community organizations, such as The N.Y. Yankees, Bronx Park Services, local library, FireFighters, Local Hospitals, and Community Boards For Youth Services are all actively involved in school sponsored academic and cultural activities. Their contributions have been through manpower, and donations of supplies and equipment.

3. Parents' needs are known through official and in-house surveys. The DOE's Annual Environment Survey provides the information that is needed to take corrective measures to effectively respond to parents' concerns especially about safety and discipline issues.

4. The training that the school offers to parents is based on expressed needs shared at Parents-Teachers Conferences; through informal requests, and during parents' assemblies. Based on their requests and what has been noted through dialogue with parents, practical training will be offered covering topics such as: "How to Prepare A Resume"; "How to Take an Interview"; "How to Help Your Children Succeed"; and "How to Get Assistance for Your Children." Parents have responded positively at all levels in the past.

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.

iReady digital intervention reading program will supplement the literacy curriculum for the third, fourth, and fifth Bilingual, ESL, and ELLs in monolingual classes. Furthering our commitment to differentiated instruction and recognizing the importance of non-fiction reading and writing to the development of critical thinking among our English Language Learners. The web-based literacy program will allow the students an opportunity to master comprehension and writing skills at their own pace.

The elected program will be in Spanish and English. The program would address the needs of English Language Learners including Students with Interrupted Formal Education (SIFE) and Long-term ELL (LTE). It is intended to develop skills in reading comprehension, vocabulary, and writing. The program is designed for twelve different reading levels. Students will have access to high interest articles that are motivating and relevant to various areas of study, e.g., health, history, education, the environment, technology, business, spotlight on people, elections, and arts and entertainment. As an intervention, the program will provide teachers with differentiated literacy lesson and CCLS based performance data to align with instruction for individual student's needs.

Students in the lower grades, K-2, will engage in a daily Drop Everything And Read (DEAR) program for 20 minutes. The resource will be purchased from Sussman Publishers. The goal is to foster their comprehension and develop their reading stamina.

Part VI: LAP Assurances

School Name: <u>Luis Llorens Torres Children's</u>		School DBN: <u>09X114</u>	
Signatures of LAP team members certify that the information provided is accurate.			
Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Olivia Francis-Webber	Principal		11/4/13
George Ault	Assistant Principal		11/4/13
John Lorenzi	Parent Coordinator		11/4/13
Marissa Challenger	ESL Teacher		11/4/13
Amperito Wah	Parent		11/4/13
Mariam DeLeon	Teacher/Subject Area		11/4/13
Jennifer Guerrero	Teacher/Subject Area		11/4/13
Justina Roberts	Coach		11/4/13
Sheila Davis	Coach		11/4/13
Lisa Scott	Guidance Counselor		11/4/13
Rosemary Caban	Network Leader		11/4/13
Erica Comrie	Other <u>Bilingual Teacher</u>		11/4/13
C. Peralta	Other <u>Bilingual Teacher</u>		11/4/13
Maria Bethea	Other <u>Bilingual Teacher</u>		11/4/13
R. Tuo	Other <u>ESL Teacher</u>		11/4/13

LANGUAGE TRANSLATION AND INTERPRETATION 2013-2014 TO 2014-2015

Requirement under Chancellor's Regulations – for all schools

DBN: **09X114** School Name: **Luis Llorens Torres Children's Acad**

Cluster: **5** Network: **CFN 534**

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.

There are 338 students registered in the school as in need of translation and oral interpretation. The Home language survey is used initially to determine the necessary communication method. The school communicates with parents in both English and Spanish in written form. On site, resident translators interpret as the need arises. There is one resident Bengali, a paraprofessional, who interprets whenever the situation demands.

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

The demographic data shows that 74.3% of the students are from Hispanic parentage. As such, there is need for the school to communicate with the public in both English and Spanish when parents visit for all occasion: Parent/teacher conferences, Parent Association meetings, Parent Workshops, Student Assemblies, Student Fairs and Presentations, etc. Every piece of information that goes public has to be in both languages. Additionally, personnel are readily available to translate and/or interpret information. The public was informed that the school has the ability to accommodate the need for translation and interpretation. Posters are mounted around the building and flyers are given to parents and visitors giving the assurance that they will get immediate response to their questions or concerns at all times.

Part B: Strategies and Activities

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

The written translation services are provided by the school staff. The Pupil Accounting Secretary is the first line of translation. All letters, flyers, monthly calendars and posters are written in both languages before distribution or posting.

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

Oral interpretation is immediate and will be provided by any of 39 staff members. This will meet the public's need for oral interpretation in Spanish, Bengali, French, or Haitian Creole.

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>.

An enlarged WELCOME sign IN English, Spanish, French, Arabic, and Hatian Creole will be posted on the wall of the main entrance of the building. Alongside that poster will be information stating the available translation services in the school.

- The parent notification letter, in English and Spanish, containing excerpt from The Parents' Bill of Rights and Responsibilities, and THE RIGHT TO ACCESS INFORMATION ABOUT THEIR CHILD, will be given to each child to take to his or her parent (s). An enlarged poster with the same information will be posted at the main entrance of the building.
- 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 like the School Safety Plan. Parents' input will be encouraged. These meetings will be done with translation services provided by our staff members.



Department of English Language Learners and Student Support

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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 as well as reduced class-size, and/or push-in services.
 - 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.

