



2014-15
SCHOOL COMPREHENSIVE EDUCATIONAL PLAN
(SCEP)

DRAFT – PENDING NYSED APPROVAL

DBN: (i.e. 01M001):	08X123
School Name:	IS 123
Principal:	RICHARD HALLENBECK, IA

School Comprehensive Educational Plan (SCEP) Outline

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Section 1: School Information Page

School Information

School Name: IS 123 School Number (DBN): 08X123
School Level: Intermediate School Grades Served: 6-8
School Address: 1025 Morrison Avenue, Bronx, NY 10472
Phone Number: (718) 328-2105 Fax: (718) 328-8561
School Contact Person: Virginia Figueroa Email Address: Vfigueroa2@schools.nyc.gov
Principal: Richard Hallenbeck, IA
UFT Chapter Leader: Jennifer Isaacs
Parents' Association President: Maria Bayron
School Leadership Team
Chairperson: Tawanna Smith
Student Representative(s): N/A

District Information

District: 08 Superintendent: Dr. Karen Ames
Superintendent's Office Address: 1230 Zerega Avenue, Bronx, NY
Superintendent's Email Address: kames@schools.nyc.gov
Phone Number: (718) 828-6653 Fax: (718)

Cluster and Network Information

Cluster Number: 6 Cluster Leader: Jose Ruiz
Network Number: 607 Network Leader: Steven Chernigoff

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)
Richard Hallenbeck, IA	*Principal or Designee	
Jennifer Isaacs	*UFT Chapter Leader or Designee	
Maria Bayron	*PA/PTA President or Designated Co-President	
Yazmin Dennis	DC 37 Representative, if applicable	
	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
Maggie Prisinzano	CBO Representative, if applicable	
Tawanna Smith	Member/ UFT	
Isaura Valentin	Member/ Parent	
ELDRIDRIKA CHAPLIN	Member/ Parent	
ISAURA VASQUEZ	Member/ Parent	
Monique Redwood	Member/ UFT	
Gloria Sancho	Member/ UFT	
	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	
•	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.
•	Supportive Environment: The school establishes a classroom and school culture where students feel safe, supported, and challenged by their teachers and peers.
•	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.
•	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.
•	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.
•	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:

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

Next Steps for SCEP Development

School Leadership Teams should engage in the following steps:

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

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

Section 4: SCEP Overview

Develop a narrative summary that includes:

- 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.
- School strengths, accomplishments, and challenges.
- 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.

IS 123 is a school known for giving students a structured education that allows for them to progress academically. IS 123 received a Proficient on the 2013-2014 Quality Review. We recognize that every child is different and brings with them unique strengths and abilities. With that in mind our school-wide mantra is "Nothing Less than Your Best!" We use this because we believe that each child should strive to reach and exceed their personal potential regardless of whatever obstacles they may face. Students must be aware of their strengths, challenges and learning styles. Using these tools students and teachers can set personal goals and measure their growth throughout the school year.

IS 123 Instructional Vision Statement:

We believe all students learn best when the curricular, pedagogical, and assessment practices are aligned across all classrooms in order to meet the needs of our diverse student population. By developing the capacity of highly effective teachers, linked with actively involved parents and motivated students, we will strengthen academic rigor so our students can achieve college and career readiness.

The mission of IS 123 is to provide our students, together with the support and encouragement of our parents, with the knowledge and the tools they will need to succeed academically throughout high school, and college to grow to be a positive force in our world. Our entire school community is fiercely dedicated to the development of our students' abilities and talents, their positive self-concept, their emerging sense of self-determination and responsibility, and their understanding of and concern for our global community. We believe we are presenting enriched instruction in a caring, supportive and engaging educational environment. We are convinced that by working together with our students' families and the larger community, we will enable our students to excel academically and inspire them to act as profound contributors to the shaping of our 21st century world.

We know that knowledge is the key to freedom, and that school is the agency that unlocks the door to their future. We work side by side with parents to enable our students to become not just citizens but future leaders. We must enable all our students to see that learning is not just important, but is the very foundation upon which they can develop their skills, abilities and talents. It is our challenge to reinforce that which is known and to open students' receptivity to that which is new. This applies to every student, whether they are in general education, in special classes or receive supportive services, or are English Language Learners (ELLs).

Recognizing that our school is an integral part of the community at large, we realize that we affect community life and are affected by forces within the community. We believe we must use all of the positive forces within the community and work with community organizations to ensure our children receive a multitude of resources. At I.S. 123, students can join the following clubs such as the New York State History Day Competition and Student Council. We offer Basketball, Baseball and Track and Field. Many schools have been forced to downsize their Arts or enrichment Classes but we have managed to continue to maintain a thriving Arts Program. Students can participate in Visual Arts or Theatre Arts. In addition, our Arts teachers and students offer shows twice yearly which showcase their skills and talents.

We believe in partnerships with organizations that can contribute dearly to the growth and development of our students. We are able to offer the following for students because of these partnerships: City Year/MSQI, Counseling in Schools/STH, Fordham University School of Social Work, Cooperative, Healthy, Active, Motivated Positive Students (CHAMPS), The Gilder Lehrman Institute of American History, Promise Zone, and Urban Advantage.

Our Strengths:

The administration has developed systems around professional learning, data collection and monitoring of students. We hold regular meetings with support staff to ensure they are working collaboratively with each other to best meet the needs of our diverse population.

Tiered Intervention – We offer 45 minutes of daily tiered intervention to every 6th and 7th grade student. Students are in smaller groups, many in ratios of 4:1 to receive instruction around literacy through book clubs.

Social Emotional Learning – We have developed a partnership with the Fordham University School of Social work to implement a school wide social emotional assessment, the Devereux Student Strengths Assessment (DESSA) as well as a support cluster for our incoming 6th grade classes.

Teacher Team Meetings

Teachers meet daily in Teacher Team meetings which the administration monitors and supports.

Alignment of MOSL to support ELA and Math growth.

We have chosen an instructional focus based on the evaluation of 2014 State testing data. Teachers cited that students were unable to cite evidence from text. This led us to our current Instructional Focus: Students will be able to cite textual evidence in order to draw conclusions.

Instructional Teacher Team – We have a team of teachers that are also leaders in their departments that meet weekly to discuss professional development, inter-visitations, best practices and departmental needs.

Professional Learning Committee – Our professional learning committee worked together to create a survey for teachers to state their needs for professional learning which we are using to provide differentiated professional development.

Our Challenges

IS 123 is situated in the Soundview/Hunts Point section of the Bronx. We are working with our teachers to develop teaching strategies to specifically support our ELL and SWD populations. We are also working with providers and services to support our students living in temporary housing to meet their specific needs. We strive to increase parent participation in PA/SLT events and workshops. The PA is working on looking for new ways to attract parents to events and draw them to participate in the greater school wide community. We work to provide teachers with quality professional development, formative feedback and leaderships opportunities, despite that we face a challenge turnover.

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.

During 2013-2014, we made the most growth in *DTSDE Tenet 2: School Leader Practices and Decisions*: 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.

Our area of focus for 2014-2015 is: *DTSDE Tenet 3: Curriculum Development and Support Instruction*

that 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. We believe this will help our lowest third as well as the high number of students we have that are performing just below levels 2 and 3 on NYS CC exams.

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.

08X123 School Information Sheet Key

School Configuration (2014-15)			
Grade Configuration	06,07,08	Total Enrollment	413 SIG Recipient N/A
Types and Number of English Language Learner Classes (2014-15)			
# Transitional Bilingual	N/A	# Dual Language	N/A # Self-Contained English as a Second Language N/A
Types and Number of Special Education Classes (2014-15)			
# Special Classes	15	# SETSS	16 # Integrated Collaborative Teaching 12
Types and Number of Special Classes (2014-15)			
# Visual Arts	6	# Music	N/A # Drama 5
# Foreign Language	5	# Dance	N/A # CTE N/A
School Composition (2013-14)			
% Title I Population	88.1%	% Attendance Rate	88.4%
% Free Lunch	79.4%	% Reduced Lunch	0.6%
% Limited English Proficient	20.4%	% Students with Disabilities	28.1%
Racial/Ethnic Origin (2013-14)			
% American Indian or Alaska Native	0.4%	% Black or African American	24.2%
% Hispanic or Latino	73.5%	% Asian or Native Hawaiian/Pacific Islander	1.6%
% White	0.4%	% Multi-Racial	N/A
Personnel (2014-15)			
Years Principal Assigned to School (2014-15)	4.26	# of Assistant Principals (2014-15)	2
# of Deans (2014-15)	2	# of Counselors/Social Workers (2014-15)	2
Personnel (2013-14)			
% of Teachers with No Valid Teaching Certificate (2013-14)	N/A	% Teaching Out of Certification (2013-14)	7.9%
% Teaching with Fewer Than 3 Years of Experience (2013-14)	0.6%	Average Teacher Absences (2013-14)	8.17
Student Performance for Elementary and Middle Schools (2013-14)			
ELA Performance at levels 3 & 4	7.3%	Mathematics Performance at levels 3 & 4	3.3%
Science Performance at levels 3 & 4 (4th Grade)	N/A	Science Performance at levels 3 & 4 (8th Grade)	32.8%
Student Performance for High Schools (2012-13)			
ELA Performance at levels 3 & 4	N/A	Mathematics Performance at levels 3 & 4	69.6%
Credit Accumulation High Schools Only (2013-14)			
% of 1st year students who earned 10+ credits	N/A	% of 2nd year students who earned 10+ credits	N/A
% of 3rd year students who earned 10+ credits	N/A	4 Year Graduation Rate	N/A
6 Year Graduation Rate	N/A		
Overall NYSED Accountability Status (2014-15)			
Reward		Recognition	
In Good Standing		Local Assistance Plan	
Focus District	X	Focus School Identified by a Focus District	X
Priority School			
Accountability Status – Elementary and Middle Schools			
Met Adequate Yearly Progress (AYP) in ELA (2012-13)			
American Indian or Alaska Native	N/A	Black or African American	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	YES
Hispanic or Latino	NO	Asian or Native Hawaiian/Other Pacific Islander	N/A
White	N/A	Multi-Racial	N/A
Students with Disabilities	NO	Limited English Proficient	NO
Economically Disadvantaged	NO		
Met Adequate Yearly Progress (AYP) in Science (2012-13)			
American Indian or Alaska Native	N/A	Black or African American	YES
Hispanic or Latino	NO	Asian or Native Hawaiian/Other Pacific Islander	N/A
White	N/A	Multi-Racial	N/A
Students with Disabilities	N/A	Limited English Proficient	NO
Economically Disadvantaged	NO		
Accountability Status – High Schools			
Met Adequate Yearly Progress (AYP) in ELA (2012-13)			
American Indian or Alaska Native	N/A	Black or African American	N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander	N/A
White	N/A	Multi-Racial	N/A
Students with Disabilities	N/A	Limited English Proficient	N/A
Economically Disadvantaged	N/A		
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)			
American Indian or Alaska Native	N/A	Black or African American	N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander	N/A
White	N/A	Multi-Racial	N/A
Students with Disabilities	N/A	Limited English Proficient	N/A
Economically Disadvantaged	N/A		
Met Adequate Yearly Progress (AYP) in Graduation Rate (2012-13)			
American Indian or Alaska Native	N/A	Black or African American	N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander	N/A
White	N/A	Multi-Racial	N/A
Students with Disabilities	N/A	Limited English Proficient	N/A
Economically Disadvantaged	N/A		

