



2014-15
SCHOOL COMPREHENSIVE EDUCATIONAL PLAN
(SCEP)

DRAFT – PENDING NYSED APPROVAL

DBN: (i.e. 01M001):

09X117

School Name:

JOSEPH H. WADE

Principal:

DELISE JONES

School Comprehensive Educational Plan (SCEP) Outline

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Section 1: School Information Page

School Information

School Name: Joseph H. Wade School Number (DBN): 09X117
School Level: Middle School Grades Served: 6-8
School Address: 1865 Morris Avenue
Phone Number: (718)583-7750 Fax: (718) 583 - 7658
School Contact Person: Delise Jones Email Address: Djones8@schools.nyc.gov
Principal: Delise jones
UFT Chapter Leader: Carolyn Champion
Parents' Association President: Marilyn Espada
SLT Chairperson: Pedro Lugo
Student Representative(s): _____

District Information

District: 09 Superintendent: Leticia Rodriguez- Rosario
Superintendent's Office Address: 450 St. Paul's Place, Bronx, NY 10456
Superintendent's Email Address: LRosario2@schools.nyc.gov
Phone Number: 718-579-7143 Fax: 718-410-7017

Cluster and Network Information

Cluster Number: 5 Cluster Leader: Debra Maldonaldo
Network Number: 551 Network Leader: Marge Struk

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)
Delise Jones	*Principal or Designee	
Carolyn Champion	*UFT Chapter Leader or Designee	
Marilyn Espada	*PA/PTA President or Designated Co-President	
	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	
Driedy Gomez	Member/ UFT	
Sophia Enamorado	Member/ UFT	
Emma Duran	Member/ Parent	
Alfonsa Ponce	Member/ Parent	
Apriel Crittendon	Member/ Parent	
jessica pineda	Member/ Parent	
Adelfa Arista	Member/ Parent	
Pedro Lugo	Member/ UFT	
Darlene Attong	Member/	
	Member/	
	Member/	

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

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

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

The Capacity Framework and SCEP Development

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



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

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

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

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

Accountability Tools and the Capacity Framework

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

NYSED's Six DTSDE Tenets

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

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

NYCDOE's Quality Review (QR)

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

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

Next Steps for SCEP Development

School Leadership Teams should engage in the following steps:

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

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

Section 4: SCEP Overview

Develop a narrative summary that includes:

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

The *Wade Academies MS 117X* is a middle school located in the Morrisania section of the Bronx. We have 623 students, where 36% of our student populations are ELL's, 26% are students with disabilities and 91% have free and reduced lunch. Our Vision is for all of our students, including students with disabilities and English Language Learners, to demonstrate increased achievement in mathematics and literacy and graduate from Joseph H Wade Academies, college and career ready. We will achieve this Mission by providing a safe, nurturing, educational community that develops the whole child through implementation of rigorous, CCLS aligned instruction as well as systems and structures that support the social and emotional needs of adolescents. Our Instructional Focus for the 2014 – 2015 school year is Building Academic Language across the content areas, by providing students with opportunities to engage with precise vocabulary while speaking, listening, reading and writing.

One of our strengths is our strong social emotional component. Our learning community offers extensive opportunities to support the social/emotional growth of students and families with effective partnerships such as: Girls INC., Planned Parenthood, The Walton Center for Counseling, The CONCEPT Program, Bronx Helpers and The Fordham University C.A.R.E.S. Program. These partnerships have enabled our school team to make effective referrals to counseling providers and when necessary, receive outside health services for students and their families. As a result (noted on the Middle School Quality Snapshot), 96% of our parents/families are satisfied with the education that their child has received at our learning community. Additionally, in the area of Closing the Achievement Gap, both English Language Learners and Students with Special Needs demonstrated excellent improvement by student group on the State English test compared to students who scored at the same level the previous year. In the area of Student Progress, all students and the lowest performing student subgroups also demonstrated excellent improvement on the State English test.

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

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

We will also undergo a comprehensive needs assessment across all six elements of the Capacity

Framework (rigorous instruction, collaborative teachers, supportive environment, effective school leadership, strong family-community ties, and trust) to inform the development of our School Renewal Plans for the 2015-16 school year.

09X117 School Information Sheet Key

School Configuration (2014-15)				
Grade Configuration	06,07,08	Total Enrollment	621	SIG Recipient
				No
Types and Number of English Language Learner Classes (2014-15)				
# Transitional Bilingual	N/A	# Dual Language	N/A	# Self-Contained English as a Second Language
				N/A
Types and Number of Special Education Classes (2014-15)				
# Special Classes	30	# SETSS	14	# Integrated Collaborative Teaching
				12
Types and Number of Special Classes (2014-15)				
# Visual Arts	N/A	# Music	5	# Drama
				N/A
# Foreign Language	7	# Dance	6	# CTE
				N/A
School Composition (2013-14)				
% Title I Population	90.3%	% Attendance Rate	88.5%	
% Free Lunch	92.8%	% Reduced Lunch	2.2%	
% Limited English Proficient	36.0%	% Students with Disabilities	26.0%	
Racial/Ethnic Origin (2013-14)				
% American Indian or Alaska Native	1.1%	% Black or African American	16.5%	
% Hispanic or Latino	80.2%	% Asian or Native Hawaiian/Pacific Islander	1.4%	
% White	0.6%	% Multi-Racial	0.2%	
Personnel (2014-15)				
Years Principal Assigned to School (2014-15)	11.18	# of Assistant Principals (2014-15)	2	
# of Deans (2014-15)	2	# 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)	2.0%	
% Teaching with Fewer Than 3 Years of Experience (2013-14)	0.2%	Average Teacher Absences (2013-14)	8.48	
Student Performance for Elementary and Middle Schools (2013-14)				
ELA Performance at levels 3 & 4	4.5%	Mathematics Performance at levels 3 & 4	5.4%	
Science Performance at levels 3 & 4 (4th Grade)	N/A	Science Performance at levels 3 & 4 (8th Grade)	13.3%	
Student Performance for High Schools (2012-13)				
ELA Performance at levels 3 & 4	N/A	Mathematics Performance at levels 3 & 4	74.5%	
Credit Accumulation High Schools Only (2013-14)				
% of 1st year students who earned 10+ credits	N/A	% of 2nd year students who earned 10+ credits	N/A	
% of 3rd year students who earned 10+ credits	N/A	4 Year Graduation Rate	N/A	
6 Year Graduation Rate	N/A			
Overall NYSED Accountability Status (2014-15)				
Reward		Recognition		
In Good Standing		Local Assistance Plan		
Focus District	X	Focus School Identified by a Focus District		
Priority School	X			
Accountability Status – Elementary and Middle Schools				
Met Adequate Yearly Progress (AYP) in ELA (2012-13)				
American Indian or Alaska Native	N/A	Black or African American	NO	
Hispanic or Latino	NO	Asian or Native Hawaiian/Other Pacific Islander	N/A	
White	N/A	Multi-Racial	N/A	
Students with Disabilities	NO	Limited English Proficient	NO	
Economically Disadvantaged	NO			
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)				
American Indian or Alaska Native	N/A	Black or African American	NO	
Hispanic or Latino	NO	Asian or Native Hawaiian/Other Pacific Islander	N/A	
White	N/A	Multi-Racial	N/A	
Students with Disabilities	NO	Limited English Proficient	NO	
Economically Disadvantaged	NO			
Met Adequate Yearly Progress (AYP) in Science (2012-13)				
American Indian or Alaska Native	N/A	Black or African American	NO	
Hispanic or Latino	YES	Asian or Native Hawaiian/Other Pacific Islander	N/A	
White	N/A	Multi-Racial	N/A	
Students with Disabilities	YES	Limited English Proficient	YES	
Economically Disadvantaged	YES			
Accountability Status – High Schools				
Met Adequate Yearly Progress (AYP) in ELA (2012-13)				
American Indian or Alaska Native	N/A	Black or African American	N/A	
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander	N/A	
White	N/A	Multi-Racial	N/A	
Students with Disabilities	N/A	Limited English Proficient	N/A	
Economically Disadvantaged	N/A			
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)				
American Indian or Alaska Native	N/A	Black or African American	N/A	
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander	N/A	
White	N/A	Multi-Racial	N/A	
Students with Disabilities	N/A	Limited English Proficient	N/A	
Economically Disadvantaged	N/A			
Met Adequate Yearly Progress (AYP) in Graduation Rate (2012-13)				
American Indian or Alaska Native	N/A	Black or African American	N/A	
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander	N/A	
White	N/A	Multi-Racial	N/A	
Students with Disabilities	N/A	Limited English Proficient	N/A	
Economically Disadvantaged	N/A			

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School Configuration (2014-15)				
Grade Configuration	06,07,08	Total Enrollment	621	SIG Recipient
				No
Types and Number of English Language Learner Classes (2014-15)				
# Transitional Bilingual	N/A	# Dual Language	N/A	# Self-Contained English as a Second Language
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Types and Number of Special Education Classes (2014-15)				
# Special Classes	30	# SETSS	14	# Integrated Collaborative Teaching
				12
Types and Number of Special Classes (2014-15)				
# Visual Arts	N/A	# Music	5	# Drama
				N/A
# Foreign Language	7	# Dance	6	# CTE
				N/A
School Composition (2013-14)				
% Title I Population	90.3%	% Attendance Rate	88.5%	
% Free Lunch	92.8%	% Reduced Lunch	2.2%	
% Limited English Proficient	36.0%	% Students with Disabilities	26.0%	
Racial/Ethnic Origin (2013-14)				
% American Indian or Alaska Native	1.1%	% Black or African American	16.5%	
% Hispanic or Latino	80.2%	% Asian or Native Hawaiian/Pacific Islander	1.4%	
% White	0.6%	% Multi-Racial	0.2%	
Personnel (2014-15)				
Years Principal Assigned to School (2014-15)	11.18	# of Assistant Principals (2014-15)	2	
# of Deans (2014-15)	2	# 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)	2.0%	
% Teaching with Fewer Than 3 Years of Experience (2013-14)	0.2%	Average Teacher Absences (2013-14)	8.48	
Student Performance for Elementary and Middle Schools (2013-14)				
ELA Performance at levels 3 & 4	4.5%	Mathematics Performance at levels 3 & 4	5.4%	
Science Performance at levels 3 & 4 (4th Grade)	N/A	Science Performance at levels 3 & 4 (8th Grade)	13.3%	
Student Performance for High Schools (2012-13)				
ELA Performance at levels 3 & 4	N/A	Mathematics Performance at levels 3 & 4	74.5%	
Credit Accumulation High Schools Only (2013-14)				
% of 1st year students who earned 10+ credits	N/A	% of 2nd year students who earned 10+ credits	N/A	
% of 3rd year students who earned 10+ credits	N/A	4 Year Graduation Rate	N/A	
6 Year Graduation Rate	N/A			
Overall NYSED Accountability Status (2014-15)				
Reward		Recognition		
In Good Standing		Local Assistance Plan		
Focus District	X	Focus School Identified by a Focus District		
Priority School	X			

Accountability Status – Elementary and Middle Schools

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

Accountability Status – High Schools

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

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% Title I Population	90.3%	% Attendance Rate		88.5%
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% Limited English Proficient	36.0%	% Students with Disabilities		26.0%
Racial/Ethnic Origin (2013-14)				
% American Indian or Alaska Native	1.1%	% Black or African American		16.5%
% Hispanic or Latino	80.2%	% Asian or Native Hawaiian/Pacific Islander		1.4%
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Personnel (2014-15)				
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Personnel (2013-14)				
% of Teachers with No Valid Teaching Certificate (2013-14)	N/A	% Teaching Out of Certification (2013-14)		2.0%
% Teaching with Fewer Than 3 Years of Experience (2013-14)	0.2%	Average Teacher Absences (2013-14)		8.48
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ELA Performance at levels 3 & 4	4.5%	Mathematics Performance at levels 3 & 4		5.4%
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ELA Performance at levels 3 & 4	N/A	Mathematics Performance at levels 3 & 4		74.5%
Credit Accumulation High Schools Only (2013-14)				
% of 1st year students who earned 10+ credits	N/A	% of 2nd year students who earned 10+ credits		N/A
% of 3rd year students who earned 10+ credits	N/A	4 Year Graduation Rate		N/A
6 Year Graduation Rate	N/A			
Overall NYSED Accountability Status (2014-15)				
Reward		Recognition		
In Good Standing		Local Assistance Plan		
Focus District	X	Focus School Identified by a Focus District		
Priority School	X			
Accountability Status – Elementary and Middle Schools				
Met Adequate Yearly Progress (AYP) in ELA (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		NO
Hispanic or Latino	NO	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	NO	Limited English Proficient		NO
Economically Disadvantaged	NO			
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		NO
Hispanic or Latino	NO	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	NO	Limited English Proficient		NO
Economically Disadvantaged	NO			
Met Adequate Yearly Progress (AYP) in Science (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		NO
Hispanic or Latino	YES	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	YES	Limited English Proficient		YES
Economically Disadvantaged	YES			
Accountability Status – High Schools				
Met Adequate Yearly Progress (AYP) in ELA (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	N/A			
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	N/A			
Met Adequate Yearly Progress (AYP) in Graduation Rate (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	N/A			

Section 5: Needs Assessment, Annual Goals and Action Plans

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

Part 1 – Needs Assessment

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

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

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

Part 1b. Needs/Areas for Improvement:

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

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

According to the feedback from the DTSDE visit November 2014, our learning community has made the alignment of curriculum materials, instructional and assessment practices to the CCLS a school-wide priority and there is evidence of teacher use of aligned materials and practices. We are focusing on a set of prioritized standards and instructional shifts across the curriculum that will result in opportunities for all students to engage in rigorous and relevant learning opportunities (1.1). Teacher teams fully integrate:

- text evidence
- central idea
- details
- word meaning
- instructional shifts in vertically aligned units that prompt higher order levels of thinking for all students instructional strategies and adaptations as well as accommodations for ELL's and SWD's

However, CCLS Implementation is uneven and does not consistently take into account students' needs limiting the chances for college and career readiness.