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

Part A: School Information	
Name of School: PS 114X	DBN: 09X114
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 <input type="checkbox"/> Other: During School
Total # of ELLs to be served: 82 Grades to be served by this program (check all that apply): <input type="checkbox"/> K <input type="checkbox"/> 1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input checked="" type="checkbox"/> 4 <input checked="" type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 <input type="checkbox"/> 9 <input type="checkbox"/> 10 <input type="checkbox"/> 11 <input type="checkbox"/> 12
Total # of teachers in this program: 4 # of certified ESL/Bilingual teachers: 4 # of content area teachers: 0

Part B: Direct Instruction Supplemental Program Information

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: There are 216 immigrant students in grades 2 - 5 combined. This constitutes 31.7% of the entire student population. Of greater significance, these students are English Language Learners (ELL) and Former ELL. The English Language Learners in grades 2-5 performance Levels on the NYSESLAT 2014 showed that only 26% were proficient, while 69% showed no growth. As such, the school has set a goal to increase their performances at the proficient Level.

Classroom instruction will be designed to engage students in critical thinking that leads to higher-level comprehension. Our adopted comprehension strategy instruction will be to teach students how to construct meaning from text. Teachers will encourage both active participation and sustained effort of English Language Learners (ELL) during the reading process. Teachers will use six essential reading strategies: monitor and clarify, making connections, visualizing, asking questions, inferring and predicting, and summarizing to enable ELL to become active readers and learners. They will use transparencies to model each strategy; guide practice with interactive student cards, and apply learning with engaging and leveled texts. Teachers will help accelerate reading comprehension among ELL with interactive practice cards that promote paired, hands-on interaction and the use of oral language. Teachers will provide students with daily articles, themed stories and current events stories for reading, appreciation, and discussion. These selected articles and stories will precisely be tailored to each student's reading level. All students in the class will read about the same subject, but the passages will be adjusted for their individual learning profiles. The contents of the selected materials will be aligned to the CCLS. The intent is to allow teachers to administer prescriptive assignments and help their students perform at the proficient level.

The instruction reading strategies will be implemented as follows:

I Introduction

A). Pre-reading strategies to increase comprehension

- Do motivating activities
- Build text-specific knowledge
- Relate to students' lives
- Pre-teach vocabulary
- Pre-teach concepts

Part B: Direct Instruction Supplemental Program Information

- Predicting and direction setting

- Suggest comprehension strategies

B. Additionally, students will engage in activities such as looking at a video or film about a related topic; conducting an experiment, going on a fieldtrip, bringing in materials or related objects to "show and tell".

II. Reading comprehension strategies for content learning.

Examples of comprehension skills that will be taught in all reading situations include summarizing; Sequencing; Inferencing; Comparing and contrasting; Drawing conclusions; Self-questioning; Problem-solving; Relating background knowledge; Distinguishing between fact and opinion; and finding main idea, important facts, and supporting details. Generally and more in line with CCLS, these skills are informational reading or expository reading.

Instructional topic areas include the importance of reading comprehension skills; steps for explicitly teaching comprehension skills; identifying vocabulary words; modeling think-alouds; fix-up strategies; partnering ELL with more dominant English speakers; independent practice by ELL to explain terms and model each; using informational and expository tools such as titles, headings, bold print, captions, side bars, maps, graphs, pictures and bullets; summarizing orally or in writing to retell what was read, by including only important details coupled with key words from the text; answering questions at the literal, interpretive and applied levels; and celebrate each individual progress with recognition notes, praise, and/or class applause.

Subgroup serviced: The low performing 69% grades 2-5 ELL will be serviced by this grant.

Schedule and Duration: Wednesday and Thursday After School program from October 22, 2014 to April 22, 2015 from 2:30 to 4:30 p.m.

Language of Instruction: English

Number and types of Certified teachers: Four ESL/Bilingual teachers, will provide instruction in classes with students in grades 2, 3, 4, and 5 respectively.

Types of Material: Language Proficiency Intervention Kits, grades 2- 5, published by Attanasio & Associates, Inc.

Part C: Professional Development

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: Rationale: To ensure teacher effectiveness in engaging students in learning and so increase their performance on the NYS ELA Test and NYSESLAT 2015, respectively, by 1 grade level.

Teachers to Receive Training: Four highly qualified Bilingual/ESL teachers will participate in the professional development activities. The data on student performance will be the base for professional development. Teachers will use the Internet to access information on ARIS about each student under their individual instruction. They will collectively sit and analyze the results. The purpose is to design a strategic approach to address the students' weaknesses. This will take place on November 7 and 14, 2014 from 2:30 pm to 4:30 pm. They will also attend an extra hour of professional development on Tuesdays from 3:30 to 4:30 pm. Teachers will review daily progress as it relates to the use of data to drive their instruction.

Schedule and Duration: They will work with one provider from the publisher for 1 hour from 2:30-3:30 p.m. on alternate Fridays from November 21, 2014 to March 22, 2015.

Topics to be Covered: Shared thoughts on selected chapters in the materials and relevance to quality instruction in assessing and teaching Reading and Writing to ELL in grades 2-5.

Name of Provider: Attanasio & Associates

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: Given the needed life-skills parents will develop the ability to function avidly in the socio-economic realm of their society.

Schedule and Duration: The sessions will be for 2 hours from 9:00 to 11:00 a.m. on Saturdays between December 14 to March 22, 2015.

Topics to be covered: 1. Using technology to access the Internet to complete job application; visit DOE Parent Resource websites; and accessing, downloading, and completing necessary life-skills clinical

Part D: Parental Engagement Activities

forms; and 2. In-house English Language classes. This program will address the following barrier to parental involvement: lack of English Language Proficiency. A bilingual newsletter, and scheduled fortnightly meetings at local community centers to discuss school related issues will be pursued and implemented. Interpreters will be available at meetings and events. At the end of the program, parents will be able to identify all the resources needed to build a stronger community and have better self-actualization through their mastery and application of life-skills.

Notification: Parents will be invited to participate by way of letter written in English and Spanish. The letter will be sent out 1 week in advance; and a timely reminder on Wednesday of the actual week date.

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	_____	_____

