



2014-15
SCHOOL COMPREHENSIVE EDUCATIONAL PLAN
(SCEP)

DRAFT – PENDING NYSED APPROVAL

DBN: (i.e. 01M001):

School Name:

Principal:

School Comprehensive Educational Plan (SCEP) Outline

Section 1: School Information Page

Section 2: School Leadership Team (SLT) Signature Page

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

Section 4: SCEP Overview

Section 5: Needs Assessment, Annual Goals and Action Plans

- **Section 5A Capacity Framework Element - Rigorous Instruction**
- **Section 5B Capacity Framework Element - Supportive Environment**
- **Section 5C Capacity Framework Element - Collaborative Teachers**
- **Section 5D Capacity Framework Element - Effective School Leadership**
- **Section 5E Capacity Framework Element - Strong Family-Community Ties**

Section 6: Academic Intervention Services (AIS)

Section 7: Title I Program Information

Section 8: Parent Involvement Policy (PIP) and School Parent Compact (SPC)

Section 1: School Information Page

School Information

School Name: Castle Hill Middle School School Number (DBN): 11X127
School Level: Middle School Grades Served: 6-8
School Address: 1560 Purdy Street, Bronx, NY 10462
Phone Number: (718) 892-8600 Fax: (718) 892-8300
School Contact Person: Harry Sherman Email Address: hsherma@schools.nyc.gov
Principal: Harry Sherman
UFT Chapter Leader: Gail Anderson
Parents' Association President: Marie Plaisir
School Leadership Team
Chairperson: Doris Vives
Student Representative(s): _____

District Information

District: 11 Superintendent: Maria Lopez
Superintendent's Office Address: _____
Superintendent's Email Address: _____
Phone Number: _____ Fax: _____

Cluster and Network Information

Cluster Number: 6 Cluster Leader: Jose Ruiz
Network Number: 606 Network Leader: Petrina Palazzo

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)
Harry Sherman	*Principal or Designee	
Gail Anderson	*UFT Chapter Leader or Designee	
Marie Plaisir	*PA/PTA President or Designated Co-President	
Carlos Moray	DC 37 Representative, if applicable	
	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
	CBO Representative, if applicable	
Bryant Jackson	Member/ CSA	
Courtney Waggenpack	Member/ UFT	
Marie Green	Member/ Parent	
Felipa Manaiza	Member/ Parent	
Zena Flora	Member/ Parent	
Yvonne Robinson	Member/ Parent	
	Member/	

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

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

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

The Capacity Framework and SCEP Development

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



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

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

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

The Six Elements of the Capacity Framework	
<ul style="list-style-type: none"> • 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. 	
<ul style="list-style-type: none"> • Supportive Environment: The school establishes a classroom and school culture where students feel safe, supported, and challenged by their teachers and peers. 	
<ul style="list-style-type: none"> • 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. 	
<ul style="list-style-type: none"> • 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. 	
<ul style="list-style-type: none"> • 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. 	
<ul style="list-style-type: none"> • 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:

- Instructional Core Across Classrooms: Curriculum (1.1), Pedagogy (1.2), Assessment (2.2)
- School Culture: Positive Learning Environment (1.4), High expectations (3.4)
- 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.

The Castle Hill Middle School is a moderately large middle school with an enrollment of about 740 in the Parkchester section of the Bronx. We are a long standing school, established in 1941. Our mission is to create lifelong learners who take ownership of their success. We are unique in that as a non specialized community school we support the whole child in all aspects: rigorous academics, vibrant arts, competitive and robust sports programs, and social emotional based education focused on academic ownership, engagement and civic agency. We are a strong collaborative learning community committed to supporting the development of critical thinkers in a deeply nurturing and developmentally supportive environment. We are also host to an integrated district gifted and talented program, committed to fully inclusive and flexible special education support, and home to high quality bilingual and ESL education, including the only Bengali Bilingual program in the district. We maintain strong partnerships in the Arts with Theater for a New Audience, The Creative Arts Team, and Musica De Camara. We maintain a strong CBO relationship with the Sports and Arts in School Foundation, which coordinates our vibrant after school and extended learning programs. We are especially proud of our partnership with the Urban Institute for Minority Education at Columbia University, and our ongoing implementation of the Youth Participatory Action Research (YPAR) framework in support of our social emotional education goals.

Our strength as a learning community is our innovative and collaborative Professional Learning framework, displayed in the development of Common Core Aligned Instructional Units, Assessments, and monitoring strategies, and implementation of progressive and student centered practices based on the Common Core Instructional Shifts and Danielson's Framework for Teaching. As with our focus on student centered instructional practices, we are proud to partner with the Teacher Incentive Fund to implement the practice of engaging teacher leaders in shared ownership of the instructional program. In addition to our four Peer Instructional Coaches and two Demonstration Teachers, we have a pipeline of teacher leaders who model and facilitate innovative and supportive practice, creative and rigorous unit planning, responsive AIS programs and coherent, sophisticated assessment practices. In particular our ESL department has gone from an area of recommendation to an area of strength in terms of leveraging strong practice for the growth of the learning community (in fact, several Bilingual teachers were identified and used as models by the Office of Teacher Effectiveness in videos last year). We are also proud of our strength in creating a supportive and nurturing environment through a comprehensive and responsive student support program, including PBIS, mentoring, targeted advisory, peer mediation, Student Government, service learning, and YPAR. Our creative special education programming is a strength as well, with parallel programming allowing all students to be in an inclusive, ICT environment for homeroom and at least some core subjects, and access to focused small class instruction where appropriate. Our challenge is that we continue to have an achievement gap, particularly with special needs students and gender.

The DTSDE areas in which we made the most growth last year was Tenet 5, as Suspensions continue to decline and attendance peaks. The key areas of focus this year is Tenet 3, as we seek to further refine and align professional development, curriculum and teacher practice to result in a closing of the the targeted achievement gaps.

11X127 School Information Sheet

School Configuration (2014-15)					
Grade Configuration	06,07,08	Total Enrollment	734	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	6	# SETSS	6	# Integrated Collaborative Teaching	22
Types and Number of Special Classes (2014-15)					
# Visual Arts	30	# Music	56	# Drama	N/A
# Foreign Language	8	# Dance	N/A	# CTE	N/A
School Composition (2013-14)					
% Title I Population	78.6%	% Attendance Rate			93.6%
% Free Lunch	67.3%	% Reduced Lunch			2.6%
% Limited English Proficient	15.7%	% Students with Disabilities			12.5%
Racial/Ethnic Origin (2013-14)					
% American Indian or Alaska Native	0.8%	% Black or African American			24.4%
% Hispanic or Latino	45.2%	% Asian or Native Hawaiian/Pacific Islander			27.5%
% White	2.0%	% Multi-Racial			N/A
Personnel (2014-15)					
Years Principal Assigned to School (2014-15)	9.17	# of Assistant Principals (2014-15)			3
# of Deans (2014-15)	N/A	# of Counselors/Social Workers (2014-15)			4
Personnel (2013-14)					
% of Teachers with No Valid Teaching Certificate (2013-14)	N/A	% Teaching Out of Certification (2013-14)			8.6%
% Teaching with Fewer Than 3 Years of Experience (2013-14)	0.6%	Average Teacher Absences (2013-14)			8.79
Student Performance for Elementary and Middle Schools (2013-14)					
ELA Performance at levels 3 & 4	21.5%	Mathematics Performance at levels 3 & 4			28.9%
Science Performance at levels 3 & 4 (4th Grade)	N/A	Science Performance at levels 3 & 4 (8th Grade)			35.7%
Student Performance for High Schools (2012-13)					
ELA Performance at levels 3 & 4	85.7%	Mathematics Performance at levels 3 & 4			100.0%
Credit Accumulation High Schools Only (2013-14)					
% of 1st year students who earned 10+ credits	N/A	% of 2nd year students who earned 10+ credits			N/A
% of 3rd year students who earned 10+ credits	N/A	4 Year Graduation Rate			N/A
6 Year Graduation Rate	N/A				
Overall NYSED Accountability Status (2014-15)					
Reward		Recognition			
In Good Standing		Local Assistance Plan			
Focus District	X	Focus School Identified by a Focus District			X
Priority School					
Accountability Status – Elementary and Middle Schools					
Met Adequate Yearly Progress (AYP) in ELA (2012-13)					
American Indian or Alaska Native	N/A	Black or African American			YES
Hispanic or Latino	YES	Asian or Native Hawaiian/Other Pacific Islander			YES
White	N/A	Multi-Racial			N/A
Students with Disabilities	YES	Limited English Proficient			YES
Economically Disadvantaged	YES				
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)					
American Indian or Alaska Native	N/A	Black or African American			YES
Hispanic or Latino	YES	Asian or Native Hawaiian/Other Pacific Islander			YES
White	N/A	Multi-Racial			N/A
Students with Disabilities	NO	Limited English Proficient			YES
Economically Disadvantaged	YES				
Met Adequate Yearly Progress (AYP) in Science (2012-13)					
American Indian or Alaska Native	N/A	Black or African American			YES
Hispanic or Latino	YES	Asian or Native Hawaiian/Other Pacific Islander			NO
White	N/A	Multi-Racial			NO
Students with Disabilities	N/A	Limited English Proficient			YES
Economically Disadvantaged	YES				
Accountability Status – High Schools					
Met Adequate Yearly Progress (AYP) in ELA (2012-13)					
American Indian or Alaska Native	N/A	Black or African American			N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander			N/A
White	N/A	Multi-Racial			N/A
Students with Disabilities	N/A	Limited English Proficient			N/A
Economically Disadvantaged	N/A				
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)					
American Indian or Alaska Native	N/A	Black or African American			N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander			N/A
White	N/A	Multi-Racial			N/A
Students with Disabilities	N/A	Limited English Proficient			N/A
Economically Disadvantaged	N/A				
Met Adequate Yearly Progress (AYP) in Graduation Rate (2012-13)					
American Indian or Alaska Native	N/A	Black or African American			N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander			N/A
White	N/A	Multi-Racial			N/A
Students with Disabilities	N/A	Limited English Proficient			N/A
Economically Disadvantaged	N/A				

Section 5: Needs Assessment, Annual Goals and Action Plans

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

Part 1 – Needs Assessment

Tenet 3 Statement of Practice (SOP) Addressed		HEDI Rating
<p>Part 1a. HEDI Rating (Highly Effective, Effective, Developing, or Ineffective) for DTSDE Tenet 3:</p> <ul style="list-style-type: none"> 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. 		
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.	HE
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.	HE
<p>Part 1b. Needs/Areas for Improvement:</p> <ul style="list-style-type: none"> Reflect on your school’s HEDI ratings (or self-ratings) in Part 1a, particularly any ratings of <u>D</u>eveloping and <u>I</u>neffective. Summarize your school’s strengths and needs relative to this Capacity Framework element and DTSDE tenet (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data sources. 		
<p>From the 2013-2014 DQR: [3.2] Engage cross-curricular teams in examining student work to generate normed understandings of quality so they can refine the school’s cohesive, comprehensive and adaptive curricula to embed writing fully in all content areas.</p> <p>From the NYC School Survey 2013-2014 Report: 86% of constituents were satisfied with the Instructional Core (compared to the citywide average for Middle Schools of 89%).</p> <ul style="list-style-type: none"> Development and implementation of Common Core Aligned Curriculum and Rigorous Unit Plans is coherent and consistent Teachers collaborate on unit planning, pacing, and strategies for data driven instruction aligned to curricular units and assessment Writing practices that are strong in ELA are not as strong in content areas. There is an opportunity for teachers to meet in horizontal, cross curricular teams to norm expectations for student work and share curricular and instructional practices Instruction is data driven and individualized, based on coherent and normed common core aligned assessments. However data needs to be collected in a more timely manner so that on a departmental level teachers can better recognize trends, strengths, and next steps to action plan accordingly. Also, teachers need to use item skills analysis data disaggregated by subgroups to better target subgroups in planning resources and strategies. 		

- Both of these practices should result in closing the achievement gap more effectively.

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, 65% of all students will improve one level in ELA, Social Studies, Science and Math based on a Common Rubric.

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>
<ul style="list-style-type: none"> • In conjunction with ongoing professional development and support on developing Common Core-aligned, evidence-based essay-writing and constructing arguments units (including grading these assessments using common rubrics), teachers will vertically by same subject and horizontally across subjects collaboratively plan units that develop students’ capacity, including of Hispanic Students, English Language Learners, Students With Disabilities, and Economically Disadvantaged Students, in the targeted areas. 	All students, including Hispanic Students, English Language Learners, Students With Disabilities, and Economically Disadvantaged Students	September-June	Teachers of all subjects, and all students, including teachers of Hispanic Students, English Language Learners, Students With Disabilities, and Economically Disadvantaged Students Teacher Leaders School Leaders
<ul style="list-style-type: none"> • All English, science, and social studies teachers, including teachers of Hispanic Students, English Language Learners, Students With Disabilities, and Economically Disadvantaged Students, will implement two Common Core-aligned writing units that embed expectations for students to develop claims and counterclaims and “to support claims using valid reasoning and relevant and sufficient evidence.” (W.6-8.1) Math teachers will develop units that require students to construct viable arguments for constructed response assessments, as well as critique the reasoning of others through peer assessment. 	All students, including Hispanic Students, English Language Learners, Students With Disabilities, and Economically Disadvantaged Students	September-June	Teachers of all subjects, and all students, including teachers of Hispanic Students, English Language Learners, Students With Disabilities, and Economically Disadvantaged Students Teacher Leaders School Leaders
<ul style="list-style-type: none"> • All content area teachers collaborate and plan together at weekly vertical same subject teacher team meetings, and weekly common preps are built into the weekly program for all 	All students, including Hispanic	September-June	Teachers of all subjects, and all students, including

<p>grade and content area teachers to allow for horizontal, cross subject collaboration. In the common planning, teacher inquiry team, and collaborative planning sessions teachers will:</p> <ul style="list-style-type: none"> o Develop imbedded assessments and rubrics with universal access points aligned to the CCLS priority standard of citing appropriate textual evidence to support claims in all content areas and construct viable arguments in mathematics while critiquing the reasoning of others. o Develop units and lessons aligned with the CCLS using student performance data generated by common assessments o Norm student work and make data transparent, to drive CCLS based instruction, through the development and implementation of individualized student goal setting, progress monitoring and reflection sheets, as well as collection and analysis of data on a school wide tracking spreadsheet. o Share best practices, particularly aligned to Danielson 3c in planning of lessons and units o Adjust teacher practice based on the emerging data to address the needs of specific students 	<p>Students, English Language Learners, Students With Disabilities, and Economically Disadvantaged Students</p>		<p>teachers of Hispanic Students, English Language Learners, Students With Disabilities, and Economically Disadvantaged Students Teacher Leaders School Leaders</p>
<p>In conjunction with ongoing professional development on and based on data from item skills analysis data disaggregated by targeted subgroups, data from interim assessments, research based strategies to target identified learning gaps will be implemented and appropriate and high quality extensions and scaffolds, and universal access points will be created to support Hispanic Students, English Language Learners, Students with Disabilities and Low Income students.</p>	<p>Hispanic Students, English Language Learners, Students with Disabilities and Low Income students.</p>	<p>September-June</p>	<p>Teachers of all subjects, and all students, including teachers of Hispanic Students, English Language Learners, Students With Disabilities, and Economically Disadvantaged Students Teacher Leaders School Leaders</p>

Part 4 – Resources Needed

<p>Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc.</p>
<ul style="list-style-type: none"> • Weekly vertical subject Teacher Team meetings on Mondays to support Professional Development and collaboration on curricular units, inquiry work, assessment development, norming and monitoring. • Weekly horizontal cross subject common Planning periods. • After school collaborative planning time using Focus School Set-Aside funds. • RTI programming targeting students scoring a 1 or 2 on NYS common core assessments. • Wednesday, Thursday, Friday tutoring and Saturday tutoring targeting students scoring a 1 or 2 on NYS common core assessments and Hispanic Students, English Language Learners, Students With Disabilities, and Economically Disadvantaged Students, using Focus School Set-Aside funds. • Instructional teacher leadership positions: 4 Peer Instructional Coaches, 2 Demonstration Teachers

Part 5 – Budget and Resource Alignment

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

Part 6 – Progress Monitoring

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

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

- 1) Student performance on 2nd benchmark assessment, measuring student performance on CCLS aligned tasks in the area of Using Evidence to support Claims and Central Ideas in ELA, Social Studies and Science, and in Constructing Viable Arguments and Critiquing the Reasoning of Others in Math. At this time 40% of all students, including Hispanic Students, English Language Learners, Students With Disabilities, and Economically Disadvantaged Students, should have made at least one level of progress.
- 2) 2nd Benchmark will be given in January

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

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

Section 5: Needs Assessment, Annual Goals and Action Plans

Section 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.	HE
5.4	All school constituents are able to articulate how the school community is safe, conducive to learning and fosters a sense of ownership that leads to greater student outcomes.	E
5.5	The school leader and student support staff work together to develop teachers’ ability to use data to respond to students’ social and emotional developmental health needs, so students can become academically and socially successful.	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.

From the 2013-2014 DQR: [5.2] Use data to evaluate the effectiveness of existing partnerships, such as those with the Institute for Urban and Minority Education and the Theater for a New Audience and to identify additional needs to extend current partnerships and cultivate new ones that impact student’s social and emotional developmental health.