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.

Students will receive rigorous, CCLS-aligned instruction that is customized, inclusive and engaging. High standards will be evidenced in every classroom, and student work products will exhibit evidence of active student engagement in ambitious intellectual activity that develops critical thinking skills resulting in a 5% increase in students meeting proficiency levels on the NYS ELA and NYS Math exams.

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: <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Strategies to increase parent involvement and engagement • Activities that address the Capacity Framework element of Trust 	Target Group(s) <i>Who will be targeted?</i>	Timeline <i>What is the start and end date?</i>	Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i>
100% of teachers will participate in professional learning around how to implement the “workshop model” to ensure that instruction is customized, inclusive and motivating across all grades and content areas. 100% of teachers will participate in professional learning around how to develop learning targets and performance tasks, that demonstrate high standards for learning (rigorous, CCLS aligned) in every classroom	All teachers	November 2014 – June 2015	Principal, Assistant Principals, instructional specialists, network Achievement Coach
Administrative team will provide actionable feedback to teachers about the implementation of the workshop model as well as the learning targets observed during classroom observations in relation to rigor, high standards, and alignment with the CCLS. Administrators will provide actionable feedback to teachers about their students’ work products and the evidence of ambitious intellectual activity and critical thinking skills	All teachers	September 2014 – June 2015	Principals, Assistant Principals, Network Achievement Coach, Talent Coach
School-Home engagement opportunities will be provided to parents/families at least 4 times per year related to the instructional program and the types of work products that parents should expect to see as evidence of rigor and ambitious intellectual activity on the part of their children	Parents	September 2014 – June 2015	Principal, Assistant principals, parent coordinator, Teachers
School Leadership Team, Parents /Teacher Association, CBO – ACDP Beacon	Parents, Teachers, CBO, administration	September 2014 – June 2015	Principal, Assistant principals, parent Coordinator, PTA President,

Part 4 – Resources Needed

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

School/district partnership with Teacher for Center for identified teachers and assistant principals

Part 5 – Budget and Resource Alignment

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

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

N/A

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.

Cycle 1 – SEPT 2014 – December 2014

- Mid – point Benchmark January 2015
- Teacher lesson plans
- Student action plans with evidence of student growth and Next Steps
- Flexible Grouping

Cycle 2 – January 2015 – March 2015

- Mid Point Benchmark March 2015
- Teacher lesson plans
- Student action plans with evidence of student growth and Next Steps
- Mid-year baseline results
- ELA Performance Series
- Midterm results for identified students

Cycle 3 – April 2015 – June 2015

- End year Benchmark June 2015
- Student work samples
- Core subject passing
- End of year performance Series/ MOSL end of the year results

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

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

Section 5: Needs Assessment, Annual Goals and Action Plans

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

Part 1 – Needs Assessment

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

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

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

Part 1b. Needs/Areas for Improvement:

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

According to the DTSDE review dated November 2014, the school leader has developed strategies and allocated resources to support students’ social emotional development health (SEDH); all stakeholders are supporting the school – wide implementation of PBIS and systems are in place to leverage resources to support improved attendance, behavior, and targeted student support. However, a school wide strategic plan to coordinate all efforts and provide for the needs and potential of each student is not yet in place.

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.

All students will be supported in their social/emotional development and academically challenged by their teachers to achieve high levels of performance in a nurturing educational space where all students feel safe attending the Joseph Wade Academies MS 117X, and will show a 10% reduction in suspensions as evidenced through OORS reports.

Part 3 – Action Plan

Activities/Strategies: Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including:	Target Group(s) <i>Who will be targeted?</i>	Timeline <i>What is the start and end date?</i>	Key Personnel <i>Who is responsible for implementing and overseeing the</i>
<ul style="list-style-type: none"> • Research-based instructional programs, professional 			

<p>development, and/or systems and structures needed to impact change</p> <ul style="list-style-type: none"> 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 			<i>activity/strategy?</i>
<p>Students will participate in anti-bullying initiative</p> <ul style="list-style-type: none"> Monthly Character Assemblies Monthly classroom visits by guidance counselors 	All students	September 2014 – June 2015	Social worker, Guidance Team, Deans, CONCEPT PROGRAM, Planned Parenthood, Girls INC
<p>School Systems will support student safety and social-emotional well-being</p> <ul style="list-style-type: none"> PBIS Behavior Modification RTI Action Plans/Counseling Services for identified students CONCEPT Program Parent engagement workshops through ENACT Students are escorted to the exit doors daily at dismissal ADM team outside at entrance/dismissal <p>ADM team does “breakfast duty”</p>	All Students -Teachers -Assistant Principals, Principals, Parents/ Families	September 2014 – June 2015	Principal, Assistant Principals -Teachers -Student support team
<p>Parent engagement workshops through ENACT Program on the following areas:</p> <ul style="list-style-type: none"> Dealing with Conflict with your Teens How to effectively communicate with your adolescent Knowing your child and understanding the middle school years Parent Choice workshops for ELL parents 	All families	September 2014 – June 2015	Guidance Team, Parent Coordinator, Principal Assistant Principal, ENACT
<p>School Leadership Team, Parents /Teacher Association, CONCEPT Program, ENACT, Guidance Team , Social Worker</p>	All families All teachers	September 2014 – June 2015	Principal, assistant principals, parent Coordinator, Guidance Team

Part 4 – Resources Needed

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

Professional Development on PBIS initiative and expectations
Development of the Behavior Modification team – meet weekly to discuss, monitor, and modify program based on school trends

Part 5 – Budget and Resource Alignment

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

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.

Cycle 1 – SEPT 2014 – December 2014

- Mid – point Benchmark January 2015
- Monthly infraction list
- Guidance Team Goal Setting for “ At Risk “ students
- Attendance sheets and powerpoint presentations for monthly classroom visits

Cycle 2 – January 2015 – March 2015

- Mid Point Benchmark March 2015
- Monthly infraction list
- Guidance Team Goal Setting for “ At Risk “ students
- Attendance sheets and powerpoint presentations for monthly classroom visits
- Outreach logs to parents of at risk students

Cycle 3 – April 2015 – June 2015

- End year Benchmark June 2015
- Student work samples
- Core subject passing
- End of year performance Series/ MOSL end of the year results
-

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

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

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.	E
4.4	Teachers create a safe environment that is responsive to students' varied experiences, tailored to the strengths and needs of all students, and leads to high levels of student engagement and inquiry.	D
4.5	Teachers use a variety of data sources including screening, interim measures and progress monitoring to inform lesson planning, develop explicit teacher plans and foster student participation in their own learning process.	D

Part 1b. Needs/Areas for Improvement:

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.

Our November 2014 DSTE feedback, states that teachers are beginning to implement CCLS instructional shifts and to collaborate to develop and/or modify the curriculum to meet student needs, but this work has not resulted in school wide instructional practices that ensure consistent student engagement in rigorous and high interest work tasks in all classrooms

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.

During the 2014 - 2015 school year, ongoing professional development will be provided so teachers can use ongoing formative assessment tools to monitor and track student participation, understanding, and content specific skills which will result in 15% increase in the course pass rate for grade 8 students for the 2013 - 2014 school year.

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>
<ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and 			

<ul style="list-style-type: none"> 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 			
Ongoing Professional Development and coaching through the School/district partnership with Teacher for Center for identified teachers and assistant principals	Assistant principals and grade Leaders	October 2014 – June 2015	Teacher Center Initiative
Monthly Professional Development on the Danielson Framework for Professional Practice	All teachers and paraprofessionals	September 2014 – June 2015	Talent Coach, Achievement Coach, network
Professional Development on the effective use of data to improve an inform planning	All teachers	September 2014 – June 2015	Network MOSL consultant, NY-Rbern
Focused –Increased Core Team walkthroughs with specific, and targeted feedback Increased inter-visitation for teachers that includes feedback from teachers in – house and with network schools.	All Teachers	September 2014 – June 2015	Principal, assistant principals, teachers, network

Part 4 – Resources Needed

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

Schedule time for inter-visitations – re: coverages
Secure time for differentiated professional development

Part 5 – Budget and Resource Alignment

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

X	Tax Levy		Title I Basic		Title I 1003(a)		Title IIA	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.

N/A

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.

Cycle 1 – Sept 2014 – December 2014

- Mid – point Benchmark January 2015
- Data Talk Sessions with teachers based on submission of student data
- Collection of student action plans
- Inter – visitation schedules and feedback

Cycle 2 – January 2015 – March 2015

- Lesson plan evaluation for evidence of differentiation for struggling students

- Inter-visitation schedules and feedback
- Collaborative Inquiry Teams presentations
- Student progress reports

Cycle 3 – April 2015 – June 2015

- End year Benchmark June 2015
- Student work samples
- Course subject passing
- End of year performance Series/ MOSL end of the year results

Part 6b. Complete in February 2015.

<ul style="list-style-type: none"> • Did the school meet the mid-point benchmark(s) in the timeframe specified? 		Yes		No
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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 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.	E
2.4	Leaders make strategic decisions to organize resources concerning human, programmatic and fiscal capital so that school improvement and student goals are achieved.	E
2.5	The school leader has a fully functional system in place to conduct targeted and frequent observations; track progress of teacher practices based on student data, feedback and professional development opportunities; and hold administrators and staff accountable for continuous improvement.	E

Part 1b. Needs/Areas for Improvement:

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.

Based on the November 2014 DTSDE review, our shows evidenced based systems to support improvement, but these systems are not data – driven or connected to a **commonly understood vision** for school improvement and **rapid acceleration** of student learning and performance

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.

During the 2014 - 2015 school year, the school leader will improve the communication systems within the school and the community so all parties are aware of the school - goals, vision and mission and progress towards those goals, resulting in a 5% increase in the number of students moving from levels 1 to level 2.

Part 3 – Action Plan

Activities/Strategies: Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including:	Target Group(s) <i>Who will be targeted?</i>	Timeline <i>What is the start and end date?</i>	Key Personnel <i>Who is responsible for implementing and overseeing the</i>
<ul style="list-style-type: none"> • Research-based instructional programs, professional 			

development, and/or systems and structures needed to impact change <ul style="list-style-type: none"> 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 			<i>activity/strategy?</i>
Create a weekly newsletter for teachers/staff to consistently communicate the systems within the school and the community so all parties are aware of the school - goals, vision and mission and progress towards those goals,	All staff	December 2014 – June 2015	Principal and assistant principals
Revise teacher and student goal setting process to include benchmark assessment of these goals	All teachers and students	December 2015 – June 2014	Principal and assistant principals, teachers, and students
Parent Workshop on CCLS, Curriculum Night, JupiterGrades	Parents	September 2014 – June 2015	PC, Principal, Assistant Principal, Grade Leaders, ENACT
Ongoing Professional student engagement; 3C the use of data to inform instruction/ differentiation and differentiated PD based on trends from informal/formal observation,	Teachers	September 2014 – June 2015	Principal, Assistant principals, Grade Leaders, Network, NY – R-bern, Achievement Coach

Part 4 – Resources Needed

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

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Part 5 – Budget and Resource Alignment

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

X	Tax Levy		Title I Basic		Title I 1003(a)		Title IIA	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.

N/A

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.

Cycle 1 –December 2014 – June 2015

- Weekly Newsletters to staff

- Teacher and student goal setting; Collection of student action plans

Cycle 2 – January 2015 – March 2015

- Student work/Progress Reports

Cycle 3 – April 2015 – June 2015

End year Benchmark June 2015

- Student work samples
- Course subject passing

Part 6b. Complete in February 2015.

- Did the school meet the mid-point benchmark(s) in the timeframe specified?

Yes

No

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

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.	E
6.3	The school engages in effective planning and reciprocal communication with family and community stakeholders so that students’ strength and needs are identified and used to augment learning.	E
6.4	The entire school community partners with families and community agencies to promote and provide professional development across all areas (academic and social and emotional developmental health) to support student success.	E
6.5	The entire school shares data in a way that empowers and encourages families to use and understand data to promote dialogue between parents, students and school constituents centered on student learning and success.	D

Part 1b. Needs/Areas for Improvement:

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

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

The DTSDE review feedback states, “the school has strategies in place to communicate with parents in English and in Spanish and to ensure that parents are informed about their child’s academic and SEDH well – being. However, the school does not have a vision for leveraging their existing partnerships in a way that could lead to high expectations for student achievement

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 2014-2015 school year, the school will provide a welcoming environment for families and actively pursue community resources to enrich the civic life of the school, resulting in further home-school collaboration

Part 3 – Action Plan

Activities/Strategies: Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including:	Target Group(s) <i>Who will be targeted?</i>	Timeline <i>What is the start and end date?</i>	Key Personnel <i>Who is responsible for implementing and overseeing the</i>
<ul style="list-style-type: none"> Research-based instructional programs, professional 			

<p>development, and/or systems and structures needed to impact change</p> <ul style="list-style-type: none"> 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 			<i>activity/strategy?</i>
As part of the School Renewal Process, ADM team and SLT will actively explore involvement in various Community-Based Organizations that will enrich the civic life of the school and result in further home-school collaboration	CBO Community Based Organizations	September 2014 – June 2015	Principal, Assistant Principals, School Leadership Team
School Messenger communiqué in English and Spanish Monthly newsletters to share school news, initiatives, promote dialogue, provide resources to support student learning and student achievement Bi – Monthly School Leadership Team Meetings Invite parents school functions for academic celebrations Use JuptierGrades as an online grade book/tool	All Families	September 2014 - 2015	Principal, assistant principals, Parent Coordinator, PTA President, Teachers
“Family Night” will be hosted once per semester in which family members are welcomed into the school with their children for cooperative interaction around a variety of activities (academic, physical, arts, social-emotional, etc.)	All Families All teachers	September 2014 – June 2015	Principal, assistant principals, teachers, guidance team, social worker
School Leadership Team, Parents Association, Families, Students	Families, All staff, All students	September 2014 – June 2015	Principal, Assistant Principals, SLT, Parent Association, Guidance Team, Social Worker, Deans

Part 4 – Resources Needed

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

- Parent Coordinator
- School Messenger
- JuptierGrades
- Translation Services
- Parent Incentives

Part 5 – Budget and Resource Alignment

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

X	Tax Levy		Title I Basic		Title I 1003(a)		Title IIA	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.