08X123 School Information Sheet Key

School Configuration (2014-15)				
Grade Configuration	06,07,08	Total Enrollment	413	SIG Recipient
Types and Number of English Language Learner Classes (2014-15)				
# Transitional Bilingual	N/A	# Dual Language	N/A	# Self-Contained English as a Second Language
Types and Number of Special Education Classes (2014-15)				
# Special Classes	15	# SETSS	16	# Integrated Collaborative Teaching
Types and Number of Special Classes (2014-15)				
# Visual Arts	6	# Music	N/A	# Drama
# Foreign Language	5	# Dance	N/A	# CTE
School Composition (2013-14)				
% Title I Population	88.1%	% Attendance Rate		88.4%
% Free Lunch	79.4%	% Reduced Lunch		0.6%
% Limited English Proficient	20.4%	% Students with Disabilities		28.1%
Racial/Ethnic Origin (2013-14)				
% American Indian or Alaska Native	0.4%	% Black or African American		24.2%
% Hispanic or Latino	73.5%	% Asian or Native Hawaiian/Pacific Islander		1.6%
% White	0.4%	% Multi-Racial		N/A
Personnel (2014-15)				
Years Principal Assigned to School (2014-15)	4.26	# of Assistant Principals (2014-15)		2
# of Deans (2014-15)	2	# of Counselors/Social Workers (2014-15)		2
Personnel (2013-14)				
% of Teachers with No Valid Teaching Certificate (2013-14)	N/A	% Teaching Out of Certification (2013-14)		7.9%
% Teaching with Fewer Than 3 Years of Experience (2013-14)	0.6%	Average Teacher Absences (2013-14)		8.17
Student Performance for Elementary and Middle Schools (2013-14)				
ELA Performance at levels 3 & 4	7.3%	Mathematics Performance at levels 3 & 4		3.3%
Science Performance at levels 3 & 4 (4th Grade)	N/A	Science Performance at levels 3 & 4 (8th Grade)		32.8%
Student Performance for High Schools (2012-13)				
ELA Performance at levels 3 & 4	N/A	Mathematics Performance at levels 3 & 4		69.6%
Credit Accumulation High Schools Only (2013-14)				
% of 1st year students who earned 10+ credits	N/A	% of 2nd year students who earned 10+ credits		N/A
% of 3rd year students who earned 10+ credits	N/A	4 Year Graduation Rate		N/A
6 Year Graduation Rate	N/A			
Overall NYSED Accountability Status (2014-15)				
Reward		Recognition		
In Good Standing		Local Assistance Plan		
Focus District	X	Focus School Identified by a Focus District		X
Priority School				

Accountability Status – Elementary and Middle Schools

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

Accountability Status – High Schools

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

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# Special Classes	15	# SETSS	16	# Integrated Collaborative Teaching	12
Types and Number of Special Classes (2014-15)					
# Visual Arts	6	# Music	N/A	# Drama	5
# Foreign Language	5	# Dance	N/A	# CTE	N/A
School Composition (2013-14)					
% Title I Population	88.1%	% Attendance Rate			88.4%
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% Limited English Proficient	20.4%	% Students with Disabilities			28.1%
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% Hispanic or Latino	73.5%	% Asian or Native Hawaiian/Pacific Islander			1.6%
% White	0.4%	% Multi-Racial			N/A
Personnel (2014-15)					
Years Principal Assigned to School (2014-15)	4.26	# of Assistant Principals (2014-15)			2
# of Deans (2014-15)	2	# of Counselors/Social Workers (2014-15)			2
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% of 3rd year students who earned 10+ credits	N/A	4 Year Graduation Rate			N/A
6 Year Graduation Rate	N/A				
Overall NYSED Accountability Status (2014-15)					
Reward		Recognition			
In Good Standing		Local Assistance Plan			
Focus District	X	Focus School Identified by a Focus District			X
Priority School					

Accountability Status – Elementary and Middle Schools

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

Accountability Status – High Schools

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

Section 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.	E
3.5	The school leader and teachers develop a data-driven culture based on student needs, assessments and analysis, which leads to strategic action-planning that informs instruction and results in greater student achievement outcomes.	D

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.

Based on the NYS Common Core ELA scores for all grades (6-8), 0% of ELL's achieve proficiency. According to the school quality guide, 33% of our ELL's were at the 75th growth percentile or higher and the targets for 2014-2015 are 36.6%. We haven't met proficiency for our ELL's and SWD's for the last two years (3.5) and we have structured teacher teams to look at student data and implement strategies to move all our students.

According to the 2013-2014 Quality Review: Further refine curricula to strategically emphasize rigorous habits across grades and subjects to build coherence, preparing all students for college and career readiness. (1.1)

According to the 2013-2014 Focus School Recommendations, in order for the school's strategy and practices to align with the concepts in the Effective column of Tenet 3 the school should: [3.3] After last year's implementation of the new common core curriculum materials, ensure that best practices are shared and appropriate adjustments are made within units and lesson plans to enhance instruction and student understanding. Incorporating academic and personal behaviors into lesson plans and promoting college and career readiness habits will further enhance the curriculum and better prepare students for high school.

According to the 2013-14 Learning Environment Survey, 76% of teachers responded that our school ensures English language learners receive the same curriculum as their non-English language learner peers with appropriate supports (e.g., scaffolds, native language, culturally responsive instruction), however

less than 1% of ELL's performed at proficiency on NYS CC exams.(3.5)

Part 2 – Annual Goal

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

By June 2015, all teachers instructing ELLs will make adjustments to units and lessons ensuring they are implementing targeted reading and writing instructional strategies that will result in a 20% increase of Advanced level ELLs scoring at or above proficiency (level 3 & 4) for a total growth of 6% proficiency of ELLs as measured by the NYS ELA assessment.

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>
Professional learning -Teachers will use DRP, NYSESLAT, NYS CC ELA and MOSL data to plan interventions -ESL teachers will provide weekly language objectives to all teachers of ELL's to support ELL L2 growth -ESL teachers will provide targeted professional learning to teachers to give insight into ELL needs and research based strategies for ELL's. -Teachers will use Language Power, NYSESLAT test prep and Ready ELA to provide students with rigorous activities and independent reading. -ESL Teachers will monitor the progress of advanced ELL's specifically those targeted students for levels 3-4 and will report updates to the administration after unit assessments and periodic assessments. -Advanced students usage of Achieve 3000 will be monitored to ensure they are engaging in additional reading and writing on their level.	Teachers	September 2014 – June 2015/ During Monday and Tuesday PD/Other Prof Work	Administration, Professional Learning Committee and Instructional Teacher Team
Teachers working in teams collaboratively in teams after school on Tuesday's and Friday's to develop and enhance unit plans and pacing calendars. Teachers will conduct classroom inter-visitations and have professional conversations around looking at student work and implications for instruction in order to support student achievement.	Teachers	Sep 14-June 15/Tuesdays and Fridays	Administration, Department Leads, Teachers

<p><u>School-wide Inquiry of all Bottom 1/3 students including ELL and SWD students</u></p> <ul style="list-style-type: none"> Teachers meeting in team to look at student work using the Surfacing the Gap protocol and using the data to inform instruction. Teachers are encouraged to plan together using data and student work. Department teams will examine student work and post-assessment data throughout the school year to understand gaps in student knowledge or skill and inform the revision of their instructional units. During weekly meetings, department teams will refine curriculum units and engage in a structured protocol to ensure alignment with the selected Common Core standards. Teachers will collaboratively assess the quality of student work that comes out of the implementation of the first unit and repeat the cycle for the second unit. School leadership will meet weekly with teacher leaders (department chairs), join team meetings on a daily basis, and coordinate this work across the grades. Teachers will use data from school-wide inquiry to update data trackers and align instruction for after-school support which is targeting all Bottom 1/3 students including ELL and SWD students based on current data (i.e. ELA baseline and benchmark assessments), projected at 120 students to be served as well as students we can push to proficiency level 3. 	Students	Sep 14-June 15/Tuesdays	Administration, Teachers
<p><u>1. Build Capacity of department teams and teachers within the Common Core Learning Standards: (3.5)</u></p> <ul style="list-style-type: none"> Conduct data chats after every benchmark assessment (Ready ELA and Math in January) as well conducting regular progress monitoring after unit post tests with ELA and Math teachers to have them identify next steps and strategies for ELLs who continue to struggle with mathematical concepts based on their data. Provide PD to all teachers of all Bottom 1/3 students including ELL and SWD students such as vocabulary, scaffolding, use of manipulatives and visual aids. Have teachers plan for differentiation to include strategies to help students grasp academic vocabulary. Creation of a teacher team calendar (bi-monthly) with specific protocols for teachers to examine student work to surface gaps in learning. Create weekly newsletter for teachers with daily and weekly reminders of school wide systems and protocols that support instruction and learning. Revisit PD from last year on CCLS task alignment protocols 	Teachers	Sep 14-June 15/Tuesdays	Administration, Teachers

Part 4 – Resources Needed

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

Generation Ready Coaching for ELA and Math Teachers to support Unit planning and instruction; Per Session for Teachers to Work on Unit Planning two days a week after school, Ready ELA and Math practice test booklets for each student, Scantron sheets and scanners to capture data, per session for teachers to score ELA and Math extended response questions, Per session for teachers of ELL’s to work together and plan strategies.

Part 5 – Budget and Resource Alignment

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

	Tax Levy	X	Title I Basic		Title I 1003(a)		Title IIA	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.													
PF funds will be used to work with a data analysis contractor to collate all data and assist the administration. PF Funds will be allocated for the Instructional Teacher Team to hold weekly meetings with the administration. TL funds will be used to fund an after-school program for our lowest achieving students running from October 2014 – May 2015. TL and PF funds will be used to buy resources such as consumables, online programs and other CC aligned resources. PF funds will be used to contract Generation Ready for Workshops and coaching. TL and PF funds for Per session for teachers of ELL's to work together and plan strategies TL Funds will continue to be used to fund 3 full-time ESL positions. Title III funds will continue to be used to fund an after-school program targeting ELL students. The program is expected to run for a total of 25 Saturdays beginning in October 2014 and commencing May 2015. PF funds for classroom libraries and materials/resources from Teacher Made Materials.PF funds for supplies and per session for assessments/scoring													

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.

January 2015 – Administration and ITT will review Unit Plans looking for specific supports for ELL's. Administration will use Google tracker to assess progress of ELL's on Unit exams as well as the periodic assessment.

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:

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

Tenet 5 Statement of Practice (SOP) Addressed		HEDI Rating
5.2	The school cultivates the development of overarching systems and partnerships that support and sustain social and emotional developmental health.	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.	D
5.5	The school leader and student support staff work together to develop teachers’ ability to use data to respond to students’ social and emotional developmental health needs, so students can become academically and socially successful.	D

Part 1b. Needs/Areas for Improvement:

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

2013-2014 Learning Environment Survey Results: 46% of students reported not feeling safe in their classroom or in common areas. (5.4 and 5.5)

After the overall data summary from 2013-2014 from OORS, our school had an increase in weighted incidents especially involving Students with Disabilities that can lead to a persistently dangerous statement(5.5).

Part 2 – Annual Goal

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

By June 2015, school leaders will allocate resources both fiscal and human to develop staff and student’s ability to maintain a positive, collaborative classroom and school culture conducive to academic achievement causing a reduction of students requiring sustained Tier III interventions resulting in a 5% decrease of level 4 and 5 OORS incidents, specifically those involving students with disabilities.