From the NYC School Survey 2013-2014 Report: 76% of students were satisfied with School Culture, 83% of all constituents were satisfied with school culture (compared to the Citywide Average for Middle Schools of 86%). Lowest ratings, from page 13 and 14, were: Most Students at My School Treat Eachother with respect (53), Most student at my school treat adults with respect (61), my school is kept clean (53), Most students at my school respect students who get good grades (64), at my school students get into physical fights (63), at my school students harass or bully other students (63).

- Our strength is providing a comprehensive menu of services, including PBIS structures, peer mediation, crisis intervention, mentoring, student leadership, civic responsibility opportunities and education.
- Our need is to more consistently and deliberately use data, including oors and survey data, to monitor the impact of efforts on tone, as reflected in the School Survey outcomes, and tailor programs to target areas for improvement based on this data.

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 86% of all students will express satisfaction with the School Culture on the NYC School Survey.

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>
<ul style="list-style-type: none"> • Social Studies teachers will collaborate with each other and staff from the Institute for Urban and Minority Education to develop a Participatory Action Research (YPAR) project for all students to be implemented between January 2014 and June 2014. Students, including Hispanic students, SWD's, ELLs and low income students, will focus on how they can identify an issue in their community and through research identify strategies to affect positive change. • Students will have to follow through on a strategy to positively affect the community issue they have identified in some form, and write a paper in which they incorporate research, evidence and reflection as a response to their PAR project. • Select students will participate in a presentation at Columbia University with other PAR program participants, broadening their confidence and vision for participating on the collegiate academic arena. • By participating in a Participatory Action Research project, students will be more engaged in the learning community and develop greater responsibility for the level of Safety and Respect in their community as well as a deeper understanding of their efficacy. By facilitating this project teachers will also be critical agents in supporting that ownership. This aligns to our theory of action of shared ownership and collaboration. 	<p>All students, including Hispanic Students, English Language Learners, Students With Disabilities, and Economically Disadvantaged Students</p>	<p>September-June</p>	<p>Social Studies Teachers of all students, including Hispanic Students, English Language Learners, Students With Disabilities, and Economically Disadvantaged Students. YPAR Consultant. AP of youth Development.</p>
<ul style="list-style-type: none"> • Youth Development team will implement comprehensive intervention and support framework, including PBIS, Peer Mediation, Conflict Resolution, Crises Intervention, Mentoring, Student Government. • Use OORS and student survey data to identify areas of concern and inform supports, and monitor progress of school tone • Achieve Now intervention and incentive based after school program to target students with patterns of poor 	<p>All students, including Hispanic Students, English Language Learners, Students With Disabilities,</p>	<p>September-June</p>	<p>Guidance Counselors, AP of Youth Development, SAVE Teacher, PBIS Coordinator, Student Council Coordinator, Business Manager,</p>

attendance and engagement with responsive tutoring and guidance support, incentives and mentoring.	and Economically Disadvantaged Students, targeted students based on OORS and attendance data		Achieve now teachers and counselor
<ul style="list-style-type: none"> Develop Partnership with The Mobile Response Team and Astor Services for Children and Families to provide targeted intervention to support student mental health. 	Targeted students as determined by specific case data.	January-June	Counseling Staff. Astor Mental Health providers.
<ul style="list-style-type: none"> Two targeted classes will work with resident artists from Theatre for a New Audience (TFANA) from January 2015 to April 2015 to analyze and develop adapted scenes from a Shakespeare play. Students will prepare a student production for May 2015 to expose all students, including Hispanic students, SWD's, ELLs and low income students, to Shakespeare. All students, including Hispanic students, SWD's, ELLs and low income students will read at least one scene from the Shakespeare play and write a response to literature comparing the adaptation to the original. 	All students, including Hispanic Students, English Language Learners, Students With Disabilities, and Economically Disadvantaged Students	January-April	TFANA coordinator TFANA Consultant

Part 4 – Resources Needed

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

- Teacher Team Meetings on Monday and weekly Common Planning Time for Social Studies Teachers.
- Bi Weekly Youth Development meeting.
- AP of Youth Development
- Guidance Staff
- YPAR consultant using Focus School Set-Aside funds.
- Collaborative planning on YPAR implementation using Focus School Set Aside Funds

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
---	----------	---	---------------	--	-----------------	--	-----------	--	-----------	---	---------------	---	--------

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

--

Part 6 – Progress Monitoring

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

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

1) Administer an online survey to students asking the questions from the NYC School Survey that reflect areas of most concern (Most Students at My School Treat Each other with respect, Most student at my school treat adults with respect, my school is kept clean, Most students at my school respect students who get good grades, at my school students get into physical fights, at my school students harass or bully other students).

Part 6b. Complete in February 2015.

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

Section 5: Needs Assessment, Annual Goals and Action Plans

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

From the 2013-2014 DQR: [4.5] Leverage the existing goal setting process and school-wide student performance tracking system to focus on teachers of English language learners of Hispanic origin and students with individualized education plans to ensure that they provide students with actionable feedback and that students draw on that feedback to create a dynamic response to students’ strengths and needs.

- Our strength is implementing strong practices of coherent curriculum, instruction with multiple entry points, and student centered, engaging instruction based on individualized data from common core aligned assessments.
- Our need is to improve our collection of timely data that allows us to better aggregate and monitor performance of targeted subgroups and identify trends, needs and opportunities for revisions to curriculum and supports.
- Our need is also to better use data to create and implement specific, high quality scaffolds and extensions for targeted students.

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.

Close the achievement gap so that by June 2015, 65% of Male students, Hispanic ELLs and Students With Disabilities will improve one level in ELA, Social Studies, Science and Math based on a Common Rubric.

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>To facilitate teachers developing appropriate student goals aligned to CCLS based assessments that will improve student performance outcomes for all students, including Hispanic Students, Students With Disabilities, English Language Learners, and Economically Disadvantaged Students, teachers will administer common core aligned assessments and focus particularly on norming and identifying individual performance in the targeted rubric areas of using evidence and constructing viable arguments.</p>	<p>All students, including Hispanic Students, English Language Learners, Students With Disabilities, and Economically Disadvantaged Students</p>	<p>September-June</p>	<p>Teachers of all subjects, and all students, including teachers of Hispanic Students, English Language Learners, Students With Disabilities, and Economically Disadvantaged Students Teacher Leaders School Leaders</p>
<p>On a quarterly basis students will be engaged in identifying and reflecting on their performance in these areas, and focusing on identifying goals and strategies for improvement based on teacher feedback aligned to common core rubrics and based on collaborative norming. Performance on these categories will be recorded in a school wide data tracking sheet as well as in individual Student Assessment Portfolios in each content area. Following each assessment teachers will focus on trends in performance in the specific rubric area of using evidence and constructing viable arguments, and identify instructional strategies to support gaps in performance and understanding for individuals.</p>	<p>All students, including Hispanic Students, English Language Learners, Students With Disabilities, and Economically Disadvantaged Students</p>	<p>September-June</p>	<p>Teachers of all subjects, and all students, including teachers of Hispanic Students, English Language Learners, Students With Disabilities, and Economically Disadvantaged Students Teacher Leaders School Leaders</p>
<p>School-wide, following each assessment school leaders and teachers will reflect on school wide trends to identify areas for growth, particularly with Hispanic Students, Students With Disabilities, English Language Learners, and Economically Disadvantaged Students.</p>	<p>All students, including Hispanic Students, English Language Learners, Students With Disabilities, and</p>	<p>September-June</p>	<p>Teachers of all subjects, and all students, including teachers of Hispanic Students, English Language Learners, Students With Disabilities, and Economically Disadvantaged</p>

	Economically Disadvantaged Students		Students Teacher Leaders School Leaders
Professional Development and collaborative planning will focus specifically on analyzing data for trends in targeted subgroups and making adjustments to curriculum and resources based on those trends, as well as implementing research based strategies to use appropriate and high quality scaffolds and extensions for targeted subgroups to support progress towards goals.	All students, particularly Hispanic Students, English Language Learners, Students With Disabilities, and Economically Disadvantaged Students	September-June	Teachers of all subjects, and all students, including teachers of Hispanic Students, English Language Learners, Students With Disabilities, and Economically Disadvantaged Students Teacher Leaders School Leaders

Part 4 – Resources Needed

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

- Weekly vertical subject Teacher Team meetings on Mondays to support Professional Development and collaboration on curricular units, inquiry work, assessment development, norming and monitoring.
- Weekly horizontal cross subject common Planning periods.
- After school collaborative planning time using Focus School Set-Aside funds..
- RTI programming targeting students scoring a 1 or 2 on NYS common core assessments.
- Wednesday, Thursday, Friday tutoring and Saturday tutoring targeting students scoring a 1 or 2 on NYS common core assessments and Hispanic Students, English Language Learners, Students With Disabilities, and Economically Disadvantaged Students.
- Instructional teacher leadership positions: 4 Peer Instructional Coaches, 2 Demonstration 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	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.													
Tif funding													

Part 6 – Progress Monitoring

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

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

1) Student performance on 2nd benchmark assessment, measuring student performance on CCLS aligned tasks in the area of Using Evidence to support Claims and Central Ideas in ELA, Social Studies and Science, and in Constructing Viable Arguments and Critiquing the Reasoning of Others in Math. At this time 40% of Hispanic English Language Learners, Males and Students With Disabilities, should have made at least one level of progress.

2) 2nd Benchmark will be given in January

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

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

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

Section 5: Needs Assessment, Annual Goals and Action Plans

Section 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).	HE
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.	HE
2.4	Leaders make strategic decisions to organize resources concerning human, programmatic and fiscal capital so that school improvement and student goals are achieved.	HE
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.

From the 2013-2014 DQR: [2.2] Partner effectively with students and families to champion the implementation of the school’s data-driven mission for student achievement and well-being, so that all constituents feel accountable for working to realize the school’s long term vision and school priorities.

- Our strength is supporting professional growth with a clear vision and coherent professional development focused on increasing student engagement and closing the achievement gap.
- Our need is to better engage all constituencies in full ownership of the school goal to close the achievement gap.

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, 75% of teachers will improve one level in competency 3c and one competency of their own choosing based on the Danielson Framework’s HEDI scale.

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>
Deepen the school community’s understanding of high-quality teaching through Professional Development on competency 3c, “Student Engagement,” from Charlotte Danielson’s <i>Framework for Teaching</i> , in order to improve outcomes for all students, including Hispanic Students, English Language Learners, Students With Disabilities, and Economically Disadvantaged Students. Teachers will participate in at least 8 hours of professional development throughout the 2014-2015 school year on Student Engagement, identify department specific areas for leverage, share best practices that reflect standards for Effective and Highly Effective in each area, identify areas of growth based on prior observations of each other’s practice, inter visitation and collaborative planning, and develop personal development plans. Teachers will participate in midyear teacher meetings to assess progress in practice and student performance, and revise plans as necessary.	Teachers of all subjects, and all students, including teachers of Hispanic Students, English Language Learners, Students With Disabilities, and Economically Disadvantaged Students	September-June	Teachers of all subjects, and all students, including teachers of Hispanic Students, English Language Learners, Students With Disabilities, and Economically Disadvantaged Students Teacher Leaders Principal and Assistant Principals
Principals and assistant principals will visit each teacher’s classroom at least 4 times over the course of the year, and provide teachers with formative written or verbal feedback aligned to competency 3c and an area of the individual teacher’s choice, in order to improve outcomes for all students, including Hispanic Students, English Language Learners, Students With Disabilities, and Economically Disadvantaged Students. Teachers will engage in individual goal setting and progress monitoring meetings with Administrators focused on making one level of progress in performance on competency 3c and an area of the teacher’s choice.	Teachers of all subjects, and all students, including teachers of Hispanic Students, English Language Learners, Students With Disabilities, and Economically Disadvantaged Students	September-June	Teachers of all subjects, and all students, including teachers of Hispanic Students, English Language Learners, Students With Disabilities, and Economically Disadvantaged Students Teacher Leaders Principal and Assistant Principals
School leaders, teachers leaders and teachers of all subjects and students will participate in calibration activities by visiting classrooms through coordinated instructional rounds to ensure common understanding of expectations for practice aligned to Danielson’s Framework for Teaching. Between every observation cycle school leaders will visit classrooms together and calibrate rating as well as next steps. Teacher leaders and school leaders will visit classrooms to calibrate feedback, support and next steps.	Teachers of all subjects, and all students, including teachers of Hispanic Students, English	September-June	Teachers of all subjects, and all students, including teachers of Hispanic Students, English Language Learners, Students With Disabilities,

Teachers will inter visit and calibrate strategies for practice and provide self and peer reflection to inform next steps.	Language Learners, Students With Disabilities, and Economically Disadvantaged Students Teacher Leaders Principal and Assistant Principals		and Economically Disadvantaged Students Teacher Leaders Principal and Assistant Principals
School leaders will coordinate teacher observation data with students performance data in order to identify strengths and weaknesses in student outcomes, particularly in targeted subgroups of male students, Hispanic ELL students and Students With Disabilities, and provide targeted support in use of appropriate and high quality scaffolds and extensions in order to improve student engagement.	Teachers of all subjects, and all students, including teachers of Hispanic Students, English Language Learners, Students With Disabilities, and Economically Disadvantaged Students	September-June	Principal and Assistant Principals Teacher Leaders

Part 4 – Resources Needed

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

- The Math Coach, Literacy Coach, Peer Instructional Coaches, Demonstration Teachers, Lead Teacher, Principal, Assistant Principals and instructional leads will coordinate and present professional development activities, inter visitations, and collaborative planning sessions throughout the year. Professional Development will be provided periodically during Monday Teacher Team time, as well as during non attendance days (September Preparation days, Election Day, Chancellor’s Day) and a Saturday retreat in January using Focus School Set-Aside funds.
- An AUSSIE consultant will also provide job-embedded professional development to ELA teachers of all subgroups, including teachers of Hispanic Students, English Language Learners, Students With Disabilities, and Economically Disadvantaged Students.
- All teachers and administrators will participate in the calibration activities. Administration will lead the norming professional development activities.
- All teachers will participate in the observation cycle, which will be facilitated by the Principal and Assistant Principals.

Part 5 – Budget and Resource Alignment

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

X	Tax Levy	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.

Part 6 – Progress Monitoring

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

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

1) Midyear teacher meeting to evaluate student performance data and progress in teacher practice. At this time at least 40% of teachers should have improved at least one level in engagement and the area of their choosing.

2) Midyear meetings will take place in February.

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

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

Yes

No

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

Section 5: Needs Assessment, Annual Goals and Action Plans

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

Part 1 – Needs Assessment

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

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

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

From the 2013-2014 DQR: [6.2] Implement proactively a plan to create diverse and meaningful opportunities for engaging families and community stakeholders in the conversation regarding high expectations for student achievement and use multiple points of entry to provide parents with additional tips and tools focused on student learning and development.

From the NYC School Survey 2013-2014 Report: The questions with the lowest scores were: My child’s school communicates to me and my child what we need to do to prepare my child for college, career, and success in life after high school? (80), and How often during this school year have you been invited to an event at your child’s school (workshop, program, performance, etc)? (57)

- Our strength is providing a supportive and responsive environment that provides the opportunity for the vast majority of parents to engage in a productive role in the support of their child’s success.
- Our need is to better support parents with data and strategies to directly engage in their child’s performance through multiple points of entry, and better communicate the resources we have available to increase participation (as indicated by the response on the survey).

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.

Increase participation in Parent Teacher Conferences and parent workshops so that by June 2015 there is a 5% increase in the pass rate for core courses of all students from the 1st marking period to the 4th marking period.