N/A

Part 6 – Progress Monitoring

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

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

Cycle 1 – SEPT 2014 – December 2014

- Mid – point Benchmark January 2015
- Document Parent Calls
- Follow up on Parent Surveys
- Monitor parent attendance and participation at all events
- Monitor and track parent log on for JupierGrades

Cycle 2 – January 2015 – March 2015

- Document Parent Calls
- Follow up on Parent Surveys
- Monitor parent attendance and participation at all events
- Monitor and track parent log on for JupierGrades

Cycle 3 – April 2015 – June 2015

- End year Benchmark June 2015
- Document Parent Calls
- Follow up on Parent Surveys
- Monitor parent attendance and participation at all events
- Monitor and track parent log on for JupierGrades

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

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

Section 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)	Level 2 Students MOSL - Performance Series Expeditionary Learning Failed course for 2 consecutive quarters	Achieve 3000 iReady for Literacy	Small groups	During the Day Small Groups – Pull out
Mathematics	Failed course for 2 consecutive quarters	Khan Academy iReady for Math Blended online learning, student projects	Small groups	After School and Sat
Science	Failed course for 2 consecutive quarters	Blended online learning, student projects	Small Groups, Special Programs	After School and Sat
Social Studies	Failed course for 2 consecutive quarters	Blended online learning, student projects	Small groups, Special Programs	After School and Sat
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	As needed - Students that are chronically late/absent Students in emotional crisis or exhibited behavioral issues and patterns. Students can be referred by a staff member, parent or self referral	Individual and small group counseling	1:1; 1:5 and 1:10	Every day during the school day

Section 7: Expanded Learning Time (ELT) Program Description

(Required for All Priority Schools)

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

Part 1 – ELT Program Goal(s)

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

By June 2015, all student subgroups in grades 6 – 8; including ELL’s and SWD will improve in literacy and mathematics performance as demonstrated by the number of students attaining proficiency in Levels 3 and 4 as evidenced by an increase of 3 – 5% as measured by the NYS Math and NYS ELA exams

Part 2 – ELT Program Description

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

Target Population: 300 students in grades 6 – 8 who are approaching standards, performing at level 2
 Inclusive of all students
 Classes capped at 20 students per class
 Technology added component

After-school program for ELA and Math
 1 hour ELA; 1 Hour Math
 Tuesday – Friday
 Rotating student interest clubs 2 hours per week

Tentative Schedule

	Wednesday	Thursday	Friday
Sixth Grade	Enrichment	Academics	Academics
Seventh Grade	Academics	Enrichment	Academics
Eighth Grade	Academics	Academics	Enrichment

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

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

The ELT program will consist of both academics and a wrap around program. The opportunity to participate in the enrichment component will make learning relevant and engaging.

Targeted Program January 2015 – April 2015 (Wed – Fri)

Extended Learning Time **Holiday Academy** February 2015

Extended Learning Time Holiday Academy April 2015

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

Part 3 – ELT Program Implementation and Oversight

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

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

Two assistant Principals, Principal, Content Teachers, Paraprofessionals, Supervising School Aide

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

ELA materials
 Math Materials
 Tech Software License for ELA and Mathematics
 Professional Development for teachers
 Parent Outreach for participating students

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

Refer to Part 2b

Part 4 – Budget and Resource Alignment

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

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

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

N/A

Part 5 – Progress Monitoring

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

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

Pre Assessment - January 2015
 Mid – Assessment – Early March 2015
 Post Assessment – April 2015

Part 5b. Complete in February 2015.

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

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Section 8: Title I Program Information

Directions:

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

Part 1: Title I Status

Indicate with an "X" your school's Title I Status.

X	Schoolwide Program (SWP)		Targeted Assistance (TA) Schools		Non-Title I
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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.

- **Attracting Highly Qualified Teachers; Attending Hiring Fairs; Collaboration with Fordham University, TFA and Teaching Fellows**
- **Ongoing professional development in Teacher effectiveness, teacher teams, department meetings**
- **Lab site classrooms and scheduled inter-visitations**
- **Mandated mentoring for New Teachers**
- **Opportunities to attend external professional development and turnkey for colleagues**

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).

- **Professional Development led by teachers**
- **Differentiated Professional Development**
- **Leadership Opportunities for teachers**
- **Network PD for CCLS – aligned instruction**
- **Specific school and instructional goals related to CCLS and skills**
- **Ongoing monitoring and support to teacher feedback**
- **Lesson and Unit planning that encourages alignment for CCLS and student achievement**
- **Review of student work related to CCLS to modify practice and meet the needs of all students**
- **Content area facilitators – PLC**
- **Teacher feedback on PD and its effectiveness I the classroom – to revisit needed areas or revisions**

Part 3: TA Schools Only

3a. Use of Program Resources

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

3b. TA Coordination with the Regular Program

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

classroom during regular school day).

Part 4: SWP Schools Only

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

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

4b. Measures to Include Teachers in Decisions Regarding Assessments

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

The school wide MOSL Team in collaboration with the administrators discussed assessment options, reviewed the MOSL results and options for the 2014 – 2015 school year. Collectively the team made decisions on the selection of tests; subgroups and local and state accountability.

During professional development and PLC's teacher teams review formative and summative data. Each teacher identifies the lowest 5 performing students in their respective classes and create action plans for the students with benchmarks to assess students achievement. Additionally, during these meetings, teacher teams work collaboratively to identify and or create CCLS alignment common unit assessments with CCLS itemized questions. This enables our school community to monitor and track mastery on the standards and inform our modification of existing and future units.

Surveys are conducted on teacher knowledge, comfort, and abilities with specific strategies so appropriate PD can be provided and inter – visitations can be effectively set up to encourage specific assessment practices

Teacher teams design rubrics that effectively assess student work

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	583,494.00	X	9-23
Title I Priority and Focus School Improvement Funds	Federal	139,824.00	X	9-23
Title II, Part A	Federal			
Title III, Part A	Federal	29,948.00	X	9-23
Title III, Immigrant	Federal	20,157.00	X	9-23
Tax Levy (FSF)	Local	4,027,681.00	X	9-23

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. **Joseph H. Wade** 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. **Joseph H. Wade** 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

Joseph H. Wade 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.



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 September 30, 2014.

Part A: School Information	
Name of School: <u>Joseph H. Wade Academies</u>	DBN: <u>09X117</u>
This school is (check one):	
<input checked="" type="checkbox"/> conceptually consolidated (skip part E below) <input type="checkbox"/> NOT conceptually consolidated (must complete part E below)	

Part B: Direct Instruction Supplemental Program Information
The direct instruction component of the program will consist of (check all that apply): <input type="checkbox"/> Before school <input checked="" type="checkbox"/> After school <input type="checkbox"/> Saturday academy <input type="checkbox"/> Other: _____
Total # of ELLs to be served: <u>160</u> Grades to be served by this program (check all that apply): <input type="checkbox"/> K <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input checked="" type="checkbox"/> 6 <input checked="" type="checkbox"/> 7 <input checked="" 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: <u>5</u> # of certified ESL/Bilingual teachers: <u>4</u> # of content area teachers: <u>1</u>

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:

Rationale

The Language Academy will offer academic instruction for ELL students. Our goal is to provide additional language support to subgroups for whom mandated services has shown not to be enough to generate significant progress in the acquisition of English. This literacy afterschool program is customized to address the particular needs of various ELLs subpopulations.

* Newcomers: Students who arrived to the country during this school year and never attended a school in the United States. This particular subgroup is verbally fluent in their native language; however, performs below grade level in reading and writing. Some students in this subgroup are illiterate in their native language. In the afterschool Language Academy the ELL population will receive additional instruction in their native language once a week, and ESL instruction twice a week by certified bilingual / ESL teachers. The additional NLA instruction is intended to develop and strengthen reading and writing skills in their first language in order to facilitate second language acquisition. NLA Instruction will focus on reading (decoding and comprehension) and writing (process and structure); ESL Instruction will provide additional practice in the four language modalities, facilitating the acquisition of academic vocabulary, building background knowledge and developing reading comprehension.

* ESL Intermediate: We will use the term intermediate for students who have been receiving ESL services in a New York City school for 1-3 years and attained a Beginner or Intermediate level in the NYSESLAT. The majority of these students have aquired a level 1 in the ELA and some of them will be taking the ELA test for the first time in April. These students will receive additional reading and writing support.

* The next subgroup is the Long Term ELLs and ELLs in the Freestanding ESL Program. Most of this students have attained an Advance level in the NYSESLAT. However, many have remained in the same PL for three years in a row and are performing at levels 1 or 2 in the ELA state test. Even though these students are verbally fluent, they scored below the proficiency level in Reading and Writing. This students will receive additional help in both modalities.

II. Subgroups and grade band

• SIFE/Newcomers/SWD ELLs	6th /7th -8th
• Intermediates (2-5 YOS)	6th /7th-8th
• Advance and Long term ELLs (3 Years in the same PL)	6th /7th- 8th

III. Schedule and duration

Session 1

December / January 2014

Session 2

January/April 2015

Details Session 1

Reading and Writing Workshop

Instructional Focus

Part B: Direct Instruction Supplemental Program Information

Subgroup	Wednesday	Thursday	Friday
	2:20-4:20	2:20-4:20	2:20-4:20
Newcomers/Intermediates	Close reading	Close Reading	Writing Sophistication

Dates:

December 3, 4, 5, 10, 11, 12, 17, 18,

January 7,8,9,14,15,16

Materials:

Selected/ Adapted Secondary Curricular Units for NYC Department of Education Office of ELLs

Number of classes: 2

1 class 6/7

1 class 7/8

Number of participating students: 60

Number of teachers (co-teaching- ESL/NLA partnership)

2 ESL teachers

2 NLA teachers

Details Session 2

January- April 2015

CCLS -Preparation

	Wednesday	Thursday	Friday	Weekly Hrs	# Of Classes
<u>Subgroup</u>	<u>Instructional Focus</u>				
	ESL (S,L)	NLA (R,W)	ESL (S,L)	Hrs/ Wk.	Classes/Grade
1) SIFE/Newcomers	2:20- 4:20	2:20-4:20	2:20-4:20	6	1 Class (6-8)
(projected: 20 students)					1 NLA Certified Teacher

	ESL (S/L)	NYSESLAT Prep	NYSESLAT Prep		
2) Intermediate and SWD ELLs	2:20-4:20	2:20-4:20	2:20-4:20	6hrs./wk	3 Classes
(projected: 60 students)					1 (6th Grade)
					1 (7/8 Grade)
					1 SWD ELLS 6-8
					3 ESL Certified teachers

	Text-Based Writing	NYSESLAT Prep (L)	NYSESLAT Prep (R)		
Long Term ELs	2:20-4:20	2:20-4:20	2:20-4:20	6hrs./wk	1 class (6-8)
(projected: 20 students)					1 ESL certified teacher

TOTAL Projected number of students for session 2: 100

Number of teachers: 5

Dates Session 2

The Language Academy will begin on January and will be extended until April 25. Each subgroup may have a different beginning and ending date.

Part B: Direct Instruction Supplemental Program Information

<u>(3 days)</u>	<u>January 2015</u>	<u>28, 29, 30</u>
<u>(9 days)</u>	<u>February 2015</u>	<u>4, 5, 6, 11, 12, 13, 25, 26, 27</u>
<u>(12 days)</u>	<u>March 2015</u>	<u>4, 5, 6, 11, 12, 13, 18, 19, 20, 25, 26, 27</u>
<u>(8 days)</u>	<u>April 2013</u>	<u>15, 16, 17, 22, 23, 24, 29, 30</u>

IV. Language of Instruction
English and Spanish

V. Number of Certified teachers

In order to serve our entire target population we estimate the need of 5 certified teachers.

1 Spanish Native Language Arts certified teacher

4 ESL certified teachers

VI. Types of Materials

• NYSESLAT Test Prep

* Better Test Writing Workbook

(NLA teacher will use Achieve 3000 as part of the instructional plan to improve native language literacy skills, at no cost to Title III. The school already uses the internet-based reading program during the regular school day)

TOTAL STUDENTS FOR BOTH SESSIONS: 160

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:

Teachers of ELLs will participate in professional development that will help them understand the ELL population and their academic needs. The PD will be conducted in house during the following days.