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</i>	Timeline <i>What is the start</i>	Key Personnel <i>Who is responsible for implementing</i>

<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 	<i>targeted?</i>	<i>and end date?</i>	<i>and overseeing the activity/strategy?</i>
-All 6 th and 7 th grade students receive Tiered Intervention and all grades will participate in small group Book Clubs using high interest books.	Students	Sep 14 – June 15	Administration, Teachers, City Year Core Members
Fordham Social/Emotional Health Grant to provide training to teachers, deans, counselors and social workers on identifying social emotional strengths and weaknesses and coordinating academic support to provide social emotional support.	Students	Sep 14- June 15	Administration, Teachers, DESSA Team, Social Work Spvr, SW Interns
<p>Strengthening the school wide Positive Behavior Intervention System</p> <ul style="list-style-type: none"> • Deans meeting weekly to create/monitor PBIS section sheets, CICO sheets for Tier II students, plan PD for staff and assist Grade Teams with planning school wide and targeted PBIS rewards • Supporting the City Year ELT program for our 6th grade by providing incentives and remediation activities for students. <ul style="list-style-type: none"> • Extended Learning Time for 7th and 8th grade students to participate in sports and clubs (i.e. Math club, 7th Grade Leadership Club) • Scholastic Magazines content magazines for staff to use in classroom libraries and centers. • Supporting College and Career Readiness by taking students to visit college campuses and meeting college students. 	Teachers, Students	Sep 14 – June 15	Administration, Teachers, Deans, City Year Core Members
Targeting STH population with SW support, working with Counseling with Schools who work in the school 3 days a week meeting with STH identified students and providing in and out of class support. Targeting ELL and SIFE population through work with our 2 bilingual counselors.	Students, parents	Sep 14- June 15	Administration, Teachers, Counselors, SW
<p>Deans and AP in charge of discipline will meet weekly or twice weekly to monitor OORS data to observe trends and decide on next steps to reduce incidents. Deans will notify the AP before submitting incidents on OORS for review. AP will report to principal the status of the team.</p> <p>TAC-D will continue to support the school and will provide coaching as well as classroom visits to conduct a root cause analysis as well as professional development.</p>	Deans, Administration	February 2015-June 2015	Administration, Deans

Part 4 – Resources Needed

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

1. School Principal, Assistant Principals, City Year Program Manager, City Year Corps Members, Teachers,
2. School Principal, Assistant Principals, Fordham Social Workers, All Advance eligible Teachers, Deans, Guidance Counselors, City Year Corps Members
3. Incentives for rewards for City Year and PBIS 90/90/90

Part 5 – Budget and Resource Alignment

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

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

TL funds be will allocated to support a team of teachers to implement a Social emotional learning curriculum inline with the CIE 14-15. TL Funds will be used to fund Counselors who support all students including those with IEP’s. TL funds will continue to be used for Teacherease.com (an online gradebook that parents can access) and for Global Connect to inform parents of important dates, student absences and lateness via phone. TL funds will continue to be used for Family Workers to conduct home visits during school hours. PF Funds will be used for incentives for students, learning for parents, and incentive events for families. PF funds will be used to identify contractors to work with our families to engage them in supporting students with Common Core tasks and homework. PF funds for Classroom libraries, all content Scholastic Magazines, Incentive events (awards to recognize high achieving students, school based events, out of school trips) and incentive materials for students in City Year and for students showing attendance improvement.

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.

January 2015 – Monitoring of OORS data, comparing PBIS data at January 2015 to January 2014.

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
<ul style="list-style-type: none"> • If the mid-point benchmark(s) was not met, describe any revisions made to the action plan to achieve the goal? 				

Section 5: Needs Assessment, Annual Goals and Action Plans

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

Part 1 – Needs Assessment

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

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

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

Part 1b. Needs/Areas for Improvement:

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

According to the 2013-2014 Quality Review, we were encouraged to strengthen pedagogical practices to ensure consistent student engagement in high-level discussion, resulting in increased levels of thinking and participation. (4.2 -4.5)

According to the 2013-2014 Middle School Quality Guide, we were approaching targets in both student progress and student achievement in both ELA (7.3%) and Math (3.3%). We did not meet the target in closing the achievement gap for ELLs and SWD's. We had the most success with our lowest third (39% in ELA and 34% in Math) but were in the low city range (19%)

Part 2 – Annual Goal

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

By June 2015, school leaders will allocate resources both fiscal and human to improve the consistency of teachers incorporating various teaching strategies through professional development and use of formative assessment provided by school and network based staff to ensure students demonstrate a school wide growth of all grades (6-8) to increase the proficiency on the NYS Common Core ELA assessment by 3.6% and a growth of 8.2% on the NYS Common Core Math exam.

Part 3 – Action Plan

<p>Activities/Strategies: Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including:</p> <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 	<p>Target Group(s) <i>Who will be targeted?</i></p>	<p>Timeline <i>What is the start and end date?</i></p>	<p>Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i></p>
<p>School leaders will conduct short, frequent cycles of formative classroom observation in order to provide meaningful formative feedback and recommend differentiated PD as evidenced in Advance observations specifically in Danielson components 3B and 3C.</p>	Teachers	September 14 – June 15	Administration
<ol style="list-style-type: none"> 1. Professional Development for teachers via use of Generation Ready Consultants: 9 sessions for 11 ELA teachers and 9 sessions for 10 Math teachers to ensure use of effective pedagogy as demonstrated in teacher lesson plans. 2. Professional development for 2 math teachers to receive after-school sessions for support on CMP-3 math curriculum (4.3) which they can turn-key for staff. 3. Professional development in Smartboard use via TEQ for all teachers to use during teacher teams and lesson delivery. 	Teachers	Sep 14- June 15	Administration, Teachers, Gen Ready Consultants
<p>Teachers will infuse school wide instructional focus into their daily lesson plans. Teachers will receive Professional Learning in creating text dependent questions and strategies to teach students on how to use the text effectively.</p> <p>-Math will continue to use CMP-3 and EngageNY for the Math curriculum</p> <p>-ELA has transitioned to Expeditionary Learning</p>	Teachers, Students	Sep 14 – June 15	Administration, ITT
<p>School leadership will participate in a district wide cohort to receive workshops and specific coaching on effective, research based comprehension strategies with a Gen Ready consultant.</p>	Administration, Teachers	Dec 14- June 15	Administration, ITT, Teachers

Part 4 – Resources Needed

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

Funds for professional development consultants, Per Session for teachers for any after-school PD, funds for Smartboard use and maintenance, funds for laptops/projectors for teacher use.

Part 5 – Budget and Resource Alignment

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

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

PF Funds will be allocated to continue work with Generation Ready who provide embedded classroom support as well as PD. PF and NYSTL Textbook funds will be used to purchase common core aligned materials in the native language of students. TL funds will be used for teachers teams to meet and co-plan units of study and lessons. PF funds to seek out Metamorphosis for math, PF for per diem for teachers who attend PD and PF funds for Books: Pre-Referral Intervention Manual (PRIM from Hawthorne press).

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.

January and June 2015 – Administration will review DRP data to determine if students are improving in reading comprehension.

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 |
| <ul style="list-style-type: none"> • If the mid-point benchmark(s) was not met, describe any revisions made to the action plan to achieve the goal? | | | | |

Section 5: Needs Assessment, Annual Goals and Action Plans

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

Part 1 – Needs Assessment

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

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

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

Part 1b. Needs/Areas for Improvement:

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

Strengths

According to the Office of School Quality Division of Teaching and Learning Focus School Recommendations 2013-2014: In order for the school's strategy and practices to align with the concepts in the Highly Effective column of Tenet 2 the school should: [2.4] Ensure that the observation cycle provides teacher feedback that is time bound and contains one or two specific next steps to inform and improve pedagogy. Based on the MOTP data collected during each observation cycle, provide staff with the appropriate resources and professional development to be able to effectively implement best practices in lesson planning and instruction aligned to the Danielson Framework for Teaching.

Part 2 – Annual Goal

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

By June 2015, school leaders will allocate resources both fiscal and human to ensure 100% eligible Advance teachers receive feedback that is time bound and contains one or two next steps to inform and improve pedagogy as measured by growth in component 3C in end of year MOTP data.

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>
Build Capacity of Teachers within CCLS, NYS Content Standards and Danielson Framework to improve their effectiveness in instruction (2.5): Teachers will use ARIS Learn modules to improve their practice, Teachers will use Advance feedback data to create goals to improve their practice. Teachers will meet with school leader on a monthly basis to discuss Advance status, concerns and next steps Teachers will conduct classroom inter-visitations and have professional conversations around looking at student work and implications for instruction in order to support student achievement. The administration will meet with a Talent Coach and CFN Instructional Specialist to conduct normed observations and feedback sessions.	Teachers	Sep 14- June 15	Administration and Teachers
Use of professional consultants to refine data capturing school wide (2.5): The administrative team will meet with a consultant from the Leadership Academy	Administration	Sep 14- June 15	Administration
Build capacity of teachers to identify students and remediate skills to ensure mastery (2.5) The administrative team asked teachers to turn in Assessment Data Analysis Forms The Instructional Teacher Team will create an Inquiry Schedule with a school wide focus on citing textual evidence Teachers will use data from school-wide inquiry to update data trackers and align instruction for after-school support which is targeting all Bottom 1/3 students including ELL and SWD students based on current data (i.e. ELA baseline and benchmark assessments), projected at 120 students to be served as well as our pushable to level 3. PD will be offered specifically on Engagement strategies by the Instructional Teacher Team over two sessions.	Teachers, Students	Sep 14- June 15	Administration, Teachers, ITT
School wide Art Show demonstrating student work and talent created over the school year Holiday production in Theatre Arts to showcase student talent and engage them in reading scripts throughout the year to engage in character study.	Students and parents Students and parents	Spring 2015 Dec 2014 and Spring 2015	Art Teacher, Musical Theatre Teacher

Part 4 – Resources Needed

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

Principal, Assistant Principal, Teachers

Part 5 – Budget and Resource Alignment

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

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

PF funds will be used for school membership in professional organizations, professional magazines, professional journals and books. PF funds will be used for Website/webmaster to maintain a website, Data Specialist/File Maker license renewal, and a retreat for staff and cabinet/charter bus for staff to align to school vision and NYC DOE capacity framework.

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.

January 2015 review of MOTP data and of periodic assessment – Ready ELA and Math

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:

- 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 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.	D
6.4	The entire school community partners with families and community agencies to promote and provide professional development across all areas (academic and social and emotional developmental health) to support student success.	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.	E

Part 1b. Needs/Areas for Improvement:

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

2013-2014 Quality Review: Parents indicated that they wanted character education for their children which we implemented for 2014-2015.

2013-2014 Learning Environment Survey, 52% of parents responded in school compared to 54% of parents citywide. 91% of our parents were satisfied with our Instructional Core, 88% were satisfied with our systems for school improvement and 87% were satisfied with our school culture.

Parent attendance at PA meetings is historically low (below .5% of parents attend) (6.3)

Part 2 – Annual Goal

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

By June 2015, school leaders will allocate resources both fiscal and human to increase the percentage of parents who actively engage in school activities with a focus on understanding expectations of the Common core Learning Standards and their role in promoting their children(s) success at school as measured by an increase in parents involved in all PA meetings as evidenced by increased attendance at PA meetings and a 10% growth of parent responses on the 2014 Learning Environment Survey compared from 2013 results.