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>Teachers will maintain up to date performance information for all students, including Hispanic students, SWD’s, ELLs and low income students on Engrade, the online grading system. Teachers and school administrators will communicate to parents their ability to use Engrade to monitor student progress and to communicate with teachers, providing a convenient avenue for ongoing parent-teacher reciprocal communication.</p>	<p>Parents of all students, including Hispanic Students, English Language Learners, Students With Disabilities, and Economically Disadvantaged Students</p>	<p>September-June</p>	<p>Teachers of all students, including Hispanic Students, English Language Learners, Students With Disabilities, and Economically Disadvantaged Students</p>
<p>Parents will be encouraged to use Engrade and participate in Parent Teacher Conferences and Parent Development workshops in letters home, phone calls, and emails detailing the connection between Parent Involvement and student outcomes, communicating the school goal for improvement on course grades through parent involvement, and communicating the incentive (school PBIS incentives for students) for parent participation.</p>	<p>Parents of all students, including Hispanic Students, English Language Learners, Students With Disabilities, and Economically Disadvantaged Students</p>	<p>September-June</p>	<p>Parent Coordinator, Parent Association, Title 1 Committee, Principal</p>
<p>Quarterly parent workshops will be provided on accessing and using Engrade using the mobile Ipad technology lab with support from the Parent Coordinator and Engrade coordinator, and other Parent Development Topics on supporting student engagement.</p>	<p>Parents of all students, including Hispanic Students, English</p>	<p>September-June</p>	<p>Parent Coordinator, Parent Association, Title 1 Committee, Principal</p>

	Language Learners, Students With Disabilities, and Economically Disadvantaged Students		
Parents will receive reports indicating their use of Engrade and their participation in Parent Teacher Conferences and Parent Development Workshops on the Use of Engrade and strategies to support student engagement, as well as the overall average parent use of Engrade and participation in Parent Teacher Conferences and Parent Development Workshops on the Use of Engrade and strategies to support student engagement. Parents in the top 25% of participation will earn their child a school based PBIS incentive.	Parents of all students, including Hispanic Students, English Language Learners, Students With Disabilities, and Economically Disadvantaged Students	September-June	Parent Coordinator, Parent Association, Title 1 Committee, Principal

Part 4 – Resources Needed

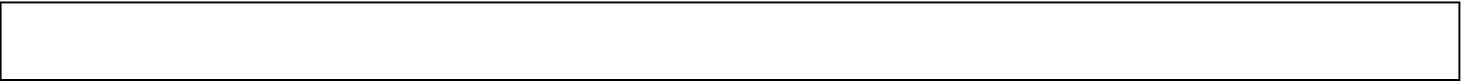
Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc.
Learning Leader Workshops and school based Parent Support Workshops using Focus School Set-Aside Funds Parent Coordinator Phone auto-caller and mailings Tuesday Afternoons for parent outreach PBIS Incentives

Part 5 – Budget and Resource Alignment

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

Part 6 – Progress Monitoring

Part 6a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. In this part:				
1. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.				
2. Specify a timeframe for mid-point progress monitoring activities.				
1) Increase of 3% in pass rate on core coursework for all students.				
2) 2 nd Marking period course grades (beginning of February).				
Part 6b. Complete in February 2015.				
1.	Did the school meet the mid-point benchmark(s) in the timeframe specified?		Yes	No
2.	If the mid-point benchmark(s) was not met, describe any revisions made to the action plan to achieve the goal?			



Section 6: Academic Intervention Services (AIS)
(Required for All Schools)

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

Type of Academic Intervention Service (AIS)	Criteria for determining AIS services	Type of Program or strategy (e.g. repeated readings, interactive writings, etc.)	Method for delivery of service (e.g. small group, one-to-one, tutoring, etc.)	When the service is provided (e.g. during the school day, before or after school, etc.)
English Language Arts (ELA)	Prior performance on state assessments, core course performance, performance on CCLS aligned assessments, teacher recommendation.	Guided reading, close reading, scaffolded writing, project based learning.	Small group, tutoring.	During the school day, during expanded learning programming (cbo based after school), during after school and weekend tutoring sessions.
Mathematics	Prior performance on state assessments, core course performance, performance on CCLS aligned assessments, teacher recommendation.	Guided work, use of manipulatives, concrete operations support, project based learning. Online assessment, strategy and targeted assignment support.	Small group, tutoring.	During the school day, during expanded learning programming (cbo based after school), during after school and weekend tutoring sessions.
Science	Core course performance, performance on CCLS aligned assessments, teacher recommendation.	Guided practice on projects, content area reading and assignments, writing, project based learning. Online content area leveled texts and guided work.	Small group, tutoring.	During the school day and during expanded learning programming (cbo based after school).
Social Studies	Core course performance, performance on CCLS aligned assessments, teacher recommendation.	Guided practice on projects, content area reading and assignments, writing, project based learning. Online content area leveled texts and guided work.	Small group, tutoring.	During the school day and during expanded learning programming (cbo based after school).
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	OORS data (crisis and recitivism), teacher recommendation, parent recommendation.	Instructional assimilation, crises intervention, mediation, substance abuse prevention and intervention, coping strategies, ant-bullying.	Small group, whole class, one to one.	During the school day and during after school intervention programs.

11X127 School Information Sheet Key

School Configuration (2014-15)					
Grade Configuration	06,07,08	Total Enrollment	734	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	6	# SETSS	6	# Integrated Collaborative Teaching	22
Types and Number of Special Classes (2014-15)					
# Visual Arts	30	# Music	56	# Drama	N/A
# Foreign Language	8	# Dance	N/A	# CTE	N/A
School Composition (2013-14)					
% Title I Population	78.6%	% Attendance Rate		93.6%	
% Free Lunch	67.3%	% Reduced Lunch		2.6%	
% Limited English Proficient	15.7%	% Students with Disabilities		12.5%	
Racial/Ethnic Origin (2013-14)					
% American Indian or Alaska Native	0.8%	% Black or African American		24.4%	
% Hispanic or Latino	45.2%	% Asian or Native Hawaiian/Pacific Islander		27.5%	
% White	2.0%	% Multi-Racial		N/A	
Personnel (2014-15)					
Years Principal Assigned to School (2014-15)	9.17	# of Assistant Principals (2014-15)		3	
# of Deans (2014-15)	N/A	# of Counselors/Social Workers (2014-15)		4	
Personnel (2013-14)					
% of Teachers with No Valid Teaching Certificate (2013-14)	N/A	% Teaching Out of Certification (2013-14)		8.6%	
% Teaching with Fewer Than 3 Years of Experience (2013-14)	0.6%	Average Teacher Absences (2013-14)		8.79	
Student Performance for Elementary and Middle Schools (2013-14)					
ELA Performance at levels 3 & 4	21.5%	Mathematics Performance at levels 3 & 4		28.9%	
Science Performance at levels 3 & 4 (4th Grade)	N/A	Science Performance at levels 3 & 4 (8th Grade)		35.7%	
Student Performance for High Schools (2012-13)					
ELA Performance at levels 3 & 4	85.7%	Mathematics Performance at levels 3 & 4		100.0%	
Credit Accumulation High Schools Only (2013-14)					
% of 1st year students who earned 10+ credits	N/A	% of 2nd year students who earned 10+ credits		N/A	
% of 3rd year students who earned 10+ credits	N/A	4 Year Graduation Rate		N/A	
6 Year Graduation Rate	N/A				
Overall NYSED Accountability Status (2014-15)					
Reward		Recognition			
In Good Standing		Local Assistance Plan			
Focus District	X	Focus School Identified by a Focus District		X	
Priority School					
Accountability Status – Elementary and Middle Schools					
Met Adequate Yearly Progress (AYP) in ELA (2012-13)					
American Indian or Alaska Native	N/A	Black or African American		YES	
Hispanic or Latino	YES	Asian or Native Hawaiian/Other Pacific Islander		YES	
White	N/A	Multi-Racial		N/A	
Students with Disabilities	YES	Limited English Proficient		YES	
Economically Disadvantaged	YES				
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)					
American Indian or Alaska Native	N/A	Black or African American		YES	
Hispanic or Latino	YES	Asian or Native Hawaiian/Other Pacific Islander		YES	
White	N/A	Multi-Racial		N/A	
Students with Disabilities	NO	Limited English Proficient		YES	
Economically Disadvantaged	YES				
Met Adequate Yearly Progress (AYP) in Science (2012-13)					
American Indian or Alaska Native	N/A	Black or African American		YES	
Hispanic or Latino	YES	Asian or Native Hawaiian/Other Pacific Islander		NO	
White	N/A	Multi-Racial		NO	
Students with Disabilities	N/A	Limited English Proficient		YES	
Economically Disadvantaged	YES				
Accountability Status – High Schools					
Met Adequate Yearly Progress (AYP) in ELA (2012-13)					
American Indian or Alaska Native	N/A	Black or African American		N/A	
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A	
White	N/A	Multi-Racial		N/A	
Students with Disabilities	N/A	Limited English Proficient		N/A	
Economically Disadvantaged	N/A				
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)					
American Indian or Alaska Native	N/A	Black or African American		N/A	
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A	
White	N/A	Multi-Racial		N/A	
Students with Disabilities	N/A	Limited English Proficient		N/A	
Economically Disadvantaged	N/A				
Met Adequate Yearly Progress (AYP) in Graduation Rate (2012-13)					
American Indian or Alaska Native	N/A	Black or African American		N/A	
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A	
White	N/A	Multi-Racial		N/A	
Students with Disabilities	N/A	Limited English Proficient		N/A	
Economically Disadvantaged	N/A				

11X127 School Information Sheet Key

School Configuration (2014-15)				
Grade Configuration	06,07,08	Total Enrollment	734	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	6	# SETSS	6	# Integrated Collaborative Teaching
				22
Types and Number of Special Classes (2014-15)				
# Visual Arts	30	# Music	56	# Drama
				N/A
# Foreign Language	8	# Dance	N/A	# CTE
				N/A
School Composition (2013-14)				
% Title I Population	78.6%	% Attendance Rate		93.6%
% Free Lunch	67.3%	% Reduced Lunch		2.6%
% Limited English Proficient	15.7%	% Students with Disabilities		12.5%
Racial/Ethnic Origin (2013-14)				
% American Indian or Alaska Native	0.8%	% Black or African American		24.4%
% Hispanic or Latino	45.2%	% Asian or Native Hawaiian/Pacific Islander		27.5%
% White	2.0%	% Multi-Racial		N/A
Personnel (2014-15)				
Years Principal Assigned to School (2014-15)	9.17	# of Assistant Principals (2014-15)		3
# of Deans (2014-15)	N/A	# of Counselors/Social Workers (2014-15)		4
Personnel (2013-14)				
% of Teachers with No Valid Teaching Certificate (2013-14)	N/A	% Teaching Out of Certification (2013-14)		8.6%
% Teaching with Fewer Than 3 Years of Experience (2013-14)	0.6%	Average Teacher Absences (2013-14)		8.79
Student Performance for Elementary and Middle Schools (2013-14)				
ELA Performance at levels 3 & 4	21.5%	Mathematics Performance at levels 3 & 4		28.9%
Science Performance at levels 3 & 4 (4th Grade)	N/A	Science Performance at levels 3 & 4 (8th Grade)		35.7%
Student Performance for High Schools (2012-13)				
ELA Performance at levels 3 & 4	85.7%	Mathematics Performance at levels 3 & 4		100.0%
Credit Accumulation High Schools Only (2013-14)				
% of 1st year students who earned 10+ credits	N/A	% of 2nd year students who earned 10+ credits		N/A
% of 3rd year students who earned 10+ credits	N/A	4 Year Graduation Rate		N/A
6 Year Graduation Rate	N/A			
Overall NYSED Accountability Status (2014-15)				
Reward		Recognition		
In Good Standing		Local Assistance Plan		
Focus District	X	Focus School Identified by a Focus District		X
Priority School				
Accountability Status – Elementary and Middle Schools				
Met Adequate Yearly Progress (AYP) in ELA (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		YES
Hispanic or Latino	YES	Asian or Native Hawaiian/Other Pacific Islander		YES
White	N/A	Multi-Racial		N/A
Students with Disabilities	YES	Limited English Proficient		YES
Economically Disadvantaged	YES			
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		YES
Hispanic or Latino	YES	Asian or Native Hawaiian/Other Pacific Islander		YES
White	N/A	Multi-Racial		N/A
Students with Disabilities	NO	Limited English Proficient		YES
Economically Disadvantaged	YES			
Met Adequate Yearly Progress (AYP) in Science (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		YES
Hispanic or Latino	YES	Asian or Native Hawaiian/Other Pacific Islander		NO
White	N/A	Multi-Racial		NO
Students with Disabilities	N/A	Limited English Proficient		YES
Economically Disadvantaged	YES			
Accountability Status – High Schools				
Met Adequate Yearly Progress (AYP) in ELA (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	N/A			
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	N/A			
Met Adequate Yearly Progress (AYP) in Graduation Rate (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	N/A			

11X127 School Information Sheet Key

School Configuration (2014-15)				
Grade Configuration	06,07,08	Total Enrollment	734	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	6	# SETSS	6	# Integrated Collaborative Teaching
Types and Number of Special Classes (2014-15)				
# Visual Arts	30	# Music	56	# Drama
# Foreign Language	8	# Dance	N/A	# CTE
School Composition (2013-14)				
% Title I Population	78.6%	% Attendance Rate		93.6%
% Free Lunch	67.3%	% Reduced Lunch		2.6%
% Limited English Proficient	15.7%	% Students with Disabilities		12.5%
Racial/Ethnic Origin (2013-14)				
% American Indian or Alaska Native	0.8%	% Black or African American		24.4%
% Hispanic or Latino	45.2%	% Asian or Native Hawaiian/Pacific Islander		27.5%
% White	2.0%	% Multi-Racial		N/A
Personnel (2014-15)				
Years Principal Assigned to School (2014-15)	9.17	# of Assistant Principals (2014-15)		3
# of Deans (2014-15)	N/A	# of Counselors/Social Workers (2014-15)		4
Personnel (2013-14)				
% of Teachers with No Valid Teaching Certificate (2013-14)	N/A	% Teaching Out of Certification (2013-14)		8.6%
% Teaching with Fewer Than 3 Years of Experience (2013-14)	0.6%	Average Teacher Absences (2013-14)		8.79
Student Performance for Elementary and Middle Schools (2013-14)				
ELA Performance at levels 3 & 4	21.5%	Mathematics Performance at levels 3 & 4		28.9%
Science Performance at levels 3 & 4 (4th Grade)	N/A	Science Performance at levels 3 & 4 (8th Grade)		35.7%
Student Performance for High Schools (2012-13)				
ELA Performance at levels 3 & 4	85.7%	Mathematics Performance at levels 3 & 4		100.0%
Credit Accumulation High Schools Only (2013-14)				
% of 1st year students who earned 10+ credits	N/A	% of 2nd year students who earned 10+ credits		N/A
% of 3rd year students who earned 10+ credits	N/A	4 Year Graduation Rate		N/A
6 Year Graduation Rate	N/A			
Overall NYSED Accountability Status (2014-15)				
Reward		Recognition		
In Good Standing		Local Assistance Plan		
Focus District	X	Focus School Identified by a Focus District		X
Priority School				
Accountability Status – Elementary and Middle Schools				
Met Adequate Yearly Progress (AYP) in ELA (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		YES
Hispanic or Latino	YES	Asian or Native Hawaiian/Other Pacific Islander		YES
White	N/A	Multi-Racial		N/A
Students with Disabilities	YES	Limited English Proficient		YES
Economically Disadvantaged	YES			
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		YES
Hispanic or Latino	YES	Asian or Native Hawaiian/Other Pacific Islander		YES
White	N/A	Multi-Racial		N/A
Students with Disabilities	NO	Limited English Proficient		YES
Economically Disadvantaged	YES			
Met Adequate Yearly Progress (AYP) in Science (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		YES
Hispanic or Latino	YES	Asian or Native Hawaiian/Other Pacific Islander		NO
White	N/A	Multi-Racial		NO
Students with Disabilities	N/A	Limited English Proficient		YES
Economically Disadvantaged	YES			
Accountability Status – High Schools				
Met Adequate Yearly Progress (AYP) in ELA (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	N/A			
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	N/A			
Met Adequate Yearly Progress (AYP) in Graduation Rate (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	N/A			

11X127 School Information Sheet Key

School Configuration (2014-15)					
Grade Configuration	06,07,08	Total Enrollment	734	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	6	# SETSS	6	# Integrated Collaborative Teaching	22
Types and Number of Special Classes (2014-15)					
# Visual Arts	30	# Music	56	# Drama	N/A
# Foreign Language	8	# Dance	N/A	# CTE	N/A
School Composition (2013-14)					
% Title I Population	78.6%	% Attendance Rate		93.6%	
% Free Lunch	67.3%	% Reduced Lunch		2.6%	
% Limited English Proficient	15.7%	% Students with Disabilities		12.5%	
Racial/Ethnic Origin (2013-14)					
% American Indian or Alaska Native	0.8%	% Black or African American		24.4%	
% Hispanic or Latino	45.2%	% Asian or Native Hawaiian/Pacific Islander		27.5%	
% White	2.0%	% Multi-Racial		N/A	
Personnel (2014-15)					
Years Principal Assigned to School (2014-15)	9.17	# of Assistant Principals (2014-15)		3	
# of Deans (2014-15)	N/A	# of Counselors/Social Workers (2014-15)		4	
Personnel (2013-14)					
% of Teachers with No Valid Teaching Certificate (2013-14)	N/A	% Teaching Out of Certification (2013-14)		8.6%	
% Teaching with Fewer Than 3 Years of Experience (2013-14)	0.6%	Average Teacher Absences (2013-14)		8.79	
Student Performance for Elementary and Middle Schools (2013-14)					
ELA Performance at levels 3 & 4	21.5%	Mathematics Performance at levels 3 & 4		28.9%	
Science Performance at levels 3 & 4 (4th Grade)	N/A	Science Performance at levels 3 & 4 (8th Grade)		35.7%	
Student Performance for High Schools (2012-13)					
ELA Performance at levels 3 & 4	85.7%	Mathematics Performance at levels 3 & 4		100.0%	
Credit Accumulation High Schools Only (2013-14)					
% of 1st year students who earned 10+ credits	N/A	% of 2nd year students who earned 10+ credits		N/A	
% of 3rd year students who earned 10+ credits	N/A	4 Year Graduation Rate		N/A	
6 Year Graduation Rate	N/A				
Overall NYSED Accountability Status (2014-15)					
Reward		Recognition			
In Good Standing		Local Assistance Plan			
Focus District	X	Focus School Identified by a Focus District		X	
Priority School					
Accountability Status – Elementary and Middle Schools					
Met Adequate Yearly Progress (AYP) in ELA (2012-13)					
American Indian or Alaska Native	N/A	Black or African American		YES	
Hispanic or Latino	YES	Asian or Native Hawaiian/Other Pacific Islander		YES	
White	N/A	Multi-Racial		N/A	
Students with Disabilities	YES	Limited English Proficient		YES	
Economically Disadvantaged	YES				
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)					
American Indian or Alaska Native	N/A	Black or African American		YES	
Hispanic or Latino	YES	Asian or Native Hawaiian/Other Pacific Islander		YES	
White	N/A	Multi-Racial		N/A	
Students with Disabilities	NO	Limited English Proficient		YES	
Economically Disadvantaged	YES				
Met Adequate Yearly Progress (AYP) in Science (2012-13)					
American Indian or Alaska Native	N/A	Black or African American		YES	
Hispanic or Latino	YES	Asian or Native Hawaiian/Other Pacific Islander		NO	
White	N/A	Multi-Racial		NO	
Students with Disabilities	N/A	Limited English Proficient		YES	
Economically Disadvantaged	YES				
Accountability Status – High Schools					
Met Adequate Yearly Progress (AYP) in ELA (2012-13)					
American Indian or Alaska Native	N/A	Black or African American		N/A	
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A	
White	N/A	Multi-Racial		N/A	
Students with Disabilities	N/A	Limited English Proficient		N/A	
Economically Disadvantaged	N/A				
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)					
American Indian or Alaska Native	N/A	Black or African American		N/A	
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A	
White	N/A	Multi-Racial		N/A	
Students with Disabilities	N/A	Limited English Proficient		N/A	
Economically Disadvantaged	N/A				
Met Adequate Yearly Progress (AYP) in Graduation Rate (2012-13)					
American Indian or Alaska Native	N/A	Black or African American		N/A	
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A	
White	N/A	Multi-Racial		N/A	
Students with Disabilities	N/A	Limited English Proficient		N/A	
Economically Disadvantaged	N/A				