Changes in the NYSESLAT

Thursday, January 6, 2015 ,

Offered by Yamilette Vargas, AP

From 3:40-4:40;

Participants: 8 teachers =5 Language Academy (T3) teachers + 3 ELA teachers

Part C: Professional Development

Engaging ELLs in Academic Discussions

Friday January 13, 2015

Offered by Viviana Castillo, certified ESL Teacher

From 3:40-4:40

Participants: 11 teachers= 5 Language Academy (T3) teachers+ 3 ELA teachers+ 2 Math teachers+ 1 Science teacher

Looking at Student Work: ESL and NLA teachers participating in the Language Academy will meet once a month to look at the work of the students, analyze how are the students moving toward meeting English proficiency and determine what ESL strategies to implement in order to improve students outcomes.

From 2:30-4:00

Wednesday, January 21, 2015

Wednesday, February 25, 2015

Wednesday, March 25, 2014, Lesson

Participants: 4 ESL/1 NLA teachers (5

TOTAL: 5 Language Academy (T3) teachers/ 4.5 hours each

Part D: Parental Engagement Activities

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

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

Begin description here: Parents of ELL students will be offered classes to learn on how to navigate educational websites and familiarize them with standardized testing: ELA, NYSESLAT.

A bilingual ESL teacher will provide strategies and resources to support student academic development at home. Parents will use a computer to navigate academic websites. Classes will take place for one hour on the following dates:

School Open House

Parents are invited to experience their child's school day by visiting 4 teachers in their respective classrooms. At the sound of the bell, the parents change classes and go to the next classroom. Teachers receive parents in their learning environments and brief them about curriculum and classroom routines.

Tuesday, September 30, 2014

From 2:30 – 4:00 PM

Hosted by JHS 117 administrators, teachers and other staff

How to Help your Child Become a Better Reader: Achieve 3000 Family Edition

Thursday, November 20, 2014

From: 4:00-5:00pm

Hosted by Achieve 3000 Facilitator

Part D: Parental Engagement Activities

State Testing: New expectations for ELLs

Saturday, January 17, 2015

From 10:00-11:00am

Hosted by Yamilette Vargas, AP

Improving Reading Comprehension and Analysis: Achieve 3000 Family Edition

Tuesday, January 27, 2015

From: 3:00-4:30pm

Hosted by Achieve 3000 Facilitator

Using Technology to Support your ELL at home: Jupiter Grades, Achieve 3000 and Other Educational Sites

Saturday, Feb. 28, 2014

From 10:00-11:00am

Hosted by Alida Cruz, NLA teacher and Danielle Baumont, ESL teacher

Parents will be notified via phone blast; Flyers to be sent home to parents.

Part E: Budget

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

Allocation Amount: \$28948

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	_____	_____

Part E: Budget

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

Allocation Amount: \$28948

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
(Object Code 199)		
Travel	_____	_____
Other	_____	_____
TOTAL	_____	_____

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

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

Part I: School ELL Profile

C. School Information [i](#)

District 09	Borough Bronx	School Number 117
School Name Joseph H. Wade Academies JHS 117		

D. 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 Delise Jones	Assistant Principal John Skelly
Coach Yamilette Vargas	Coach Judith McGraw
ESL Teacher Pedro Lugo	Guidance Counselor Diane Jean-Pierre
Teacher/Subject Area Dulce Martinez	Parent Adelfa Arista
Teacher/Subject Area Carlos Cruz	Parent Coordinator Madeline Santana
Related Service Provider Kisha Hope-Johnson	Other Nelvi Vega
Network Leader(Only if working with the LAP team)	Other Cynthia Diaz

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	0	Number of teachers who hold both content area and ESL certification	0
Number of certified bilingual teachers currently teaching in a bilingual program	5	Number of certified NLA/foreign language teachers	2	Number of teachers who hold both a bilingual extension and ESL certification	0
Number of certified ESL teachers <u>not</u> currently teaching in the ESL program	0	Number of teachers currently teaching a self-contained ESL class who hold both a common branch license and ESL certification	0	Number of special education teachers with bilingual extensions	1

D. Student Demographics

Total number of students in school (Excluding Pre-K)	646	Total number of ELLs	231	ELLs as share of total student population (%)	35.76%
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Part II: ELL Demographics

A. ELL Programs

This school serves the following grades (includes ELLs and EPs)

Check all that apply

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

This school offers (check all that apply):

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

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

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

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	231	Newcomers (ELLs receiving service 0-3 years)	120	ELL Students with Disabilities	52
SIFE	31	ELLs receiving service 4-6 years	74	Long-Term (completed 6+ years)	37

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

	ELLs by Subgroups									Total
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			
	All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD	
TBE	77	16	3	3	0	0	0	0	0	80
Dual Language										0
ESL	43	7	6	71	2	14	37	0	3	151

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	120	23	9	74	2	14	37	0	3	231
Number of ELLs who have an alternate placement paraprofessional: <u>1</u>										

C. Home Language Breakdown and ELL Programs

Transitional Bilingual Education														
Number of ELLs by Grade in Each Language Group														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish							23	30	29					82
Bengali							0	0	0					0
French							0	0	0					0
TOTAL	0	0	0	0	0	0	23	30	29	0	0	0	0	82

*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																		
Spanish																			0	0
Bengali																			0	0
French																			0	0
TOTAL	0																			

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

This Section for Dual Language Programs Only

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

Freestanding English as a Second Language

Number of ELLs by Grade in Each Language Group

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish							71	40	30					141
Chinese														0
Russian														0
Bengali							1	1	1					3
Urdu														0
Arabic														0
Haitian														0
French							2	1	0					3
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other							1	4						5
TOTAL	0	0	0	0	0	0	75	46	31	0	0	0	0	152

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)							20	27	23					70
Intermediate(I)							23	9	21					53
Advanced (A)							41	39	24					104
Total	0	0	0	0	0	0	84	75	68	0	0	0	0	227

NYSESLAT Modality Analysis

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

NYSESLAT Modality Analysis

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

NYS ELA

Grade	Level 1	Level 2	Level 3	Level 4	Total
3					0
4					0
5					0
6	61	5	0	0	66
7	54	5	0	0	59
8	53	1	0	0	54
NYSAA Bilingual (SWD)					0

NYS Math

Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
3									0
4									0
5									0
6	72		5						77
7	36	8	23		1				68
8	52	8	2						62
NYSAA Bilingual (SWD)									0

NYS Science

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

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

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

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

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

- Describe what assessment tool your school uses to assess the early literacy skills of your ELLs (e.g., ECLAS-2, EL SOL, Fountas and Pinnell, DRA, TCRWP). What insights do the data provide about your ELLs? How will this data help inform your school's instructional plan? Please provide any quantitative data available to support your response.
Our school uses a variety of assessment tools to measure the early literacy skills and language acquisition of our ELL students such as: Running Records, CC-aligned reading diagnostic test (in English and Spanish), CC- aligned baseline writing and writing portfolios (in English and Spanish), Achieve 3000 lexile level (English and Spanish), NYSESLAT, NYS ELA, NYS Math, NYS Science and the Social

Studies and Science Performance tests.

The 2012 - 2013 NYSESLAT data, shows that 12% of our 7th and 8th grade ELL students attained English language Proficiency and 43% attained Advance Level.

The data results below, represent a comparison between the 2012 – 2013 NYESLAT and NYS CC ELA Data, presented by grade:

Incoming 6th grade:

16% or 13 students attained a Beginner level in the NYSESLAT; 100% of the students tested (3 students) attained Level 1 in the CC ELA

29% or 23 students attained Intermediate level in the NYSESLAT; 100% of these students attained a Level 1 in the CC ELA

51% or 41 students attained Advance level in the NYSESLAT; 91% of these students attained a Level 1 in the CC ELA

4% or 3 students attained Proficiency level in the NYSESLAT; 33% of these students attained a Level 3 and 66% attained a Level 2 in the CC ELA

7th grade

24% or 19 students attained Beginner level in the NYSESLAT; 100% of students tested (11 students) attained Level 1 in the CC ELA

12% or 9 students attained Intermediate level in the NYSESLAT; 100% of these students attained level 1 in the CC ELA

51% or 33 students attained Advance level in the NYSESLAT; 90% of students tested (18 students) attained Level 1 and 10% (2 students) attained level 2 in the CC ELA.

13% or 10 students attained Proficiency in the NYSESLAT; 50% of these students attained Level 1 and 50% attained level 2 in the CC ELA

8th grade

26% or 18 students attained Beginner level in the NYSESLAT; 100% of students tested (15 students) attained level 1 in the CC ELA

29% or 20 students attained Intermediate level in the NYSESLAT; 100% of students tested (19 students) attained Level 1 in the CC

ELA

34% or 23 students attained Advance level in the NYSESLAT; 95% of students tested (20 students) attained Level 1 and 5% (1 student) attained Level 2 in the CC ELA

10% or 7 students attained proficiency level in the NYSESLAT

For current 6-8, 2013 English Proficient ELLs

A total of 20 ELL students attained language proficiency in 2012-2013. From that total we noticed the following,

11 students (55%) that have attained Proficiency in the NYSESLAT, attained a Level 1 in the CC ELA

8 students (40%) that have attained Proficiency in the NYSESLAT, attained a Level 2 in the CC ELA

1 student (5%) that have attained Proficiency in the NYSESLAT, attained a Level 3 in the CC ELA

For 6-8 Former ELLs

48% (94 students) attained Level 1 in the CC ELA; 86% (178 students) attained Level 1 in the CC Math

44% (86 students) attained Level 2 in the CC ELA; 14% (30 students) attained Level 2 in the CC Math

6% (11 students) attained Level 3 in the CC ELA;

0% (1 student) attained Level 4 in the CC ELA;

After showing a growth of 8% performing at grade and above grade level in the ELA last year, all our former ELLs performed below grade level in the CC ELA in 2013.

After analyzing last tests state assessment data, Department data and individual students' data, ESL and NLA teachers submit an action plan for the lowest eight students. Teachers and students set goals that will be revised and assessed in the next three months. Assessment data is used to inform grouping, to determine class and student progress toward the CCLS, to plan instruction and to make modifications to the current curriculum, addressing the instructional and language necessities of each proficiency group. Using current data, students are placed in diverse groupings, including small groups, partner and whole group instruction to support daily learning goals. Student work is further supported through verbal and written feedback that aligns to ESL and CC standards.

In addition, we will provide differentiated support to our students through our Title III allocation. We are offering an afterschool program that is geared to support the specific language and literacy needs of each of the ELLs subgroups. Additionally, we are providing regular education content teachers and bilingual content teachers with ongoing professional development to help them understand the process of second language acquisition; learn and implement ESL teaching and learning strategies in the classroom; and use the HESS cognitive matrix and the Bloom's Taxonomy to design and scaffold rigorous task for ELLs. The implications for our learning community overall is to provide differentiated support to all of our ELL students in the areas of Speaking, Listening, Reading and Writing, at the same time we raise the performance expectations across the school, for English Learners.

4. What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?
 After looking at our 2012-13 NYSESLAT and LAB-R data we have identified the following relation between proficiency level and grades:
- *48% of our incoming 6th grade ELL students attained Advance, 23% Intermediate, and the remaining 23% scored at the Beginner level.
 - *In the 7th grade, 52% of all students attained Advance, 12 % attained Intermediate and the remaining 36% scored at the Beginner level.
 - * In the 8th grade, 35% of all students scored Advance, 30% scored Intermediate and 33% scored Beginner.
 - *90% of newly arrived students in the three grades (6-8) performed at the Beginners level as revealed by the LAB-R. The other 10% performed at the Intermediate or Advance levels.
 - *The majority of the students remaining at the same PL for three consecutive years, are at the Advance level. Many of them long are term ELLs.
 - *ELLs in all language proficiency levels (from Beginner to Proficient), performed below grade level in the CC ELA; they struggled reading complex text and responding to rigorous tasks.
- In summary, 45% (or 104) of our ELL students in grades 6-8 are at the Advance proficiency level; 23% (or 53 students) are at the Intermediate level; and 31% (or 70 students) are at the Beginner level.
5. How will patterns across NYSESLAT modalities—reading/writing and listening/speaking—affect instructional decisions? How does your school use information about Annual Measurable Achievement Objectives? What does the data reveal? (see [SED memo](#) and [AMAO tool](#))
- At this time we haven't had access to information about student performance in each one of the NYSESLAT language modalities (not accessible through the RNMR). However, AMAO data reveals several things.
- *10% of our ELLs attained proficiency.
 - *In 7th grade 53% of the students showed progress, according to AMAO #1 criteria.
- We use these data to determine the instructional support we will put in place for teachers and for each one of the ELL subgroups. As a result, we have been working collaboratively to develop a strategic plan for our ELL student population. Our ESL/NLA Department developed a CC standard-based curriculum aligned to the Common Core Learning Standards. We also aligned our ESL/NLA Curriculum with the ELA Units of study to reflect a seamless transition. To support teaching and learning and to ensure that students receive targeted assistance in the four modalities: speaking, listening, resding and writing, we are participating in professional development on and off site. The goal is to help teachers cultivate their craft and have a greater impact on student achievement. Through our Fordham PSO Partnership, we have several onsite ELL consultants. The consultants, Zulma Candelario and Roser Salavert (NYC RBE-RN) work in the following capacity:
- Organizing and co leading Professional Learning Communities
 - * Facilitating collaborative discussions and study groups for bilingual and content teachers instructing ELLs
 - Conducting classroom visits and debriefing with target teachers
 - One to one planning with identified teachers
 - Scheduling and participating in inter-visitations
 - *Facilitating professional development for bilingual teachers on topics such as: Writing a strong CCLS- aligned learning objective; Questioning techniques, student engagement and checking for understanding
 - Facilitating common planning meetings with the Bilingual Coordinator one the following areas:
 - CCLS
 - Looking at student data
 - * Giving student feedback
 - * CCLS aligned lesson planning

- Effective use of academic vocabulary and collaborative discussion

* Instructional shifts and how do they look in the classroom

- Looking at student work and the implications for teaching
- Danielson's Framework for professional practice
- Designing rigorous task in alignment with CCLS

6. For each program, answer the following:

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

We currently have two programs; The Traditional Bilingual Program and the Free Standing ESL.

a. In all, the majority of the students in the TBE program are currently at the Beginner and Intermediate levels. Likewise, the majority of the students served in the F-ESL program are in the Advance and Intermediate levels. In the year 2012-13, 4% of our incoming sixth grade students attained Proficiency; 13% of our seventh grade attained proficiency and 10% of our eighth grade attained proficiency on the NYSESLAT. All students attaining language proficiency were served in our Freestanding program. Additionally 51% of the incoming sixth grade attained Advanced Level; 51% of the seventh grade attained Advanced level and 35% of grade eighth attained Advanced Level on the NYSESLAT.