Part 3 – Action Plan

<p>Activities/Strategies: Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including:</p> <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 	<p>Target Group(s) <i>Who will be targeted?</i></p>	<p>Timeline <i>What is the start and end date?</i></p>	<p>Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i></p>
<p>PF to pay teachers per session to stay after school or on weekends to conduct CCLS Workshops for parents</p> <p>PF to buy materials and books for parents attending ongoing parent workshops</p> <p>Parent Association will reach out to parents to seek a “VIP Commitment/One Parent One Thing” and parents can check the times and dates they are available to attend meetings and workshops</p> <p>Parent Association will personalize invitations to specific homerooms throughout the year to make meetings that are more targeted to parents and students needs</p>	<p>Parents</p> <p>Parents</p> <p>Parents</p> <p>Parents</p>	<p>December 2014-June 2015</p>	<p>Administration, Parent Coordinator, Teachers, PA/SLT</p>
<p>Supporting City Year’s outreach to parents (6.5) for events such as family game night and other events to encourage parent participation, including students and parents of 7th and 8th grade students.</p> <p>Movie Night/Pot luck dinner/Workshop</p>	<p>All parents</p>	<p>December 2014-June 2015</p>	<p>City Year Program Director/PA/SLT/IS 123 Teachers and Administration</p>
<p>Parent Coordinator using Remind service to text parents for school updates. Teachers using Remind to text parents reminders on school tasks and projects.</p> <p>Newsletter/Teacherease/Calendar notices to parents</p>	<p>Parents</p>	<p>December 2014-June 2015</p>	<p>Administration, Parent Coordinator, Teachers, PA/SLT</p>
<p>Parent Association making contact to external agencies in the community to allow parents who have WEP or NYCHA/Section 8 hours to fulfill by volunteering in the school.</p> <p>Coordinating with Marcos Crespo to hold a Health Fair at the school premises and inviting health insurance and other health related organizations to hold a Health Fair.</p>	<p>Parents receiving public assistance</p> <p>All parents</p>	<p>Dec 2014- June 2015</p> <p>Dec 2014- Estimated date Spring 2015</p>	<p>Parent Association/SLT</p> <p>IS 123 Family Workers/PA/SLT</p>

Part 4 – Resources Needed

<p>Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc.</p>
<p>Parent Association, SLT, Parent Coordinator, Materials and resources for parents, Supplies for parent events, per session for teachers to work with parents</p>

Part 5 – Budget and Resource Alignment

Indicate using an "X" the fund source(s) that will be utilized to support achievement of the specified goal.													
	Tax Levy	X	Title I Basic		Title I 1003(a)		Title IIA		Title III	X	P/F Set-aside	X	Grants
List below any additional funding sources that will be utilized to support achievement of the goal.													
TL funds will be allocated for Monthly parent workshops, Monthly PA/SLT meetings and PF funds will be used for Per session to pay for teachers to provide workshops for parents. PF funds will be used for student-family Theatre trips, College Tours/charter buses/meals/hotel stay, Award Ceremonies to recognize students and parents, and to hold Parent Academy/workshops events with a possible consultant to assist.													

Part 6 – Progress Monitoring

Part 6a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. In this part:				
<ul style="list-style-type: none"> Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal. Specify a timeframe for mid-point progress monitoring activities. 				
<u>January 13, 2015: During PA/SLT meeting, administration and PA/SLT will monitor parent participation in school wide events including PA/SLT meetings and workshops. The PA/SLT will survey parents.</u>				
Part 6b. Complete in February 2015.				
<ul style="list-style-type: none"> Did the school meet the mid-point benchmark(s) in the timeframe specified? 			Yes	No
<ul style="list-style-type: none"> 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)	DRP Scores	Teachers will use Study Island and Achieve 3000 and other computer-aided individualized instruction. Extended instruction in 60 minute blocks 45 minutes of Tiered Intervention for every 6 th and 7 th graders	Small Group Small group and 4:1 book clubs	During the school day and After School
Mathematics	NYS Scores	Teachers will use Study Island and Acuity and other computer-aided individualized instruction.	Small group	During the School day before and after school and Saturday Test Prep
Science	Science Pre-Assessments and Unit Tests	subject specific software for computer –aided instruction. Test Prep for 8 th grade Performance and Written exam. Tutorial for those in need, as well as Advanced Work for Regents	Small Group Centers Small Group Instruction Small group	During the School Day After School and Saturdays before and after school.
Social Studies	DRP Scores	subject specific software for computer –aided instruction. Tutorial for those in need, as well as Advanced Work for Regents study	Small Group Centers Small group	During the School Day Before and after school.
At-risk services (e.g. provided by the Guidance Counselor,	DESSA results	Advisory Program coordination Mandated Counseling	(15:1 ratio) (one to one; small group)	During the school Day

<p><i>School Psychologist, Social Worker, etc.)</i></p>		<p>At risk counseling</p> <p>Crisis Intervention</p> <p>Group Guidance</p> <p>Informal and Formal Observation and Assessment</p> <p>Functional Behavior Assessments and assistance with development of the Behavior Intervention Plan.</p> <p>Coordination of outside services with Promise ZONE social workers</p>	<p>(one to one; small group)</p> <p>(one to one)</p> <p>(small group – central topics)</p> <p>(within group settings)</p> <p>(within group settings)</p> <p>(one to one)</p>	
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Section 7: Title I Program Information

Directions:

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

Part 1: Title I Status

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

Part 2: All Title I Schools

2a. Highly Qualified Teachers (HQT)

Describe the strategies and activities including strategies for recruitment, retention, assignments, and support including high quality professional development that ensures staff is highly qualified.
<ul style="list-style-type: none"> • Administrative staff regularly attends hiring fairs to identify and recruit highly-qualified ELA/ESL/Bilingual/Special Education teachers. • The pupil personnel secretary will work closely with the network HR point to ensure that non-HQT meet all required documentation and assessment deadlines. • Mentors are assigned to support struggling and un-qualified teachers. • Supervisors follow up to ensure mentor meetings are being held consistently. • Supervisors meet with teachers to conduct data chats to identify struggling students and students expected to perform at levels 3-4.

2b. High Quality and Ongoing Professional Development

Describe the strategies and activities for high quality professional development for teachers, principals, and paraprofessionals, and staff that enable all students to meet Common Core State Standards (CCSS).
<p>At IS 123 we value professional development for all staff. Paraprofessionals have attended network PD during the Nov 5 PD day, all teachers were encouraged to attend Danielson PD given by the city over the summer, all ELA and Math teachers were encouraged to attend CodeX and CMP-3 training. Two Science teachers are part of Urban Advantage and attend PD cycles. All teachers are encouraged to use ARIS Learn modules and videos on TeachingChannel.org, all teachers co plan and have assigned weekly meetings which focus on Danielson domains. All ELA and Math teachers are receiving in-class support from Generation Ready, MSQI Coach and network staff. APs attend network PD and receive support via visits from the network and Talent Coach. The Principal receives PD from the Leadership Academy coach, network PD for Principals as well as visits from the network and Talent Coach.</p>

Part 3: TA Schools Only

3a. Use of Program Resources

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

3b. TA Coordination with the Regular Program

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

N/A

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.

Teachers volunteered to be part of the MOSL Team and met throughout the summer. Teachers meet with the administration to create the development of a school wide assessment calendar that has been posted around the building and has been placed on the Google drive.

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	\$444,507		Pages 7-24
Title I School Improvement 1003(a)	Federal			
Title I Priority and Focus School Improvement Funds	Federal	\$112,085		Pages 7-24
Title II, Part A	Federal			
Title III, Part A	Federal	\$12,244		Page 11
Title III, Immigrant	Federal	\$6,407		Page 11

Tax Levy (FSF)	Local	\$2,852,711		Pages 13 and 19
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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:

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

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

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

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

Important Note: The following funds may not be consolidated:

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

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

(Required for All Title I Schools)

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

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

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

IS 123 2014-2015 Parent Involvement Policy (PIP)

Educational research shows a positive correlation between effective parental involvement and student achievement. The overall aim of this policy is to develop a parent involvement program that will ensure effective involvement of parents and community in the school. IS 123, 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. IS 123 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

IS 123 2014-2015 School-Parent Compact (SPC)

IS 123, in compliance with the Section 1118 of Title I, Part A of the No Child Left Behind (NCLB) Act, is implementing a School-Parent Compact to strengthen the connection and support of student achievement between the school and the families. Staff and parents of students participating in activities and programs funded by Title I, agree that this Compact outlines how parents, the entire school staff and students will share responsibility for improved academic achievement and the means by which a school-parent partnership will be developed to ensure that all children achieve State Standards and Assessments.

I. School Responsibilities

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

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

Support home-school relationships and improve communication by:

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

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

Provide parents reasonable access to staff by:

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

Provide general support to parents by:

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

II. Parent/Guardian Responsibilities:

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

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

III. Student Responsibilities:

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



Department of English Language Learners and Student Support

Milady Baez, Senior Executive Director
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 New York, New York 10007
 Phone: 212-374-6072

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

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

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

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

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

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

Part A: School Information	
Name of School: James M. Kieran	DBN: 08X123
This school is (check one):	
<input checked="" type="checkbox"/> conceptually consolidated (skip part E below) <input type="checkbox"/> NOT conceptually consolidated (must complete part E below)	

Part B: Direct Instruction Supplemental Program Information
The direct instruction component of the program will consist of (check all that apply):
<input checked="" type="checkbox"/> Before school <input checked="" type="checkbox"/> After school <input checked="" type="checkbox"/> Saturday academy
Total # of ELLs to be served: 87
Grades to be served by this program (check all that apply):
<input type="checkbox"/> K <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5

Part B: Direct Instruction Supplemental Program Information

6 7 8 9 10 11 12

Total # of teachers in this program: 6
of certified ESL/Bilingual teachers: 3
of content area teachers: 3

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: At IS 123, the majority of our LEP students are Spanish speakers although we have students with low incidence languages such as French, Twi, Amharic, Wolof and Fulani. The school has several ESL certified teachers and support staff to meet the academic and social/emotional needs of our LEP students. We also have Spanish speakers to work with students in class. We plan to use Title III funding for Achieve 3000 site and Imagine Learning licenses our ELL's based on their NYSESLAT modality scores from grades 6-8. The majority of our ELLs scored at the Intermediate and Advance levels (60 students). A smaller number of ELLs scored at the Beginner level (30). Due to the the fact that we are a middle school, the majority of our ELLs come to us as Long Term ELLs and in the fourth to fifth year of service. They struggle in the area of ELA due to the challenges they face upon presented with the high cognitive demand of reading at the middle school level. Our goal is to build academic vocabulary, fluency and stamina through the use of Achieve 3000 and Imagine Learning which ELL's can use in school and at home. In addition, we plan to build their math skills as ELL's are expected to pass the Math exam for promotion consideration. Our teachers have adopted rigorous CC-aligned units of study in all content areas. In order to ensure our ELL's are ready for the reading and writing that is now included in Math, we feel our ELL's would benefit from instruction in Math before school, after school and on Saturdays. The instruction will be in Spanish and English by 3 certified teachers (ESL) and our 3 Math content teachers of ELL's using a variety of materials such as Bilingual Dictionaries, teacher made materials and NYSESLAT test preparation materials.

ESL Direct Instruction:

Grade 6 will receive additional direct instruction from Ms. Sancho after school 2 days a week from 2:30-3:00pm. Grade 7 will will receive additional direct instruction from Ms. Ruiz after school on Wednesdays from 2:30-4pm. Ms. Klein will provide direction instruction to 8th graders on Thursdays and/or Fridays after school from 2:30-3:30pm.

Math Direct Instruction:

Math Instruction will be by Math Teachers Ms. Redwood (Gr7), Ms. Gjyriqi(Gr6) and Ms. Morin(Gr8) all who teach math to our ESL students after school from 2:30-4:00pm on Wednesday's and Thursday's.