11X127 School Information Sheet Key

School Configuration (2014-15)				
Grade Configuration	06,07,08	Total Enrollment	734	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	6	# SETSS	6	# Integrated Collaborative Teaching
Types and Number of Special Classes (2014-15)				
# Visual Arts	30	# Music	56	# Drama
# Foreign Language	8	# Dance	N/A	# CTE
School Composition (2013-14)				
% Title I Population	78.6%	% Attendance Rate		93.6%
% Free Lunch	67.3%	% Reduced Lunch		2.6%
% Limited English Proficient	15.7%	% Students with Disabilities		12.5%
Racial/Ethnic Origin (2013-14)				
% American Indian or Alaska Native	0.8%	% Black or African American		24.4%
% Hispanic or Latino	45.2%	% Asian or Native Hawaiian/Pacific Islander		27.5%
% White	2.0%	% Multi-Racial		N/A
Personnel (2014-15)				
Years Principal Assigned to School (2014-15)	9.17	# of Assistant Principals (2014-15)		3
# of Deans (2014-15)	N/A	# of Counselors/Social Workers (2014-15)		4
Personnel (2013-14)				
% of Teachers with No Valid Teaching Certificate (2013-14)	N/A	% Teaching Out of Certification (2013-14)		8.6%
% Teaching with Fewer Than 3 Years of Experience (2013-14)	0.6%	Average Teacher Absences (2013-14)		8.79
Student Performance for Elementary and Middle Schools (2013-14)				
ELA Performance at levels 3 & 4	21.5%	Mathematics Performance at levels 3 & 4		28.9%
Science Performance at levels 3 & 4 (4th Grade)	N/A	Science Performance at levels 3 & 4 (8th Grade)		35.7%
Student Performance for High Schools (2012-13)				
ELA Performance at levels 3 & 4	85.7%	Mathematics Performance at levels 3 & 4		100.0%
Credit Accumulation High Schools Only (2013-14)				
% of 1st year students who earned 10+ credits	N/A	% of 2nd year students who earned 10+ credits		N/A
% of 3rd year students who earned 10+ credits	N/A	4 Year Graduation Rate		N/A
6 Year Graduation Rate	N/A			
Overall NYSED Accountability Status (2014-15)				
Reward		Recognition		
In Good Standing		Local Assistance Plan		
Focus District	X	Focus School Identified by a Focus District		X
Priority School				
Accountability Status – Elementary and Middle Schools				
Met Adequate Yearly Progress (AYP) in ELA (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		YES
Hispanic or Latino	YES	Asian or Native Hawaiian/Other Pacific Islander		YES
White	N/A	Multi-Racial		N/A
Students with Disabilities	YES	Limited English Proficient		YES
Economically Disadvantaged	YES			
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		YES
Hispanic or Latino	YES	Asian or Native Hawaiian/Other Pacific Islander		YES
White	N/A	Multi-Racial		N/A
Students with Disabilities	NO	Limited English Proficient		YES
Economically Disadvantaged	YES			
Met Adequate Yearly Progress (AYP) in Science (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		YES
Hispanic or Latino	YES	Asian or Native Hawaiian/Other Pacific Islander		NO
White	N/A	Multi-Racial		NO
Students with Disabilities	N/A	Limited English Proficient		YES
Economically Disadvantaged	YES			
Accountability Status – High Schools				
Met Adequate Yearly Progress (AYP) in ELA (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	N/A			
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	N/A			
Met Adequate Yearly Progress (AYP) in Graduation Rate (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	N/A			

11X127 School Information Sheet Key

School Configuration (2014-15)				
Grade Configuration	06,07,08	Total Enrollment	734	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	6	# SETSS	6	# Integrated Collaborative Teaching
Types and Number of Special Classes (2014-15)				
# Visual Arts	30	# Music	56	# Drama
# Foreign Language	8	# Dance	N/A	# CTE
School Composition (2013-14)				
% Title I Population	78.6%	% Attendance Rate		93.6%
% Free Lunch	67.3%	% Reduced Lunch		2.6%
% Limited English Proficient	15.7%	% Students with Disabilities		12.5%
Racial/Ethnic Origin (2013-14)				
% American Indian or Alaska Native	0.8%	% Black or African American		24.4%
% Hispanic or Latino	45.2%	% Asian or Native Hawaiian/Pacific Islander		27.5%
% White	2.0%	% Multi-Racial		N/A
Personnel (2014-15)				
Years Principal Assigned to School (2014-15)	9.17	# of Assistant Principals (2014-15)		3
# of Deans (2014-15)	N/A	# of Counselors/Social Workers (2014-15)		4
Personnel (2013-14)				
% of Teachers with No Valid Teaching Certificate (2013-14)	N/A	% Teaching Out of Certification (2013-14)		8.6%
% Teaching with Fewer Than 3 Years of Experience (2013-14)	0.6%	Average Teacher Absences (2013-14)		8.79
Student Performance for Elementary and Middle Schools (2013-14)				
ELA Performance at levels 3 & 4	21.5%	Mathematics Performance at levels 3 & 4		28.9%
Science Performance at levels 3 & 4 (4th Grade)	N/A	Science Performance at levels 3 & 4 (8th Grade)		35.7%
Student Performance for High Schools (2012-13)				
ELA Performance at levels 3 & 4	85.7%	Mathematics Performance at levels 3 & 4		100.0%
Credit Accumulation High Schools Only (2013-14)				
% of 1st year students who earned 10+ credits	N/A	% of 2nd year students who earned 10+ credits		N/A
% of 3rd year students who earned 10+ credits	N/A	4 Year Graduation Rate		N/A
6 Year Graduation Rate	N/A			
Overall NYSED Accountability Status (2014-15)				
Reward		Recognition		
In Good Standing		Local Assistance Plan		
Focus District	X	Focus School Identified by a Focus District		X
Priority School				
Accountability Status – Elementary and Middle Schools				
Met Adequate Yearly Progress (AYP) in ELA (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		YES
Hispanic or Latino	YES	Asian or Native Hawaiian/Other Pacific Islander		YES
White	N/A	Multi-Racial		N/A
Students with Disabilities	YES	Limited English Proficient		YES
Economically Disadvantaged	YES			
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		YES
Hispanic or Latino	YES	Asian or Native Hawaiian/Other Pacific Islander		YES
White	N/A	Multi-Racial		N/A
Students with Disabilities	NO	Limited English Proficient		YES
Economically Disadvantaged	YES			
Met Adequate Yearly Progress (AYP) in Science (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		YES
Hispanic or Latino	YES	Asian or Native Hawaiian/Other Pacific Islander		NO
White	N/A	Multi-Racial		NO
Students with Disabilities	N/A	Limited English Proficient		YES
Economically Disadvantaged	YES			
Accountability Status – High Schools				
Met Adequate Yearly Progress (AYP) in ELA (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	N/A			
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	N/A			
Met Adequate Yearly Progress (AYP) in Graduation Rate (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	N/A			

11X127 School Information Sheet Key

School Configuration (2014-15)				
Grade Configuration	06,07,08	Total Enrollment	734	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	6	# SETSS	6	# Integrated Collaborative Teaching
Types and Number of Special Classes (2014-15)				
# Visual Arts	30	# Music	56	# Drama
# Foreign Language	8	# Dance	N/A	# CTE
School Composition (2013-14)				
% Title I Population	78.6%	% Attendance Rate		93.6%
% Free Lunch	67.3%	% Reduced Lunch		2.6%
% Limited English Proficient	15.7%	% Students with Disabilities		12.5%
Racial/Ethnic Origin (2013-14)				
% American Indian or Alaska Native	0.8%	% Black or African American		24.4%
% Hispanic or Latino	45.2%	% Asian or Native Hawaiian/Pacific Islander		27.5%
% White	2.0%	% Multi-Racial		N/A
Personnel (2014-15)				
Years Principal Assigned to School (2014-15)	9.17	# of Assistant Principals (2014-15)		3
# of Deans (2014-15)	N/A	# of Counselors/Social Workers (2014-15)		4
Personnel (2013-14)				
% of Teachers with No Valid Teaching Certificate (2013-14)	N/A	% Teaching Out of Certification (2013-14)		8.6%
% Teaching with Fewer Than 3 Years of Experience (2013-14)	0.6%	Average Teacher Absences (2013-14)		8.79
Student Performance for Elementary and Middle Schools (2013-14)				
ELA Performance at levels 3 & 4	21.5%	Mathematics Performance at levels 3 & 4		28.9%
Science Performance at levels 3 & 4 (4th Grade)	N/A	Science Performance at levels 3 & 4 (8th Grade)		35.7%
Student Performance for High Schools (2012-13)				
ELA Performance at levels 3 & 4	85.7%	Mathematics Performance at levels 3 & 4		100.0%
Credit Accumulation High Schools Only (2013-14)				
% of 1st year students who earned 10+ credits	N/A	% of 2nd year students who earned 10+ credits		N/A
% of 3rd year students who earned 10+ credits	N/A	4 Year Graduation Rate		N/A
6 Year Graduation Rate	N/A			
Overall NYSED Accountability Status (2014-15)				
Reward		Recognition		
In Good Standing		Local Assistance Plan		
Focus District	X	Focus School Identified by a Focus District		X
Priority School				
Accountability Status – Elementary and Middle Schools				
Met Adequate Yearly Progress (AYP) in ELA (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		YES
Hispanic or Latino	YES	Asian or Native Hawaiian/Other Pacific Islander		YES
White	N/A	Multi-Racial		N/A
Students with Disabilities	YES	Limited English Proficient		YES
Economically Disadvantaged	YES			
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		YES
Hispanic or Latino	YES	Asian or Native Hawaiian/Other Pacific Islander		YES
White	N/A	Multi-Racial		N/A
Students with Disabilities	NO	Limited English Proficient		YES
Economically Disadvantaged	YES			
Met Adequate Yearly Progress (AYP) in Science (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		YES
Hispanic or Latino	YES	Asian or Native Hawaiian/Other Pacific Islander		NO
White	N/A	Multi-Racial		NO
Students with Disabilities	N/A	Limited English Proficient		YES
Economically Disadvantaged	YES			
Accountability Status – High Schools				
Met Adequate Yearly Progress (AYP) in ELA (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	N/A			
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	N/A			
Met Adequate Yearly Progress (AYP) in Graduation Rate (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	N/A			

Section 7: Title I Program Information

Directions:

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

Part 1: Title I Status

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

Part 2: All Title I Schools

2a. Highly Qualified Teachers (HQT)

Describe the strategies and activities including strategies for recruitment, retention, assignments, and support including high quality professional development that ensures staff is highly qualified.
<p>Our strategies for recruitment are to promote our school identity as one that supports the whole child with a challenging, compassionate and collaborative atmosphere. We will solicit the best candidates using the DOE systems such as the New Teacher Finder, Hiring and Recruitment Fairs, and the Open Market Transfer System. We will rigorously interview multiple candidates for every position and have the most qualified perform a demonstration lesson. As we are identifying the most highly qualified candidates we will also be exposing them to our high standards for practice and professionalism. Candidates will be given the opportunity to participate in a learning community that values the vision of all participants and provides an opportunity to grow professionally. Thus prospective teachers will be invited to join a learning community where their input and ownership is crucial to the success of the school, and where their input matters.</p> <p>Our strategies for retention will be to foster professional engagement through programmed Teacher Team Meetings, common prep planning time, collaborative planning sessions and professional development retreats. There teachers will look at and respond to needs expressed in student work, deepen understanding of the CCLS, develop units of study, collaboratively lesson plan, and develop social-emotional student support strategies. Effective instructional strategies will be shared and supported. Additionally, better ways of meeting the needs of students and staff will be sought and implementation of these strategies will be planned. These practices will demonstrate to staff that they are valued professionals.</p> <p>Our strategies for assignments will be for teachers to be given an opportunity to pursue their own vision for the school through leadership in small learning communities, extra-curricular activities, electives and programs that draw on their talents. While teachers will be assigned to programs that align to their certification and expertise, they will also be given the opportunity to define their role in the learning community through this shared ownership.</p> <p>Our strategies for support are that teachers will receive mentoring from experienced veterans, and participate in a new teacher cohort to become oriented with the school's culture and expectations, as well as receive support in practical areas such as classroom management, planning, and school procedures. Teachers will receive targeted professional development opportunities from coaches, administrators, mentors, exemplar teachers and professional development vendors to support their individually expressed needs through surveys and individual professional development plans. Teachers will be provided access to title 1 funds under title 1 regulations to attain certification to become highly qualified in their assignment area.</p>

2b. High Quality and Ongoing Professional Development

Describe the strategies and activities for high quality professional development for teachers, principals, and
--

paraprofessionals, and staff that enable all students to meet Common Core State Standards (CCSS).

Teachers, Principals, Assistant Principals, Para Professionals and staff are supported through professional development that enable all students to meet CCSS by a variety of means:

Children’s First Network PD on CCSS

Consultant Support on CCSS (AUSSIE, Urban Institute for Minority Education)

Teachers Incentive Fund support

PD provided by central offices

Internal PD

Collaborative study and reflection

Part 3: TA Schools Only

3a. Use of Program Resources

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

3b. TA Coordination with the Regular Program

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

Part 4: SWP Schools Only

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

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

4b. Measures to Include Teachers in Decisions Regarding Assessments

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

Teachers develop assessments directly and develop the assessment strategy for their department collaboratively in teacher team meetings. Teachers are supported in assessment development by the lead teacher, literacy and math coach and peer instructional coaches.

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	Funding Amount:	Place an (X) in <u>Column A</u> below to verify that
--------------	-------------	-----------------	--

	(i.e. Federal, State or Local)	Indicate the amount contributed to Schoolwide pool. (Refer to Galaxy for FY '15 school allocation amounts.)	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	584,667	X	10, 11, 14, 15, 18 19, 22, 23, 26, 27
Title I School Improvement 1003(a)	Federal	16,691	X	10, 11, 14, 15, 18 19, 22, 23, 26, 27
Title I Priority and Focus School Improvement Funds	Federal	141,521	X	10, 11, 14, 15, 18 19, 22, 23, 26, 27
Title II, Part A	Federal	N/A	N/A	N/A
Title III, Part A	Federal	15,028	X	10, 11, 14, 15, 18 19, 22, 23, 26, 27
Title III, Immigrant	Federal	17,791	X	10, 11, 14, 15, 18 19, 22, 23, 26, 27
Tax Levy (FSF)	Local	3,764,740	X	10, 11, 14, 15, 18 19, 22, 23, 26, 27

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.

Parent Involvement Policy (PIP) Template

I. General Expectations

The Castle Hill Middle School 127 and the parents of the students participating in activities, services, and programs funded by Title I, Part A of the Elementary and Secondary Education Act (ESEA) (participating children), agree that this Compact, outlines how the parents, the entire school staff, and the students will share the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership that will help children achieve the State's high standards.

II. Description of How School Will Implement Required Parental Involvement Policy Components

9. The Castle Hill Middle School 127 will take the following actions to involve parents in the joint development of its school parental involvement plan under section 1112 of the ESEA:
 - parents and families of students will be provided with the opportunities to participate in school-based planning committees, and in School Leadership Teams.
 - Parents will be provided with the opportunities to participate in decisions of rules and regulations regarding budget expenditures
 - Parents will be provided with an opportunity to establish a school-level Parent Advisory Committee

2. The Castle Hill Middle School will take the following actions to involve parents in the process of school review and improvement under section 1116 of the ESEA:

- Parents will be provided with information and meetings to develop knowledge of instructional programs, assessment for state and city standards, Students Code of Behavior.
- Orientation meetings will be held to present the overall goals of our, as well as, the goals of the cohorts, grades and classes.