For the 2012-13 NYSESLAT data shows that 27% of our students have remained in the same PL for the last three years: 37% of them in the 6th grade (16 in the Advance PL and 6 in the Intermediate PL); 37% in the 7th grade (21 in the Advance Level and 1 in the Intermediate level); and 27% in the 8th grade (6 in the Beginning Level, 3 in the Intermediate Level and and 7 in the Advance Level.)

An analysis of our 2013-14 CCLS-aligned writing baseline assessment showed that students in the bilingual program still struggle to write in English as well as in their native language. Making a claim, citing text evidence and integrating academic vocabulary represent a challenge to all our ELL students, regardless their level of language proficiency.

b. Like the ELA and Math Periodic Assessments, last year we reviewed the item analysis of the ELL Periodic Assessment collectively as an instructional team and then in common planning meetings with teachers. Next, we identify the school, the grade, and the individual class areas of strengths and weaknesses. We go back to our Curriculum maps that are posted online to revise and build in more opportunities to scaffold these specific areas. Individually, teachers are provided with support to address these areas in extended time (37.5 minutes), and guided reading practice in the classrooms.

We recognize that the analysis is a good indicator of how the students will perform on the standardized test. Collecting, evaluating, effectively disseminating and tracking what the students know and do well and as well as building in the infrastructure to support achievement is one of our school wide goals, to further support our ELL and SWD.

c. In the Transitional Bilingual Program, the native language is used to deliver rigorous instruction and to raise the home language literacy level of students. The NLA Curriculum is aligned to the ESL and the ELA curriculum and for the last two years, students have completed 2 units of study, aligned to the Common Core Learning Standards, in their native language. Students read a variety of academic texts, integrating fiction and non fiction reading and teachers plan and scaffold rigorous lessons using the HESS Matrix of thinking skills.

In addition, all NLA classes are scheduled to visit our computer lab once a week for the use of Achieve 3000, a literacy internet-based program that provides differentiated non fiction reading at the students proficiency level. Furthermore, the reading program provides the NLA teacher with ongoing data, by pre assessing the students lexile level and continuously tracking lexile gains. The ESL/NLA Department uses data generated by Achieve 3000 to determine how are students progressing toward achieving ESL and CC learning standards.

In the F-ESL program, the native language is used to scaffold students' understanding and make complex content material reachable to the English learner. Students have access to Math, Social Studies and Science textbooks in their native language, bilingual classroom libraries and dictionaries. Teachers use technology, such as online dictionaries, to provide native language support to those students who speak less common languages such as Hungarian and Bengali.

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

Paste response to question here:

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

All of our teachers participate in weekly common planning. The instructional team (principal, literacy coach, math coach, social studies grade leader, science grade leader, Bilingual coordinator) meet once a week to develop the instructional goals for the month, the school wide instructional calendar and content area trends. In these meetings, we collectively plan the common planning sessions based on city-wide and school wide initiatives. This includes data analysis. We will utilize a tracking system to monitor student weakness enabling us to further differentiate instruction for our ELL students.

In addition we have coordinated professional development with the office of

9. 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:

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

In the long run, the success of our instructional programs is evaluated by the results of state assessments in ESL, ELA, Math and Science. At the beginning of the school year, we disaggregate school wide data to determine the performance of ELL subgroups in each one of the assessments, by program and grade. Results are then measured against AMAO moving targets, to determine students' progress and school's accountability status.

As part of the data analysis, we identify performance trends, and evaluate how instructional programs supported students' achievement. Based on such trends, the instructional team develops an action plan including program goals, instructional shifts, teacher support and parental involvement.

Part IV: ELL Identification Process

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

4. 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](#).)

The steps we follow for the initial identification of students who may possibly be ELL's is as follows. Our trained Pupil Accounting Secretary receives the new students and begins the registration process. She collects their personal information such as current address, immunization records, birth certificate and previous school's data. After completing this process and based on the information she receives, our Secretary hands the parent or guardian the Home Language Survey Form in their language, and refers the family to the Bilingual Liason. If at the time of enrollment, the Secretary can not identify the Home Language of that parent, she pulls a copy of each of the HLIS available in the office, and allows the parent to take the one in his/her language.

However, we know our community. Most of the families we receive are Spanish speakers with a slight increase in the number of Twi and French speakers in the last two years. For this reason, we have four pedagogues who have been trained in-house to assist parents in the completion of the HLIS. They are: Ms. Vargas (SP), Mr. Lugo (SP), Ms. Blackmon (FR), Mz. Ezeudu (Twi). The Pupil Accounting Secretary has the schedule of each one of these Liasons and she contacts them when needed, according to language and availability.

Once contacted, the Bilingual Liason proceeds to help the parent or guardian complete the Survey. If after completing the Survey, the Bilingual Liason is in doubt about the accuracy of the information presented, he/she conducts an informal student interview to determine the student's home language and/or English language ability. Based on the information offered in the HLIS and the interview conducted, the pedagogue determines if the child is eligible to take the LAB-R.

Students eligible to take the LAB-R are tested within the first ten days of admission. This test is hand-scored to determine eligibility and student placement. According to the test's results, we determine if the child is eligible for services. If the student scores below the proficiency level in the LAB-R, his/her parents receive a Letter of Entitlement. In this letter, parents are informed about the test's results, and are invited to attend an orientation meeting to learn about the different programs available for English Learners. Following the meeting, they are asked to complete a Parent's Choice Form expressing their preference. If we offer the program of their choice, the student is immediately placed in the program they chose. If we do not offer the program requested by the parent or guardian, they are then provided with a list of schools in the community where that program is available. We keep record of parental choices. In the last three years we have been able to provide parents with their Program of choice.

Students who are eligible to take the LAB-R, and whose home language is Spanish, are also administered the LAB in Spanish. This test allows us to determine the student's listening comprehension, speaking, writing and reading level in their native language. The results are used to decide if that child needs additional support in the NLA classroom, during and/or after school hours.

5. 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.

The structures in place to ensure that parents understand all three-program choices are as follows. After we have identified the student's eligibility for services, we invite the parents to an information meeting. We have a large meeting in the fall where we present the highlights of Part 154, discuss Title III Funds, explain the Identification Process and show them the EPIC video in different languages. Parents are also given an information brochure about the three program choices available for ELLs and the Parent Choice Form. At that time, parents are asked to complete and return the form. If a parent requires more time to make a decision, he or she is permitted to take the form home and send it with their child next day. If they do not return the form we send notices home to the parents until this one is returned. In the event that a parent does not return the Parent Choice Form, in two weeks, we default to Transitional Bilingual. Parents are then informed of the decision by receiving a Placement letter.

When a new student arrives during the school year, one of the trained pedagogues help the parent or guardian complete the Home Language Survey. If after completing the Survey we determine that the child's language is other than English, the student is then administered the LAB-R within the first ten days of entry. If the student scores below the proficiency level in this test, one of the Bilingual Liaisons schedules an appointment to inform the parents of the three choices they have. During an individual meeting, parents are presented with the EPIC video explaining the three program options, provided with a brochure in their home language and the Parent Choice letter. If a parent chooses a program other than TBE or FESL, we make them aware that we do not currently have that program in our school and provide them with a lists of schools in our community that have the program of their choice. (This will happen until we reach a certain number of applicants for a dual language program.) We then follow up with them to record their final choice.

This is the order in which the student ID process and the parental communication process takes place:

- a. As part of the student enrollment process, parents of students who enter school in the US for the first time, complete a Home Language Survey
 - b. Based on the answers given in the HLIS and a student's interview, the Bilingual Liaison determines if the student is eligible to take the LAB-R
 - c. If the child is eligible for the LAB-R, he/she is tested within the first ten days of enrollment.
 - d. The LAB-R is immediately hand scored to determine eligibility.
 - e. If the student scores below the proficiency level, that child is eligible to receive ESL services.
 - f. An Entitlement Letter is sent home informing the parents of the results of the test. This letter is also an invitation to the parents to attend an informational meeting to gain understanding about the program options they have for their child.
 - g. Parents attending the meeting watch a video in their native language, describing the three program choices: TBE, FESL, Dual Language. After the orientation, parents are given a Program Selection Letter and are asked to complete it and return it.
 - h. If the parent chooses one of the programs we offer (TBE, FESL), their child is immediately placed in that program. Parents then receive a Placement Letter, indicating in what program and class their child was placed.
 - i. If a parent chooses a program that we do not offer (Dual language), they are informed about what steps to take in order to find the program of their choice.
 - i. Program Selection letters and Placement letters are filed and kept in the Bilingual Coordinator's office (rm. 138).
6. 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 [\[see tool kit\]](#).)

At the beginning of the year, when a parent registers a child in a New York City school for the first time, the Pupil Secretary provides that parent with the HLIS in their home language. The Secretary then refers the parent and the child to one of the Bilingual Liaisons in our school. The liaison helps the parent complete the Survey form and, based on the answers given by the parent and the child, the liaison determines if the student is eligible to take the LAB-R. At that time, the Bilingual Liaison keeps a copy of the HLIS for his/her records and returns the original document to the main office, where it is put on file.

After administering the LAB-R, parents of eligible students receive Entitlement letters. In this letter they are informed about test results and the student's rights to receive services. At that time parents are invited to attend an orientation meeting. In this meeting the parents are given Program Choice letters. If the parent chooses one of the Programs we offered, the student is immediately placed in the program of their choice. Parents are informed of this action, by receiving a Placement letter. If the parent requests a language program not available in our school, we provide them with a list of schools in the community that have the program of their preference.

Parents who do not attend the first orientation meeting are invited to an alternate meeting. The Parent Coordinator then places a courtesy call reminding the parents about the new date and keeps record of all parental communication. In the event that a parent does not respond to the second or third invitation or return the Program Choice letter within two weeks, we default to TBE.

In addition, using the RLAT report, at the beginning of the school year we identify the students' years of service (YOS). Parents of students who have been receiving ESL services for six years or less receive a Continued Entitlement Letter in their native language. Letters are distributed by class and backpacked to their home. The Bilingual Liaison maintains a checklist to track all documentation completed by parents, sent home and received back from home: HLIS, Entitlement Letters, Program Choice Letters, Placement Letters and Continued Entitlement Letters. To assist with communication to the parents, the Parent Coordinator, Madeline Santana, calls the parents and keeps a log of who was called and when the calls were made. This information is given to the Bilingual Liaison for record keeping purposes. All parental communication letters, including Entitlement letters, Program Selection letters, Placement letters, Continued Entitlement Letters as well as the HLIS, parent's orientation agendas and sign in sheets, are filed and kept in the Bilingual Coordinator's office (rm. 138).

7. Describe the criteria used and the procedures followed to place identified ELL students in bilingual or ESL instructional programs; description must also include any consultation/communication activities with parents in their native language.
The criteria and procedures used to assess and place ELL students are described above. Parents of students, who enroll the school for the first time, complete the HLIS. If it is determined that the student speak a language other than English at home, we administer the LAB-R. Based on the results of the LAB-R, the school determines entitlement. Parent of students who are entitled to receive ESL services are then invited to an orientation. The orientation is facilitated in the parent's native language, as well as the video presented and the meeting's agenda. Parents are encouraged and given time to ask questions, in their native language, before making a decision. We currently conduct meetings in English, Spanish and French.
Parents who are unable to attend the first meeting are given an alternate date for an individual meeting.

8. 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.
Annually, we administer the NYSESLAT to all English Learners. They are tested according to state administration directions and students' accommodations as stated in the NYSESLAT School Administration Manual. Faculty, parents and students are informed about testing dates as well as the purpose and impact of the assessment. All parts are provided with a calendar indicating the dates and times when each portion of the NYSESLAT will be administered.

The Speaking part of the NYSESLAT is administered by trained ESL teachers. For this section, students are individually pulled out from the classrooms and taken to a separate location where the teacher conducts the test. To accommodate NYS testing procedures, and ensure that the testing day is free of noise and distractions there is not student movement in the building during the administration of the other three parts of the test (Listening, Reading and Writing). To make certain we are providing the best testing conditions, each of the three parts are administered in the morning, on different days of the week in well lit and well ventilated classrooms. Bilingual and FESL classes are tested in their homeroom classroom. Students receiving pull out ESL services are grouped by grade and moved to an appropriate testing location. Teachers are asked to cover or remove criteria charts and board work.

Preparations for the Listening portion of the NYSESLAT include making sure that all testing classrooms have a working audio player and that the volume is enough to be clearly heard throughout the room.

To determine NYSESLAT eligibility we use two ATS reports: the RLER and the RLAT. The RLER indicates if the student is eligible to take the NYSESLAT and the RLAT shows the score history of each eligible student.