Part C: Professional Development

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

- rationale
- teachers to receive training
- schedule and duration

Part C: Professional Development

- topics to be covered
- name of provider

Begin description here: Our Assistant Principal, Virginia Figueroa also has a Bilingual certificate and has offered PD to our staff over the last 10 years. The ESL teachers (Ms. Sancho, Ms. Ruiz and Ms. Klein) along with Ms. Figueroa will cover a variety of topics over a few months such as differentiation for ELL's, Support for ELLs in the Content Areas, and Multi-disciplinary approaches when teaching ELL's. A posting will be provided for all teachers of ELL's to apply to stay after-school for professional development for the following dates:

Monday, December 16, 2014 from 3:45-5:00pm

Topic: Language Objectives for ELL's

Facilitator: Ms. Klein and Ms. Ruiz

Monday, January 12, 2015 from 3:45pm-5:00pm

Topic: Using the RLAT to support ELL's

Facilitator: K. Klein

Monday, February 9, 2015 from 3:45pm-5:00pm

Topic: Supporting ELL Language Proficiency through the NYSESLAT

Facilitator: L. Ruiz

In addition, staff have been encouraged to attend PD offered through the Office of ELL's via Protraxx and A Shared Path to Success. As teachers register for Network or DOE ELL PD, we can use the funds to cover their absence.

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: Research demonstrates that parental involvement has a direct impact on student achievement. In order to ensure that parents of ELL's are involved, we provide translated materials. We also reach out to parents directly and work on providing a warm and comfortable atmosphere.

To promote greater involvement of parents of our ELL population, our Parent Coordinator, Mr. Robles, who is bilingual, will reach out to parents of ELL's to attend Parent Workshops, School Events, Parent Teacher Association/School Leadership Team meetings and Parent Teacher Conferences. Topics for workshops for parents will include, but are not limited to, how to access our online grade book, Teacherease.com, to monitor their child's progress, how to help your child succeed as readers and writers, and presentations of our curricula and materials. Workshops will be scheduled in tandem for parents who require support in Spanish. We also purchased technology that would allow our parents to

Part D: Parental Engagement Activities

attend meetings in English while hearing the translated version with an earpiece.

Cultural Trips for ELL students - Mr. Robles and Ms. Sancho will accompany students on various trips scheduled to celebrate ELL student's culture. Parents will be invited to chaperone and attend. Parents are notified of all school activities thru the school's messenger phone service and also in newsletters sent out to parents. A monthly newsletter written in English and Spanish is distributed to students at the beginning of each month. The newsletter encourages parents to get involved with their children. The newsletter is informational and gives tid bits on relationship building with teenagers and how to assist with homework assignments and questions to ask at parent-teachers conference.

Part E: Budget

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

Allocation Amount: \$ _____

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

Part E: Budget

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

Allocation Amount: \$ _____

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
TOTAL	_____	_____

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

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

Part I: School ELL Profile

A. School Information [i](#)

District 8	Borough Bronx	School Number 123
School Name James M. Kieran Middle School		

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

Principal Tyra L. Williams	Assistant Principal Virginia Figueroa
Coach	Coach
ESL Teacher Gloria Sancho	Guidance Counselor Rosa M. Bracetti
Teacher/Subject Area Karina Klein/ESL	Parent Isaura Valentin
Teacher/Subject Area Soraya Flores/Math	Parent Coordinator Radames Robles
Related Service Provider Christine Cardillo	Other David Rodriguez, AP
Network Leader(Only if working with the LAP team) type here	Other type here

C. Teacher Qualifications

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

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

D. Student Demographics

Total number of students in school (Excluding Pre-K)	503	Total number of ELLs	96	ELLs as share of total student population (%)	19.09%
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Part II: ELL Demographics

A. ELL Programs

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

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

This school offers (check all that apply):

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

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

ELL Program Breakdown														Tot #
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Transitional Bilingual Education (60%:40% → 50%:50% → 75%:25%)														0
Dual Language (50%:50%)														0
Freestanding ESL														
Discrete ESL class							33	30	33					96
SELECT ONE														0
Total	0	0	0	0	0	0	33	30	33	0	0	0	0	96

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	96	Newcomers (ELLs receiving service 0-3 years)	51	ELL Students with Disabilities	29
SIFE	5	ELLs receiving service 4-6 years	31	Long-Term (completed 6+ years)	14

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

	ELLs by Subgroups									Total
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			
	All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD	
TBE										0
Dual Language										0
ESL	51	5	6	31	0	15	14	0	8	96

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	51	5	6	31	0	15	14	0	8	96
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
SELECT ONE														0
SELECT ONE														0
SELECT ONE														0
TOTAL	0													

*EP=English proficient student

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

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							30	29	32					91
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic														0
Haitian														0
French							1		1					2
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other							2	1						3
TOTAL	0	0	0	0	0	0	33	30	33	0	0	0	0	96

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)							11	9	10					30
Intermediate(I)							5	6	11					22
Advanced (A)							16	13	9					38
Total	0	0	0	0	0	0	32	28	30	0	0	0	0	90

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	18	4	1	0	23
7	25	0	0	0	25
8	24	4	0	0	28
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	20		8		1		1		30
7	25		3		0		0		28
8	27		3						30
NYSAA Bilingual (SWD)									0

NYS Science

	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
4	16		14		22		12		64
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.
In order to assess the early literacy skills of our ELL's, we use the Scholastic Reading Inventory to determine their reading lexile. If a student scores in a low range, we use Fountas and Pinnell to evaluate students independent and instructional reading levels in English. We also use WRAP assessments in Spanish to assess native language skills. We have ELL's with skills ranging from pre-primer to

grade level. Our beginner ELL's are given additional ESL support and native language support in the content areas. We have Spanish speaking City Year core members in all Math classrooms. We also have two HS Interns who are bilingual who provide support in our Science and Social Studies classrooms two days a week. Our Intermediate and Advanced ELL's are in Freestanding ESL programs where they travel in a heterogeneous homeroom and receive Social Studies, Science and Math with non-ELL's. All content teachers use ARIS to identify their ELL students and determine supports.

2. What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?
Most of our students took the LAB-R in elementary school and have since progressed in their English skills. We have an average of 12 students who are taking the LAB-R as new enrollees. The majority of them are found eligible (scoring below 40%) and beginners across all four modalities. According to their Spanish LAB results, many display weakness in reading and writing in their native language so the ESL teacher is helping develop English skills while content area teachers provide Native Language supports.
3. How will patterns across NYSESLAT modalities—reading/writing and listening/speaking—affect instructional decisions? How does your school use information about Annual Measurable Achievement Objectives? What does the data reveal? (see [SED memo](#) and [AMAO tool](#))

As of yet, the NYSESLAT modality report does not contain any information on ATS. Our previous NYSESLAT data reveals that we have groups of students across the grades requiring interventions and support across the levels and modalities. Our students perform best in the Listening/Speaking portion. However, those numbers dropped when looking at the Reading/Writing portion. In order to address this issue, our ESL teachers were directed to create interventions for students. The school leadership is monitoring ELL progress in reading and writing and spending time observing teachers of ELL's. The school leadership is providing feedback to teachers and have tasked teachers with conducting classroom inter-visitations to ensure coherence and effectiveness.

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

A. We also use periodic Interim Assessments given during the months of October, January and March in order to evaluate students' performance in three modalities: Reading, Listening, and Writing. Academic Intervention Service (AIS) are provided to students who need assistance to meet the standards. In addition, we use school wide screening in literacy. In the 6th grade all students take the Degrees of Reading Power Assessment. According to this years data, 19 of our 6th grade ELL's received scores in the severely at-risk range out of our 30 ELL's and compared to the entire 6th grade population (total 140 students) our ELL's underperformed their peers by a 1/3. In the 7-8th grades, all students are given the Scholastic Reading Inventory which provides us with a lexile range.

B. The Assistant Principal (AP) distributed the tests and ensured all ELL's were tested. The AP gave the ESL teachers the information to log into Inform and check on their ELL data and they have all checked Inform to monitor data. Based on the data, teachers will be directed to review their instruction and alter their lessons as necessary to meet the needs of their students.

C. We just administered the first of this years assessments and are awaiting the results.

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

N/A:

6. How do you make sure that a child's second language development is considered in instructional decisions?
When we can, we order materials and assessments in the native language. We also provide each student with a NYSED approved glossary in Science, Math and Social Studies. Teachers use bilingual glossaries and dictionaries. Teachers differentiate activities and pair students to have them assist each other. In addition, because we have had difficulty finding qualified bilingual content certified staff, we have provided additional support to our ESL classes in the content areas. Our classes have a bilingual City Year member for Math and a HS intern two days a week in Social Studies and Science.

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

N/A

8. Describe how you evaluate the success of your programs for ELLs (e.g. meeting AYP for ELLs, etc.).
We evaluate the overall success of our ELL's based on their NYSESLAT scores and scores on NYS assessments. We reviewed the data from Spring 2013 and immediately created an action plan to improve ELL outcomes for 2014. We were unhappy to find out that none of our ELL's scored a level 3 on the ELA or Math exams. We believe our students need to be prepared for the rigors of the Common

Core and are monitoring our ELL's especially our High Level 2 students to ensure they meet proficiency at the end of this school year. The school leadership and ESL teachers have set up meetings to discuss the results of the ELL assessment and other ELL data. ESL teachers are keeping data binders and meeting with ELA and content teachers to monitor the progress of their ELL students.

Part IV: ELL Identification Process

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

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

During the registration process, parents of new entrants to the NYC Public School system are required to complete the Home Language Identification Survey (HLIS). The procedures we follow to identify our ELLs are initiated based on the responses to the HLIS and an informal oral interview. The informal oral interview is conducted by a pedagogue, with the student and parent in English and in the native language if possible. If the parent speaks a native language other than Spanish or Haitian we also use the DOE translation number to ensure parents understand what is being asked of them. The following teachers are called upon by the Pupil Accounting Secretary to administer the HLS, Ms. Gloria Sancho, ESL/Bilingual Coordinator, Ms. Karina Klein, ESL Teacher and/or Ms. Figueroa, Assistant Principal (also a licensed Bilingual Teacher). If upon the completion of the HLIS the parent has identified the home language as English, the student then enters general education program. If the parent indicates the home language of the student is a native language other than English, initial formal assessment procedures are implemented. All new entrants whose HLIS form indicates a language other than English on one question in (Part 1: questions 1-4) and two questions in (Part 1: questions 5-8) must take the Language Assessment Battery-Revised (LAB-R). Our ESL Coordinator, Ms. Gloria Sancho administers all LAB/LAB-R's within 10 days. We check the Revised Lab/NYSESLAT eligibility roster (RLER) report on ATS and she tests students individually during her Professional Activity periods. If the parent indicated a home language of Spanish and scores were at or below LAB-R cut scores, the Spanish LAB must be administered as well within the 10 days. The LAB test paperwork is delivered to the BAID during designated monthly dates that have been determined by the DOE. A student who scores below proficiency levels at either a Beginning, Intermediate or Advanced level is considered Limited English Proficient (LEP) or an English Language Learner (ELL) according to NYS education regulations. We also check the reports on ATS to ensure every ELL-eligible student was tested. ATS has several BESIS report functions including a Current ELL's (RELC) report which we monitor.

2. What structures are in place at your school to ensure that parents understand all three program choices (Transitional Bilingual, Dual Language, Freestanding ESL)? Please describe the process, outreach plan, and timelines.

To follow is a description of the structures IS 123 has in place to ensure that parents understand all three ELL program choices which are offered by the NYC DOE: Transitional Bilingual Education (TBE), English as Second Language (ESL) programs and Dual Language. The school adheres to the state requirements on placing ELL students within ten days of enrollment in the appropriate program. Therefore, we strive to quickly inform parents of their program choices. Once the student is entitled, the ESL/Bilingual Coordinator in collaboration with the Parent Coordinator, and the Family Worker, administrators and teachers distributes and discusses the ELL Parent brochure, detailing the ELL Programs offered by the NYC Public Schools, the Entitlement letter, the Parent Survey and Program Selection Form and invites the parent to the Orientation session. At the Orientation session, parents view a DVD that explains the program choices. They can also view the video at home through a weblink provided by the DOE. Our ESL teachers, Ms. Sancho and Ms. Klein are also Spanish speakers and are on hand to describe the program options. Parents are encouraged to complete the form at the school in order to ensure their child receives entitled services as soon as possible. As a follow-up, we call parents informing them of their child's entitlement to ELL services and invite them to the Parent Orientation session. This information is sent via back pack and email to the parents whom we have been unable to reach via the telephone.