3. The Castle Hill Middle School will provide the following necessary coordination, technical assistance, and other support to assist Title I, Part A schools in planning and implementing effective parental involvement activities to improve student academic achievement and school performance:

- Monthly workshops will be provided in the content areas of Literacy, Math, Science, Social Studies as well as art enrichment and Online Grading Tools such as Engrade and ARIS for the parents and family members.

- Parents will share in the responsibility for student performance through Parent/Teacher Conferences, School Leadership meetings, and Intervention conferences.

4. The Castle Hill Middle School 127 will coordinate and integrate parental involvement strategies under Title I, Part A with parental involvement strategies under the following other programs:

- By encouraging the parents to volunteer and training them in the strategies that will enhance a meaningful relationship and partnership

5. The Castle Hill Middle School 127 will take the following actions to conduct, with the involvement of parents, an annual evaluation of the content and effectiveness of the parental involvement policy in improving the quality of its Title I, Part A schools. The evaluation will include identifying barriers to greater participation by parents in parental involvement activities (with particular attention to parents who are economically disadvantaged, are disabled, have limited English proficiency, have limited literacy, or are of any racial or ethnic minority background). The school will use the findings of the evaluation about its parental involvement policy and activities to design strategies for more effective parental involvement, and to revise, if necessary (and with the involvement of parents) its parental involvement policies by:

- Conducting a needs assessment survey along with the PA/PTA, School Leadership Team and Parent Volunteers, and Parent Coordinator.
- Providing parents with resources to outreach, and network with other parents, and involve them in the school community.
- Providing translation to help parents who have limited English proficiency.
- Conducting outreach activities for new parents and non-English speaking parents.

6. The Castle Hill Middle School 127 will build the schools' and parents capacity for strong parental involvement, in order to ensure effective involvement of parents and to support a partnership with the parents, and the community to improve student academic achievement, through the following activities specifically described below:

- a. The school will provide assistance to parents of children served by the school, as appropriate, in understanding topics such as the following, by undertaking the actions described in this paragraph-
 - i. the State's academic content standards
 - ii. the State's student academic achievement standards
 - iii. the State and local academic assessments including alternate assessments, the requirements of Part A, how to monitor their child's progress, and how to work with educators:
 - The parents will be provided with workshops that address the content areas, school, district and regional level.
 - The parents will be provided with Professional development to enable all children to meet the City and State performance standards.
 - The parents will be provided with materials and supplies.
- b. The school will provide materials and training to help parents work with their children to improve their children's academic achievement, such as literacy training, and using technology, as appropriate to foster parental involvement. By:
 - Providing life skill workshops
 - After school Parent Committee
 - Providing Parenting Workshops targeting needs of Adolescent learners
 - Providing Common Core Math support workshops including online resources
 - ARIS support has been and will continue to be provided
 - Providing support in the use of Engrade
 - Providing Common Core literacy support workshops

- c. The school will, with the assistance of its parents, educate its teachers, pupil personnel, principal and other staff, in how to reach out to communicate with, and work with the parents as equal partners, in the value and utility of contributions of parents, and in how to implement and coordinate parent programs and build ties between parents and schools, by:
- Encouraging parents and staff to network and communicate with each other.
 - Providing guidance and expectations in the use of Engrade for reciprocal communication.
 - Providing evening assemblies, weekend festivals and events, functions and school concerts, which can foster participation by the parents and school personnel together.
- d. The school will take the following action to ensure that information related to the school and parent-programs, meeting, and other activities, is sent to the parents of participating children in an understandable and uniform format, including alternative formats upon request, and, to the extent possible, in the language the parents can understand:
- Parents will be notified through a monthly calendar, letters, emails, auto-calls and flyers as to the date and time of meetings and workshops to address parent programs and Instructional activities.
 - Letters are available in other translations if needed.
 - Telephone Numbers are also available for parent to contact the school and Parent Coordinator if need be.
 - Parent Bulletin Board located in the mail lobby is updated on a daily bases and displays; monthly school calendar, monthly school menu, information on parent/student resources, notices of workshops and upcoming events at school or at other locations, monthly CEC meeting notices.
 - Parent Coordinator sends out weekly/bi-weekly emails with important dates and information.
 - Parents receive monthly “Parent Newsletter” sent home with students and emailed by the Parent Coordinator.
 - The Department of Education Translation & Interpretation Unit is used by the Parent Coordinator, Pupil Accounting Secretary and Medical Room staff when needed.
 - Upon registration the Parent Coordinator meets with the parent of the incoming student, providing information about the school and other resources.
 - Upon registration of an ELL student, the Parent Coordinator and Assistant Principal meet with the parent for an ELL Parent Orientation. Providing the parent with “ELL Parent Information Packet” and ELL Parent information video is viewed at the time.

III. Discretionary School Parental Involvement Policy Components

The School Parental Involvement Policy may include additional paragraphs listing and describing other discretionary activities that the school, in consultation with its parents, chooses to undertake to build parents’ capacity for involvement in the school and school system to support their children’s academic achievement, such as the following discretionary activities listed under section 1118(e) of the ESEA:

- involving parents in the development of training for teachers, principals, and other educators to improve the effectiveness of that training;
- providing necessary literacy training for parents from Title I, Part A funds, if the school district has exhausted all other reasonably available sources of funding for that training;
- paying reasonable and necessary expenses associated with parental involvement activities, including transportation and child care costs, to enable parents to participate in school-related meetings and training sessions;
- training parents to enhance the involvement of other parents;
- in order to maximize parental involvement and participation in their children’s education, arranging school meetings at a variety of times, or conducting in-home conferences between teachers or other educators, who

- work directly with participating children, with parents who are unable to attend those conferences at school;
- adopting and implementing model approaches to improving parental involvement;
- developing appropriate roles for community-based organizations and businesses, including faith-based organizations, in parental involvement activities; and
- providing other reasonable support for parental involvement activities under section 1118 as parents may request.

In addition to the above described Parent Involvement Policy, Castle Hill Middle school will take the following steps to increase and improve parent involvement.

- Provide babysitting at School Leadership and Parent Association meetings for children aged three to seven, by volunteer parents and teachers.
- Offer parents opportunities to participate in leadership conferences with CSA and UFT, enhancing their leadership capacity.
- Arrange flexible opportunities for parents to be involved, including but not limited to meetings and workshops during mornings and school hours, weekends, and meetings at alternate locations.
- Providing access to the local library and community based organizations during parent-teacher conferences.
- Provide access and support to online grading tools to increase reciprocal communication and parental exposure and involvement with student progress
- Provide access to community resources such as computer training, health services, and English as a Second Language services based on availability.

IV. Adoption

This School Parental Involvement Policy has been developed jointly with, and agreed on with, parents of children participating in Title I, Part A programs, as evidenced by PA executive board ratification. This policy was adopted by the Castle Hill Middle School 127 in December 2014 and will be in effect for the period of the 2014-2015 school year. The school will distribute this policy to all parents of participating Title I, Part A children on or before December 19, 2014.

School - Parent Compact 2014-2015

The Castle Hill Middle School 127 and the parents of the students participating in activities, services, and programs funded by Title I, Part A of the Elementary and Secondary Education Act (ESEA) (participating children), agree that this Compact, outlines how the parents, the entire school staff, and the students will share the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership that will help children achieve the State’s high standards.

This School-Parent Compact is in effect during the school year 2014-2015.

Required School-Parent Compact Provisions

SCHOOL RESPONSIBILITIES

The Castle Hill Middle School 127 will:

- In order to help achieve the 2014-2015 SCEP Sections 5a and 5c, School Administrators will:
 - Provide families with periodic information on school based assessments
 - Provide families with resources to understand the importance of assessments for college and career readiness
 - Provide families with guidance and support in accessing school resources to increase student performance
- In order to help achieve the 2014-2015 SCEP Sections 5a and 5c, Teachers will:
 - Provide families with specific feedback on student performance on school based assessments
 - Provide families with specific resources to prepare for school based assessments
 - Provide families with specific feedback to improve skills based on student performance on school based assessments

- As indicated in Danielson's Principale 1: Provide performance that demonstrates knowledge of content and pedagogy in order to better engage their learners
- In order to help achieve the 2014-2015 SCEP Section 5d, Teachers and administration will:
 - Provide multiple notices of Engrade workshops and access
 - Provide numerous accessible workshops on Engrade usage
 - Provide targeted support on Engrade access and usage issues and needs
 - Provide up to date student performance data on Engrade
 - Provide access to technology to support Engrade usage
- Additionally teachers and administration will provide high quality curriculum and instruction in a supportive and effective learning environment that enables the participating children to meet the State's student academic achievement standards as follows:
 - the establishment of smaller learning communities through the formation of cohorts
 - provide students and parents with the dates of city-wide and statewide assessments and preparation opportunities
 - provide AIS programs for General Education, Special Education and English Language Learners in preparation for city and state exams in ELA and Math
 - AIS committee to review and make recommendations for services for at risk students
 - provide opportunities for student's to discuss their concerns and to be aware of support services available to them through Group Guidance sessions
 - provide SAPIS intervention on an as need basis
 - Monthly Calendar and Principal's Letter discussing upcoming activities, meetings, exams, and other information pertinent to the school community
 - provide Vacation Week Work Packets in both English Language Arts and in Math during the Holiday recesses
 - classroom instruction in the Point of Entry Model provides for whole class, small group, and independent work
 - provide Castle Hill Middle School Handbook to all students
 - hold parent-teacher conferences during which this Compact will be discussed as it related to the individual child's achievement. Dates to be determined and announced by the Department of Education. As well as, meetings with parents of English Language Learners (ELL) (in addition to school-wide Parent Teachers Conferences)
 - IEP meetings with parents of Special Education students (on-going)
 - meetings with Grade 8 students and their parents to discuss graduation requirements and high school programs/options available
 - provide parents with frequent reports on their children's progress. Specifically, the school will provide reports as follows:
 - report cards are issued 4 times a year (parents are required to pick up the first two report cards, in person)
 - on the report card teachers provide comments about student's progress as well as provide a grade for academic progress, level of achievement, and behavior
 - progress letters/"in danger of failing letters" are sent to parents between the issuing of report cards to help monitor a student's progress
 - student's with particular difficulties, especially where behavior can interfere with academic achievement, may be placed on a Daily Individual Section Sheet, which monitors daily progress by period in areas such as attendance, lateness, class work, homework, and conduct - these sheets are to be signed by parent/guardian and returned daily
 - meetings between parents and members of the child's cohort can be arranged to discuss progress
 - the Attendance Office notifies parents if a child is absent or late twice in one week via weekly mailings
 - the Attendance Office and/or Attendance Teacher notifies parents via mailings, phone calls and/or on-site visits to the home if there seems to be a problem with unexplained and/or excessive lateness or absence
 - bi-weekly meetings with the Pupil Accounting Secretary, the Attendance teacher, all attendance personnel, and the Guidance Department to discuss and take appropriate action on ACS cases, chronic absentees, and 407's
 - letters notifying parents if their student is not making adequate yearly progress and is in danger of not being promoted to the next grade and/or graduating

- provide parents reasonable access to staff. Specifically, staff will be available for consultation with parents as follows:
 - Parent –Teacher Conference afternoons and evenings will be determined and announced by the Department of Education.
 - Cohort Meetings (all students)
 - Grade Meetings (all students)
 - IEP reviews (Special Education students)
 - ELL meetings (English Language Learners)
 - special programs as communicated via letters and the school’s monthly calendar - which is sent home with students, as well as being posted and made available to the public in the Main Office
 - parents may call and make arrangements to meet with any staff member during one of their non-teaching periods
 - if a translator is needed, and the school is notified in advance, every effort to provide one will be made
- provide parents with opportunities to volunteer and participate in their child’s class, and to observe classroom activities, as follows:
 - parents may contact the Parent Coordinator and volunteer their services to the school via the Learning Leader’s program
 - make arrangements with teachers to assist during class trips
 - make arrangements with the Assistant Principal and classroom teacher to visit the classroom and participate and/or observe a classroom activity
 - Honors and Awards Assemblies
 - Encourage attendance at Parent workshops and Parent Association monthly meeting , Safety Committee meetings, and student performances
 - Encourage attendance to extra-curricular events

PARENT RESPONSIBILITIES

We, as parents, will support our children’s learning in the following ways:

- In order to help achieve the 2014-2015 SCEP Section 5E:
 - Attend Every Parent Teacher Conference
 - Retrieve my Engrade log in information and Attend an Engrade training session if necessary
 - Use Engrade to monitor my child’s performance
 - Communicate with my child’s teachers about my child’s performance using Engrade or other means available to me
- Support my child’s learning by making education a priority in our home by:
 - making sure my child is on time and prepared every day for school
 - monitoring attendance and punctuality
 - Update parent contact information (blue card) as soon as any changes occur.
 - talking with my child about his/her school activities everyday
 - scheduling daily homework time
 - providing an environment conducive for study
 - making sure that homework is completed
 - monitoring the amount and type of television my children watch

- monitoring the amount of time my child spends on the internet, playing video games, using the telephone, etc.
- volunteering in my child's school
- participating, as appropriate, in decisions relating to my children's education
- promoting positive use of my child's extra-curricular activities
- participating in school activities on a regular basis
- staying informed about my child's education and communicating with the school by promptly reading all notices from the school, the Region, and the Department of Education, either received from my child or by mail and responding, as appropriate
- reading and discussing with my child everyday
- communicating positive values and character traits, such as respect, hard work, and responsibility as well as encourage demonstration of the Positive Behavior Intervention System of the school
- modeling respect for the cultural differences of others
- Supporting teacher efforts by promoting good study habits
- Staying informed about their child's education and communicating with the school
- helping my child accept consequences for negative behavior
- being aware of and following the rules and regulations of the school, the region, and of the Department of Education
- working with the school and supporting the school's discipline policy
- supporting the school's uniform policy
- expressing high expectations and offering praise and encouragement for achievement
- Monitor online grading tools and communicate with teachers on student progress monitoring

STUDENT RESPONSIBILITIES

We, as students, will share the responsibility to improve academic achievement and achieve the State's high standards. Specifically, we will:

- In order to help achieve the 2014-2015 SCEP Section 5C:
 - Set a specific goal for improvement on a standard based skill in every class, every quarter
 - Reflect on performance on specific tasks that measure these skills every quarter
 - Identify how to improve in these skills and work at our plan
- In order to help achieve the 2014-2015 SCEP Section 5B:
 - Identify an area for community improvement
 - Come up with a plan to make a difference in the community in that area
 - Reflect quarterly on progress in this project
- come to school on time, ready to do our best and to be the best
- come to school with all the necessary tools of learning - pens, pencils, books, etc.
- listen to and follow directions

- participate in class discussions and activities
- be honest and respect the rights and possessions of others
- follow the school's and class' rules of conduct by wearing our ARMOR everyday, which stands for Academic Respect, Management, Organization and Responsibility
- use appropriate language within the school community
- follow the school's and specific grade's dress code
- ask for help when we don't understand something
- do our homework everyday and ask for help when we need it
- study for tests and assignments
- read at least 30 minutes everyday outside of school time
- get adequate rest every night
- use the library to get information and to find books that we enjoy reading
- give to our parents or to the adult who is responsible for our welfare, all notices and information that we receive at school everyday and to bring back to school any correspondence and information as requested
- access online grading tools such as Engrade and ARIS to take personal responsibility for progress monitoring

**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 11	Borough Bronx	School Number 127
School Name Castle Hill Middle School 127		

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 Harry Sherman	Assistant Principal Jennifer Brooks
Coach David Soares	Coach type here
ESL Teacher Bella Giustino	Guidance Counselor type here
Teacher/Subject Area Joshua Mateo/Science	Parent type here
Teacher/Subject Area Sabrin Abedin/ ESL	Parent Coordinator Isa Tejada
Related Service Provider type here	Other Dores Vives/ Spanish
Network Leader(Only if working with the LAP team) type here	Other Elaine Gonzalez

C. Teacher Qualifications

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

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

D. Student Demographics

Total number of students in school (Excluding Pre-K)	752	Total number of ELLs	115	ELLs as share of total student population (%)	15.29%
--	------------	----------------------	------------	---	---------------

Part II: ELL Demographics

A. ELL Programs

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

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

This school offers (check all that apply):

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

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

ELL Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Tot #
Transitional Bilingual Education <small>(60%:40% → 50%:50% → 75%:25%)</small>							2	2	2					6
Dual Language <small>(50%:50%)</small>														0
Freestanding ESL														
Pull-out							2	2	2					6
self-contained									2					2
Total	0	0	0	0	0	0	4	4	6	0	0	0	0	14

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	115	Newcomers (ELLs receiving service 0-3 years)	75	ELL Students with Disabilities	13
SIFE	19	ELLs receiving service 4-6 years	21	Long-Term (completed 6+ years)	18

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	69	18	0	12	1	0	13	0	2	94
Dual Language										0
ESL	6	0	4	9	0	4	6	0	3	21

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	75	18	4	21	1	4	19	0	5	115
Number of ELLs who have an alternate placement paraprofessional: <u>0</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
Bengali							25	31	17					73
Spanish							13	17	20					50
SELECT ONE														0
TOTAL	0	0	0	0	0	0	38	48	37	0	0	0	0	123

*EP=English proficient student

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

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

This Section for Dual Language Programs Only

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

Freestanding English as a Second Language

Number of ELLs by Grade in Each Language Group

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish							3	5	4					12
Chinese														0
Russian														0
Bengali							3		1					4
Urdu														0
Arabic							2							2
Haitian								1						1
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other								1	1					2
TOTAL	0	0	0	0	0	0	8	7	6	0	0	0	0	21

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)							13	15	9					37
Intermediate(I)							8	10	9					27
Advanced (A)							16	23	10					49
Total	0	0	0	0	0	0	37	48	28	0	0	0	0	113

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	15	7	0	0	22
7	25	6	1	0	32
8	17	3	3	0	23
NYSAA Bilingual (SWD)	1				1

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	13	8	7	0	3	0	0	0	31
7	14	15	2	8	0	4	0	0	43
8	8	14	2	2	1	3	0	0	30
NYSAA Bilingual (SWD)	1								1

NYS Science

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

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

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
Comprehensive English				
Integrated Algebra	1		1	
Geometry				
Algebra 2/Trigonometry				
Math _____				
Biology				
Chemistry				
Earth Science	1		1	
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.
As a school wide community, we use Fountas and Pinnell to assess the early literacy skills of ELL's. Students were WRAPPED during the first marking period and we found that the majority of the ELL students are reading well below their grade level. The WRAP results show us that we must continue to differentiate instruction and address students' individual deficiencies. We will continue staff

development which fosters best practices on how to educate ELL students. We will continue to teach strategies as we address various learning styles, conferencing with individual students to determine strengths and weaknesses as well as determine next steps in order to change skill deficiencies into proficiencies. Teachers assist students with the setting of SMART goals which are aligned with the ELA, Math, Social Studies and Science department goals. We disseminate pre and post assessments and quarterly tasks to assess whether or not students are meeting their goals during the interim. Upon completion of interim assessments, teachers develop a new plan of action to ensure that students continue to make progress towards their goal. We continue to find more effective ways to assess and teach early literacy skills to meet the varying needs of all ELL's.