We have several programs in place to help prepare our students for the NYSESLAT. Between March and April, we have a Test-prep Unit which is part of the ESL/NLA Curriculum. During this Unit, teachers format their everyday lessons, in the same way students

will encounter the material in the NYSESLAT, providing ample opportunity for sentence completion, storytelling, social interaction, answering questions with graphic responses as well as reading short and long passages. Furthermore, teachers scaffold their writing by using picture and graphic prompts and focus on descriptive and argumentative writing on topics commonly found in the test. In all, students receive intensive and extensive practice in all four language strands, in an increasing level of difficulty.

In addition, in February we begin the Language Academy, a NYSESLAT afterschool program offered under the allocation of Title III. At the beginning of the program, students take a pre assessment, consisting of the 2013 NYSESLAT Test Sampler to establish the entry point. The students take the same test at the end of the program to determine progress.

During this afterschool program, students are instructed using a NYSESLAT Test-Prep workbook. This workbook is print-rich and resembles the actual test. It presents opportunities for students to speak, listen, read and write at all levels of proficiency. We also support and test prep our students through the Extended Day 37.5, our Saturday and Vacation Academy programs.

9. 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. 
- Upon reviewing the Parent Choice Forms, for the past few years, the trend on Program selection is Transitional Bilingual Education as the first choice and FESL as the second Program most requested. At this time we have not received a request for a DL program. The Programs we offer at our school are aligned with parent requests. We have a large ELL population at our learning community, hence the reason we are currently offering two programs: TBE Spanish and FESL. Data from 2012-2013 shows that 18 out of 26 new admit students selected the TBE program. Ninety percent of new admit students whose home language was Spanish, opted for the TBE-Spanish program.

Part V: ELL Programming

A. Programming and Scheduling Information

1. How is instruction delivered? (see [*The Practitioners' Work Group for Accelerating English Language Learner Student Achievement: Nine Common Features of Successful Programs for ELLs*](#))

- a. What are the organizational models (e.g., departmentalized, push-in [co-teaching], pull-out, collaborative, self-contained)?
- b. What are the program models (e.g., block [class travels together as a group], ungraded [all students regardless of grade are in one class], heterogeneous [mixed proficiency levels], homogeneous [proficiency level is the same in one class])?

a. We are a 6-8 middle school with a departmentalized structure. We do not have any self contained classes and all our students move from class to class based on their schedule. With the exception of special education students that are mainstreamed, all students travel as a class each period. We have three general education ICT classes (one on each grade); one Bilingual Special Education class (7/8 class); three FESL classes (one on each grade); one TBE 6th grade class; one TBE 7th and one 7/8 TBE (new arrivals). Our organizational models consist of both Push in and Pull out.

b. Most classes are organized homogeneously by proficiency level (B-I and I-A).

At the end of the 2012-13 and the beginning of the 2013-14 school year, the school instructional team and the bilingual liaison worked collaboratively to determine the program models and teachers' assignment. We worked together to match the students' PL to the most effective teacher in ESL, ELA and NLA. Decisions were made based on students' language needs and previous data of student progress.

ESL teachers serving students through the ESL-pull out model, work in collaboration with the content teacher to align instruction to students' language and content needs.

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)?

All students receive the prescribed amount of instruction as required by Part 154. Beginning and Intermediate ELL students receive 360 minutes of ESL language support per week. Advance ELL students receive 180 minutes of ESL per week and a minimum of 180 minutes of CC-aligned ELA instruction. Beginning and Intermediate ELLs in the TBE Program also receive mandated NLA Units as determined by the CR Part 154, a minimum of 180 minutes per week.

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.

During the first year, students in the TBE program are instructed in Spanish 75% of the time. Content area instruction is provided in the student's native language with intensive support in ESL and NLA in the mandated time allotment. The ESL component focuses on developing the students' language skills in the four modalities: listening, speaking, reading and writing. Our content area teachers provide instruction in both English and Spanish. In the beginning stages of English language acquisition, 60% of instructional time is provided in the student's native language and 40% in English. As the student acquires vocabulary, develops fluency and reading understanding, the English instructional time increases. Students receive grade level/ standard-based academic work, within the framework of differentiated instruction and differentiated assessment.

Students in our FESL classes receive all of their instruction in English, with native language support in the classroom. As per NYSESLAT data, students are appropriately placed in Intermediate/Advance classes. They receive their mandated allotment of ESL and ELA by certified teachers. While ESL methodologies are used in the content area classes, instruction is delivered in English. The use of the native language provides additional support for content specific comprehension. In addition, language and content area teachers instructing these classes are trained in the use of ESL strategies and methodologies to support the language acquisition of ELLs. Teachers of FESL receive support from an ELL coach who is available weekly to answer questions, discuss challenges, and offer options for instructional modification.

Our ELA/ESL/NLA departments follow a parallel curriculum. Reading materials are related to the grade appropriate classroom topics that ELLs are being taught. The ESL/NLA/ELA teachers follow a pacing calendar or Units of study to ensure school wide continuity.

ESL and NLA teachers meet weekly for common planning. During planning sessions teachers examine students data to monitor student progress, review CCLS-aligned tasks, use rubrics to assess students' writing, discuss instructional shifts and watch videos of best practices, among other topics. Pedagogical discussions on how to make a rigorous curriculum accessible to ELLs, takes center stage.

Unit Focus	ESL	NLA	Weeks
Identity Awareness	Immigration: Personal and Historical Perspective Perspective Taking Within History: Myths and Legends	Identidad: La experiencia migrante	1-8
Real World (CCLS-Aligned Unit)	6 th : Can Animals Think?/Working with Evidence: Rules to Live By 7 th : The Omnivore's Dilemma/Journeys and Survival 8 th : Forensic Anthropology	6 th Pueden los animales pensar? 7 th El dilema del omnívoro 8 th Antropología forense	9-14
Elements of Fiction: The Novel Story	Beginners: The House of Mango Street Intermediate/Advance: Before We Were Free	6 th : El Lazarillo de Tormes 7 th Antes de ser libres	15-20
Figurative Language	Figurative Language and the World Around Us	Los problemas sociales y la realidad del lenguaje	21-28
Test Sophistication			29-34
Argumentative Writing: CCLS-Aligned Unit	6 th The Role of Technology in Education 7 th -8 th The Constitution and the Bill of Rights	6 th El rol de la tecnología en la educación 7 th -8 th El rol de los deportes en la escuela superior	35-40

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

Students are appropriately evaluated in their native language. Students entering the school, who's main language is Spanish, are given the LAB in Spanish to determine reading comprehension in their own language. Additionally, at the beginning of the year, students take a standard-based diagnostic reading assessment and a baseline writing assessment. NLA teachers also use the Achieve 3000 Levelset test to determine reading and lexile levels of students in a monthly basis.

Teachers evaluate students' reading and writing abilities through formative assessments such as questioning and the use of exit slips, Unit assessments as well as summative assessments. Students are formally and informally assessed before, during and after every Unit. Since native language skills can vary greatly within the same grade level, results of formative and summative assessments are analyzed and used to modify instruction in an individual basis.

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

We have several methods in place to assess our ELL students throughout the school year. We use samplers of standardized testing ELA, and the NYSESLAT to assess students in all four language modalities. Students are also assessed through Running Records, Unit's pre and post assessments, as well as several methods of formative assessments. Teachers use questioning techniques, group activities, hands-on projects, presentations and teacher-student one to one conferencing to gather information about students' understanding. The data collected as a result of these formative and summative assessments is used to group the children and to modify individual instruction.

Many instructional strategies have been implemented to develop the student's language acquisition skills in English. The ELL's primary language is used to translate unfamiliar vocabulary or clarify lessons taught in English. At the same time, the following skills and strategies have been used to enhance and increase reading vocabulary, fluency and comprehension.

* Students are read to everyday in English and in their native language, for development and enjoyment.

* TPR

* Word Webs

* Journals

* A variety of effective methods are used to increase the student's ability to learn new words (e.g. role playing or pantomime, using gestures, using real objects, pointing to pictures, quick drawings, Spanish equivalents).

* Teachers introduce content and academic vocabulary as they introduce a new concept, using visuals. This practice is particularly helpful for newcomers and beginners, giving them the chance to listen, identify, relate to the word and be able to use it in context. With constant use and repetition, students are more likely to learn them and own them.

* Teachers in language and content classrooms provide ample opportunities for the students to hold conversations on academic topics, incorporating academic and content words.

* Guided reading (small group instruction) to focus on reading strategies such as main idea and details, predicting, summarizing, inferencing and analysing character.

* Scaffolding techniques are planned and used in class to support students' understanding and development process.

* Students read independantly their "just right" books. Conversations are structured around books and subjects that build content

vocabulary. They are encouraged to verbally share their thoughts and opinions, and to explain "how" and "why". In this way, ELL's will learn and build the academic English they will need to succeed in future schooling.

* Children are exposed to a variety of literary (narrative and expository) and non fiction texts (articles, essays, primary documents), and vocabulary is explicitly taught and emphasized.

*Objects are labeled in the classroom. Charts are displayed and serve as an open notebook to review previous concepts and as a scaffold for new material.

* Students learn the writing process (brainstorming, drafting, revising, editing and publishing) as a tool to learn and a tool to think.

* Language and content lessons are built around students' prior knowledge. Organizational activities such as semantic mapping, KWL, timelines, Anticipation Guides and other strategies are used to determine where the students stand in relation to the content of the upcoming lesson.

* Language is taught along with content. While teaching content, the student's English proficiency is increased by modeling the pronunciation of difficult words in a lesson, emphasizing word meaning, idiomatic expressions and base grammatical structures, necessary to understand and discuss the content area material. Above all, creating a classroom climate where students feel comfortable making mistakes and taking risks.

6. How do you differentiate instruction for ELL subgroups?

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

a) We have several initiatives to attend the needs of Students with Interrupted Formal Education. Our SIFEs are instructed basic reading and writing skills in their native language. In many cases, the NLA teacher employs the use of the "cartilla fonetica" (a book which compiles the sounds of consonants, vowels and most common blending sounds and syllables in Spanish), and index cards with sight words to teach the child to read and/or develop fluency. As we strengthened their native language skills, we also build their self-esteem. In a short period of time, the SIFE student can experience success and recover confidence in his/her ability to learn. This constitutes an important step, as we prepare them for the acquisition of English as second language. Newcomers identified as SIFE as well as those students who are performing two or more years below grade level in their native language, also participate in our NLA pull out program, offered by a Spanish certified teacher. Students are pull out once a week to receive instruction that develops literacy skills in the native language. Special attention goes into reinforcing reading fluency and comprehension as well as grammatical and writing structures.

In addition, SIFE who had not yet attained language proficiency, are participating in Fast ForWord. This is an internet based reading intervention program that targets phonemic awareness, language, memory, attention, processing and sequencing skills. The program addresses all four language modalities, including speaking, as it "listens" to students while they read out loud, intervenes when they struggle, and automatically scores students' oral reading. Students participate in Fast forWord three times a week, during the 37.5 minutes of Extended Time.

Ten percent of our ELLs are SIFE (31 students); 16% (5 students) have acquired language proficiency and 32% (8 out of 25 current ELLs) moved up one proficiency level in the 2013 NYSESLAT.

b) For newcomers who have been in the US school system for less than one year, the ESL teacher uses a specific set of instructional strategies. At the beginning, the students need to be acclimated to the school setting. The ESL teacher gets students started with English for communication, which can help them navigate day-to-day activities and socialization skills. At the same time students are being connected to everyday situations, they are strategically introduced to academic situations and academic language. Teachers employ a great amount of visuals and manipulatives, to help convey the instructional message. The instructor also provides ample opportunities for listening and speaking in the classroom. Additionally, students are allowed extra response time to encourage participation. The teacher also assigns "work buddies", where older students assist the new students in the transition process. All instruction is guided by the NYS Learning Standards for ESL and the CCLS.

Newcomers who have been in the school for one to three years and who are required to take the ELA, are placed together according to NYSESLAT results. These classes receive language and content instruction in English with NLA support. Teachers study the composition of the classroom and assessment data beforehand, and scaffold their teaching to make content and concepts comprehensible for these students. Lessons incorporate visuals, manipulatives and realia to support the acquisition of complex language and deeper understanding. Vocabulary is emphasized. At this stage the teacher equips the student with strategies that can help them decipher new words: the understanding and use of prefixes, suffixes, word roots, family of words and the use of context clues.

Our curriculum alignment provides for the NLA and ESL teachers to address the same Standards, work on the same topic, strategies and skills at the same time, allowing students to transfer what they've learned in one classroom to the other. We pay special attention to cognates to facilitate reading comprehension. Emphasis is placed on lesson planning so it includes daily opportunities for speaking, listening, reading and writing in the English language.

ESL and NLA teachers meet once a week for curriculum common planning, looking at student work and monitor students' progress toward Unit goals/standards. As a result of these collaborative discussions, curriculum is adjusted.

2012-13 state assessments data shows that this group of students struggle to comprehend complex text and to respond to argumentative tasks: make a claim, and support that claim by citing textual evidence. Using our Title III allocation, we designed an afterschool program for this specific subgroup, focusing on close reading and argumentative writing. The main purpose of the reading session is to teach students how to approach a complex text and use different strategies to uncover its multiple layers of meaning. For the first session, teachers are encouraged to read and discuss a CC-aligned reading selection several times, with a different purpose: reading comprehension, grammatical structures, content vocabulary, interpretation and analysis. The second session of the afterschool program for these group, emphasizes writing from sources and focuses on developing narrative and argumentative writing.