The ESL/Bilingual Coordinator in collaboration with the Parent Coordinator, and the Family Worker, administrators and teachers conduct Parent Orientation sessions throughout the school year (September, October, January, February) where parents are informed on program choices for their child. We chose months when many students are typically admitted to the school, for all other admits, the sessions are conducted individually as they enroll. At these sessions, parents are once again informed about and/or given an Entitlement letter, and Parent Survey and Program Selection Form. Parents of students who are entitled based on NYSESLAT results will be given a Continued Entitlement Letter. In addition, parents of students who scored at or above proficiency

on the LAB-R will be given a Non Entitlement Letter. Parents of students who scored at or above proficiency level on NYSESLAT will be given a Non Entitlement/Transition Letter. Parents are provided with brochures in English and/or with translated materials if they speak a language other than English. During the orientation sessions a DVD further explaining and demonstrating the program choices is viewed by the parents and if need is provided in a translated version. IS 123 also informs them on the curriculum, academic expectation, assessments, specifically the NYSESLAT and ways they can support their child during the school year. After the DVD is viewed and discussed with the parents, and after a questions/answer session, parents are given the Parent Survey and Program Selection Form. Parent will then decide which program is convenient for his/her child. Due to our inability to find a qualified Bilingual teacher, we have had to notify parents. We have had several parent meetings with those who are affected and have explained that we have Spanish speaking teachers in ESL, SS and Math. Our teachers differentiate for their needs and provide a quality curriculum. We also support our ELL's by having Spanish speaking City Year members in classrooms of new admits. We also have two HS interns who are former students and former ELL's who provide support in Social Studies and Science classrooms. If we do not have the program the parent requests, he/she will be advised to go to the nearest school offering their program choice.

3. Describe how your school ensures that entitlement letters are distributed and Parent Survey and Program Selection forms are returned, and secured/stored. (If a form is not returned, the default program for ELLs is Transitional Bilingual Education as per CR Part 154 [\[see tool kit\]](#).)

The Bilingual and ELL Coordinator, Ms. Sancho monitor the distribution and collection of Entitlement Letters and Parent Survey and Program Selection forms. Copies of the Entitlement/Continuation/Non-Entitlement and Discontinuation letters are maintained in a folder in the main office along. All originals of the Parent Survey and Selection form are placed in the students permanent record. At these sessions, we strive to collect the Parent Survey and Program Selection Form, if it has not been already collected. This helps us ensure appropriate programming within the ten days of enrollment. We continue to diligently keep parents informed of service options throughout the year by offering parent orientation sessions during Parent/Teacher School days/nights and on an individual need basis.

4. Describe the criteria used and the procedures followed to place identified ELL students in bilingual or ESL instructional programs; description must also include any consultation/communication activities with parents in their native language.

When students are admitted we check ATS. We see if they are ELL's. If that is the case, we place them in the Homerooms designated for ELL's so they can continue to receive ESL. Placement letters are distributed in the fall once the spring NYSESLAT scores are on ATS. For students that scored Advance or below, we distribute Continued Entitlement Letters. We maintain copies of all letters that are distributed in the Main Office. With our new admits, the ESL teacher and Pupil Accounting Secretary work together to update the ELPC screen based on parent choice.

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

We also check the reports on ATS to ensure every ELL-eligible student was tested. ATS has several BESIS report functions including a Current ELL's (RELC) report which we monitor. Prior to when NYSESLAT testing begins, we check the pre-slugged bubble sheets against the list of students on the NYSESLAT Eligibility report, if a student is missing an answer sheet, one is created. Ms. Figueroa, who also serves as school Data Specialist creates spreadsheets of students and testing rooms and scheduling of the NYSESLAT. The Speaking portion is administered by the ESL teachers over the testing period and the Reading, Listening and Writing portions are administered over three different days and absent students are sought out to complete make-ups. We check ATS reports and print outs to ensure every students has been tested for every component ensuring we are submitting the same number of scan sheets for each modality by grade band (5-6 and 7-8) of the NYSESLAT.

6. After reviewing the Parent Survey and Program Selection forms for the past few years, what is the trend in program choices that parents have requested? (Please provide numbers.) Are the program models offered at your school aligned with parent requests? If no, why not? How will you build alignment between parent choice and program offerings? Describe specific steps underway. 

The majority of our parents choose ESL services for students. In 2011-2012, 90% of parents chose ESL, the others were students that we were unable to receive responses from. For 2011-2012, out of the 90 parents surveyed, 17 have opted for Spanish Bilingual instruction. Bilingual instruction has always been provided for Math, but the TBE class was not offered from 2007-2010 because there have not been enough parents asking to create a class. We created the class but had to discontinue the teacher for ineffective pedagogy. We attempted to hire Bilingual certified teachers and our efforts have been unsuccessful for the 2012-13 and 2013-14 school year so we cannot offer a TBE class. Due to the grade specific demands of the Common Core, all ELL students need to learn the curriculum for their grade level and so we have provided for support in terms of bilingual volunteers to spend time assisting our new ELL's in each grade level ESL class in Math, Science and Social Studies. We use translated materials from CMP-3 as well as bilingual textbooks in Science and Social Studies.

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])?

IS 123 is a vibrant learning community serving 509 6th, 7th and 8th grade students. The school is supported by the Gilder Lerhman Institute for American Studies. The academy offers the unique perspective of the American experience weaved through all subject areas but aligned and supported by NYS learning standards. The ESL program follows a comprehensive approach to language learning. The curriculum is aligned with the NYS learning standards in ESL, and Common Core standards in English and NYS standards in the other subject areas. We offer differentiated levels of ESL classes to meet the needs of beginner, intermediate and advanced ESL students. Various software programs have been made available to students not only in English but in Spanish as well. The ESL teacher works with the target population to enhance their understanding of reading passages and to assist in the development of written language conventions. ESL students are also given additional time of direct instruction in AIS using a research based proven program to work on specific literacy and mathematic skills.

Our school is set up with Grade teams in a departmentalized model. Time is set up for each grade team and department to meet weekly. Homeroom classes are taught in a block. The ESL students are split by their NYSESLAT scores and ESL teachers teach an Advanced class and a Beginner/Intermediate class as well as push in to our Self-Contained classes. We also have core members from City Year working with our ESL teachers 4 days a week who provide additional support as they are able to work with a small group of students or individual students during ESL class.

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)?

Based on the students English proficiency scores from the LAB-R or NYSESLAT, students are provided with mandated units of

instructional time in ESL. Our beginner and intermediate students are paired in heterogeneous groups by grade and they receive 8 periods or 360 minutes of ESL instruction per week. We prefer to offer block units for ESL and these classes travel together in a group to their other subject classes. We do this because we want our beginner students to learn from the experience of our intermediate level students. Our advanced students are scheduled for 405 minutes of ESL/ELA instruction of which they receive 180 minutes of ESL then we have an English Language Arts teacher for each grade push in to the classes to provide specific instruction in English Language Arts for an additional 225 minutes. To facilitate this, our ESL teacher is given common prep time to meet with the ELA department to plan, review student work and share strategies.

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.

In the grades 6-8, the ESL teacher works with students in providing scaffolding, re-teaching, and embedding of vocabulary. These activities encompass all four language modalities. The ESL teacher works with students in the area of Readers and Writers Workshop, providing intense vocabulary development and scaffolding of tasks, modeling and paying attention to writing mechanics. Although all four modalities are addressed, the emphasis for these groups is in the writing modality. We have two bilingual mathematics teachers who teach in English but can translate for those students who require it in order to demonstrate what they know. In Science and Social Studies, teachers are provided with rich libraries that are differentiated for various reading levels. They have audio CD's of the books for students to listen as they read the textbook. Teachers use collaborative learning techniques to pair students who need language support with peers who can assist the ELLs. Teachers also use translation software to assist students who are beginners so they can access the content while developing their English language skills. We disaggregate all our data and spend a lot of time reviewing how our ELLs are progressing throughout the school year as well as holding data chats with the ESL teachers and the administration. During these chats, ESL teachers are expected to provide evidence of ELL students showing progress in reading (through running records), writing (through Writer's Notebooks and published work), listening and speaking (videos), etc.

ELLs not only receive English as a Second Language classes but they also receive Academic Intervention Services and we also have a bilingual paraprofessional assist teachers. They are assessed using the Scholastic Reading Inventory from Read 180 and the Performance Series website. For mathematics they receive AIS at least four periods a week. Interventions are provided in English and Spanish.

All Spanish speaking ELL's initially receive the LAB which allows us to understand their proficiency level in Spanish. Since it is initially handscored we determine if a student is weak or strong in any particular modality. We also have use a reading assessment, WRAP by Orbit which allows us to take running records to determine phonemic awareness, fluency and word attack skills in Spanish. Once a student has read a leveled text, they are asked questions for comprehension and are tasked with a written response in Spanish. Most of our SIFE students do not have IEPs. These students lack proficiency in their native language, Spanish. The students are placed in an English immersion program and receive 180 additional minutes of instructions during the extended day program. ELL Students with IEPs follow the same continuum of services as do their non-ESL counterparts. We have Bilingual mandated Counselors, Alternate Placement paraprofessionals for students who cannot be placed in a bilingual program. Students in general education also receive SETSS and at-risk SETSS. These students are seen by our ESL teachers in accordance to the minimum number of minutes per their proficiency levels. The ESL teachers maintain attendance and call in these students using the IVR system. X-Coded students are not required to receive ESL but we ensure they receive NYSESLAT test prep.

Our ESL teachers use Readers and Writers Notebooks for all their students to monitor their responses to reading and their growth in writing. All ELL's are given usernames for Achieve 3000 and in Study Island students can log on daily and receive instruction in language, vocabulary and reading, this program has bilingual components to provide support in a variety of languages besides Spanish. These websites also support the Content Area.

Our newcomers receive additional time for ESL and are given a variety of differentiated materials to assist them with language acquisition, transitioning to a new system and acquire strong comprehension skills. Our newcomers receive bilingual instruction focused on providing them with strong content based skills that could eventually transfer to English. Our newcomers are not excluded from any predictive testing and the teacher receives item skill based data to review and align instruction to help prepare students for the eventuality of taking the NYS ELA.

ELL's receiving 4-6 years of ESL if applicable receive an extension of services if they are not making progress because of their status as a SWD, difficulties in Reading, Writing or if they are at-risk and requiring intensive interventions.

Long-Term ELL's receive NYSESLAT test prep and data proves that the main weakness is in reading.writing so the ESL teachers are meeting with these students as a subgroup to offer two hours of additional instruction during after school hours every week.

All of our scheduling is done to be as least restrictive as possible for all of our student populations. Due to the nature of bilingual classes, our bilingual students are taught in a self-contained setting for the major subjects but for the rest of the day, they are

immersed with the rest of their peers for all other classes/activities. Our free standing ESL students spend all of the day with their peers in heterogeneous classes with the exception of when they receive ESL services.

4. How do you ensure that ELLs are appropriately evaluated in their native languages throughout the year?
The Math Curriculum, CMP-3 comes in Spanish and we use the translated Unit Assessments. Teachers translate exams when able. In Science teachers pull from the NYS Science test bank and use questions written in Spanish to support our beginner ELL's. This year, we implemented MOSL testing. Our Spanish speaking teachers were able to evaluate the results of students who responded in Spanish and will conduct inquiry groups looking at those students.
5. How do you ensure that ELLs are appropriately evaluated in all four modalities of English acquisition throughout the year?
Twice a year we administer the ELL Periodic Assessment and use that data to prepare students for the NYSESLAT and to determine if they have made progress.