2. What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?
As a result of the NYSESLAT data for the 2012-2013 school year, the majority of students were advanced in proficiency levels across grade levels but scored in the level 1 or 2 range on the NYS ELA and Math Exams. However, according to this year's incoming ELL students LABR scores, the majority of our ELL's are scoring at the beginner level of proficiency. The NYSESLAT Modality report was not available. When we receive this information it will be analyzed and used to guide instruction.

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 November 15th, the RNMP report was not functioning.

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

According to the 2012-2013 NYS Testing data, the majority of our ELL's were level ones across grade levels. In both Math and ELA there are no Level 4's. No statistically significant data was noted in regards to higher performance amongst students who took the Math Exam in their Native Language. Those results were not surprising given the data collected from the LAB Spanish and teachers running records revealed that the majority of students were not literate in their native language. Currently we do not use any ELL Periodic Assessments, but plan to in the future therefore b and c are not applicable. We do however administer quarterly tasks in each content area. The results of our departmental quarterly tasks suggest across the board that ELL students need more support with writing mechanics, structure and organization.

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 as our school services grades 6-8

6. How do you make sure that a child's second language development is considered in instructional decisions?
Teachers use a variety of strategies and methods to ensure that students' second language development is always at the fore front of instructional decision making and planning. Teachers focus on strategies that maximize students' exposure and practice in the four modalities of reading, writing, speaking and listening. Teachers continue to focus on differentiated instruction, vocabulary development and higher order questioning.

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

N/A

8. Describe how you evaluate the success of your programs for ELLs (e.g. meeting AYP for ELLs, etc.).
The ELL team and AIS team work in conjunction with the curriculum team and administration in evaluating the performance of ELL's throughout the year at AIS and ESL bi-monthly meetings. The ESL department monitors the performance of ELL's through the assessment cycle during weekly teacher meetings (TM).

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](#).)
 1. Upon registration and/or enrollment, Mrs. Brooks (ESL Assistant Principal), an ESL teacher or an ELL registration trained pedagogue will meet with the parents to make an initial determination of the child's home language. This process is formalized through a Home Language Identification Survey (HLIS), which is translated in nine languages. Parents complete the form to show what language the child speaks at home. If the parent speaks Spanish a trained pedagogue who can speak Spanish conducts the interview. If the parent speaks Bangla, pedagogues who can speak Bangla will conduct the interview. If the parent speaks Arabic, a pedagogue who can speak Arabic will help conduct the interview. If the parent(s) speaks other languages, the school will request a translator through the DOE phone translation unit, to assist parents in completing the HLIS.

Once the ESL teacher/LAB coordinator collects the HLIS from parents and determines that a language other than English is spoken in a child's home, then the child is administered a Language Assessment Battery-Revised (LAB-R), which is a test that establishes English proficiency level. The LAB-R is administered to eligible students within the first ten days of initial enrollment. Students that score below proficiency level on the LAB-R become eligible for state-mandated services for English Language Learners (ELL).

Students who speak Spanish at home and score below proficiency level on the LAB-R are administered a Spanish LAB to determine language dominance. This will aid in determining language dominance for instructional planning in providing bilingual or ESL services.

Depending on the LAB-R results the school will send an entitlement letter to the parents/guardians of each student who is eligible for ESL services. A copy of the Entitlement Letter will be placed both in the students' cumulative record and the ESL compliance binder.
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.
 2. Following notification of their child's eligibility for ELL services, parents will be provided with information about program choices during a parent orientation.
 - During orientation parents will be informed of the three instructional models available in NYC regardless of whether the preferred model is currently not offered in the school.
 - The parents of newly enrolled ELL students will view the parent orientation video. The video explains the three program options. The video is available in thirteen languages.
 - Once parents are informed of the three program options, the school will supply the parent with the Parent Survey & Program Selection Form. On this form parents will indicate their program choice.
 - Once we receive the completed form from the parent indicating their program choice selection, the information is then entered in the ATS (ELPC) screen. We enter the parent's first choice regardless if the program is provided at our school or not.
 - Copies of the Parent Selection Form are made and placed both in the students' cumulative record and the ELL Compliance Binder, which will be accessible for the State and City audit reviews.
 - Within ten days of enrollment, the ELL students will be placed in the parent's program of choice.
 - o If the parent's choice is available at the school, the student will be placed immediately and a full schedule will be provide to the student.
 - o If the parent's choice is not available in the school, the parent will be notified that the choice that they choose is not available. The parent will be given the option to either keep the child enrolled and placed in a program that is available, or to transfer the child to a different school where the parents' choice is available. We provide parents with a list of schools that offer various TBE or Dual Language programs.
 - o If the parent chooses to transfer the child, the Office of English Language Learners will be contacted. While the student awaits the transfer, the student will be placed temporarily in an ESL program.
 - Every effort will be made to ensure that the Parent Survey and Program Selection Form be completed.
 - A placement letter will be sent to the parents once the child's program has been determined.
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 [\[see tool kit\]](#).)
 3. The Assistant Principal along with the ESL Coordinator sends letters home with the students via backpack. If the letter is not returned, then a follow-up call is made to the parents. If no avail then a certified letter is sent home. If after all exhaustive measures are made and the forms are still not returned then the student is placed in the program of default which is Transitional Bilingual as per the Commissioner's Regulation Part 154.

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.
 4. When a student enters, the New York City DOE, for the first time an informal interview is conducted by a licensed trained pedagogue. A home language identification survey in the native language will be given to the parent to fill out and the trained pedagogue will assist the parent as part of the general intake procedure. If the HLIS indicates that a language other than English is spoken at the child's home, the child is administered the LAB-R to determine the English proficiency level. If the child is deemed limited LEP by the LAB-R, then he/she becomes eligible for ELL service. The parents are then sent an entitlement letter and notified of their child's placement. Parents then come to the school and view the parent orientation video and select complete the Parent Survey/Program Selection Form. This form is given in the native language and interpreters are provided by teachers who speak the same home language or by the DOE phone interpretation unit.
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.
 5. All four parts of the NYSESLAT are administered separately by their Bilingual or ESL teachers. Our ELL students are provided time extensions (time and a half) and are also given separate location within the school building that is free from disturbances. ELL students also utilize their glossaries which provide only direct translations of words. These scaffolds are provided in order to avoid high anxiety levels among the students and to help support them academically.
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. **D**
 6. After reviewing the Parent Survey and Program Selection forms for the past few years the overwhelming majority (60%) of parents chose transitional bilingual for their children, which is the rationale for our school opening two transitional bilingual educational programs (Spanish and Bangla) for our school. Therefore, MS127 is in alignment with Parent Program requests.

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])?

For the 2013-2014 school year, MS 127 offers English Language Learners in grades six through eight, grade wide, mixed proficiency ability, Transitional Bilingual Education classes in Spanish and Bangla and Free Standing ESL with pull out services for all other identified students whose home language is not English. We have one mixed proficiency ability, Transitional Bilingual Education class per language, per grade (one TBE Bangla 6th grade class, one TBE Spanish 6th grade class, one TBE Bangla 7th grade class, one TBE Spanish 7th grade class, one TBE Bangla 8th grade class, one TBE Spanish 8th grade class.) ELL students in the six and seventh grade who are not in the transitional bilingual classes are placed in heterogeneously grouped general education classes and receive pull out services by a certified ESL teacher for their mandated minutes of instruction according to their LAB-R/NYSSELAT proficiency levels.

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)?

Transitional Bilingual Education Classes:

All of our grade level, mixed proficiency ability, TBE classes are taught ESL by their certified ESL teacher for 8 periods a week totally 360 minutes of ESL instruction for all students. This ensures that beginning and intermediate level students are receiving their mandated 360 minutes of ESL instruction and advanced students are receiving their mandated 180 minutes of ESL instruction as well as their mandated 180 minutes of ELA instruction.

Native Language Arts instructional minutes are delivered as follows:

In accordance with NYS CR 154, students at the beginning level of English proficiency will receive content area instruction in the Native Language and English with a 60/40 balance that gradually increases the English Language instruction according to students' needs and progress. Students at the intermediate level of English proficiency will receive content area instruction in the Native Language and English with a 50/50 balance that gradually increases the English Language instruction according to students' needs and progress. Students at the advanced level of English proficiency will receive content area instruction in the Native Language and English with a 25/75 balance that gradually increases the English Language instruction according to students' needs and progress. Native Language instruction and support at the very minimum remain 25% regardless of students' English proficiency or progress.

Free Standing ESL Pull- out 6th and 7th Grades:

ELL students in the six and seventh grade who are not in the transitional bilingual classes receive Free Standing ESL services and are placed in heterogeneously grouped general education classes and receive pull out services by a certified ESL teacher for their mandated minutes of instruction according to their LAB-R/NYSSELAT proficiency levels. The certified ESL teacher pulls out two groups per week. The beginner/intermediate level group meets eight periods a week for a total 360 minutes. The advanced group meets four times a week for a total of 180 minutes a week.

Native Language Arts instructional minutes are delivered as follows:

In accordance with NYS CR 154, Native Language Arts instruction and supports are delivered at the minimum of 25%.

Free Standing ESL 8th Grade Class:

All eighth grade ELL students that are not in the Transitional Bilingual Education classes receive Free Standing ESL services and have been placed in the same heterogeneously grouped general education class. They receive their mandated ESL instruction by their ELA teacher who is a certified ESL teacher. Additionally, this 8th grade ESL group attends extended day on Wednesdays and Thursdays for an additional 50 minutes of instructional time per day, totalling an additional 100 minutes of ESL instruction since it is taught by their certified ESL teacher.

Native Language Arts instructional minutes are delivered as follows:

In accordance with NYS CR 154, Native Language Arts instruction and supports are delivered at the minimum of 25%.

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.

ESL instruction is delivered similarly in Transitional Bilingual Education Classes and Free standing ESL classes with the exception that in TBE classes, instruction is given in both the Native Language (Spanish and Bangla) and English according to proficiency levels and CR154 mandated percentages and students individual needs as described previously. The following are implemented in all

Free Standing ESL and TBE classes for the ESL/ELA content area.

ESL/ELA:

- Learning objectives in each of the four modalities (reading, writing, listening, speaking) are incorporated into lessons plans of all ELL teachers.
- Tiered vocabulary is front loaded to provide scaffolded instruction.
- ESL/ELA teachers provide focused standards-based instruction in the development of language and literacy within the Balanced Literacy reader's and writer's workshop models.
- Teachers Teams align curriculum to the Common Core State Standards, develop CCLS aligned Curriculum Maps and the collaboratively develop the mandated Instructional Units for ELLS's (Beginners/Intermediates= 2 units in ESL and 1 unit in their Native Language, Advanced= 1 unit in ESL, 1 unit in ELA and 1 unit in NA)
- Classroom libraries are leveled and have a variety of books in English as well as Native Languages (Spanish and Bangla) in order to support and develop students Native Language skills and awareness.
- Glossaries were printed, distributed, and teachers continue to instruct students on how to use them in class to aid in their language acquisition.
- Teachers use and continue to develop Lateral Language Acquisition Strategies to enable students to acquire the Target Language (T2) and increase their understanding of abstract concepts and to make content comprehensible to enrich language development.
- Teachers use and continue to develop a variety of research based instructional strategies such as SIOP and QTEL strategies, guided reading, thematic unit development, reciprocal teaching, scaffolding and retelling, literature circles, portfolio assessments, graphic organizers, REALIA (visuals and imagery), to deliver CCLS aligned rigorous and scaffold instruction to ELL's.
- Students are taught discussion and questioning techniques, utilize language partners, sentence starters, engage in dialoged conversations on a daily based in order to provide a sound education and increase language development.
- Various forms of technology are used in order to enrich instructional experiences such as smart boards, lap tops, iPads, computers, listening stations, calculators, recorders, ELMOS, cameras

Mathematics:

- In addition to the strategies and methods mentioned above, MS 127 purchased the suggested CCLS aligned Mathematics textbooks for the CMP3 program in English and Spanish.
- Tired vocabulary is front loaded to provide scaffolded instruction.
- Language objectives in the four modalities (listening, reading, writing and speaking) are incorporated into the lesson plans of all ELL teachers regardless of content area or program model.
- Assessments are translated for all TBE and Free Standing ESL students in their Native Languages (Spanish, Bangla, Urdu, Arabic, Haitian,Twi) by their teachers using translation software or by hand. Students work with teachers to evaluate which assessment they want to use or they may opt to utilize both versions for as long as they need.
- In TBE classes instruction is delivered in both the native language (Spanish and Bangla) and English according to proficiency levels and CR154 mandated percentages and students individual needs as described previously. Various strategies and methods are used to allow students access to the mathematical content while at the same time continuing to acquire English Language Literacy. Some of these strategies are: translated materials, texts, word problems, directions and procedures, rubrics written in student friendly language, word walls that are translated into native languages and English with visual images, glossaries, translation software, language peer partners, texts in native languages and instructional videos in native languages (Pearson, Math XL)
- In ESL classes mathematics is taught in English with a minimum of 25% Native Language supports during instruction. This is achieved through translated materials, texts, word problems, worked out solutions, given answer keys, rubrics, word walls that are translated into native languages and English with visual images, glossaries, translation software, language peer partners, texts in native languages and instructional videos in native languages (Pearson, Math XL)

Science and Social Studies:

- In TBE classes, instruction is given in both the Native Language (Spanish and Bangla) and English according to proficiency levels and CR154 mandated percentages and students individual needs as described previously. In Free Standing ESL Classes, instruction for Science and Social Studies is given in English with a minimum of 25% Native Language supports during instruction. The strategies and methods mentioned above are utilized by the Science and Social Studies teachers of ELL's. Tired vocabulary is front loaded to provide scaffolded instruction. Language objectives in the four modalities (listening, reading, writing and speaking) are incorporated into the lesson plans of all ELL teachers regardless of content area or program model.

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

- For Spanish speaking students, the LAB is offered in Spanish (LAB Spanish) and is used as a tool to assess primary

language literacy and inform instructional needs and goals for teachers and students.

- Our Spanish and Bangla bilingual teachers use conferencing within the Workshop Model that is done in students' native languages. One of our Bilingual Bangla teachers also speaks Arabic and conferences and translates materials/assessments for our Arabic speaking students. For students in our Free Standing ESL classes that speak languages other than Spanish, Bangla and Arabic, teachers translate materials and assessments using translation software (google translate, T-Tools, etc.) Assessments are kept in students portfolios and teachers review students' progress throughout the year both individually and collectively. This process is done in conjunction with general education teachers, service providers and the entire ESL department during assessment norming meeting and general department meetings.