5) Students receiving four to six years of ESL services are placed in F-ESL classes. Others are placed in regular education classes and receive ESL support in a pull out model. All of their instructional support is in English and instruction is design based on the results of the NYSESLAT. We plan authentic ESL learning experiences that focus on their areas of weakness. In most cases students are verbal with a high level of comprehension. However, they do poorly on test because of poor writing and in some instances, listening skills. Therefore, we incorporate tasks, which reflect all four language strands with strong emphasis on Listening and Writing, highlighting the use of academic terms.

6) Four-six year long term ELL students receive differentiated instruction within the ESL classroom according to their needs as per NYSESLAT results. As the previous group, this group of students have a strong verbal skills and an extensive range of social language, however, they lack understanding and mastery of content and cademic language. Instruction for long term ELLs focuses on advance grammatical structures and the development of academic language to express knowledge and understanding of content. Through Circular 6, identified teachers provide small group instruction to targeted students.

Before the spring testing begin, we identify those students who have attained Proficiency, according to the NYSESLAT, in the last two school years. During the state testing, these students are pulled out from their regular classroom and grouped together by grade in a separate location. They are allotted time and a half to complete the ELA, Math, Science and any other state assessments.

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?

ELL students identified as having special needs as per their IEP, receive SETTS or are placed in full time Special Education classes. Monthly data is reviewed through SEC to ensure that students are appropriately placed and are receiving the services mandated as per their IEP. ELL teachers use several instructional strategies with ELL-SWD's to support English language acquisition development and access to academic content. They include: project-based learning activities, interactive word walls, teacher modeling, graphic organizers, cooperative learning activities, think, pair and share activities, the use of criteria charts to scaffold learning and the use of rubrics to foster student's independence. ESL teachers also use the research-based program Achieve 3000 to further support students.

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

Our school uses flexible programming in a variety ways. We provide our students with the appropriate number of units of ESL and NLA as per compliance. We ensure block programming for our students to assist with the transition from elementary to middle school and to provide more time for quality instruction. Additionally, when recommended, students receive individualized programs to reflect mainstream in specific content areas. Flexible programming is used to maximize the time ELL-SWD's spent with non disabled peers. SWD Bilingual classes are scheduled to attend Gym and Lunch with other ELL and regular education students. In addition, when allowed by their IEP, ELL-SWD students are grouped with other students during the Saturday Academy and the afterschool Title III programs (Language Academy).

Courses Taught in Languages Other than English

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

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

Class/Content Area

Language(s) of Instruction

Class/Content Area

Language(s) of Instruction

Courses Taught in Languages Other than English

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

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

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

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

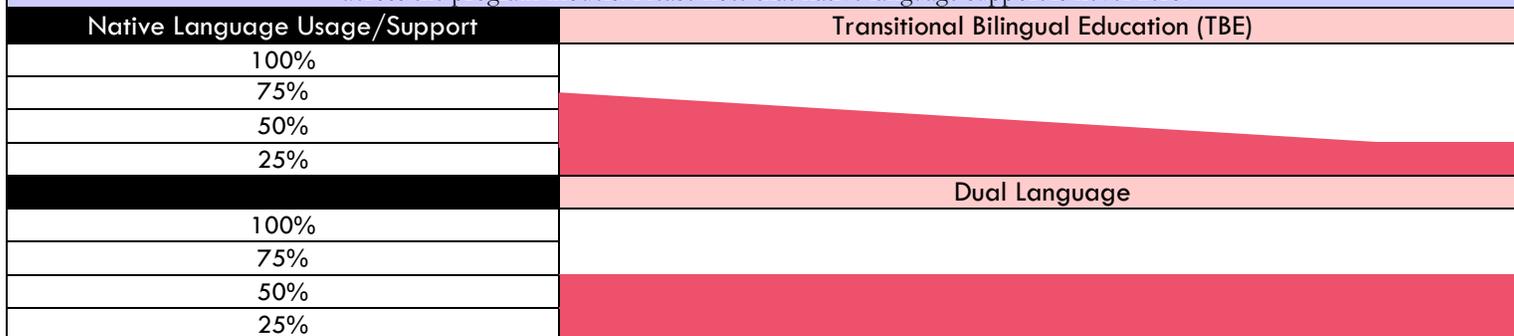
	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS: Native Language Arts	45 minutes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

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

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

Native Language Usage and Supports

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



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

B. Programming and Scheduling Information--Continued

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

Our goal is to provide ELL students with the necessary support to access a regular education curriculum in ELA, Math and other content areas. To this end, we have implemented targeted intervention programs to support students in reading, writing and language development.

* Students in the TBE program follow the Expeditionary Learning curriculum. In order to build teacher's capacity to respond to the needs of ELLs, time is allotted for ELA and ESL teachers to work collaboratively. In collaboration, language teachers determine ways to scaffold rigorous tasks and employ techniques to make the readings comprehensible for ELLs in every classroom. To support the teachers, we have also created two professional learning communities where ELA, Math, Social Studies and Science teachers of ELLs look at the work the students are producing and collaboratively come up with strategies we can implement schoolwide to improve ELL outcomes.

*ELA, Math, SS and Science teachers of ELLs participate in weekly ESL Strategies meeting. The main purpose of these professional development sessions is to equip ELA and content teachers with ESL techniques they can use to facilitate knowledge content and language. The focus:

- Integration of language (speaking, listening, reading and writing) in all content classrooms
- Discuss strategies to build academic and content vocabulary in all content areas
- Use of close reading strategies to help ELLs access multiple layers of meaning in a complex text.

ELL students are encouraged to participate in the After School Program, Extended day 37.5, Saturday and Vacation Academy Programs, where they receive intensive support in ESL, NLA and Math in small groups.

The Achieve 3000 reading program is used weekly in ESL and in NLA classes to provide differentiated reading instruction, according to students' needs. The students and parents are also encouraged to use the program at home. Additionally, our school wide Social Studies and Science midterms are translated and offered in the students' native language.

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

At the end of the year, we evaluate the effectiveness of our programs, by determining the number of students showing progress in state test (NYSESLAT, ELA, Math). In 2011-2012, 12% of our students attained language proficiency according to the NYSESLAT and 64% of our ELL population showed progress by either moving up one proficiency level, or moving 43 points in the NYSESLAT scale score. At that time, all students reaching proficiency were in the F-ESL. In 2012-13, 10% of our students attained proficiency, as per the NYSESLAT. All of them serviced in the F-ESL program as well.

On 2012-13 an increased number of ELLs performed below grade level in the CC ELA and the CC Math. Therefore we have taken steps this year to strengthen the ESL curriculum and fortify teachers' craft in both programs.

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

Fast Forward, CCLS-aligned Units of study in ESL and NLA and Expeditionary Learning in the Bilingual ESL classroom are some of the interventions implemented to provide differentiated instruction and support to targeted students. In addition, parallel thematic Units in the ESL/and ELA in the FESL Program provides a greater opportunity to build language acquisition and ESL support for students that have attained "advance" classification on the NYSESLAT.

This year we will continue using Achieve 3000 with our FESL and TBE classes, in ESL and NLA, once a week. We are also working in the development of a targeted after school program that will satisfy the specific needs of our various ELL subgroups (SIFE, Beginners, Intermediate ELLs taking the ELA for the first time and long term ELLs.)

In addition, as part of the Title III Saturday program, newcomers will be participating in a monthly trip to different destinations in New York City. Another initiative for this school year has been the creation of two ELL-Inquiry Teams, bringing ESL, NLA, Bilingual and Regular Education teachers together to look at ELL student's work, holding professional discussions on how to raise ELLs performance by appropriately scaffolding rigorous tasks and rubric-assessment alignment. Time has also been allotted for weekly ESL Strategies meetings for Bilingual Ed. and Regular Ed. content teachers.

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

Students will continue to receive services based on their individual academic needs.

Due to budget constraints we have discontinued two electives: Ceramics and Art.

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

We are an SES school and offer two SES in-house providers for our students. The program identified for ELL's on site is NESI. Students participating in the NESI SES program receive 6:1 intensive ESL and Math support. Students use instructional materials specific to their English proficiency level. After attending classes, students partake in an Enrichment Program. They have the opportunity to participate in a club of their choice. Among them: Dance, Science, Technology, Board games, Ceramics, Art, Open Gym and Drama Club. After school, the ELLs have the option of joining Beacon, the Community Based Organization housed in our building for over 15 years. The students participate in homework help, baseball, basketball and soccer classes.

On September 16, 2011, we hosted our annual "Back to School Night". SES vendors were invited to participate and share information regarding their program. Over 100 parents attended the session in which all the information about services and programs was provided in English and in Spanish.

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

We are currently using the following technology programs to support instruction in ELL classrooms:

* Achieve 3000- All students in the TBE program as well as students in FESL classes use Achieve 3000 once a week. We acquired 250 licenses to accommodate all students. Students in Bilingual classes also use the program in NLA-Spanish. Using a 5 step literacy routine, students have the opportunity to integrate all four language arts: reading, writing, listening and speaking, reading strategies, vocabulary development and learn language through content and themes.

*Fast ForWord- As part of a grant offered by the OELLS, this year we are piloting Fast ForWord, with our SIFE and ELL SWD population. We are using fast ForWord three times a week during the 37.5 minutes to support our current curriculum. The reading program develops and strengthens memory, attention, processing rate, and sequencing—the cognitive skills essential for reading intervention program success. The strengthening of these skills results in a wide range of improved critical language and reading skills such as phonological awareness, phonemic awareness, fluency, vocabulary, comprehension, decoding, working memory, syntax, grammar, and other skills necessary to learn how to read or to become a better reader.

- All ESL and NLA teachers have access to the ESL/NLA/ELA aligned Curriculum Map, which is posted online through Rubicon Atlas. ELL content area teachers can also access their curriculum online as well as a great variety of reading and writing resources, including a list of teaching strategies to make the rigorous curriculum accessible for ELLs.

- Newcomers- Series of Books Side-by-Side, reading books and workbook. These books, used to supplement the current curriculum, build on student's grammar to develop reading skills from beginning to advance.

- F-ESL- Read for Real develops reading comprehension using ESL strategies as it builds background knowledge through non fiction readings, cultural notes, word works, grammar and activities for ELLs who need additional language support.

We are committed to equip our ELL's classrooms with the necessary technology to facilitate language development. In previous years we have been recipients of the REZO grant. Thanks to this grant, right now many of our ESL, NLA and ELA classrooms already have or will soon have a Smartboard or an LCD projector. This technology allows the teacher to create interactive lessons, incorporate pictures, add videos, and bring straight to the classroom the great variety of reading and writing resources available through the internet. Teachers can effectively model the writing process (drafting, editing, revising) and note taking, among many other skills and strategies. Our ELL Science classroom also have a Smartboard. Last year we were also able to place two flat screen computers in every ESL/ELA/NLA classroom.

In addition, all ELL Math classes have document readers. Teachers are able to solve a problem or apply a strategy as students see their work and hear their thinking process.

Our school have two fully prepared computer labs, which are used for subject and language instruction and are open for students to conduct research, and type their work. We also have laptop carts in every floor available for teachers' and students' use.

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

TBE Program: During the first year of transition, students receive 70% of their daily instruction in the L1. Core subjects (Social Studies, Science and Math) are delivered in the native language to facilitate and to advance content learning. The students also receive Spanish Language Arts where we emphasize reading and writing skills and strategies, taught through a theme based curriculum. In core subjects like Math, textbooks and other materials are provided in the native language.

NLA teachers were provided with aligned NLA Curriculum Map, which states the big ideas of the Unit, learning standards, skills and strategies to be addressed in each Unit of study. The curriculum also provides an extensive list of online resources where teachers can access readings, videos and other visuals, and book readings in the native language.

Additionally, NLA and ESL classrooms are equipped with a variety of language books at different reading levels, ranging from picture books and fairy tales through literature written by well-known Hispanic writers, such as Isabel Allende, Sandra Cisneros, Esmeralda Santiago and Julia Alvarez. Classical books like Don Quijote and Lazarillo de Tormes are also available for interested students to read.

FESL classroom: The teaching and use of cognates is emphasized in the Spanish classroom as well as in the ESL classroom. The ESL and NLA Curriculum alignment allows for the direct transfer of content knowledge, vocabulary, grammar, reading and writing strategies. Science and Social Studies textbooks are available to students in their native language. Teachers also use online dictionaries to support students whose native language is less common, such as Hungarian and Bengali.

16. Explain how the required services support, and resources correspond to ELLs' ages and grade levels.
Services support and resources are appropriate to grade and age levels. ESL classes are arranged by grade and English proficiency level. Each grade follows a grade level textbook. Teachers are encouraged to adapt reading resources in order to make grade level material accessible to lower proficiency students. Extra time and additional scaffolding is provided to those students who struggle with appropriate age/level material. Also L1 is used to prepare those students that are performing below grade level to manage grade level material. For example: the NLA Curriculum mocks the reading topics that the ESL beginners will encounter in the ESL classroom.
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.
Newly admitted ELL students are welcomed by one of the ESL teachers during the interview and then introduced to their homeroom teacher. The homeroom teacher identifies a buddy for the student that will assist in helping the new student become acclimated with the school.
18. What language electives are offered to ELLs?
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.

Our school supports ongoing ESL and NLA teacher's participation in professional development activities. In addition, all teachers of ELLs, participate in professional development to increase their knowledge on ELL data and linguistic needs of ELL students in their classroom.