Our ESL program follows a push-in model according to CR Part 154 mandates. A licensed ESL teacher works with the classroom teacher in order to plan a program based on NYS learning standards and students' needs. The ESL teacher provides instruction according to the students' proficiency level from NYSESLAT or LAB-R scores. The ESL teacher and the content teacher, who may be bilingual depending on our ability to find qualified applicants, teach small groups using a variety of ESL strategies, reinforcing the curriculum. Students develop skills in understanding, speaking, reading, and writing in English. The Title III Program provides ESL instruction during the after school program, on a daily basis for ELL student in the beginning and intermediate levels. We provide remediation of specific skills in which they are demonstrating weaknesses. Our English as Second Language Program (ESL) provides explicit, thorough instruction in English focusing on reading and writing within the ELA curriculum. Teachers are using materials that are geared for low literacy students, are age appropriate, supports the curriculum, have strong picture support for the low literacy students. Teachers use real life situations, interactive role play, games, photo dictionaries and activities specifically designed to enable students in the experiences they encounter through literature. Read aloud, CDs, and tapes are used for listening. We also use computer software and web-based programs such as Rosetta Stone, Performance Series, and Achieve 3000 that can be used by students at any level of language and skill acquisition.

Teachers model the use of language in which the students are expected to participate. Teachers use stories that are based on students' interest, and connect to their prior knowledge. Students participate in activities that promote academic discourse, such as accountable talk and authentic assessment through projects.

Teachers guide students on how to use the "writing process": process of pre-writing, drafting, revising, and proofreading to produce a well-constructed informal text. Teachers incorporate the linguistic objective/linguistic teaching point. This is done through the use of realia, graphic organizers, scaffolding information through schema building, the use of process charts, experience charts, shared writing, flexible partnerships, and think pair-share activities.

We purchased the NYSESLAT practice books. Teachers are able to integrate this material into on-going instructional activities. Students become comfortable and more competent in a gradual and supportive manner while they are developing the required skills and meeting the NYS standards.

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).

In the grades 6-8, the ESL teacher and bilingual teacher works with students in providing scaffolding, re-teaching, and embedding of vocabulary. These activities encompass all four language modalities. The ESL teacher works with students in the area of Readers and Writers Workshop, providing intense vocabulary development and scaffolding of tasks, modeling and paying attention to writing mechanics. Although all four modalities are addressed, the emphasis for these groups is in the writing modality. We have two bilingual mathematics teachers who teach in English but can translate for those students who require it in order to demonstrate what they know. In Science and Social Studies, teachers are provided with rich libraries that are differentiated for various reading levels. They have audio CD's of the books for students to listen as they read the textbook. Teachers use collaborative learning techniques to pair students who need language support with peers who can assist the ELLs. Teachers also use translation software to assist students who are beginners so they can access the content while developing their English language skills. We disaggregate all our data and spend a lot of time reviewing how our ELLs are progressing throughout the school year as well as holding data chats with the ESL teachers and the administration. During these chats, ESL teachers are expected to provide evidence of ELL students showing progress in reading (through running records), writing (through Writer's Notebooks and published work), listening and speaking (videos), etc.

ELLs not only receive English as a Second Language classes but they also receive Academic Intervention Services and we also have a bilingual paraprofessional assist teachers. They are assessed using the Scholastic Reading Inventory from Read 180 and the Performance Series website. For mathematics They receive AIS at least four periods a week. Interventions are provided in English and Spanish.

All Spanish speaking ELL's initially receive the LAB which allows us to understand their proficiency level in Spanish. Since it is initially handscored we determine if a student is weak or strong in any particular modality. We also have use a reading assessment, WRAP by Orbit which allows us to take running records to determine phonemic awareness, fluency and word attack skills in Spanish. Once a student has read a leveled text, they are asked questions for comprehension and are tasked with a written response in Spanish. The Native Language Arts teacher uses formative assessments during instruction to provide students with feedback to improve comprehension and writing skills throughout the school year. In June, all ELL's receiving Native Language Arts take the ELE in Spanish.

Most of our SIFE students do not have IEPs. These students lack proficiency in their native language, Spanish. The students are placed in an English immersion program and receive 180 additional minutes of instructions during the extended day program.

ELL Students with IEPs follow the same continuum of services as do their non-ESL counterparts. We have Bilingual mandated Counselors, Alternate Placement paraprofessionals for students who cannot be placed in a bilingual program. Students in general education also receive SETSS and at-risk SETSS. These students are seen by our ESL teachers in accordance to the minimum number of minutes per their proficiency levels. The ESL teachers maintain attendance and call in these students using the IVR system. X-Coded students are not required to receive ESL but we ensure they receive NYSESLAT test prep.

Our ESL teachers use Readers and Writers Notebooks for all their students to monitor their responses to reading and their growth in writing. All ELL's are given usernames for Achieve 3000 and students can log on daily and receive instruction in language, vocabulary and reading, this program has bilingual components to provide support in a variety of languages besides Spanish.

Our newcomers receive additional time for ESL and are given a variety of differentiated materials to assist them with language acquisition, transitioning to a new system and acquire strong comprehension skills. Our newcomers receive language support in their instruction which is focused on providing them with strong content based skills that could eventually transfer to English. Our newcomers are not excluded from any predictive testing and the teacher receives item skill based data to review and align instruction to help prepare students for the eventuality of taking the NYS ELA.

ELL's receiving 4-6 years of ESL if applicable receive an extension of services if they are not making progress because of their status as a SWD, difficulties in Reading, Writing or if they are at-risk and requiring intensive interventions.

Long-Term ELL's receive NYSESLAT test prep and data proves that the main weakness is in reading.writing so the ESL teachers and other content teachers use the flag in ARIS to identify these students to provide additional support. All of our students are encouraged to participate in Saturday academy which began in November of this year and will continue until April 2014.

Once a student attains proficiency on the NYSESLAT, they are considered a Former ELL. Our Former ELL's receive support from the ESL teachers. The ESL teachers use the RMSR report from ATS to identify Former ELL's who are in the transitional stage. They reach out to these students and their teachers to access what areas still require remediation and instruction. They are given discontinuation letters to explain to parents that they are no longer entitled (or mandated) for ESL but that we will continue to support their needs. We meet with teachers to determine their needs and allow them to receive test accomodations for an additional two years. Our ESL teachers also monitor their progress and meet weekly with ELA teachers in department meetings where students are often discussed and interventions are planned.

All of our scheduling is done to be as least restrictive as possible for all of our student populations. Our free standing ESL students spend all of the day with their peers in heterogeneous classes with the exception of when they receive ESL services.

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?

In addition to using the Common Core curriculum for ELA CodeX and in Math CMP-3. Teachers use a variety of strategies such as: Differentiation of materials, Scaffolding and Modeling. Teachers use visual supports, teach students about cognates and idioms. We have used Rosetta Stone CD's and are in the process of transitioning to their online service to assist our newly arrived and Beginner ELL's. We use Common Core Math grade level books that are available in Spanish made by Finish Line. We have ESL teachers push into Self Contained classes to service our ELL-SWD 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?

We are in the process of altering our schedule however, we have many ELL-SWDs in the least restrictive environment and thus are able to provide ESL and SETSS support. In addition, as stated above our ESL teachers push into the Self-Contained classes to provide ESL support and work with the teacher to differentiate lessons. Our school psychologist is also bilingual and can do additional assesments to determine what the least restrictive environment for ELLs and SWDs.

Courses Taught in Languages Other than English 

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

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

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

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

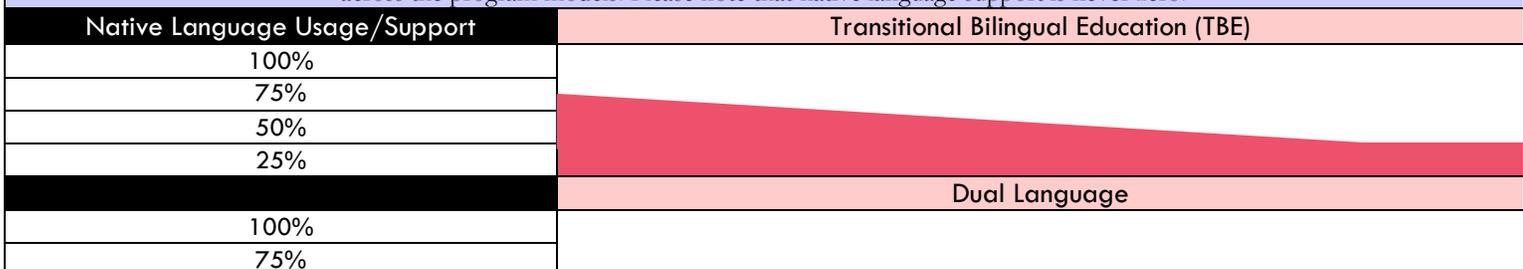
	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS: Native Language Arts	45 minutes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

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

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



50%			
25%			
	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 ELL students not performing at proficiency on the NYS ELA exam receive an additional 4 periods of AIS every week in ELA and Math. In addition, they are invited to attend after-school programs and Saturday programs. ESL teachers also have City Year Core members who are recent college graduates and can provide intervention in class. ESL teachers also have 5 PA periods a week to work with ELL's students and non-ELL licensed teachers of ELL's. In addition to receiving additional support during the school day and after-schools, ELL's receive access to Achieve 3000 which differentiates to meet them at their level. Achieve 3000 is a web-based program that students can use at school or at home. The program allows students to communicate with their teachers and even allows teachers to evaluate what students have written in activities on the site. The Academic Intervention Services offers services to all our students who are at risk. These students are served by a teacher skilled in providing support in ELA and Math and all the computers are also stocked with programs to help build skills in ELA and Math. We have set our AIS program up in a way to provide time for additional instruction and it serves many students in the ESL program, the special education students, and those at-risk of not meeting State standards. Math interventions are offered during the school day as well as after school and on Saturdays in English and Spanish. Science interventions – We are an Urban Advantage and offer students trips to museums to make science come to life. We have HS interns work in our ELL Science classes two days a week to support beginner students. Social studies interventions are provided by the Social Studies content teachers but the ESL and ELA teachers plan interdisciplinary units to expose students to non-fiction.

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

Our data demonstrates that students in Free Standing ESL students outperform students in the former TBE program. While most of our students in the Free Standing ESL program have been in the country longer, the data demonstrates students do better with strong content teachers. We find the same occurs with our Special Education population and we work to immerse students in the least restrictive setting as often as possible. Our ESL teachers push into the Self-contained Special Education classes to provide additional support. We are also considering creating an after school civics program for new ELL's and immigrant students.

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

We plan to purchase Achieve 3000 for our ELL's as those licenses need to be purchased yearly. We are also looking for teachers to provide additional after school supports for our ELLs in guided reading strategies.

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

Our last Spanish Bilingual teacher was discontinued. We have not found any suitable replacements to teach the demands of rigor of the Common Core Learning Standards in Spanish in the different content areas.

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

We seek to be inclusive to all students regardless of their language status or whatever the case can be. We want to see all students succeed and attempt to put in place all we can to support our students. We strive to be a place in the community that is warm and welcoming. To that end, we posted signs in several languages and have staff that can assist with some of the higher incidence languages (Spanish, Haitian, French, Arabic, etc). We hold Open House events and send out notices as well as calls in English and Spanish. We make it clear to all students, including ELLs, on what is expected from them and what services are available to them. ELL's are included in all parts of school programs and activities. We are also using Title III funds for culturally relevant trips for our ELL's and immigrant population.