5. How do you ensure that ELLs are appropriately evaluated in all four modalities of English acquisition throughout the year?
-All teachers of ELL's are required to have student learning objectives in the four modalities (reading, writing, listening and speaking) for their lessons. Teachers must have student learning objectives in at least two of the four modalities in every lesson but try to incorporate the use of all four in every lesson possible to insure that ELL's have ample opportunities to practice these foundations skills for literacy. Teachers plan collaboratively to create assessments that are targeted specifically at measuring students' progress within the four modalities. Some example of assessments that evaluate the four modalities are: 1) oral presentations, student journal writing, reading assessments in both native languages and English, 2) Rubrics for student turn and talks and partner dialogue practices 3) listening comprehension activities with headphones or whole class via the smart board that allow teachers to monitor progress and tailor subsequent instructional strategies accordingly 4) re-phrasing/summarizing listening activates via Rosetta Stone and teacher generated assessments 5) students creating audio and animated ibooks and ivideos on mac computers and ipads to exemplify students writing, speaking, reading and listening abilities.
6. How do you differentiate instruction for ELL subgroups?
 - a. Describe your instructional plan for SIFE.
 - b. Describe your plan for ELLs who have been in US schools less than three years (newcomers)..
 - c. Describe your plan for ELLs receiving service 4 to 6 years.
 - d. Describe your plan for long-term ELLs (completed 6+ years).
 - e. Describe your plan for former ELLs (in years 1 and 2 after testing proficient).

a&b) For ELL's we differentiate for Newcomers and SIFE by using rigorous repetition of letters and phonics. Students are taught to communicate effectively through development of vocabulary, reading of simple texts, writing about themselves and their culture. Students listen to CD recordings, sing songs and dialogue with peers and teachers. Vocabulary is explicitly taught with the stressing of cognates and pictures as research by Margerita Calderon suggests is effective for English Language Learners , for vocabulary knowledge correlates with comprehension. There is deliberate concentration language acquisition through turn and talks, interviewing techniques and discussions. Wilsons is available for students who can read on a second grade level or above. Technology is a key component in the instruction of all ELL's but particularly newcomers. Students use Rosetta Stone, listen to recordings, watch videos, use interactive software to gain as much exposure and practice to English as possible. All newcomers are partnered with a buddy to help them with the transition of starting a new school in a new country. Parent Workshops are held for newcomers to provide support with the transition into the new country. Teachers generated "beginners packets" which concentrate on basic communication skills that students complete both individually and with teacher/peer assistance.

c) For four-six year ELLs, students are provided high quality instruction in the areas of Reading, Language Arts and writing through use of texts and technology as well as other resources. These students require specific and targeted academic intervention services. As with all students, these particular students, activities/lessons need to be data driven and targeted heavily in the four modalities in order to provide remedial skills and sufficient practice for these struggling students. Teachers use data from both formal (NYSELAT/LABR/NYS Exams, class assessments) and informal assessments (teachers observations, student self-assessments/peer assessments) to identify the specific deficiencies students possess so targeted instruction can be developed and implemented. Students are provided continuous opportunities to work with partners/small groups/one on one with teachers in developing skills in reading, writing, listening and speaking. Teachers use the WRAP Assessment to identify instructional levels. These students and all ELL's attend extended day services twice a week for a total of 100 minutes where their individual deficiencies are addressed. They are grouped homogenously based on their grade and NYSELAT Modality level so instruction can be specific and targeted to their individual needs.

d. For long term ELLs who have completed six years of ESL services, teachers meet together with service providers to perform an in depth analysis of students individual circumstances and create individualized service/ plans. The team meets quarterly to review students' progress and adjust the plan. These students attend Extended Day Instruction (100 minutes per week) and are grouped according to proficiency level regardless of grade. During extended day, students receive literacy instruction using reading interventions such as Visions, Milestones and Rosetta Stone which both use high interest, low level literature and content based reading to motivate students. Student progress is monitored through formal and informal assessments. The teacher will use the WRAP Assessment determine progress with student's reading level and differentiate instruction accordingly. These students are pulled two-three times per week for Academic Intervention Services (AIS) where strategies in the four modalities (reading, writing, listening, speaking) are reiterated and practiced. Activities/lessons are data-driven. These students are provided with opportunities to work with partners/small groups/one on one with teacher as needed.

After all other intervention services have been exhausted, students are referred for evaluation.

e. For former ELL's, the new teacher is made aware of their former ELL status and the students portfolios are given to their teacher for review. In the beginning of the year the ESL department holds a meeting with the teachers of former ELL's and goes over their portfolios/work/test scores and provides the teachers with instructional strategies for ELL's. Professional Development is held throughout the year for general education teachers on ELL Instructional Strategies to help teachers provide the supports necessary for former ELL's to succeed in mainstream classes. After their exit from ESL former ELL's are given glossaries and are allowed their same testing accommodations for up to two years. Here at 127, we believe that a sound education should be provided to all students. We do our best to continue to support ELL's and former ELL's academic, social and emotional success and provide whatever accommodations we can to students for as long as they need it, even beyond the 2 year State Mandate. Formers ELL's are invited to attend extended day sessions and participate in AIS classes.

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?

As per the NYSESLAT, these particular students are advanced in Listening and Speaking, but they are Intermediate in Reading and Writing. This student will require a variety of learning experiences to diagnose and remediate skills in Reading and Writing. The ESL teacher will concentrate on teaching word learning strategies that will include academic vocabulary as well as content area vocabulary. Teacher will integrate the Freyer model for teaching vocabulary and use context to unlock the meanings of unknown words, cognates, prefixes, suffixes, roots, dictionary and related reference tools. Teacher will also provide opportunities for student discussions and conversations utilizing the learned vocabulary. Teacher will build schema by making connections to related words and concepts. Students are targeted for extended day services (100 minutes per week), where their individual deficiencies are addressed according to their assessments. They are grouped homogenously based on their grade and NYSESLAT Modality level.

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?

ELLS who are identified as having special needs are serviced as per their individualized educational plan (IEP). The Assistant Principal of ELLs meets with the IEP teacher to discuss the student's mandated services as per their IEP. The collaborative meeting is to ensure that school is in compliance with IEP mandates as well as CR Part 154 mandates. As a result of reviewing both the IEP and NYSESLAT results, decisions are made as to whether students are placed in IEP classes and pulled for ESL services or placed in ESL classes and pulled for IEP services. Students who are placed in Self Contained, Collaborative Team Teaching or Resource classes are pulled 180 minutes per week for ESL services by an ESL certified teacher who differentiates considering learning styles and ESL methodologies. Teachers use instructional strategies that enable them to master skills necessary to function academically in order to be transitioned intomainstream classes. Students are pulled for Academic Intervention Services two times per week(90 minutes) where individual learning portfolios are developed and students receive an individualized instructional plan based on performance task assessments. Time For Kids Exploring Writing Curriculum is used in extended day and AIS to help students learn to write across content areas. This program uses standards based activities to develop writing skills in all important areas of writing: preparatory writing tasks, drafting, peer response, editing, revision, and publication. If all available intervention services are exhausted and are of no avail, the Assistant Principal of ELLS/ELL Coordinator communicates development to SBST.

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:			

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

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

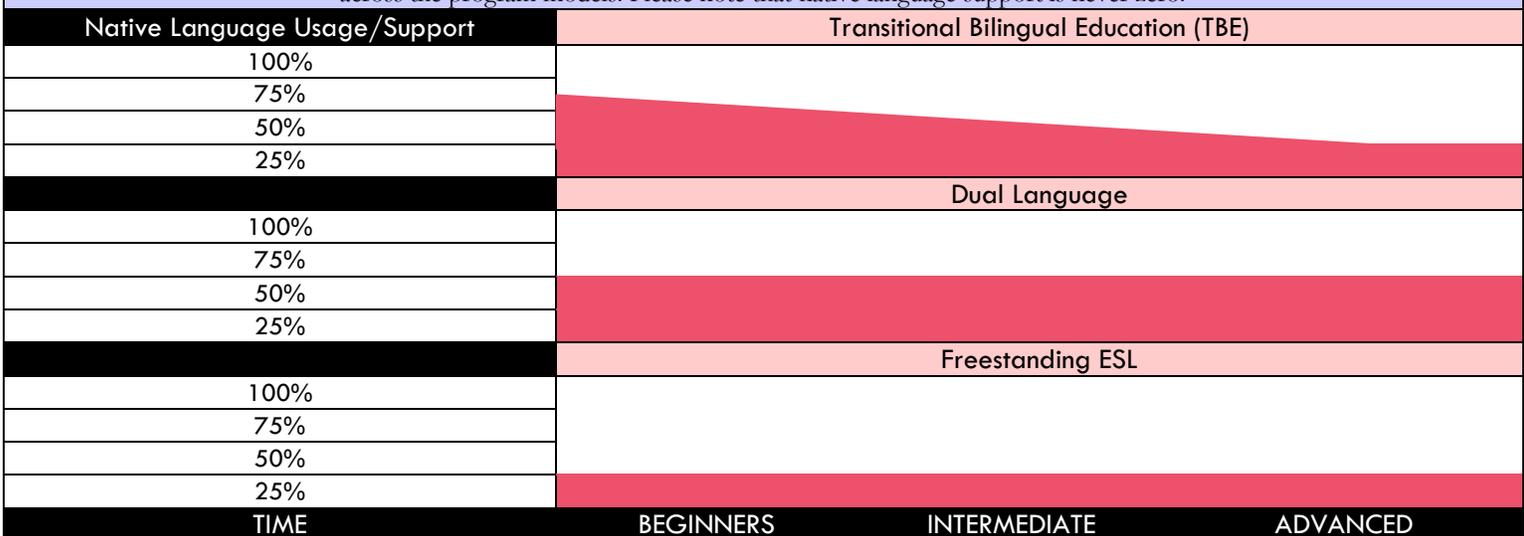
	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS: Native Language Arts	45 minutes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



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.

Academic Intervention Services (AIS) is offered 2-3 times a week during the school day as an elective class for ELL's. The teachers providing (AIS) services use data to inform the instruction they deliver to the students, focusing on building literacy skills and mathematical conceptual understanding. The AIS team meets twice a month to discuss students' progress and plan appropriate academic interventions. The ESL coordinator, 2 ELL teachers and the AP in charge of ESL are members of the AIS team. The AIS team analyzes the standardized test scores, teacher generated assessments, grade wide performance tasks, attendance rates, periodic assessments such as ACUITY, report card grades, are examined to determine progress, areas of strength, and areas in need of improvement. Technology is used as a vehicle to deliver visual, auditory and academically rigorous instruction to ELL's. Teachers of ELL's use ipads, Lap tops, smart boards, listening stations, elmos, cameras and computers to enhance learning experiences for ELL's and to ensure ELL's are building the technological skills necessary to become 21st century leaders. AIS is delivered in English for Free Standing ESL students with Native Language supports. For TBE ESL students AIS is delivered in English/Spanish or English/Bangla as these classes are taught by their Bilingual teachers. Saturday Academy is a 14 week, 3 hour program geared at preparing ELL students for the NYS/NYSSELAT Exams. All ELL's are invited and encouraged to attend Saturday Academy.

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

MS 127 is constantly striving to improve our services for ELL's. According to our data analysis of last years 2012-2013 state exams and NYSELAT scores, the majority of our ELL's are still performing at beginner levels on the NYS ELA and Math exams despite the fact that the majority of these ELL's scored in the advanced range of the NYSELAT. We are exploring new research based programs and instructional strategies that can help us address this gap in instructional effectiveness and students' abilities to execute and transfer literacy and math skills. The ESL team will perform an analysis of the NYS Exams and the NYSELAT in December. We will examine both exams in detail cross referencing question structure, text complexity and cognitive demand in attempt to help inform future instruction. We will perform an item analysis of students' scores on both exams to help pinpoint students strengths and weakness and adjust our instruction according to student's needs. We realize we have much work to do in improving the services and instruction we provide to our ELL's. Teachers are attending Network, DOE and outside trainings in SIOP and QTEL strategies as well as trainings for specifically geared towards English Literacy and Math Skills/ Problem Solving strategies. Although ample texts and materials are available for out Spanish speaking students, we have not been successful in our efforts in finding texts and materials in Bangla. Publishers claim not to have such materials yet but are working on creating them. In the meantime, our Bangla teachers translate all materials and assessments for students. We are fortunate to have 4 Bangla speaking teachers at MS 127. Our newly created TBE Bangla and Spanish programs have become increasingly popular amongst the neighborhood and student enrollment is booming for these classes, particularly the Bangla class. We will continue to monitor students' enrollment and provide professional development opportunities for our teachers to help them meet the demands of our population. In addition, we continue to seek new ways to provide effective native language supports and scaffold instruction for all our ELL's in Freestanding classes.

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

Due to this year's increase in beginning proficiency level ELL's, we are looking into new professional development trainings for teachers that target instructional strategies for new comers. We are in the process of reviewing several different text and computer based programs in hopes of finding more targeted (according to ELL sub-groups and content areas) and appropriate material for our students. We are looking into hiring a Bengali guidance counselor to help meets the needs of our grouping population. We are seeking to find assessment tools that assess early literacy skills of our Bangla ELL's, Hatitan ELL's, Arabic ELL's and Urdu ELL's.

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

none

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

All ELL students are entitled to and invited to all extracurricular and support services that we offer to the entire body. This includes extended day, Friday School, Saturday Academy, NYSELAT Test Prep Classes and our Champions after school extracurricular and tutorial programs. It also includes our extensive Elective program, where students get to choose from a menu of enrichment classes. Two of the choices are Fine Arts and Vocal music, which are taught using the Blueprint for Arts Model. Translated information letters, permission slips, emails and phone calls are made in the students' home languages facilitated by the ESL department and Bilingual Parent Coordinator.

14. What instructional materials, including technology, are used to support ELLs (include content area as well as language materials; list

ELL subgroups if necessary)?

Strategies used in the ELL classrooms are: SIOP and QTEL instructional strategies, activating and bridging prior knowledge through using graphic organizers, anticipatory guides, semantic maps, think-pair-share, turn and talks, stop and jots, language partners, KWL charts, etc., contextualization such as, metaphors, pictures, audio and video clips, newspapers, magazines, etc., and building schema by bridging prior knowledge and experiences to new concepts and ideas. We place all incoming ELL students in an age appropriate grade. We follow the NYS Common Core Learning Standards during instruction in the content areas. Music and Art teachers use the NYC Blue Prints for the Arts curriculum which is by grade level. We use Visions, Rosetta Stone, Imagination Learning, NYSELAT Test Prep 1-3, CMP3 Spanish, Native Language Libraries, Glossaries and the technology previously listed to help support ELL's academic success.

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

Native Language support is always at the minimum of 25% in Freestanding ESL classes and varies in TBE classes according to students' proficiency levels and individual needs (See Section A, question #3 for a detailed description of NL instructional percentages). All ELL students were provided with glossaries in their native languages. We were able to order books for classroom libraries in the native languages of all of our ESL students. Teachers use translation software to translate curriculum material and assessments as needed for students. Students use technology to translate for themselves materials as needed. Students and teachers utilize computers to show instructional videos and tutorials in students' native language.

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

Here at MS127, we understand the developmental need for adolescents to learn amongst peers of their age. Thus, we place ELL's in their age/grade appropriate class. Classes were created based on grade and are heterogeneously group according to proficiency levels. Books for classroom libraries were specifically ordered in English and Native Languages and are age appropriate regardless of students' proficiency.

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.

MS 127 has a voluntary summer school academy for ELL's. All ELL's are invited to attend but emphasis is placed on Beginning level ELL's and newcomers. Instruction is geared towards English Literacy and mathematics. Summer School Academy is a great way to connect new comers with the content before the academic year starts. It gives students important opportunities to build relationships with peers and introduces to the new structures of school in the United States. New ELL's who enroll in throughout the school year are paired with a student buddy to help ease their transition. Whenever possible students are chosen who speak the same language and are within the same age range for their grade. Parent workshops are held throughout the year for the families of new ELL's to help orient families into our learning community.

18. What language electives are offered to ELLs?

Language electives are not offered.

19. For schools with dual language programs:

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

Paste response to questions here:

C. Professional Development and Support for School Staff

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

Teachers of ELLS meet weekly in professional learning communities with the ELL Coordinator, Literacy Coach, Math Coach, PIC's and Lead Teachers during TM (teacher meeting time) to ensure effective implementation of best practices. TM was developed to provide a forum for teachers to share best practices and strategies, discuss and evaluate the assessment cycle, documentation/ creation of goals, progress of targeted ELL students, data analysis, share successes and challenges in teaching and providing services for ELL's. ELL teachers use this time to collaboratively plan their instruction and make adjustments according to data and student's needs. This meeting and the bi-weekly ELL meetings are places where teachers can discuss and turn-key strategies they have learned from LSO workshops, QTEL, NYC ELL Institute, Theater For A New Audience, Smartboard training, and Classroom intervisitations and any other formal Professional Development Workshops they have attended. Two hours of per session is available per week for collaborative lesson planning for the ESL department. The department has 90% of its members participating in Collaborative Lesson Planning. This year the ESL department is participating in Instructional Rounds. Teachers use this non-threatening environment as a way to evaluate their practice, gain competency in Danielson, CCLS curriculum and ESL instructional strategies. Jose P. hours are met through our bi monthly meetings as well as network training workshops planned for the winter and spring. Teachers are in the process of researching PD's that they feel will be most valuable to improving their practice. School Wide PD for ELL instruction will take place in December. It will be given by the AP of ELL's, the ELL coordinator and 4 ESL/Bilingual certified teachers. All workshop materials and signature sheets or time sheets are kept in the ESL Compliance binder with a summary sheet with cumulative hours for each teacher of ELLS. 5 ELL teachers, the ELL Coordinator and the ELL Assistant Principal have attended Network/DOE sponsored training as of November 10th, 2013. Every month ELL teachers are forwarded the OELL email where various professional developments can be found. At our bi-monthly meeting new PD's are discussed and teachers are encouraged to attend. In assisting students with the transition to high school and focus on college and career readiness, 8th grade ELL's visited an ELL High School (New World High School) in November where they took a tour and met with students to discuss their high school experience. We plan to take all ELL's on similar visits to high schools and colleges alike as our school continues to focus on College and Career Readiness. An AUSSIE Literacy Consultant has been hired and continues to work with the ELA/ELL staff to improve their instruction.