Some of the past and upcoming professional development for ESL, NLA and other teachers of ELLs include the following:

a. "Understanding the Cultural, Linguistic and Academic Needs of Bilingual Students with Disabilities": ELA, Science, Social Studies, Gym, Dance and other teachers of ELLs as well as the Guidance Counsellor and Social Workers participated in this workshop. The main purpose was to develop understanding of the theories of social and academic language acquisition and how it impacts instruction. Moreover, the workshop explored the difference between the process of second language acquisition and a learning disability.

b. "From Math Stories to Math Discourse for ELLs": Two of our Math teachers of ELLs participated in this workshop, offered by the NYC RBE-RN. This professional development provided direction and practice to deepen mathematical understanding and offered support to teachers to immediately address English Language development and CCS math needs in the classroom.

c. ESL Strategies- Every week bilingual content teachers and regular education teachers of ELLs participate in in-house professional development, addressing the academic needs of ELLs. During the meeting, teachers discuss strategies they can use to make the regular education content curriculum accessible for students of varied language proficiency. Emphasis is placed on how to develop language and address vocabulary in content subjects. On a weekly basis, teachers look at ELL data and discuss the implementation of effective ESL strategies while looking at classroom videos, and analysing student work.

d. Achieve 3000: teachers learn how to interpret data generated by the research-based reading program and use this information to drive instruction. All teachers have access to resources and training that supports Achieve 3000. Each teacher has a license to retrieve and use reading and other instructional material such as graphic organizers (English and Spanish) and fully develop lesson plans that include activities specifically design to provide language and content support for the ELLs in their classroom.

e. Q-TEL- The Bilingual coach participated in a 5-day Q-TEL Institute offered by the Office of ELLs. The six Q-TEL principles guided the workshop, engaging participants in tasks that sustained academic rigor, held high expectations, infuse metaprocesses in the education of ELLs, engaged in quality interactions and sustained a language focus.

f. SIOP: ESL/NLA/ELA teachers of ELLs, as well as the Department coaches participated in workshops on Shelter Instruction Observation Protocol. The workshops provided participants with new strategies to improve the quality of instruction for ELL students. It focused on the eight components of the model: Teacher preparation, building background, making input comprehensible, strategies and interactions, application and delivery, review and assessment.

g. Differentiating for ELLs in Science, The literacy Connection: TBE/FESL/SWD Science teachers are scheduled to participate in this two day workshop that will engage teachers in research-based practices in the area of content literacy and differentiated instruction for English Language Learners. They will also be addressing the Common Core Learning Standards (Knowledge in the Disciplines).

h. Integrating the Common Core Standards in the Spanish NLA Class: NLA teachers took part in this two day workshop offered by the OELL. This training introduced and explained the new Common Core Learning Standards and their role in the Spanish NLA class, as well as the necessary alignment between the instruction in NLA and the ELA classes. It focused on instructional strategies for integrating academic vocabulary, reading, and writing. Sample expository texts in Spanish were used to model reading comprehension strategies for students in grades 6-12, including SIFE. Argumentative and narrative writing were used to go through writing, revising, and editing strategies.

i. Navigating ATLAS: An in-house training session for ESL/NLA/ELA teachers to review how to access language and content area curriculum and resources through Rubicon Atlas.

j. Every week ESL and NLA teachers participate in common planning meetings. This year we are aligning all common planning meetings. Once a month all Departments explain, discuss and address one or two components of the Danielson framework for teaching and the Instructional Shifts. We have addressed Domain 2 (Classroom Environment), focusing on components 2b and 2d. We will continue the discussion on Domain 3 (Instruction), focusing on Components 3a and 3b. These discussions lead to teacher's self assessment, interclass visitations, and the development of teaching improvement action plans. The third week of each month teachers of ESL/NLA meet to share, view, discuss and analyse ELL data, identify trends and discuss ways in which that data can be used to form groups and to impact individualized instruction. The last week of the month is dedicated to review the units of study and make curricular modifications based on the result of latest assessments.

k. All ELL content area teachers participate in weekly content specific common planning meetings. Bellow you will find the specific

meeting schedule.

Period	Monday	Tuesday	Wednesday	Thursday	Friday
ETS		Instructional Team			
1			ESL/NLA 6 - 8	ESL Strategies Bilingual Content	
2					ESL Strategies Reg. Ed. ELA and Content
6	6 th Grade Math 6 th Grade ELA	7 th Grade Math 7 th Grade ELA	8 th Grade Math 8 th Grade ELA	Science 6-8 Social Studies Meeting	

2. Every month the Principal reviews the Professional Development opportunities offered by the Office of English Language Learners and identifies workshops for teachers in all subject areas, that can improve the quality of instruction for ELLs in the classroom. Special attention is given to the offerings that help support our teachers in the implementation of the Common Core Learning Standards and how to scaffold complex text and rigorous tasks to make them accessible to English Learners. Workshops on this topic are also provided in house. Fordham PSO consultants have been working with content teachers on how to write a strong, standard-aligned learning objective, using the language of the CCLS.

AP's and coaches are provided in house professional development on curriculum mapping, lesson delivery, informal classroom observations and the design of standard-based assessments. They are also prepared to develop and implement action plans to help teachers who struggle in the classroom.

Through our Fordham PSO all paraprofessionals are participating in on-going professional development on instructional strategies and the role of an effective assistant teacher. Likewise guidance counselors and other related service providers receive on-going support in managing student caseload, reading and writing quality IEP's, and communicating with parents and teachers about individual specific needs and the use of the program SESIS.

Additionally, we have created two ELL Professional Learning Communities which meet twice a month to look at student work, and conduct a focussed Study Group. The first PLC is integrated by ESL, NLA and Bilingual teachers. The second PLC is integrated by content-area teachers, instructing ELLs and F-ELLs. For the last three months Dr. Salavert, from NYC RBE-RN at Fordham University, has been facilitating a study group series titled "Checking for Understanding & Formative Feedback". During these sessions, a cross-content group of teachers engage in the discussion of professional readings and learning activities designed to polish their craft, enhance their understanding of student learning; all leading to raise student achievement.

Once a month, members of our ELL PLC's meet to look at the writing work of English Learners in all content areas. Using the "Protocol for Improving Teachers Practice through the Collaborative Analysis of Student Work", teachers look at the written work produced by a student, describe the work, make inferences about what the student's learning and make connections to teacher's practice. At the end of the session, presenting teachers receive the recommendations of their colleagues on how to improve the outcomes of his/her student. In the next session, that same teacher have the opportunity to reflect and share the outcomes of the recommendations.

3. All non-ESL/NLA/Bilingual teachers participates in the Mandatory Jose P training. This professional development provides teachers with a clearer understanding of the meaning of the term ELL and how to better support the needs of all English Language Learners students. On November 5, we conducted a professional development on Cultural, Linguistic and Academic Needs of ELL/SWDs. This workshop was intended to develop foundational understanding of the theories, stages and patterns of second language acquisition among regular education teachers, social workers and counselors. Other mandatory professional development has included the presentation and discussion of school's ELL demographics and ESL programs; the analysis of ELL data, and ELL mandates as established by CR Part 154. The list of participating teachers includes all content area teachers and related service providers. All of the records are maintained by the Bilingual Coordinator and supervised by the assistant principal, John Skelly.

D. Parental Involvement

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

1) Twice a year we offer the informational ESL meetings for parents ELL students. We also hold an annual "Back to School Night" information session. The purpose of these events is to formally introduce our school staff and teachers to the families, provide an overview of the school, the programs that we offer our students and the promotional requirements as per Chancellor Regulations. Additionally, as part of the Title III program, we hold annual meetings informing parents about the new Common Core Standards and the impact of the CC in the new standardized testing. Due to the fact that the vast majority of our ELL families speak Spanish at home, last year we conducted one of the meetings in Spanish.

The third Tuesday of every month we hold our parent teacher association meeting. This meeting has increased from 30 parents on average, to 45-60 parents attending every month. Through the PTA and the parent coordinator we host a variety of parents information sessions and activities to familiarize our parents with available resources and services. These activities range from ARIS, grade support information, technology, resume writing to understanding standardized testing. In addition, we promote activities to attract parents and get them involve in our school community. Some of them are: mothers day, father's day and Thanksgiving luncheons and celebrations. We have a parent's room that is welcoming and accessible to and for all parents.

2) We are partners with the following organizations: ACDP Beacon; Girls INC.; Morrisana Health Clinic; Helen Keller Foundation, Planned Parenthood, Creative Arts Team CAT and Manice Christodora.

Achive 3000- Home edition. This allows parents to have direct access to their children data and performance. Parents can also use the program to learn English themselves.

Jupitergrades- Is an online teacher grade book. Each family receives a parent ID and parents can check their child's academic, behavioral status and attendance. While this is not a community-based organization it is a tool that we use to communicate with our parents. This information is retrievable in English or Spanish. We also use this program to distribute our school-wide progress reports.

3) Yearly, the school leadership team creates a parent survey to collect immediate data on what the parents needs are. Additionally, we use the Learning Environment Survey, to understand how parent feel about our learning community. Finally the principal has an open door policy, enabling parents to meet with her upon needs. We assess the needs of the parents through individual meetings, the school leadership team and through our parent's monthly workshops.

4) We try to ensure that when we are planning activities, they meet the needs of our parents. This is done through direct conversations with the parents, assessment of student's trends, SLT parent surveys and by analyzing the learning environment survey as well as students' data.

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.

Part VI: LAP Assurances

School Name: <u>Joseph H. Wade Academies</u>		School DBN: <u>09X117</u>	
Signatures of LAP team members certify that the information provided is accurate.			
Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Delise Jones	Principal		11/15/13
John Skelly	Assistant Principal		11/15/13
Madeline Santana	Parent Coordinator		11/15/13
Pedro Lugo	ESL Teacher		11/15/13
Adelfa Arista	Parent		11/15/13

Dulce Martinez	Teacher/Subject Area		11/15/13
Carlos Cruz	Teacher/Subject Area		11/15/13
Yamilette Vargas	Coach		11/15/13
Judith McGraw	Coach		11/15/13
Diane Jean-Pierre	Guidance Counselor		11/15/13
	Network Leader		1/1/01
Nelvi Vega	Other <u>Math Teacher</u>		11/15/13
Cynthia Diaz	Other <u>ELA Teacher</u>		11/15/13
	Other _____		1/1/01
	Other _____		1/1/01

LANGUAGE TRANSLATION AND INTERPRETATION 2013-2014 TO 2014-2015

Requirement under Chancellor's Regulations – for all schools

DBN: 09X117 School Name: Joseph H. Wade Academies

Cluster: _____ Network: Fordham PSO

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.

As a starting point, the School Leadership Team and the administrative team review the results of the Learning Environment Survey. Administration meets with Parent Coordinator, during monthly cabinet meetings, to discuss parents translation and interpretation needs. In order to maintain our families informed, we use a variety of methods to determine the languages other than English spoken in our school community. They include a review of the Home Language Survey, parental and student's interviews, and ATS reports in which home language is indicated. In addition, calls made by the parent coordinator, teachers, guidance counselors and Parent Association help us determine language needs. To keep the lines of communication opened the school has the following methods in place: a. Automated phone system for messages in various languages to increase parent involvement at school wide events. b. Inventory of languages taken at Parent Association meetings. d. Parent Teacher Conferences e. Attendance teachers' home visits.

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 Morrisania community is rapidly changing. As a result, we now need to provide communication to our families in Spanish, French, Arabic and Bengali. The school provides written translation in Spanish for report cards, progress reports, parent association communications, teacher to parent correspondence, and monthly newsletters and calendars. Timely provision of translated documents is provided to parents on a monthly basis by school staff and administrators. School staff and administrators provide interpretation services. Oral interpreters are available at all parent meetings in Spanish.

According to ATS reports, 94% of our ELL parents speaks Spanish. Other languages spoken include Arabic, Bengali and Twi. We have been successful in oral communications, but we still need to establish procedures and resources in languages other than Spanish, French and Arabic. Language related findings are discussed during SLT meetings, LAP meetings, PTA and Cabinet meetings.

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.

In order to meet the identified needs of our school community, the school will be translating the following documents:

- A parent workshop survey distributed at the beginning of the school year
- A "Welcome Packet" sent home with students
- Related Service providers monthly progress reports
- Bi-weekly progress forms sent home by teachers of all subject areas
- Monthly calendar of school events

Monthly letter to the families

- School Messenger communication system will be used to contact parents via phone or email for absences and special events
- Jupiter Grades reports, used to communicate with parents about their child's academic and behavioral progress
- *Graduation related letters
- *Attendance related home communications
- Translation and interpretation services will be available for meetings, calls and all correspondences sent home.

Our French and Spanish language teachers will provide translation and interpretation services in house. We will make an effort to incorporate parents in the translation and interpretation of other languages.

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.

The Oral interpretations services provided at the school are rendered by in-house school personnel; Parent Coordinators, Counselors, School Aides, Teachers, Secretaries.

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>.

Using PTA conferences, automated message phone system, and parent's handbook, parents will be advised of translated services. Based on ATS reports, Parent coordinator establishes the parents language of preference and determines the languages in which materials must be available for our parental community.

In relation to school safety, the School Safety Committee will hold a yearly meeting for parents to discuss safety plans and procedures. The Parent Coordinator serves as a translator. Agenda and materials are available in Spanish. All document, including the agenda, attendance sheet and other materials will be kept in the Bilingual Coordinator's office in room 138 and the Assistant Principal's office, John Skelly. Interpretation notice signs will be posted at the school entrance, in the main office and in the family room, where parents are received when visiting the school. In the family room parents will also be able to find other important documents in their native language, such as "Expect Success, A Family Guide to Preparing Students for College and Carrers", "A Shared Path to Success, A Parent's Guide to Special Education services for School-Age Children", the School's Handbook and the Bill of Rights. The last document is available for parents in the family room in English, Spanish, Arab and Bengali.