In addition, we offer Title III before school and after-school and Saturday programming for ELL students to provide them with additional direct instruction.

Title III funds are used for our ELL's with 1-5 years of ESL (including those with extensions of services) and Title I for our Long-Term ELL's. Teachers can provide after school programming after school or on Saturdays and are given Attanasio's English Now: Getting Ready for the NYSESLAT program which includes writing workbooks that provide practice in spelling with graphic cues, correcting sentences, using correct syntax, pre-writing and narrative writing activities. ELL's are invited to attend after-school with our program partner, ASPIRA which offers Homework Help, a Forensics club and sports related activities.

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

AIS

Rosetta Stone

Laptop Carts

Desktops in classrooms

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

We also provide Native Language Materials for the content areas such as textbooks for Science, Math, and Social Studies in English and Spanish. We also order native language novels, texts and books for students. Classrooms also have bilingual dictionaries.

In addition to providing ESL classes, we hire bilingual speaking math teachers to support ESL students. Achieve 3000 is a web-based program we purchased for ELL's and it differentiates for all reading levels and it offers a native language component which bilingual and ESL students and parents benefit from.

Native language support for beginner ESL students is given by City Year Core members and bilingual HS interns in all content classes except for ESL. Our Social Studies and Science teachers collaborate with our ESL teachers to design strategies or differentiated instruction for our ELL's.

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

We offer a variety of resources that correspond to the varying age levels of our ELL's. We also buy books that support our leveled libraries and look for novels that are high interest and low readability. All classrooms are technology rich and all core subject rooms contain projectors, Smart boards, laptops and classroom desktop computers. All students have access to web-based technologies such as Study Island, School Net and Performance Series.

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.

We make several efforts in order to assist newly enrolled ELL students before the beginning of the school year. In June, we reach out to parents of our incoming 6th grade class using Global Connect (a web-based calling service) sending out messages in English and Spanish to invite them to see the school in June. At that event, we have rooms set up to speak to parents in English or Spanish about what they can expect for September. In addition, every student is given a workbook in English (with directions in Spanish for students and parents to understand) which gives them a preview of the academic content of their next grade. Parents of newly enrolled ELL students are given our Parent/Student manual with our Parent Coordinator contact information. Our school is open throughout the summer and we always have our Parent Coordinator and other bilingual staff members on hand to answer questions about registration and school rules, procedures, dress codes, etc. Welcome letters are sent home to students in English and Spanish along with contact information and our website address so that parents have a variety of ways to access information from the school.

18. What language electives are offered to ELLs?

When we have a certified foreign language teacher on staff, we offer that language to ELL's. Last year, ELL's participated in the Accelerated Foreign Language exam in Spanish and earned a HS credit. Our Foreign Language teacher retired and we were unable to find a replacement for September. We had a huge drop in enrollment. However, we have offered to take students from schools that were capped and have seen our enrollment improve to almost projected figures. We are looking to hire a foreign language teacher to begin in February 1, 2014 and ELL's will be eligible to enroll.

19. For schools with dual language programs:

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

N/A

C. Professional Development and Support for School Staff

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

Professional development opportunities for all staff include a combination of in-house and contracted services targeting instruction practices and methodologies designed to meet the needs of the ESL student. We also have a Network ELL Support specialist who comes to provide training and guidance during and after-school. In addition, our ESL teachers, Special Education and Speech Teachers have attended and continue to attend a variety of conferences offered by BETAC and Teachers College throughout the year. Topics include multidisciplinary approaches, thematic units and differentiated instruction in the ESL classroom. Once they receive this training, they turnkey it to the rest of the staff.

Once NYS testing is complete in the spring, we plan use our weekly PD time which is built into every staff members schedule to discuss ELL's and the supports the teachers and students will need as they transition in grade and review strategies that all teachers of ELL's should use.

All teachers of ELLs are required to receive 7.5 hours of ELL training. We offer the training throughout various key points in the year to ensure that the importance of serving ELLs is never forgotten. The training is split during both Professional Development Staff days (November and June) and weaved in throughout our weekly Friday meetings so that all staff (Assistant Principal, ESL coordinators, common branches teachers, subject area teachers, paraprofessionals, ESL teachers, guidance counselors, special education teachers, psychologists, speech therapists, secretaries, parent coordinators) receive this required training. Our support network also offers specific training for our administration, school secretary and guidance staff on the intake of ELL eligible students, issues concerning ELL's, promotion criteria of ELL's, etc. All documentation of training (agendas, attendance sheets) is maintained by the Principal in the Main Office.

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?

We have been working to improve parent involvement and participation across the board. We have two bilingual family workers who constantly reach out to parents by phone or in person by conducting home visits. We constantly have parents in the school for a variety of reasons and work to meet their needs. They come in for school letters, to visit the Parent Coordinator, use the Parent Resource Center, to visit attendance, to meet with teachers or to meet with the Assistant Principals, Deans, Special Education Supervisor, School Psychologist, Social Workers and other support staff who are also bilingual. We also use an automated phone messaging service to send out important messages or reminders in English and Spanish.

Both City Year and our School Based Mental Health Partner, The Promise Zone, are housed in the building and provide a variety of services to students and families. They have staff that speaks English and Spanish and they conduct family events and outreach services. Neither agency makes a distinction whether students are ELLs or not and provide services to all students in need.

We had every student and parent sign for the Student Handbook which laid out all of our rules and expectations. We had the DOE translation unit work on providing a Spanish version. The Declaration page asked every parent to sign saying they have read the manual and then asked if they would want to volunteer or become part of a committee. Our Parent Coordinator reviews parent responses and reaches out to interested parent. Our Parent Coordinator is bilingual and reaches out to non-English speaking parents to have them participate in our Parent Association and School Leadership Team meetings. His DOE provided cellphone number is posted on all school letterhead and his role is explained in the Parent Handbook and at Open House meetings in the beginning of the school year. We encourage parents to contact the Parent Coordinator for any concerns and questions they may have. The Parent Coordinator also works with the ESL Coordinator to plan the Program Selection meetings. We hold Open House Events for every grade at the beginning of the year and our Parent Coordinator holds monthly events based on topics that parents have an interest in. We have a Parent Resource room near the school entrance where parent volunteers can be found throughout the school day.

In order to evaluate the needs of parents, we use an automated phone service for informal surveys or bilingual notices with tear off sheets that parents can return with their children. When parents express questions or concerns to our Parent Coordinator, he brings those issues to light with the school administration to help forge solutions. We also have an Open Door policy and parents are able to meet with the school Principal or Assistant Principals as any time. We carefully review parent responses on the Learning Environment Survey. For the 2012-2013 school year, 44% of our parents responded and we expect to raise that rate. We work diligently to reach out to all students parents/guardians and believe our response rate emphasizes the rapport we have with parents and their belief that they have a voice in our school.

Findings reported that over 60% of our families needed information in a language other than English (Spanish), in order to ensure that the primary caregiver was receiving appropriate and timely information in a language they could understand, we ensure all correspondence and automated calls are in English and Spanish. We made this information available to our Parents Association, the parent members of our SLT and to the entire school community through a letter (English/Spanish) backpacked to all parents and also mailed home to alert them to the monthly provision of a school newsletter summarizing events and important issues for the school community. We also use an automated phone/email service that can translate school messages in several languages so that all parents are informed of important events or emergency information. We are also working to ensure that our school website (www.is123x.com) that provides information in Spanish, we also provide computer training to parents yearly to teach them ways to translate documents or websites using Google translate. We have many staff members on hand to provide for oral interpretation whenever the need arises. All communications between the school and our families will be provided in both Spanish and English. We provide all informal and formal reports of student progress in both Spanish and English to keep parents informed of their child's results on formative and summative assessments. All written translation is provided by our own in-house staff (who have also served as translators for the Region and for NYCDOE). This underscores our desire to let parents know that we want them to be involved and that we have many translators available to allow all of our parents to have a voice in the school.

Our parental involvement activities are always bilingual and meet the needs of the parents because they are centered around their main concern, their children. We hold many events to celebrate student success and parents of ELL's are always in attendance during our Honor's Breakfasts held once every marking period, Senior Awards dinners and graduation. To promote greater involvement of parents of our ELL population, our Parent Coordinator and Data Specialist, who are both bilingual, reach out to

parents to attend training on Saturdays and during Parent Teacher Conferences. Topics include, but are not limited to, how to access our online grade book to monitor their child's progress, how to help your child succeed as readers and writers, and presentations of our curricula and materials.

We are also planning school trips to celebrate ELL's and their families. Mr. Robles and Ms. Sancho will accompany parents on various trips scheduled to celebrate ELL student's culture. Parents are notified of all school activities through the school's messenger phone service and also in newsletters sent out to parents. A monthly newsletter written in English and Spanish is distributed to students at the beginning of each month. The newsletter encourages parents to get involved with their children. The newsletter is informational and gives advice on relationship building with teenagers and how to assist with homework assignments and questions to ask at parent-teachers conference.

Parent Recognition Awards Night for parents of ELL's - At IS 123X we pride ourselves on cultural awareness and we recognize students for work well done. We intend on having an awards night just for our English language learners. We understand the language barrier and want to reach out to parents to acknowledge their support of our school and students.

E. Additional Information

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

Paste response to question here:

Part VI: LAP Assurances

School Name: JHS 123

School DBN: 08X123

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
	Principal		12/19/13
	Assistant Principal		12/19/13
	Parent Coordinator		12/19/13
	ESL Teacher		12/19/13
	Parent		12/19/13
	Teacher/Subject Area		12/19/13
	Teacher/Subject Area		12/19/13
	Coach		12/19/13
	Coach		12/19/13
	Guidance Counselor		12/19/13
	Network Leader		12/19/13
	Other _____		12/19/13

LANGUAGE TRANSLATION AND INTERPRETATION 2013-2014 TO 2014-2015

Requirement under Chancellor's Regulations – for all schools

DBN: 08X123 School Name: IS 123

Cluster: 6 Network: CFN 607

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.

We did an assessment of our HILS and are inviting parents to several ELL Orientations and our Back to School Night. We also distribute the Preferred Language Form to each family and check it against the ATS Home Language indicator. We run reports on ATS regarding the Home Language to use when distributing paperwork to parents.

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.

Findings reported that over 60% of our families needed information in a language other than English (Spanish), in order to ensure that the primary caregiver was receiving appropriate and timely information in a language they could understand. We made this information available to our Parents Association, the parent members of our SLT and to the entire school community through a letter (English/Spanish) backpacked to all parents and also mailed home to alert them to the monthly provision of a school newsletter summarizing events and important issues for the school community. We also use an automated phone/email service that can translate school messages in several languages so that all parents are informed of important events or emergency information. We are also working to provide a portal on our school website (<http://is123bx.wikispaces.com/>) that provides information in Spanish. We have many staff members on hand to provide for oral interpretation whenever the need arises.

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.

All communications between the school and our families will be provided in both Spanish and English. In addition, we send grade level monthly newsletters, also provided in Spanish and English, announcing important upcoming events or issues. Also, we will provide all informal and formal reports of student progress in both Spanish and English, and always have bilingual staff on hand to interpret for all meetings. All written translation is provided by our own in-house staff (who have also served as translators for the Region and for NYCDOE).

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.

We have numerous staff (school aides, family assistants, our Parent Coordinator and all guidance and social work staff) who are available daily to provide translation in Spanish

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

As noted above, translation services are available daily in Spanish. All communications are sent out in Spanish and English to our families, together with the announcement given in several languages provided by the Chancellor's Office on where to go to get materials translated into a language other than Spanish. We also use DOE websites (intranet and <http://dfoforms.nycenet.edu/forms/>) to access forms in Spanish.