D. Parental Involvement

1. Describe ELL parent involvement in your school. Include specific activities that foster parental involvement for parents of ELLs.
2. Does the school partner with other agencies or Community Based Organizations to provide workshops or services to ELL parents?
3. How do you evaluate the needs of the parents?
4. How do your parental involvement activities address the needs of the parents?
 1. Involving the ELL parent begins at registration. The parent is introduced to the ELL program used by our school by the Assistant Principal (Mrs. Brooks), Parent Coordinator (MS. Tejada), and ELL Coordinator (Ms. Guistino). The ELL parent orientation video is shown at the time of registration, in the native language of the parent. Two weeks into school an ELL parent breakfast and an ELL parent dinner is held to introduce the family to our ELL department which include teachers and administrators. We have conducted our Parent Workshops; ARIS parent link, EngradePro, the High School Process workshops in the native language of our parents (Spanish & Bengla). This school year have an ELL Department event (Cultural Celebration) which included performances by our ELL students, teachers, local artist, and a potluck style food sharing.
 2. Our school has a strong partnership with the YMCA for New Americans, Sports & Arts in Schools Foundation, and The Mayor's office for Immigrant Affairs. For the past two years the YMCA has provided English as a Second Language classes to the parent in our school free of charge. Classes take place in the evenings (6pm-9pm) Monday-Thursday. Sports and Art is our after school provider and also offers parent workshops for our ELL parents in their native language. This year so far a workshop on Study Skills has been conducted. The Mayor's Office for Immigrant Affairs has this year provided our ELL community the following workshops; Health Insurance/Obama Care: What I should know, Continuing Education & GED, Job Readiness, and Family Literacy.
 3. The needs of parents are evaluated by conversation during the initial registration interview and Parent Survey.
 4. Our activities address the needs of our parent community by aim at addressing the social needs of our ELL community; learning the language, understanding health care, and seeking employment. By providing English classes for parents we are giving them the opportunity for better employment and/ or a better chance at academic advancement in the United States. Our workshops aim to address what every parent of a middle school student should know; Understanding the High School Process, Studies Skill and Understanding my child's school (EngradePro & ARIS Parent Link.)

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.

As of November 15, 2013, the ATS report RNMR was not functioning correctly and did not allow for the sorting of NYSESLAT data for the 2012-2013 school year, thus the NYSESLAT Modality Analysis could not be completed. As of November 15, 2013, The RMSR ATS report was not functioning correctly and would not allow us to sort for the NYS Science Exam, thus this section was left blank and will be analyzed by the ESL team when the report is functioning.

Part VI: LAP Assurances

School Name: _____

School DBN: _____

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

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

LANGUAGE TRANSLATION AND INTERPRETATION 2013-2014 TO 2014-2015

Requirement under Chancellor's Regulations – for all schools

DBN: 11X127 School Name: Castle Hill Middle School 127

Cluster: 6 Network: 606

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.

To support shared parent school accountability, upon registration non-English speaking parents are provided with a Home Language Identification Survey (HLIS) in their native language. The Pupil Accounting Secretary enters the data from the HLIS into an ATS Bio report that includes parents preferred language. The DNLO report (ATS report that can be downloaded to an excel spread sheet and filters parents preferred spoken language and written language) is cross-referenced with the Program Survey and Parent Selection Form. These forms are provided to parents in their native language and English. We also show parents the EPIC video in the parents' native language and/or English according to the parents' choice. This preference is notated on the Program Preference and Program selection Form. The ESL Team, which consists of the ESL coordinator, Assistant Principal of ESL, Parent Coordinator, 1 Dean, 2 Guidance Counselors, 4 ESL teachers, 6 Bilingual Teachers and 2 General Education Teachers, analyzes the data from all three sources. The findings provide the school with insight and data to further assist parents and students in our school community. The analyzed data is discussed at the ESL team meeting. Teachers then consider other data below and then identify parents preferred method of communication. Considerations include: Parent orientations, Parent-Teacher conferences, Feedback from teachers of ELL students on student and parent language needs, Feedback from the Parents Association, Interviews with newly admitted ELL students, Interviews with Parents of the newly admitted ELL students, Feedback from the parent coordinator, and the ELL coordinator, Feedback from the school secretaries, medical staff, attendance personnel, and safety officers.

At the Parent Orientation, all materials are available in home languages and all information is presented in multiple languages. Methodologies used to relay information in home languages to parents are as follows: we use parent letters in English, Spanish, Bangla, Urdu, Haitian/Creole, Arabic and Twi which are the languages representative of our ESL population and all provided by the DOE. A video (EPIC) is presented that explains the language program options that parents can choose from. The video has the option to be played in the languages mentioned above. Parents then complete the Parent Survey and Program Selection form where the parent selects their first, second, and third choice for a program for their child. The DOE provides these documents in the various home languages mentioned above. After their child is placed into the program in which they have selected, parents receive reports throughout the year (in home languages) informing them about testing- out or continuation of services and their child's proficiency levels. In addition to our Parent Orientation we offer Parent Workshops

throughout the year. Invitations and communications are provided in home languages for our ELL parents. We have staff on hand to translate orally and in writing, our communications in all languages using Google Translator for Spanish and Haitian/Creole. We use an Ipad Application to translate in Arabic, Twi and Bangla. We also purchased the telephone messenger system, which allows us the ability to send phone messages home in these languages. Our Parent Coordinator programs the messages based on our determined Parent's Preferred language. Other translated materials include complete information for Parent-Teacher Conference night, school-year calendars, principal announcements, testing schedules and special events notices. Materials have been provided using this service to support parent-school shared accountability.

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.

After analyzing the Home Language Surveys for parents preferred language of communication; we found that 38 parents prefer communications in Spanish, 55 in Bangla, 2 in Arabic, 1 in Haitian, 2 in Urdu, 1 in Pashto and 16 in English. There is a need for oral interpretation when parents come to conduct school business such as conferencing with teachers, IEP meetings, picking up children from school, expressing a concern, medical needs/emergencies, lunch applications, report cards, after-school programs. There is a need for written translations to keep parents informed of the school's vision/schedule, CCLS Standards, all school communications, school calendars, PTA notices, understanding report cards/progress reports/ State Reports, IEP's, High School Applications, trip forms, Parent Coordinators Report, Sports and Arts Program, Academic Intervention Programs, events, safety related communication, workshops and teacher communications. We have 21 staff members that speak Spanish and are available to provide oral translation for parents during the school day and for all school functions. 12 of these staff members can translate written material in Spanish. We have four Bangla speaking teachers that provide both written and oral translation for parents during school and for all school functions. We have 2 staff members that speak Arabic and provide both oral and written translation for parents during the day and for all school functions. We are in need of oral and written translation services for in Pashto, Urdu and Haitian. We utilize the DOE Translation Telephone Unit to communicate orally with parents when an on site staff member does not speak parents' home language/preferred language of communication. We will utilize the DOE Translation Unit to translate written communications in Pashto, Urdu and Haitian. Findings were reported to the following: SLT, PA, Parent Coordinator, Curriculum Team, AIS Team, Testing Coordinator and Administration. ELL students and their parents were informed of the oral interpretation and written translation services offered at 127 at the time of initial enrollment, the Parent Orientations in September, via backpack in October, via Bulletin Board in the main entrance and Parent Coordinators Board, at the time of enrollment. ELL teachers will hand parents a notice informing them of the translation services offered at MS 127 on all Parent Teacher Conference Days/Nights.

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.

MS 127 will continue to use our in-house staff members to translate written materials in Spanish, Bangla and Urdu. ELL teachers meet bi-weekly and discuss materials and notices that need to be translated. A school aid then copies and bundles the notices for distribution by the homeroom teacher. We will utilize the Department of Education Translation unit, for translation services other than the languages mentioned where all school wide informational documents, calendars and workshop notices will be translated. The Parent Coordinator over sees all school-wide notices that are sent home to parents and ensures they are translated in the 6 preferred languages of communication.

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.

MS 127 will continue to utilize our in-house Spanish, Bangla and Arabic speaking staff to provide oral translation services for parents. Additionally, we will use the DOE Translation Unit and employ the LIS Translation Interpreting Service all in effort to support the needs of all students/parents and increase our parent involvement. The LIS Translation Interpreting Service will provide translation services for the NYS Exams as needed by language.

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>.

Fulfilling Section VII of Chancellor's Regulations A-663: Our school will provide Limited English Speaking parents a meaningful opportunity to participate in and have access to programs and services critical to their child's education. Our school will determine within 30 days of a student's enrollment, the primary language spoken by the parent of each student enrolled in the school. Information will be maintained in ATS and on student Emergency Cards as well as the ESL compliance binder. Our school will provide translation and interpretation services to parents who require language assistance in order to communicate effectively. Parents may rely on adults or relatives for language interpretation if they choose. Our school will assess timely provision of translated documents through existing resources or the DOE Translation Unit. Upon initial enrollment, through Parent Orientation meetings in September, back packed notice in October, Parent Teacher Conferences in November and February and in our Monthly School Calendar/Newsletter, parents are notified of the translation services available at MS 127.



Department of English Language Learners and Student Support

Milady Baez, Senior Executive Director
 52 Chambers Street, Room 209
 New York, New York 10007
 Phone: 212-374-6072

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

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

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

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

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

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

Part A: School Information	
Name of School: Castle Hill Middle School 127	DBN: 11x127
This school is (check one):	
<input checked="" type="checkbox"/> conceptually consolidated (skip part E below) <input type="checkbox"/> NOT conceptually consolidated (must complete part E below)	

Part B: Direct Instruction Supplemental Program Information
The direct instruction component of the program will consist of (check all that apply):
<input type="checkbox"/> Before school <input checked="" type="checkbox"/> After school <input checked="" type="checkbox"/> Saturday academy
Total # of ELLs to be served: 60
Grades to be served by this program (check all that apply):
<input type="checkbox"/> K <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5

Part B: Direct Instruction Supplemental Program Information

6 7 8 9 10 11 12

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

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: For the 2014-2015 school year, as required by CR part 154, we have created five Transitional Bilingual Education classes in response to our Parents' Program Selections and students' needs. We have three Bengali TBE classes and two Spanish bridge TBE classes that service 103 out of 126 of our ELL students. Our 23 freestanding ELL students are serviced by two fully certified ESL teachers using both the pull out and push in models.

Our focus for this year's Direct Instruction Supplemental Program is to provide additional instruction for our beginners and lowest performing intermediate ELL's. This year over 65% of our new admissions were beginners creating a need for additional and targeted support for this sub-group. Through a combination of four, four- hour Saturday Academy sessions and twelve, two- hour afterschool sessions, we will provide targeted instruction to our beginners and lowest performing intermediate level ELL's. These sessions will provide beginners with additional practice in foundational reading, writing, listening and English comprehension skills. After this program finishes, MS 127 will run its Saturday Test Preparation Program for all students who received a level one or two on the NY state ELA and Math exams. We have created classes for all ELL's in this program and it is our intent that our Direct Instructional Supplemental Program gives our beginners and lower performing intermediates the additional and targeted boost in instruction they need in order to make significant gains towards English proficiency.

Our Beginners Saturday Academy for ELL's will service 60 students and be taught by all four of our fully certified ESL teachers and supervised by the Assistant Principal of the ELL department when another supervisor is not present in the building. This will allow for a targeted small class size of no more than 15 students per class. The four, four-hour Saturday sessions will run from 8:00am-12:00pm and commence on January 10th, 2015, and end on January 31st, 2015.

The twelve, two- hour afterschool sessions will run two to three times a week starting Wednesday, January 7th, 2015 and end February 6th, 2015. The same 60 students will be serviced. The afterschool sessions will run from 2:30pm-4:30pm and will be taught by all four of our fully ESL certified teachers. The Assistant Principal will supervise and be paid out of Title III funds for this program when it is the only program running in the building. Instruction will focus on growing the English proficiency of students. These sessions will provide intense instruction in phonics, decoding, vocabulary development,

Part B: Direct Instruction Supplemental Program Information

conversational skills, grammar, listening, reading and writing strategies. Teachers will scaffold Native Language supports as needed for individual students. Smartboards, Ipads and computers will be used in providing listening stations, videos, visuals and learning games to help increase engagement and incorporate the use of technology. Teachers will be using a combination of Achieve 3000, Rosetta Stone, Getting Ready for the NYSESLAT and grade wide CCLS aligned ELA classroom materials.

Part C: Professional Development

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

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

Begin description here: Teacher Collaboration meeting time is built in to each teacher's program on Mondays from 2:30-3:50pm. Bi-weekly, all teachers of ELL's meet for a 40 minute period together with the Assistant Principal for ELL's. This time is spent sharing best practices to use with ELL students, to examine data, explore the latest research based strategies and lesson plan collaboratively. In addition to this meeting, the first Tuesday of the month the ELL department holds a data meeting to specifically analyze our ELL's data and plan targeted interventions to address gaps and deficiencies. All ELL teachers will attend at least two Network or DOE sponsored professional development workshops of their choosing. The TBE math teachers will be attending a language objectives writing workshop for mathematics in March sponsored by the DOE. Additionally, the three ESL certified teachers will be attending the Beyond the Language Series at Bank Street College sponsored by the DOE. As a department, we will be visiting two other schools in Queens to observe best practices in Transitional Bilingual and ESL push in services workshops. All ELL teachers will conduct and an Action Research Project of their choosing and turnkey their findings with the department. In house PD will be given and facilitated by the certified teachers in the department once a month during our monthly meetings or a lunch and learn session and facilitated by the AP and at least two times, by the Network. These sessions are not funded by Title III monies, but are a significant part of our PD program.

Topic 1: Beyond the Language Series

Rationale: To support our ELL teachers in developing language from different perspectives linking them to the Common Core State Standards.

Date: November 7th, 2014 and November 8th, 2014

Time: 4-7:30pm and 8-4pm

Name of Provider: Bank Street College

Audience: 3 ESL Teachers, Ms. Giustino, Ms. Abedine, Ms. Centeno

Part C: Professional Development

Topic 2: Intervisitation to John Adams High School 480, Queens

Rationale: To observe best practices in a Transitional Bilingual Bengali Program and ESL push in services.

Date: 1/14/15

Time: 9-1:30

Name of Provider: 27Q480

Audience: Six MS 127 teachers: Ms. Abedine, Mr. Ahmed, Mr. Hafiz, Ms. Nahar, Ms. Giustino, Mr. Mateo

Topic 3: Intervisitation to John Adams High School 480, Queens

Rationale: To observe best practices in Transitional Bilingual Bengali Program and ESL push in services.

Date: 2/13/14

Time: 9-1:30

Name of Provider: 27Q480

Audience: Ms. Abedine, Mr. Ahmed, Mr. Hafiz, Ms. Nahar, Ms. Giustino, Mr. Mateo

Topic 4: Monthly ELL Department Data meetings

Rationale: ELL teachers meet with the ESL coordinator and AP of ELL's the first Tuesday of each month specifically to analyze department wide data. The team identifies trends, evaluates students' performance, plan targeted strategies to address gaps and deficiencies and shares best practices.

Date: First Tuesday of each month

Time: 2:30-3:30

Name of Provider: MS 127 ELL Department Staff

Topic 5: Writing Language Objectives for English Language Learners (ELLs) in the Mathematics Classroom

Rationale: To increase our ELL math teachers' knowledge in developing mathematics language objectives to assist ELL's in achieving academic language fluency.

Part C: Professional Development

Date: March 16, 2015

Time: 9:00 AM to 3:00 PM

Name of Provider: Mr. Hafiz, Ms. Mercado, Ms. Daly, Mrs. Brooks

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: ELL parent workshops will be held throughout the year in order for parents of ELL students to keep apprised of student progress, student learning goals and topics, and to celebrate student participation in supplemental education programs. Parents will be notified through appropriately translated flyers, letters and monthly calendars. Parental engagement workshops have been scheduled as follows: Saturday, December 6, January 10th, and February 14th, from 9am-11am. The topic will be "Accessing Student Progress through ARIS and Engrade", "Preparing for High School", "Preparing your child for the NYS ELA exam and the NYSESLAT" . Workshops are provided by ELL teachers, Parent Coordinator and Learning Leaders. We have also partnered with the YMCA for New Americans and offer ESL classes for adults Monday-Thursday, 6pm-9pm. Refreshments will be served at each meeting. Parents are notified by notices sent home, phone calls and/or Engrade messenger.

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 	_____	_____

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.
contracts.		
Supplies and materials <ul style="list-style-type: none">• Must be supplemental.• Additional curricula, instructional materials.• Must be clearly listed.		
Educational Software (Object Code 199)		
Travel		
Other		
TOTAL		